

Guide to Completion of ITER

	Fails to Meet	Partially Meets	Meets	Exceeds
Skilled Clinician				
1. Obtain a complete and accurate history	Obtains incomplete or inaccurate information, including identification of red flags	Obtains an incomplete history	Obtains a complete and organized history	Takes an excellent history that is relevant, organized and concise Consistently identifies presence or absence of red flag+symptoms
2. Complete a thorough and accurate clinical examination	Conducts an exam that is incomplete, inaccurate or insensitive to the needs of the patient Errors made represent a risk of missing important information or harming the patient	Some errors, inaccuracies, disorganization and insensitivities but partially correct exam and partial recognition of normal and abnormal findings	Completes a thorough, accurate organized and sensitive examination identifying normal and abnormal findings	Exhibits confidence and comfort with physical examination skills Communicates effectively and explains the examination to the patient throughout the process
3. Uses communication skills to effectively demonstrate empathy and respect and develop rapport	Fails to communicate effectively with patient Fails to demonstrate an empathetic, non-judgmental approach	Demonstrates partial empathetic responses but requires improvement	Demonstrates empathy and respect	Smooth, well nuanced and accurate communication with patient
4. Demonstrates active listening through both verbal and non-verbal behaviours	Does not display active listening skills such as looking at patient, clarifying/reflective back to the patient, responding to verbal cues	Inconsistently displays active listening skills such as looking at the patient, clarifying/reflective back to the patient, responding to verbal cues	Looks directly at patient during the encounter, clarifies/reflects back to patient what they have heard, responds to verbal cues	Smooth, well nuanced and accurate communication with patient Conscious of impact of body language on

	Fails to Meet	Partially Meets	Meets	Exceeds
	Inconsistently conscious of impact of body language on communication with patient and/or unable to modify when appropriate	Sometimes conscious of impact of body language on communication with patient and/or sometimes modifies when appropriate	Conscious of impact of body language on communication with patient and modifies when appropriate	communication with patient and easily modifies when appropriate
5. Is able to analyze, synthesize, and integrate relevant data to formulate a differential diagnosis	<p>Unable to develop a problem list or differential diagnosis</p> <p>Does not understand the common pathologies associated with the differential diagnosis for the patient's condition</p>	<p>Able to develop a partial problem list and/or misses some elements of the differential diagnosis and/or pathophysiology</p> <p>Partially able to understand the common pathologies associated with the differential diagnosis for the patient conditions</p>	<p>Able to develop a problem list and prioritize from both the doctor/patient perspective</p> <p>Develops a key differential diagnosis and adopts a working diagnosis to full diagnosis over time</p>	Understands the common pathologies and pathophysiologies associated with the differential diagnosis for the patient's condition and is able to apply knowledge to develop a comprehensive differential diagnosis
6. Is able to decide which tests should be ordered and why	Cannot decide on relevant investigations	Rudimentary grasp of investigations required	Able to recommend relevant investigations	Able to recommend relevant investigation while considering cost to health care system and impact on patient
7. Is able to manage common problems	Lacks basic knowledge of management principles of common conditions	Has a basic understanding of the management of common conditions but cannot be specific about a management plan	Has a basic understanding of management of common conditions and can address most specifics of management and follow up management	Understands the principles of management of common conditions and is well versed in the specifics of management including therapeutics and follow up management

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8. Is able to prioritize/balance tasks appropriately (manages time with patients effectively)	<p>Unable to manage time effectively</p> <p>Unable to prioritize or balance tasks</p>	<p>Some ability to manage time effectively</p> <p>Inconsistent prioritization or ability to balance tasks</p>	<p>Able to manage time effectively</p> <p>Able to identify and balance priorities most of the time</p> <p>Usually able to complete all routine and important tasks on time</p>	<p>Excellent ability to manage time effectively and efficiently</p> <p>Excellent ability to balance/prioritize tasks</p> <p>Consistently reliable in completing tasks or delegating appropriately</p>
9. Able to formulate appropriate plan and follow up	<p>Lacks basic knowledge of drug treatments and alternatives to drug therapy</p> <p>Lacks an understanding of available community resources</p>	<p>Limited knowledge of drug treatments and alternatives to drug therapy</p> <p>Some understanding of available community resources</p>	<p>Good knowledge of drug treatments and alternatives to drug therapy</p> <p>Has an understanding of available community resources</p>	<p>In-depth knowledge of drug treatments and alternatives to drug therapy</p> <p>Has an excellent knowledge of available community resources and is able to clearly articulate this knowledge with patients/families</p>
10. Is able to present patient cases in a clear, logical manner	<p>Is disorganized in their approach to case presentation, unable to report on key features of patient problem</p>	<p>Some disorganization in case presentation and misses some key features of patient problem(s)</p>	<p>Presents case information in a clear, logical, organized manner</p>	<p>Superior presentation at a higher than expected level . including integration of findings, identification of relevant positive and negative findings, and spontaneous generation of differential diagnoses and management plans</p>

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11. Able to document concisely and appropriately	Disorganized charting Illegible handwriting	Some disorganization and lack of clarity and sometimes incomplete	Able to document information in a clear, logical, concise, and relevant manner Is well organized, legible and complete	Information very clear, well documented and concise and organized in all formats Clear patterns of higher-order thinking in written documents
12. Able to work effectively as part of the health care team	Unable to participate effectively and appropriately in an inter-professional health care team	Understands the necessity of staff and colleague communication but does not carry it forward into practice consistently	Able to participate effectively, appropriately and respectfully in an inter-professional and intra-professional team setting	Recognized by colleagues /coworkers and the inter-professional team for their communication skills
Life Long Learner				
1. Shows initiative for learning	Seldom demonstrates initiative or enthusiasm for learning Consistent appearance of being disengaged or bored	Inconsistent demonstration of initiative or enthusiasm for learning Occasionally appears bored or disengaged	Participate in all aspects of learning Shows initiative for self-directed learning	Enthusiastic about all aspects of learning Enthusiastic and skilled at self-directed learning Appears highly motivated and engaged
Community Collaborator				
1. Considers financial and access issues of common investigations and drugs	Does not consider financial and access issues of investigations and medications	Sometimes considers financial and access issues of investigations and medications	Considers financial and access issues of investigations and medications	Considers financial and access issues of medications and can propose suggestions to address the challenges

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2. Is able to include psychosocial issues to help formulate a differential diagnosis	Does not consider the impact of psychosocial issues on the presenting complaint	Some ability to consider psychosocial issues in developing a differential diagnosis	Considers the patient's context in developing a differential diagnosis	Reflects back to the patient the potential psychosocial impact on their presenting concern
3. Is able to identify common determinants of health	Unable to identify and work with patients to address the determinants of health that affect them.	Some ability to identify and work with patients to address the determinants of health that affect them.	Able to identify and work with patients to address the determinants of health that affect them.	Excellent ability to identify and work with patients to address the determinants of health that affect them.
4. Is able to facilitate patient learning	Unable to provide explanations that are clear and adapted to the patient's level of understanding	Inconsistently provides explanations that are clear and adapted to the patient's level of understanding	Provides explanations that are clear and adapted to the patient's level of understanding	Demonstrates ability to establish and maintain effective communication in the face of patients' disabilities, cultural differences, age group differences and in challenging situations.
5. Responds to individual patient health needs and issues as part of patient care	Unable to understand individual patient health needs and issues as part of patient care	Some understanding of individual patient health needs and issues as part of patient care, including health literacy and patient safety	Able to understand individual patient health needs and issues as part of patient care, including health literacy and patient safety	Excellent understanding of individual patient health needs and issues as part of patient care, including health literacy and patient safety
Professional				
1. Demonstrates empathy and respect	Fails to demonstrate an empathetic, non-judgmental approach to the patient and family	Demonstrates some listening skills and partial empathetic responses but requires improvement	Demonstrates empathy and respect	Recognized by patients/and families as empathetic and respectful

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2. Behaves in an ethical and honest manner	Major lapse in honesty and ethical behavior	Minor lapse in honesty and ethical behaviour	Ethical and honest	Exceptionally ethical and honest
3. Is aware of own limitations	Lacks or has limited awareness of personal knowledge deficits and clinical limitations	Sometimes aware of personal knowledge deficits and clinical limitations	Acknowledges personal knowledge deficits and clinical limitations and seeks appropriate learning opportunities	Acknowledges personal knowledge deficits and clinical limitations and offers self-reflection
4. Is responsive to constructive feedback	Does not accept constructive feedback or is resistant to feedback	Demonstrates some resistance to accepting constructive feedback	Accepts and responds to constructive feedback by integrating changes into professional practice	Exceptionally accepts and responds to constructive feedback by integrating changes into professional practice
5. Demonstrates an understanding of confidentiality and consent	Demonstrates a lack of understanding of patient confidentiality and consent	Demonstrates an inconsistent understanding of patient confidentiality and consent	Able to clarify concepts of confidentiality and obtain consent with a patient	Skillfully guides a patient through a discussion of confidentiality and consent
6. Arrives on time and manages time effectively	Unable to manage time effectively Not punctual Disrespectful of others' time	Some ability to manage time effectively Inconsistent with punctuality	Able to manage time effectively Punctual and demonstrates respect for others' time	Excellent ability to manage time effectively and efficiently

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