

## Report Card Evaluation

Name of diplomate being evaluated:

Evaluator (please select correct category):

### COMPETENCIES COMMON TO ALL CORE CONTENT AREAS (C1-C7)

**C1: Communicate to target groups, including health professionals, the public, and the media, in a clear and effective manner, orally and in writing, the levels of risk from real or potential hazards and the rationale for selected interventions.** Communication reflects:

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| <ul style="list-style-type: none"> <li>• In-depth understanding of the group to be addressed, including the group's perception of risk.</li> <li>• Current knowledge of subject and transmission of accurate information (i.e., factual correctness and statistical soundness).</li> <li>• Appropriate approach, methodology, format, messages, language, and audiovisual aids.</li> <li>• Appropriate appearance and level of formality.</li> </ul> | <ul style="list-style-type: none"> <li>• Clear delivery and organization of material.</li> <li>• Effective responses to audience questions and comments.</li> <li>• Effective consensus building, direction, and call to action.</li> <li>• Plans to evaluate outcome of communications.</li> <li>• Preparation of materials for scholarly publication.</li> <li>• Appropriate management of confidentiality issue.</li> </ul> |
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Level of Demonstration	Unsatisfactory	Below Average	Average	Above Average	Superior
	<ul style="list-style-type: none"> <li>• Fails to demonstrate understanding of target group</li> <li>• Fails to demonstrate knowledge or ability to communicate issues orally or in writings</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of target group</li> <li>• Demonstrates limited knowledge or ability to communicate issues orally or in writings</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates adequate understanding of target group</li> <li>• Demonstrates adequate knowledge and adequately communicates issues orally or in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of target group in multiple situations</li> <li>• Demonstrates knowledge and adequately communicates issues orally and in writing in multiple situations</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates in-depth understanding of all target groups within scope of practice</li> <li>• Consistently demonstrates in-depth knowledge and effectively communicates issues orally and in writing</li> </ul>
Diplomate's Assessment w/ examples that support assessment at the selected level					
Evaluator's Assessment w/ examples that support assessment at the selected level					

## Report Card Evaluation

### COMPETENCIES COMMON TO ALL CORE CONTENT AREAS (C1-C7)

**C2: Demonstrate the ability to prioritize new or ongoing projects or programs according to their potential impact, as defined by objective, measurable criteria.** This reflects:

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| <ul style="list-style-type: none"> <li>• Accurate statement of current knowledge about the problem.</li> <li>• Sound design and methodology.</li> <li>• Evidence-based assessment of outcomes.</li> <li>• Development and use of appropriate prioritization model.</li> </ul> | <ul style="list-style-type: none"> <li>• Consideration of all articulated criteria, e.g., need for program; fit with organization's jurisdiction, criteria, or mandate; feasibility; political realities; resource constraints; compatibility with goals of other relevant organizations; absolute and relative costs in relation to benefits.</li> </ul> |
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Level of Demonstration	Unsatisfactory	Below Average	Average	Above Average	Superior
	<ul style="list-style-type: none"> <li>• Fails to demonstrate current knowledge or use sound design and methodology</li> <li>• Fails to perform evidence-based assessments of outcomes</li> <li>• Fails to prioritize or consider all articulated criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently demonstrates current knowledge or use sound design and methodology</li> <li>• Frequently fails to perform evidence-based assessments of outcomes</li> <li>• Frequently fails to prioritize or consider all articulated criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Has demonstrated current knowledge and used sound design and methodology in a specific project or program</li> <li>• Has performed evidence-based assessment of outcomes in a specific project or program</li> <li>• Has demonstrated ability to prioritize and consider most articulated criteria in a specific project or program</li> </ul>	<ul style="list-style-type: none"> <li>• Usually demonstrates current knowledge and sound design and methodology</li> <li>• Usually performs evidence-based assessment of outcomes</li> <li>• Usually demonstrates ability to prioritize and considers most articulated criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently demonstrates current knowledge and sound design and methodology</li> <li>• Consistently performs evidence-based assessment of outcomes</li> <li>• Consistently demonstrates ability to prioritize and considers all articulated criteria</li> </ul>
Diplomate's Assessment w/ examples that support assessment at the selected level					
Evaluator's Assessment w/ examples that support assessment at the selected level					

## Report Card Evaluation

### COMPETENCIES COMMON TO ALL CORE CONTENT AREAS (C1-C7)

**C3: Use information technology for specific applications relevant to preventive medicine and public health.** This reflects:

- Given the organization's options for automation, identify:
  - appropriate and inappropriate uses for computers.
  - potential for networking and interface between system and user.
- Be able to use computers for each of the following:
  - word processing.
  - communications through the Internet.
  - reference retrieval.
  - statistical analysis and computations.
  - graphics and spreadsheets.
  - database management.
- Be able to utilize/analyze/evaluate electronic health records (EHRs) and health information technology (HIT), especially public health information systems/population data sources.
- Be able to create/evaluate linkages to other HIT systems, e.g., disease-specific registries.

Level of Demonstration	Unsatisfactory	Below Average	Average	Above Average	Superior
	<ul style="list-style-type: none"> <li>• Fails to utilize health information technology</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates minimal ability to utilize health information technology</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes some health information technology</li> <li>• Demonstrates basic computer skills</li> <li>• Able to utilize linkages to other HIT systems</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates computer proficiency</li> <li>• Demonstrates ability to utilize/evaluate EHRs/HIT and create/evaluate linkages to other HIT systems</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates facility with computers</li> <li>• Consistently utilizes/analyzes/evaluates EHRs and HIT</li> <li>• Consistently uses/creates/evaluates linkages to other HIT systems</li> </ul>
Diplomate's Assessment w/ examples that support assessment at the selected level					
Diplomate's Assessment w/ examples that support assessment at the selected level					

## Report Card Evaluation

### COMPETENCIES COMMON TO ALL CORE CONTENT AREAS (C1-C7)

**C4: Interpret relevant laws and regulations relating to protection and promotion of the public's health.** This reflects:

- Review of legislation of all relevant jurisdictions on a particular issue, identifying to whom responsibilities are authorized and whether resources for implementation are appropriated.
  - Identification of need for statutes and regulations and the process by which they are developed.
- Identification and explanation of methods to access laws and regulations germane to situation.
  - Recommendation of courses of action when questions arise based on recognition of legal and regulatory options.

Level of Demonstration	Unsatisfactory	Below Average	Average	Above Average	Superior
	<ul style="list-style-type: none"> <li>• Fails to interpret or utilize relevant laws and regulations relating to protection and promotion of the public's health</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently interprets or utilizes relevant laws and regulations relating to protection and promotion of the public's health</li> </ul>	<ul style="list-style-type: none"> <li>• Has demonstrated the ability to interpret and/or utilize relevant laws and regulations relating to a specific public health issue</li> </ul>	<ul style="list-style-type: none"> <li>• Usually interprets correctly and utilizes relevant laws and regulations relating to protection and promotion of the public's health</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently interprets correctly and utilizes relevant laws and regulations relating to protection and promotion of the public's health</li> </ul>
Diplomate's Assessment w/ examples that support assessment at the selected level					

## Report Card Evaluation

Evaluator's Assessment w/ examples that support assessment at the selected level					
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### COMPETENCIES COMMON TO ALL CORE CONTENT AREAS (C1-C7)

**C5: Identify ethical, social, and cultural issues relating to policies, risks, research, and interventions in public health and preventive medicine contexts.** This reflects:

- Recognition of cultural diversity and its impact on community health issues.
- Determination of risk as it relates to ethnic and cultural identification.
- Development of a health program approach appropriate to and involving relevant groups that demonstrates awareness of:
  - organizational values.
  - knowledge, attitudes and behaviors related to health and disease.
- Recognition of ethical issues related to interventions.
- Conscientious use of human subjects review and informed consent, including sensitivity to individual rights.

Level of Demonstration	Unsatisfactory	Below Average	Average	Above Average	Superior
	<ul style="list-style-type: none"> <li>• Fails to recognize cultural diversity or its impact on community health</li> <li>• Fails to consider organizational values and health knowledge/ attitudes/ behaviors in development of programs</li> <li>• Fails to consider ethical issues or utilize human subjects review or informed consent</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently recognizes cultural diversity and its impact on community health</li> <li>• Inconsistently considers organizational values and health knowledge/ attitudes/ behaviors in development of programs</li> <li>• Inconsistently considers ethical issues or uses human subjects review or informed consent</li> </ul>	<ul style="list-style-type: none"> <li>• Has recognized cultural diversity and its impact on community health in a specific policy, research protocol, or intervention</li> <li>• Considered organizational values and health knowledge/ attitudes/ behaviors in development of a specific policy, research protocol, or intervention</li> <li>• Considered ethical issues and used human subjects review and informed consent in a specific policy, research protocol, or intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Usually recognizes cultural diversity and its impact on community health</li> <li>• Usually considers organizational values and health knowledge/ attitudes/ behaviors in development of programs</li> <li>• Usually considers ethical issues or uses human subjects review or informed consent</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently recognizes cultural diversity and its impact on community health</li> <li>• Consistently considers organizational values and health knowledge/ attitudes/ behaviors in development of programs</li> <li>• Consistently considers ethical issues and uses human subjects review or informed consent</li> </ul>

