*To achieve the given level, the student should* ***consistently*** *demonstrate the behaviors listed*

Student meets professional behavior standards (collaborative, respectful interactions with all team members) throughout the clerkship (Yes/No)

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| **Domain**  |  |  |  |  |
| Dedication to patient care | Minimal interest or disengaged, “just going through the motions” or does not participate | Follows up on patient data with prompting  | Follows up on patient data and facilitates their care | Shows an exceptional dedication to patients and their care  |
| Clinical Skills  | Missing many basic skills or unable to obtain history or perform physical exam; very uncertain or has many omissions during clinical encounters | Appropriate basic skills; collects general patient data accurately  | Strong clinical skills; collects data with ease and accuracy | Has very strong clinical skills; collects data (history, physical, medical record review) with ease, precision and accuracy |
| Patient and Family rapport  | Difficulty with rapport or does not engage with patients or families; actions confuse patients/families or make them uncomfortable; seems more interested in self than others | Has appropriate engagement with patients and families; becoming more comfortable with pediatric patients  | Has appropriate and facile engagement with patients and families  | Has appropriate, intuitive, facile engagement with patients and families  |
| Communication Skills | Poorly organized presentations; written notes often missing components even after feedback; unable to convey the basic information | Organized presentations. Written notes contain appropriate components. | Organized, thorough presentations. Written notes clear and organized. | Organized, thorough, concise presentations. Written notes clear, organized, concise but complete. |
| Interpretation of data | Difficulty synthesizing data; differential diagnoses very limited in scope; easily overwhelmed by information; may not recognize own deficits  | Synthesizes data with the development of a broad differential diagnosis | Synthesizes data with the development of patient specific differential diagnoses and assessments | Synthesizes and prioritizes data with the development of patient specific differential diagnoses and assessments |
| Plan  | Has difficulty coming up with a plan even with prompting and/or guidance | Suggests a plan when prompted | Often offers a logical plan  | Consistently offers a logical, cogent, thoughtful plan  |
| Self-directed learning  | Does not complete assignments or does so with minimal effort/poor quality; no evidence of outside reading/study | Completes all required assignments  | Engaged in learning and is self-directed in their learning  | Demonstrates a high level of engagement, exemplifies self-directed learning, educates others  |
| Feedback  | Does not seek feedback or does not adjust behavior after feedback given | Seeks feedback *or* accepts feedback when given | Seeks and accepts feedback | Seeks, accepts and implements feedback  |
|  |  |  |  |  |
| Something done well: |
| Something to work on: |