

Family Medicine Clerkship Syllabus

Academic Year 2026-2027

Mind and Medicine Block

Contact Information

Attention: Please copy the Clerkship Coordinator on all e-mail communication related to the clerkship.

Family Medicine Clerkship Coordinator:

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Family Medicine Clerkship Director:

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Office Phone Number: 915-215-6737

Office Address: Room 127, 9849 Kenworthy St. El Paso, Texas 79924.

Family Medicine Assistant Clerkship Director:

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Office Phone Number: 915-215-5563

Office Address: Room 146, 9849 Kenworthy St. El Paso, Texas 79924.

Student Resources

Office of Accessibility Services

TTUHSC EP is committed to providing access to learning opportunities for all students with documented learning disabilities. To ensure access to this course and your program, please contact the Office of Accessibility Services (OAS) by calling 915-215-4398 to engage in a confidential conversation about the process for requesting accommodations in the classroom and clinical setting. Accommodations are not provided retroactively, so students are encouraged to register with OAS as soon as possible. More information can be found on the OAS website: <https://elpaso.ttuhsc.edu/student-services/accessibility/default.aspx>

Counseling Assistance

TTUHSC EP is committed to the well-being of our students. Students may experience a range of academic, social, and personal stressors, which can be overwhelming. If you or someone you know needs comprehensive or crisis mental health support assistance, on-campus mental health services are available Monday- Friday, 9 a.m. – 4 p.m., without an appointment. Appointments may be scheduled by calling 915-215-TALK (8255) or emailing support.elp@ttuhsc.edu. The offices are located in MSBII, Suite 2C201. Related information can be found at <https://elpaso.ttuhsc.edu/student-services/student-support-center/get-connected/> Additionally, the National Suicide Prevention Lifeline can be reached by calling or texting 988.

Reporting Student Conduct Issues

Campus community members who observe or become aware of potential student misconduct can use the Student Incident Report Form to file a report with the Office of Student Services and Student Engagement. Student behaviors that may violate the student code of conduct, student handbook, or other TTUHSC policies, regulations, or rules are considered to be student misconduct. This includes, but is not limited to, plagiarism, academic dishonesty, harassment, drug use, or theft.

TTUHSC El Paso Campus CARE Team

The university CARE Team is here to support students who may be feeling overwhelmed, experiencing significant stress, or facing challenges that could impact their well-being or safety. If your professor notices any signs that you or someone else might need help, they may check in with you personally and will often connect you with the CARE Team. This is not about being “in trouble”—it’s about ensuring you have access to trained professionals who can offer support and connect you to helpful resources. Additionally, if you have any concerns about your own well-being or that of a fellow student, please don’t hesitate to reach out to let your professor know. You can also make a referral to the CARE Team using CARE Report Form. Your health, safety, and success are our top priorities, and we’re here to help.

Clerkship Description

Students can expect to encounter a variety of clinic patients ranging from newborns to geriatric patients, mostly in community clinic settings, but also in institutions like the Sanchez Jail System and Hospice El Paso. As part of the clerkship requirements, students are expected to attend a weekly didactics session, where you will learn about a diverse list of topics that will contribute to this and other clerkships. In this syllabus, you can also review the assignments that are required before the end of the clerkship. Professionalism and attendance expectations are outlined on the Common Clerkship Policies and will be enforced in this clerkship. The grading policy is outlined on the Common Clerkship Policies document as well.

Calendar of Events

This part of the Syllabus will be updated based on the dates for Academic Year 2026-2027. Please see an Addendum with the Calendar of Events.

Clerkship Locations

All clerkship students can expect to rotate at the Texas Tech Family Medicine Kenworthy clinic during different times of the rotation and the address is 9849 Kenworthy, El Paso Texas 79924. The code to the door is 482830. However, you can expect different shifts to be located in different parts of the city. Please check on Elantra to see the updated location for every one of your shifts and let the Clerkship Coordinator know if you have any questions.