## Report Card Evaluation

Diplomate's Assessment w/ examples that support assessment at the selected level					
Evaluator's Assessment w/ examples that support assessment at the selected level					

Sample Only

## Report Card Evaluation

### COMPETENCIES COMMON TO ALL CORE CONTENT AREAS (C1-C7)

**C6: Identify the processes by which decisions are made within an organization or agency and their points of influence.** This reflects:

- Identification of organizational structure and its relevance to the decision-making process.
- Determination of decision-makers and their influence, perspectives on the issues and style of decision-making.
- Identification of stakeholders and their interests.
- Communication of findings to appropriate audiences.

Level of Demonstration	Unsatisfactory	Below Average	Average	Above Average	Superior
	<ul style="list-style-type: none"> <li>• Fails to identify organizational structure and its relevance to the decision-making process</li> <li>• Fails to identify stakeholders or their interests</li> <li>• Fails to identify or understand decision-makers</li> </ul>	<ul style="list-style-type: none"> <li>• Limited ability to identify organizational structure and its relevance to the decision-making process</li> <li>• Limited ability to identify stakeholders and their interests</li> <li>• Limited ability to identify or understand decision-makers</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrated ability to identify organizational structure and its relevance in a specific decision-making process</li> <li>• Demonstrated ability to identify stakeholders and their interests in a specific situation</li> <li>• Demonstrated ability to identify and understand decision-makers in a specific situation</li> </ul>	<ul style="list-style-type: none"> <li>• Usually demonstrates ability to identify organizational structure and its relevance to the decision-making process</li> <li>• Usually demonstrates ability to identify stakeholders and their interests</li> <li>• Usually demonstrates ability to identify and understand decision-makers</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently demonstrates ability to identify organizational structure and its relevance to the decision-making process</li> <li>• Consistently demonstrates ability to identify stakeholders and their interests</li> <li>• Consistently demonstrates ability to identify and understand decision-makers</li> </ul>
Diplomate's Assessment w/ examples that support assessment at the selected level					
Evaluator's Assessment w/ examples that support assessment at the selected level					

## Report Card Evaluation

### COMPETENCIES COMMON TO ALL CORE CONTENT AREAS (C1-C7)

**C7: Identify and coordinate the integrated use of available resources to improve the community's health.** This reflects:

- Assessment of resources needed for a health program and methods to obtain resources not currently available.
  - Development of a plan for the health program negotiating with community elements and groups, and using consensus building and a team approach.
- Coordination and implementation of the negotiated plan.
  - Evaluation of health programs outcome through use of predetermined measurable criteria.

Level of Demonstration	Unsatisfactory	Below Average	Average	Above Average	Superior
	<ul style="list-style-type: none"> <li>• Fails to assess resources</li> <li>• Fails to negotiate or collaborate with community groups</li> <li>• Lacks ability to coordinate, implement or evaluate health programs</li> </ul>	<ul style="list-style-type: none"> <li>• Limited ability to assess resources</li> <li>• Limited ability to negotiate or collaborate with community groups</li> <li>• Demonstrates limited ability to coordinate, implement or evaluate health programs</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrated ability to assess resources for a specific health program</li> <li>• Demonstrated ability to negotiate or collaborate with community groups for a specific health program</li> <li>• Demonstrated ability to coordinate, implement or evaluate a specific health program</li> </ul>	<ul style="list-style-type: none"> <li>• Usually assesses resources accurately</li> <li>• Usually negotiates successfully and collaborates with community groups</li> <li>• Usually demonstrates ability to coordinate, implement and evaluate health programs</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently assesses resources accurately</li> <li>• Consistently negotiates successfully and collaborates with community groups</li> <li>• Consistently demonstrates ability to coordinate, implement and evaluate health programs</li> </ul>
Diplomate's Assessment w/ examples that support assessment at the selected level					
Evaluator's Assessment w/ examples that support assessment at the selected level					



## Report Card Evaluation

### BIOSTATISTICS/EPIDEMIOLOGY (C8-C13)

**C8: Characterize the health of a community.** This reflects:

- Assembly and review of existing data, including census, vital statistics, healthcare/public health, and law enforcement.
  - Analysis and interpretation of information based on the above data.
  - Validation and justification of methods, noting limitations.
- Review of relevant literature.
  - Further investigation as needed.
  - Reporting to community, including recommendations.

Level of Demonstration	Unsatisfactory	Below Average	Average	Above Average	Superior
	<ul style="list-style-type: none"> <li>• Fails to identify relevant data sources</li> <li>• Fails to validate or justify methods</li> <li>• Fails to make or report recommendations to the community</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal utilization of available data sources</li> <li>• Attempts to validate and justify methods</li> <li>• Attempts to make or report recommendations to community</li> </ul>	<ul style="list-style-type: none"> <li>• Able to assemble, review, analyze and interpret data from a single data source</li> <li>• Able to validate and justify methodology for a single issue</li> <li>• Able to make and/or report recommendations to community in a specific situation</li> </ul>	<ul style="list-style-type: none"> <li>• Usually assembles, reviews, analyzes and interprets data from relevant data sources</li> <li>• Usually validates and justifies methods</li> <li>• Consistently makes and reports recommendations to community</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently assembles, reviews, analyzes and interprets data from all key data sources</li> <li>• Consistently validates and justifies methods</li> <li>• Consistently makes appropriate recommendations and communicates them effectively to community</li> </ul>
Diplomate's Assessment w/ examples that support assessment at the selected level					
Evaluator's Assessment w/ examples that support assessment at the selected level					

## Report Card Evaluation

### BIOSTATISTICS/EPIDEMIOLOGY (C8-C13)

**C9: Design and conduct an epidemiologic study.** Study includes:

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| <ul style="list-style-type: none"> <li>• Definition of problem.</li> <li>• Collection and review of background information.</li> <li>• Selection and application of appropriate data collection and management methods and biostatistical techniques.</li> </ul> | <ul style="list-style-type: none"> <li>• Implementation of protocol as designed.</li> <li>• Interpretation of results.</li> <li>• Identification of study limitations.</li> <li>• Formulation and dissemination of conclusions and recommendations.</li> </ul> |
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<b>Level of Demonstration</b>	<b>Unsatisfactory</b>	<b>Below Average</b>	<b>Average</b>	<b>Above Average</b>	<b>Superior</b>
	<ul style="list-style-type: none"> <li>• Fails to define problem or assemble background information</li> <li>• Inappropriate data collection or biostatistical techniques</li> <li>• Incorrect interpretation of results and/or inappropriate conclusions or recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• Imprecise problem definition</li> <li>• Suboptimal data collection or biostatistical techniques</li> <li>• Suboptimal interpretation of results, conclusions or recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• Adequately defines problem and collects background information in a specific situation</li> <li>• Adequate data collection and biostatistical techniques in a specific situation</li> <li>• Adequate interpretation of results, conclusions or recommendations in a specific situation</li> </ul>	<ul style="list-style-type: none"> <li>• Thorough problem definition and background review for more than one situation</li> <li>• Extensive data collection and appropriate biostatistical techniques in multiple situations</li> <li>• Superior interpretation of results, conclusions or recommendations in multiple situations</li> </ul>	<ul style="list-style-type: none"> <li>• Has designed and conducted multiple epidemiologic studies of superior quality</li> </ul>
Diplomate's Assessment w/ examples that support assessment at the selected level					
Evaluator's Assessment w/ examples that support assessment at the selected level					

## Report Card Evaluation

### BIOSTATISTICS/EPIDEMIOLOGY (C8-C13)

**C10: Design and operate a surveillance system.** Surveillance system reflects:

- Determination and documentation of rationale and feasibility of surveillance.
- Operational definition of cases and identification of appropriate data sources.
- Use of appropriate surveillance tools (e.g., screening, lab reports, vital records).
- Analysis and use of data generated.
- Evaluation of the sensitivity and specificity of the surveillance system.

Level of Demonstration	Unsatisfactory	Below Average	Average	Above Average	Superior
	<ul style="list-style-type: none"> <li>• Fails to consider rationale or feasibility of surveillance</li> <li>• Inappropriate usage of surveillance tools</li> </ul>	<ul style="list-style-type: none"> <li>• Incomplete consideration of rationale or feasibility of surveillance</li> <li>• Suboptimal usage of surveillance tools</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate exploration of rationale and feasibility of surveillance</li> <li>• Adequate use of a surveillance tool</li> </ul>	<ul style="list-style-type: none"> <li>• Thorough exploration of rationale and feasibility of surveillance</li> <li>• Appropriate use of surveillance tools, including system evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Has designed and conducted multiple surveillance systems of superior quality</li> </ul>
Diplomate's Assessment w/ examples that support assessment at the selected level					
Evaluator's Assessment w/ examples that support assessment at the selected level					

## Report Card Evaluation

### BIOSTATISTICS/EPIDEMIOLOGY (C8-C13)

**C11: Select and describe limitations of appropriate statistical analyses as applied to a particular data set.** Description reflects:

- Identification and documentation of data set characteristics.
- Appropriate use of statistical methods.

Level of Demonstration	Unsatisfactory	Below Average	Average	Above Average	Superior
	<ul style="list-style-type: none"> <li>• Fails to identify data set characteristics</li> <li>• Inappropriate use of statistical methods</li> </ul>	<ul style="list-style-type: none"> <li>• Suboptimal identification/documentation of data set characteristics</li> <li>• Suboptimal use of statistical methods</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate identification/documentation of data set characteristics</li> <li>• Appropriate use of statistical methods</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent identification and documentation of data set characteristics for a single data set</li> <li>• Extensive use of statistical methods for a single data set</li> </ul>	<ul style="list-style-type: none"> <li>• Has consistently demonstrated appropriate statistical analysis techniques using multiple data sets</li> </ul>
Diplomate's Assessment w/ examples that support assessment at the selected level					

## Report Card Evaluation

Evaluator's Assessment w/ examples that support assessment at the selected level					

### BIOSTATISTICS/EPIDEMIOLOGY (C8-C13)

**C12: Translate epidemiologic findings into a recommendation for a specific intervention to control a public health problem.** Recommendation reflects:

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| <ul style="list-style-type: none"> <li>Demonstration of critical review of literature on a specific preventive medicine issue.</li> <li>Identification of data on which findings were based.</li> <li>Application of epidemiologic principles.</li> </ul> | <ul style="list-style-type: none"> <li>Identification of operational limitations and realities.</li> <li>Development of practical intervention strategies.</li> <li>Presentation of findings to decision-makers.</li> </ul> |
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Level of Demonstration	Unsatisfactory	Below Average	Average	Above Average	Superior
	<ul style="list-style-type: none"> <li>Fails to critically review literature or apply epidemiologic principles</li> <li>Fails to develop appropriate intervention strategies</li> </ul>	<ul style="list-style-type: none"> <li>Limited ability to critically review literature or apply epidemiologic principles</li> <li>Poorly developed intervention strategies</li> </ul>	<ul style="list-style-type: none"> <li>Generally demonstrates ability to critically review literature or apply epidemiologic principles</li> <li>Develops adequate intervention strategies</li> </ul>	<ul style="list-style-type: none"> <li>Excellent translation of epidemiologic findings into specific intervention recommendations for a single public health problem</li> </ul>	<ul style="list-style-type: none"> <li>Consistently and effectively translates epidemiologic findings into specific intervention recommendations</li> </ul>

## Report Card Evaluation

Diplomate's Assessment w/ examples that support assessment at the selected level					
Evaluator's Assessment w/ examples that support assessment at the selected level					

Sample Only

## Report Card Evaluation

### BIOSTATISTICS/EPIDEMIOLOGY (C8-C13)

**C13: Design and/or conduct an outbreak and/or cluster investigation.** This reflects:

- Application of epidemiologic principles.
- Identification of unusual occurrences of disease, injury, or other adverse health conditions.
- Management of acute situations as appropriate.
- Recommendation of control measures.
- Communication of findings to appropriate audiences.

Level of Demonstration	Unsatisfactory	Below Average	Average	Above Average	Superior
	<ul style="list-style-type: none"> <li>• Unable to design or conduct an outbreak investigation</li> <li>• Fails to manage acute situations appropriately</li> <li>• Fails to communicate findings to appropriate audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Limited ability to design or conduct an outbreak investigation</li> <li>• Limited ability to manage acute situations appropriately or communicate findings</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to design or conduct an outbreak investigation</li> <li>• Usually able to manage acute situations appropriately</li> <li>• Demonstrates ability to communicate findings</li> </ul>	<ul style="list-style-type: none"> <li>• Superior design and management of a single outbreak investigation</li> <li>• Demonstrated ability to manage an acute situation and communicate findings appropriately in a single situation</li> </ul>	<ul style="list-style-type: none"> <li>• Has effectively designed and conducted multiple outbreak investigations</li> <li>• Consistently manages acute situations appropriately and communicates findings to appropriate audiences</li> </ul>
Diplomate's Assessment w/ examples that support assessment at the selected level					
Evaluator's Assessment w/ examples that support assessment at the selected level					

## Report Card Evaluation

### MANAGEMENT AND ADMINISTRATION (C14-C17)

**C14: Assess data and formulate policy for a given health issue.** Policy reflects assessment of:

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| <ul style="list-style-type: none"> <li>• Need.</li> <li>• Interest of stakeholders (including but not limited to vested, public, and professional interest groups).</li> <li>• Current scientific evidence.</li> </ul> | <ul style="list-style-type: none"> <li>• Legal/regulatory requirements.</li> <li>• Resource constraints.</li> <li>• Costs and benefits.</li> </ul> |
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Level of Demonstration	Unsatisfactory	Below Average	Average	Above Average	Superior
	<ul style="list-style-type: none"> <li>• Fails to utilize needs assessment to guide policy formation</li> <li>• Does not consider stakeholder interests</li> <li>• Ignores legal/regulatory requirements</li> <li>• Fails to consider resource constraints or relative costs and benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Incomplete utilization of needs assessment to guide policy formation</li> <li>• Rarely considers stakeholder interests</li> <li>• Demonstrates limited awareness of legal/regulatory requirements</li> <li>• Rarely considers resource constraints or relative costs and benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Generally utilizes needs assessment to guide policy formation</li> <li>• Generally considers stakeholder interests</li> <li>• Demonstrates some awareness of legal/regulatory requirements</li> <li>• Sometimes considers resource constraints or relative costs and benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Policy development usually reflects needs of target population</li> <li>• Solicits stakeholder input in most situations</li> <li>• Applies legal/regulatory requirements in policy formation</li> <li>• Usually considers resource constraints or relative costs and benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Policy development consistently reflects needs of target population</li> <li>• Always solicits stakeholder input</li> <li>• Demonstrates in-depth knowledge legal/regulatory requirements</li> <li>• Always considers resource constraints and weighs relative costs and benefits</li> </ul>
Diplomate's Assessment w/ examples that support assessment at the selected level					
Evaluator's Assessment w/ examples that support assessment at the selected level					



## Report Card Evaluation

### MANAGEMENT AND ADMINISTRATION (C14-C17)

**C15: Develop and implement a plan to address a specific health issue or problem.** Plan includes:

- Definition of issue or problem.
- Needs assessment.
- Goals and objectives with measurable outcomes.
- Well defined, realistic, measurable and specific tasks and activities related to goals and objectives.
- Proper involvement and consultation with responsible parties including implementation authority.
- Accurate assessment of fiscal and personnel resources and time requirements.
- Marketing plan developed and incorporated.
- Evaluation strategy for the plan.

Level of Demonstration	Unsatisfactory	Below Average	Average	Above Average	Superior
	<ul style="list-style-type: none"> <li>• Fails to define issues or perform needs assessment</li> <li>• Fails to develop plans to address health issues or problems</li> </ul>	<ul style="list-style-type: none"> <li>• Limited ability to define issues or perform needs assessment</li> <li>• Limited ability to develop or implement plan to address health issues or problems</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to define issues or perform needs assessment in a specific situation</li> <li>• Demonstrates the ability to develop and implement a plan to address a specific health issue or problem</li> </ul>	<ul style="list-style-type: none"> <li>• Superior ability to define issues and perform needs assessments</li> <li>• Superior ability to develop and implement plans to address specific health issues or problems</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently defines issues, develops and implements plan for specific health issues, including marketing and evaluation, as appropriate</li> </ul>
Diplomate's Assessment w/ examples that support assessment at the selected level					
Evaluator's Assessment w/ examples that support assessment at the selected level					

## Report Card Evaluation

### MANAGEMENT AND ADMINISTRATION (C14-C17)

**C16: Conduct an evaluation or quality assessment based on process and outcome performance measures.** Evaluation reflects:

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| <ul style="list-style-type: none"> <li>• Definition of appropriate performance measures to assess progress in achieving goals and objectives.</li> <li>• Where indicated, performance measures relate to health status and are conducive to epidemiologic evaluation.</li> </ul> | <ul style="list-style-type: none"> <li>• Performance measures are compared before and after the implementation of a plan or intervention.</li> <li>• Analysis should lead to meaningful conclusions and to recommendations for change, where indicated.</li> </ul> |
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<b>Level of Demonstration</b>	<b>Unsatisfactory</b>	<b>Below Average</b>	<b>Average</b>	<b>Above Average</b>	<b>Superior</b>
	<ul style="list-style-type: none"> <li>• Unable to conduct an evaluation or quality assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Limited ability to conduct an evaluation or quality assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to conduct an evaluation or quality assessment for a single plan or intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Superior ability to conduct an evaluation or quality assessment of a plan or intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Has conducted multiple evaluations and/or quality assessment and made recommendations for improvement</li> </ul>
Diplomate's Assessment w/ examples that support assessment at the selected level					
Evaluator's Assessment w/ examples that support assessment at the selected level					

## Report Card Evaluation

### MANAGEMENT AND ADMINISTRATION (C14-C17)

**C17: Manage the operation of a program or project, including human and fiscal resources.** This reflects appropriate use of:

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| <ul style="list-style-type: none"> <li>• Organizational documents (e.g., a table of contents) that specify responsibilities for accomplishing the program.</li> <li>• Human resources management, including personnel job classifications needed.</li> <li>• Budget management, including developing a line item budget that delineates human and other resources to be used.</li> </ul> | <ul style="list-style-type: none"> <li>• Milestone tracking system or work plan that specifies time allocated to accomplish the program as well as the results of the effort.</li> <li>• Relationships between the organization and federal, state and local public, private, and voluntary organizations with which the agency interacts.</li> </ul> |
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<b>Level of Demonstration</b>	<b>Unsatisfactory</b>	<b>Below Average</b>	<b>Average</b>	<b>Above Average</b>	<b>Superior</b>
	<ul style="list-style-type: none"> <li>• Unable to manage fiscal or human resources</li> </ul>	<ul style="list-style-type: none"> <li>• Limited ability to manage fiscal or human resources</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to manage fiscal or human resources</li> <li>• Able to develop a budget</li> </ul>	<ul style="list-style-type: none"> <li>• Superior ability to manage fiscal and human resources</li> <li>• Has developed budget for multiple projects</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently manages fiscal and human resources effectively, including management of budgets, setting milestones, and collaborating with partners</li> </ul>
Diplomate's Assessment w/ examples that support assessment at the selected level					

## Report Card Evaluation

Evaluator's Assessment w/ examples that support assessment at the selected level					
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Sample Only

## Report Card Evaluation

### MEDICAL MANAGEMENT (C18-C21)

**C18: Design, manage, and evaluate health service delivery programs to improve the health of a defined population.** This reflects demonstrated ability in:

- Planning and implementation of strategies for health promotion, disease prevention, demand management (self-care), and disease management in a health care organization.
- Design, implementation, and evaluation of clinical practice guidelines, quality management/quality improvement programs, utilization management, case management, and other activities to enhance an organization's performance and reduce practice variation.
- Evaluation of health service delivery through application of techniques such as process improvement, benchmarking, outcomes assessment, and clinical epidemiology.
- Analysis of the impact of managed care (e.g., MHO, POS, PPO) and other health service delivery systems/reimbursement models (e.g., fee for service, third party payer, managed indemnity) on the health of defined populations, patient, payer and provider needs and behaviors, and organizational performance.
- Use of marketing strategies to promote appropriate participation in a population-based health service, to alter patient, provider, or organizational behavior in order to improve health and the delivery of health services, and/or to support the development of health care products and services.
- Use of systematically collected data to prioritize system problems, identify and implement best practices, continue to improve service delivery, and assure appropriate use of products and interventions.
- Evaluation of the effectiveness, medical necessity, and appropriate use of products and interventions.
- Design of systems of care that meet patient needs for access and acceptability, and measurement of patient satisfaction with these systems.

Level of Demonstration	Unsatisfactory	Below Average	Average	Above Average	Superior
	<ul style="list-style-type: none"> <li>• Unable to design, manage, or evaluate health service delivery programs</li> </ul>	<ul style="list-style-type: none"> <li>• Limited ability design, manage, or evaluate health service delivery programs</li> </ul>	<ul style="list-style-type: none"> <li>• Able to plan and implement strategies for health promotion/disease prevention or disease management in a single situation</li> <li>• Generally applies appropriate evaluation techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Has effectively implemented strategies for health promotion/disease prevention and/or disease management projects</li> <li>• Applied appropriate evaluation techniques for a single project</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently designs systems of care that meet patient needs</li> <li>• Consistently designs, manages, and evaluates health service delivery programs in an effective and efficient manner</li> </ul>
Diplomate's Assessment w/ examples that support assessment at the selected level					
Evaluator's Assessment w/ examples that support assessment at the selected level					

## Report Card Evaluation

### MEDICAL MANAGEMENT (C18-C21)

**C19: Apply appropriate financial and management techniques to assure efficient delivery of cost-effective health services.** This reflects demonstrated ability in:

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| <ul style="list-style-type: none"> <li>• Critical interpretation of capitation and standard financial management reports and development of recommendations to enhance organizational effectiveness.</li> <li>• Use of techniques such as cost-effectiveness analysis, cost-benefit analysis, and decision analysis (including prioritization) to allocate and manage clinical and financial resources.</li> <li>• Preparation of a business and financial plan that incorporates basic accounting principles (e.g., analysis of balance sheet, income statements, performance projections, statement of cash flow) and techniques such as cost accounting, pricing of services, analysis of return on investment, market prediction and analysis, economic valuation of service to client and group, recognition of the need for capital formation and budget development to evaluate current or proposed health care products or services.</li> </ul> | <ul style="list-style-type: none"> <li>• Assessment, negotiation, and management of provider contracts, including such issues as basis of payment (e.g., capitation, fee-for-service), risk sharing and reporting requirements.</li> <li>• Preparation of a strategic plan that analyzes the external environment (including competition and legislative regulatory changes), the internal environment (including staffing and ethical issues), and strengths, weaknesses, opportunities and threats related to the success of the enterprise.</li> <li>• Analysis of insurance principles (e.g., adverse selection, law of large numbers, risk analysis, community experience rating) and ways insurance benefits are packaged, priced and implemented to facilitate the provision of quality health care and avoid business problems.</li> </ul> |
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Level of Demonstration	Unsatisfactory	Below Average	Average	Above Average	Superior
	<ul style="list-style-type: none"> <li>• Fails to apply appropriate financial or management techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Limited ability to apply appropriate financial or management techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Able to interpret financial management reports and develop recommendations</li> <li>• Able to apply accounting principles in preparation of a business plan</li> </ul>	<ul style="list-style-type: none"> <li>• Superior ability in to interpreting financial management reports and developing recommendations</li> <li>• Able to prepare strategic plan for enterprise</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently interprets financial management reports and develop recommendations that have improved organizational effectiveness</li> <li>• Has developed and implemented strategic plan for enterprise</li> </ul>
Diplomate's Assessment w/ examples that support assessment at the selected level					
Evaluator's Assessment w/ examples that support assessment at the selected level					

## Report Card Evaluation

### MEDICAL MANAGEMENT (C18-C21)

**C20: Apply organizational principles to manage a health care organization or unit.** This reflects demonstrated ability in:

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| <ul style="list-style-type: none"> <li>• Determination of management information needs and use of medical informatics, electronic health and patient care data and management of information systems.</li> <li>• Appropriate use of human resources management principles in selection, retention, promotion, motivation, appraisal and discipline of employees, and in managing workforce diversity.</li> </ul> | <ul style="list-style-type: none"> <li>• Appropriate use of management principles in conflict resolution, negotiation, consensus building, problem solving, team building, and change management.</li> <li>• Effective leadership capabilities, including creation of a vision, development of a shared strategy, coordination of affected parties and resources, and communication with stakeholders.</li> </ul> |
|--|---|

Level of Demonstration	Unsatisfactory	Below Average	Average	Above Average	Superior
	<ul style="list-style-type: none"> <li>• Unable to determine management information needs</li> <li>• Unable to apply management principles</li> </ul>	<ul style="list-style-type: none"> <li>• Limited ability to determine management information needs</li> <li>• Limited ability to apply management principles</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to determine management information needs</li> <li>• Able to apply select management principles</li> </ul>	<ul style="list-style-type: none"> <li>• Has determined management information needs and developed an improvement plan</li> <li>• Effectively utilizes management principles</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently evaluates changing management information needs and uses information system effectively</li> <li>• Consistently demonstrates superior ability to use management principles for organizational improvement</li> <li>• Consistently demonstrates exceptional leadership capabilities</li> </ul>
Diplomate's Assessment w/ examples that support assessment at the selected level					
Evaluator's Assessment w/ examples that support assessment at the selected level					

## Report Card Evaluation

### MEDICAL MANAGEMENT (C18-C21)

**C21: Assure that health service activities reflect ethical standards, comply with all pertinent legal and regulatory requirements (e.g., ERISA, ADA) and incorporate risk management principles and practices.** This reflects demonstrated ability in:

- