

Outpatient Internal Medicine

STUDENT NAME: _____ DATES: _____ SITE: _____

Clinical Knowledge – Common Outpatient Childhood/Adult Illnesses/Symptoms

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|---|--|---|---|---|---------------------------------------|
| <input type="checkbox"/> Major deficiencies in clinical/relevant basic science knowledge base | <input type="checkbox"/> Understanding of basic concepts marginal – below expected level | <input type="checkbox"/> Clinical knowledge appropriate to level of training – understands basic pathophysiology and common/simple disease states | <input type="checkbox"/> Demonstrates knowledge of more complex disease states, complex physiology and treatments | <input type="checkbox"/> Thorough knowledge of complex issues/uncommon illnesses including being up to date on current literature | <input type="checkbox"/> Not Observed |
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Clinical Knowledge – Adult/Pediatric Developmental Milestones and Age Appropriate Immunizations, Screenings

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|---|--|--|---|--|---------------------------------------|
| <input type="checkbox"/> Major deficiencies | <input type="checkbox"/> Understanding marginal – below expected level | <input type="checkbox"/> Appropriate knowledge – at expected level | <input type="checkbox"/> Knowledge more complete – can clearly outline all health maintenance and disease prevention issues for individual patients | <input type="checkbox"/> Thorough complete knowledge including understanding of subtleties | <input type="checkbox"/> Not Observed |
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Communication Skills – Case Presentations

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| <input type="checkbox"/> Presentations ill prepared, lack important information, contain inaccurate data | <input type="checkbox"/> Presentations orderly, accurate but with some omissions | <input type="checkbox"/> Presentations accurate, orderly, contain all the basic information – appropriate to level of training | <input type="checkbox"/> Presentations more concise, articulate with emphasis on important issues/data. Knows all lab/radiology data | <input type="checkbox"/> Presentations concise, articulate and demonstrate a high level of insight/synthesis. Minimal to no use of notes | <input type="checkbox"/> Not Observed |
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Communication Skills – Interactions with Patients and Families

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| <input type="checkbox"/> Is insensitive, tactless – fails to detect nonverbal cues | <input type="checkbox"/> Occasionally inattentive, sometimes uses terms the patient/family cannot understand | <input type="checkbox"/> Develops rapport with patient and immediate family, avoids medical jargon, appreciates nonverbal cues, can deal with most day to day patient/family interactions | <input type="checkbox"/> Willing to deal with more difficult situations and can do so with little input from supervisors | <input type="checkbox"/> Outstanding rapport with patient and entire family – actively seeks to handle difficult situations/topics – relates to and engages all family members | <input type="checkbox"/> Not Observed |
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Patient Care – Note Writing

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| <input type="checkbox"/> Notes unreliable, unorganized, contain significant omissions | <input type="checkbox"/> Notes organized but omit some relevant issues/data | <input type="checkbox"/> Notes accurate, complete and identify all ongoing problems | <input type="checkbox"/> Notes accurate, complete and indicate clear plans for each ongoing problem | <input type="checkbox"/> Notes concise and analytical reflecting thorough understanding of disease process, patient's conditions and both immediate and more distant plans | <input type="checkbox"/> Not Observed |
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Patient Care – Laboratory and Radiologic Data Interpretation

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| <input type="checkbox"/> Unable to interpret most basic data | <input type="checkbox"/> Marginal interpretation of data with problems relating data to patients | <input type="checkbox"/> Interprets basic data and able to relate data to patients | <input type="checkbox"/> Independently seeks out data, consistently offers interpretation and suggests further workup | <input type="checkbox"/> Demonstrates understanding of subtle findings within lab/radiologic data and able to relate different data into a unified hypothesis | <input type="checkbox"/> Not Observed |
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Practice Based Improvement

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| <input type="checkbox"/> No evidence of independent learning, often unprepared to describe what was learned from prior day's reading | <input type="checkbox"/> Reads some, but not enough, reading too superficial, reads only what is prescribed | <input type="checkbox"/> Reads independently, daily is able to describe what was learned from prior day's reading, occasionally uses multiple sources | <input type="checkbox"/> Reads extensively and reading is goal directed and self motivated – consistently shares new knowledge with team | <input type="checkbox"/> More consistently uses multiple sources including some primary literature and able to describe the data/conclusions of those sources | <input type="checkbox"/> Not Observed |
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