Clerkship Objectives

This clerkship provides ample exposure to the undifferentiated patient. The Goals and Objectives outlined below are met through all of the clinic, Hospice, and didactics experiences. All of the clerkship learning objectives are linked to the Texas Tech Medical Education Program Goals and Objectives or PGOs in parenthesis for your reference.

Knowledge for Practice

Goal: The student will gain and develop an effective understanding of the assessments and management of common clinical conditions seen by the family physician in outpatient settings. The learner will demonstrate the ability to acquire, critically interpret, and apply this knowledge.

Objectives: By the end of the Family Medicine Clerkship students will be able to:

- Describe the prevalence and natural history of common acute illnesses and chronic diseases over the course of the individual and family life cycle including identification and treatment of acute and chronic pain (2.1, 2.3).
- Demonstrate an investigatory and analytic approach to clinical situations integrating basic and clinical science concepts in the diagnosis and management of illness and disease (2.2, 2.3, and 2.4).

Assessment Sources:

- Preceptor evaluations
- SOAP notes and pre-charting notes
- OpLogs
- AAFP Questions
- Aquifer Cases
- Didactics
- Hospice tests and reflection

- Mid-clerkship feedback

Patient Care

Goal: The students must be able to provide patient-centered care that is age-appropriate, compassionate, and effective for the treatment of health problems and the promotion of health.

Objectives: By the end of the Family Medicine Clerkship students will be able to:

- Gather information, formulate differential diagnoses, and propose plans for the initial evaluation and management of patients with common presentations seen in Family Medicine (1.1, 1.2, 1.3, 1.6, 2.1).
- Make informed decisions about diagnostic and therapeutic interventions using patient information and preferences, scientific evidence, and clinical judgment (1.2, 1.6, 2.4, and 2.5).
- Apply screening protocols based on evidence-based guidelines to identify risks of disease or injury and opportunities to promote wellness over the course of the lifespan (1.2, 2.3, 2.4, 6.3).
- Apply culturally appropriate behavioral change strategies to support patient wellness (1.8, 4.1, 4.3, and 5.1).

Assessment Sources:

- Preceptor evaluations
- SOAP notes and pre-charting notes
- OpLogs
- Aquifer Cases
- Hospice tests and reflection
- Promotora reflection
- Observed H&P
- Didactics
- Mid-clerkship feedback

Interpersonal and Communication Skills

Goal: The Student will develop knowledge of specific techniques and methods that facilitate effective and empathic communication with patients and their families, faculty, residents, staff, and fellow students.

Objectives: By the end of the Family Medicine Clerkship students will be able to:

- Create and sustain a therapeutically sound relationship with patients and their families based on a patient-centered approach (4.1, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, and 5.6).
- Effectively educate patients and their families about health, illness, and prevention as appropriate to the clinical situation (1.8, 2.5, 4.1, 4.3, 5.1, 5.2, and 6.3).
- Demonstrate effective, respectful communication with clinical faculty, other health care professionals, and staff (4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.5, and 5.6).

- Clearly and accurately document information in the medical record (4.4, 1.7, and 5.7).
- Demonstrate the ability to communicate effectively with patients and their families through interpreters for those with limited English language proficiency (4.1, 4.3, and 7.2).

Assessment Sources:

- Preceptor evaluations
- SOAP notes and pre-charting notes
- OpLogs
- Aquifer Cases
- Hospice tests and reflection
- Promotora reflection
- Observed H&P
- Didactics
- Mid-clerkship feedback

Professionalism/Ethics

Goal: Students must demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles and sensitivity to a diverse patient population.

Objectives: Throughout the Family Medicine Clerkship, the student will demonstrate:

- Respect for patients, their families, and all members of the health care team (5.1, 4.3, 5.6).
- Adherence to ethical principles governing the doctor-patient relationship including respect for patient confidentiality and privacy (5.1, 5.2, 5.4, 5.6).
- Respect for patients whose lifestyles and values may be different from those of the student (5, 1, 2.5, 4.1).
- Awareness of the limits of one's own knowledge, experience, and capabilities (5.3, 3.1, 8.1).

Assessment Sources:

- Preceptor evaluations
- SOAP notes and pre-charting notes
- OpLogs
- AAFP Questions
- Aquifer Cases
- Hospice tests and reflection
- Promotora reflection
- Didactics
- Mid-clerkship feedback

Practice-Based Learning and Improvement

Goal: The student will understand the application of scientific evidence and accept feedback for continuous self-assessment in the improvement of patient care practices.

Objectives: Throughout the Family Medicine Clerkship the student will demonstrate the ability to:

- Locate, evaluate, and apply evidence from scientific studies related to the patient's health problems (3.4, 2.3, 2.4, 2.5, 2.6).
- Apply knowledge of study design and statistical methods to the appraisal of information on diagnostic and therapeutic effectiveness (3.4, 3.5, 2.4).
- Use information technology and electronic resources to access, manage, and evaluate information in support of personal education (3.3, 3.4, 8.1, 8.4, 8.5).
- Solicit and respond to feedback to improve one's clinical practices (3.3, 3.1, 3.2, 5.7, 8.1, 8.4).

Assessment Sources:

- Preceptor evaluations
- SOAP notes and pre-charting notes
- OpLogs
- AAFP Questions
- Aquifer Cases
- Hospice tests and reflection
- Promotora reflection
- Didactics
- Mid-clerkship feedback

Systems-Based Practice

Goal: Students must demonstrate an awareness of medical systems and responsiveness to the larger context and system of health care and the ability to effectively utilize system resources to provide optimal care. The student will develop an appreciation of supportive health care resources, and understand their utilization as part of patient advocacy.

Objectives: By the end of the Family Medicine Clerkship, the student will be able to:

- Describe the role of the family physician as a coordinator of care and team member (6.1, 7.1, 7.2, 8.1).
- Discuss the knowledge, attitudes, and skills necessary for providing longitudinal, comprehensive, and integrated care for patients with common chronic medical problems (6.1, 6.2, 6.3, 6.4, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.2, 2.3, 2.4, 2.5, 3.2, 3.4, 7.2, 8.1).
- Collaborate with other health professionals to provide patient-centered and preventive services across the lifespan (6.1, 6.2, 6.4, , 7.1, 7.2, 7.3, 7.4).
- Assist patients in dealing with system complexities to reduce access barriers (1.8, 6.1, 6.2, 6.3, 6.4).
- Identify appropriate medical and non-medical consultative resources (6.2, 6.4, 7.2).
- Describe strategies for controlling health care costs and allocating resources without compromising quality of care (6.3)

Assessment Sources:

- Preceptor evaluations
- SOAP notes and pre-charting notes

- AAFP Questions
- Aquifer Cases
- Hospice tests and reflection
- Promotora reflection
- Didactics
- Mid-clerkship feedback

Inter-professional Collaboration

Goal: Demonstrate the ability to engage in an Interprofessional team in a manner that optimizes safe, effective patient and population-centered care.

Objectives: By the end of the Family Medicine Clerkship, the student will be able to:

- Describe the roles of health care professionals. (7.1)
- Use knowledge of one's own role and the roles of other health care professionals to work together in providing safe and effective care. (7.2)
- Function effectively both as a team leader and team member. (7.3)
- Recognize and respond appropriately to circumstances involving conflict with other health care professionals and team members. (7.4)

Assessment Sources:

- Preceptor evaluations
- SOAP notes and pre-charting notes
- Hospice tests and reflection
- Promotora reflection
- Didactics
- Mid-clerkship feedback

Personal and Professional Development

Goal: Demonstrate the qualities required to sustain lifelong personal and professional growth.

Objectives: By the end of the Family Medicine Clerkship, the student will be able to:

- Recognize when to take responsibility and when to seek assistance. (8.1)
- Demonstrate healthy coping mechanisms in response to stress and professional responsibilities. (8.2)
- Demonstrate flexibility in adjusting to change and difficult situations. (8.3)

Assessment Sources:

- Preceptor evaluations
- SOAP notes and pre-charting notes
- Hospice tests and reflection
- Promotora reflection

- Observed H&P
- Didactics
- Mid-clerkship feedback

During your clinic and Hospice rotations, you can expect to practice the following objectives:

Acute Complaint Visit:

- Differentiate among common etiologies based on the presenting symptom(s). (1.3, 1.2)
- Recognize "don't miss" conditions that may present with a particular symptom(s). (1.5, 1.1, 1.2, 1.3)
- Elicit a focused history and perform a focused physical examination. (1.1)
- Discuss the importance of a cost-effective and evidence-based approach to the diagnostic work-up. (2.3, 6.3)
- Describe the initial management of a common and potentially life-threatening diagnosis that present with particular symptoms. (1.2, 1.5, 1.6)
- Communicate the above information in an organized and concise fashion to preceptor (faculty or residents). (4.2)

Chronic Follow-up Visit:

- Find and apply diagnostic criteria. (2.2, 2.3)
- Find and apply surveillance strategies. (2.4, 2.3)
- Elicit a focused history that includes information about adherence, self-management, and barriers to care. (2.5, 1.1, 1.8, 4.1)
- Perform a focused physical examination that includes identification of complications. (1.1, 2.1)
- Assess improvement or progression of the chronic disease. (2.2, 1.3)
- Describe major treatment modalities. (1.2, 1.6, 2.3)
- Propose evidence-based management that includes pharmacologic and non-pharmacologic treatments and appropriate surveillance and tertiary prevention. (2.3, 1.2, 1.6)
- Communicate appropriately with other health professionals (e.g. physical therapist, nutritionists, and counselors). (4.2, 7.1, 7.2, 7.3)
- Educate a patient about an aspect of his/her disease respectfully, using language that the patient understands. (1.8, 4.1, 5.1)

The Hospice Experience:

- Students will attend an orientation and go through the Hospice admissions process (7.1)
- Students will be able to list the eligibility criteria for Hospice (5.5)
- Attend an interdisciplinary team meeting: The RN, social worker, and pharmacist get together to discuss the patient(s) and their care plans (7.1, 7.2, 7.3)

- Students will display the ability to determine prognosis for terminal disease (2.1)
- Review medical records (1.3)
- Home visit with a hospice patient (2.5, 4.2, 5.1, 5.2,5.4)
- Students will be able to list potential barriers for Hospice referral and how to overcome them (4.1, 4.2,4.3, 5.4, 6.4, 7.1, 7.2)

Integration Threads

The following is a list of topics that will be integrated into the Block and will also be visited by other Clerkships in the third year. Under each category is noted the examples of activities you can expect for each thread.

Geriatrics: Ambulatory clinic experiences (Texas Tech Physicians of El Paso, Community Clinic, and Hospice), Didactic Sessions, and NBME study preparation questions	Patient Safety: Campus CME events, ambulatory clinic experiences	Communication Skills: Ambulatory clinic experiences, Didactic Sessions , OSCE preparation
Basic Sciences: Didactics, ambulatory clinic experiences, Sports Medicine clinic	Pain Management: Ambulatory clinic experiences (TTP El Paso, Community Clinic, and Hospice) and Sports Medicine, didactics	Diagnostic Imaging: Ambulatory clinic experiences (TTP El Paso, Community Clinic, and Hospice), Sports Medicine
Ethics: Orientation, Campus CME opportunities and ambulatory clinic experiences (TTP El Paso, Community Clinic, and Hospice)	Chronic Illness Care: Ambulatory clinic experiences (TTP El Paso, Community Clinic, and Hospice), Didactic Sessions	Clinical Pathology: Ambulatory clinic experiences (TTP El Paso, Community Clinic, and Hospice), Sports Medicine
Professionalism: Ambulatory clinic experiences, and orientation	Palliative Care: Hospice Rotation	Clinical/Translational Research: Lecture from the FM Research Department and rotation with Promotoras as they recruit patients for the Department's colorectal cancer research
Evidence Based Medicine: Ambulatory clinic experiences (TTP El Paso, Community Clinic, and Hospice)	Quality Improvement: Campus CME events, ambulatory clinic experiences	Interprofessional Collaboration: Didactics, ambulatory clinic experiences, Sports Medicine clinic, Promotora, and Hospice experiences

Required Assignments

Please submit all assignments on Elantra and contact the Clerkship coordinator if you have any questions.

Assignment	Requirement
Preceptor Evaluations	A minimum of six by the end of the Clerkship. Please ask for an evaluation at the end of each shift. Please see Elantra for more details about this assignment.
Hospice Pre-Test and Post Test	Please complete before and after your Hospice Rotation. Please see Elantra for more details about this assignment.
Hospice Reflection	Please complete after your Hospice rotation. Please see Elantra for more details about this assignment.
SOAP Notes	At least four SOAP notes with pre-charting notes. Please see Elantra for more details about this assignment.
OpLogs	Please log in all patient encounters. All required conditions must be logged in, if you have problems identifying any of these please contact Clerkship coordinator immediately.
Promotora Reflection	Please complete after Promotora rotation. Please see Elantra for more details about this assignment.
Observed H&P	Please have preceptor complete one evaluation of one observed encounter. Log in your observed encounter. Evaluation is available on Elantra for you to print and share with preceptor. Please see Elantra for more details about this assignment.
AAFP Questions	A minimum of 500 completed questions. Please see Elantra for more details about this assignment.
Aquifer Cases	A minimum of 12 completed cases, list of required cases is available on Elantra. Please see Elantra for more details about this assignment.
Didactics Presentation	You will be scheduled to present during student-led didactics at an assigned date and time. The FM coordinator will email the information regarding which topic, date, and group you are assigned to. Please work together as a team and contribute at least 10 slides each (each group member) to be combined into one Power Point presentation. This will be presented during didactics. Please forward your presentation to Dr. Luna and FM coordinator before you are scheduled to present.

Op Log Requirements

Please see Appendix C for a complete list of required patient encounters for the Family Medicine Clerkship. Please monitor your Op Log Dashboard to ensure that you are on track to complete his requirement. If you do not log a required encounter, you will need to complete an alternate assignment. Your progress will be reviewed at your mid-clerkship meeting. You are responsible for informing the Clerkship Director or Coordinator that you have not completed a required patient encounter in time for an alternative experience to be arranged. This typically occurs during and after the mid-clerkship evaluation. After Mid-clerkship evaluations, it is your responsibility to inform the Coordinator when and how (clinical encounter or alternate experience) you satisfied the requirements.

Preceptor Evaluations

Please check Elantra to see a sample of the grading rubric for each competency of the evaluations that are completed by preceptors.

Feedback

Students will receive verbal and written feedback from the preceptor during and after each clinic session at the Texas Tech Physicians of El Paso Family Medicine Clinic and community clinics. Students are required to make sure they receive their completed clinical evaluations from preceptors. Students can also expect to receive feedback throughout the rotation from the Clerkship coordinator, assistant director, and director.

There will be a formal mid-clerkship feedback session with the Clerkship Director or Assistant Clerkship Director. You can expect an email from the Clerkship Coordinator to schedule this session and with logistical details.

Behavioral Expectations

Attendance Policy, OpLog Policy, and the Duty Hour Policies among other important policies can be found on the Common Clerkship Policies. Please review the Common Clerkship Policies document in its entirety prior to the start of the Clerkship.

As part of the Clerkship, you will be required to complete a credentialing process for some of the rotations. You will be contacted through email with more details. It is the student's responsibility to provide all necessary requirements for the credentialing process. Failure to provide any of the necessary requirements in a timely manner may be reflected in the final grade and may require the student to make-up the rotation after the end of the Block during Intersession.

Educational and clinical professionalism expectations are also outlined on the Common Clerkship Policies. Additional clinical behavioral expectations are outlined below:

- All procedures, vaccinations, and sensitive examinations (not limited but including genital, breast, low abdomen, buttocks) may only be done under direct supervision of a supervisory preceptor.
- Students are expected to document a minimum of two patients per clinical session in the Texas Tech EMR system when rotating within Texas Tech
- Students will review charts of patients to be seen the following day, the day before. (See guidelines for Family Medicine Clinic Chart Review on Elantra)

Use of Artificial Intelligence Tools

TTUHSC EP may utilize institution-approved artificial intelligence (AI)-assisted tools to support teaching, learning, and grading processes. AI tools are used to enhance efficiency and consistency; however, they do not replace faculty expertise, professional judgment, or final decision-making authority. Examples of permitted AI-supported functions may include, but are not limited to: assignment completion support where explicitly allowed, verification of submission completeness, preliminary rubric-aligned feedback, similarity checks, scoring assistance, and workflow efficiency improvements. Faculty are responsible for reviewing and verifying AI-generated outputs prior to assigning grades or providing final feedback.

Student use of AI tools (including generative AI platforms) is governed by course-specific guidelines. In some assignments, AI use may be permitted; in others, it may be limited or prohibited. Students are responsible for understanding and adhering to these expectations. Any AI-generated or AI-assisted content must be appropriately disclosed and cited in accordance with course instructions to maintain academic integrity. Failure to follow course AI guidelines may constitute academic misconduct.

Students should be aware that AI-generated content may contain inaccuracies, incomplete information, or embedded bias. Students remain responsible for the accuracy, originality, and integrity of all submitted work.

Faculty retain full responsibility for final evaluation of student performance. Students may request clarification regarding grading processes or feedback and may appeal decisions through established institutional procedures.

Final Assessment

Student final assessments are based on the clerkship director's judgment as to whether the student honors, passes, or needs improvement on each of 8 competencies described by the PLFSOM discipline performance rubric. The final clerkship performance assessment is conducted at the end of the rotation based on the student's level of performance across the block. It is expected that over the course of the block, student performance will have improved

in many or all categories, based on constructive feedback and growing familiarity with the clinical discipline and patient care. In other words, the final assessment is not an average of the student's performance.

Competency grades are based on clinical assessments by faculty and residents, clerkship assignments and activities and professionalism as outlined in the clerkship syllabi. Clinical assessments are carefully reviewed by the clerkship directors and considered in relation to all students in the cohort and their use in the final grade is at the discretion of the clerkship director.

Possible Final Grades are Honors, Pass, Fail, In Progress (PR) and Deferred (DE) unless otherwise specified. There is no cap or quota on the number of students eligible for Honors designation. The overall grade is based on the 8 competency scores as described below, the NBME score and the OSCE score. No student who "needs improvement" in any competency on the final clerkship evaluation is eligible for honors. A student who fails Professionalism may receive a Pass or a Fail overall at the discretion of the course/clerkship director, regardless of the scores on all other items. For more information, please refer to the Clinical Grading Policy included on the Common Clerkship Policies document.

Sample Competency Grading Rubric- Family Medicine

Competency	Honor	Pass	Needs Improvement
Medical Knowledge	MS exceeds in the ability to: - Demonstrate advanced knowledge of common conditions and treatments - Apply up-to-date evidence-based medicine consistently - Integrate evolving knowledge into clinical decision-making	MS has the ability to: - Demonstrate adequate knowledge of common conditions - Apply basic evidence-based medicine - Develop clinical reasoning	MS has difficulties in: - Knowledge gaps in common conditions - Limited use of evidence-based medicine - Applying knowledge clinically
Patient care	MS exceeds in the ability to: - Demonstrate comprehensive, longitudinal patient care planning - Consistently complete thorough history, exam, labs, and imaging interpretation - Efficiently prioritize tasks independently - Produce consistently accurate, organized, and focused notes - Develop strong differential diagnoses and evidence-based plans - Recognize and manage life-threatening conditions promptly - Communicate effectively and involves patients in decision-making - Adapt care plans appropriately to patient context	MS has the ability to: - Complete appropriate history and exam - Prioritize most daily tasks appropriately - Produce generally accurate and organized notes - Develop appropriate differentials and plans - Recognize urgent conditions with guidance - Communicate adequately with patients - Show awareness of need to adapt care plans	MS has difficulties in: - Incomplete or inconsistent history and exam - Difficulty prioritizing tasks - Notes lack clarity or organization - Weak or unfocused differential and plans - Fails to recognize urgent conditions - Ineffective communication - Limited adaptability to patient needs

Interpersonal Skills and Communication	MS exceeds in the ability to: - Document accurate medical information - Present patients in a thorough and concise manner - Easily develop rapport with the team, patients, and families	MS has the ability to: - Document medical information - Present patients - Develop rapport with team, patient, and families	MS has difficulties : - Working with the team, patients and families - Peer and team conflicts are evident - Difficulty transmitting information
Professionalism	MS exceeds in the ability to: - Have appropriate communication and body language - Be reliable - Take initiative in patient care - Always be punctual - Behave professionally	MS showed the ability to: - Have appropriate communication and body language - Be reliable and punctual - Behave professionally	MS had difficulties : - Inappropriate jargon or body language - Frequently tardy or absent - Unreliable - Unprofessional dress - Unprofessional use of phone during rounds or interviews
Practice-Based Learning and Improvement	MS exceeds in the ability to: - Participate in self-directed learning - Show evidence of reading with critical interpretation - Eagerly collaborate - Contribute to the team and accept feedback in a very positive way - Apply scales or instruments	MS has the ability to: - Participate in self-directed learning - Contribute to the team in acceptable way - Accept feedback - To do scales or instruments	MS has difficulties in: - Accepting feedback - Being self-directed in learning - Showing interest in learning - Completing scales or instruments
Systems-Based Practice	MS exceeds in the ability to: - Respect the hierarchy of the team - Effectively use thorough understanding of health care resources - Advocate for patients - Be an excellent team member	MS has the ability to: - Respect the hierarchy of the team - Use and understand health care resources - Advocate for patients - Be a good team member	MS has difficulties in: - Functioning in a team - Recognizing and using health care resources - Advocating for patients
Interprofessionalism	MS exceeds in the ability to: - Respect the entire health care team - Act as an important, contributing member of the team	MS has the ability to: - Respect the entire health care team - Be a reliable member of the team - Complete all assigned tasks	MS has difficulties in: - Showing respect to all members of the entire health care team - Being reliable - Completing assigned tasks
Personal and Professional Development	MS exceeds in the ability to: - Identify self-initiated learning strategies when encountering new challenges, problems, or unfamiliar situations - Show flexibility and adjust to change	MS has the ability to: - Identify self-initiated learning strategies when encountering new challenges, problems, or unfamiliar situations - Show flexibility and adjust to change	MS has difficulties in: - Taking responsibility - Seeking assistance - Showing flexibility and adapting to change - Identifying and self-initiating learning strategies in difficult situations

*Students are assessed on their demonstrated proficiencies in the above competencies in both the clinical and academic domains, as applicable.

Questions

Please don't hesitate to contact the Family Medicine Clerkship team as soon as possible at the contact information on the first page.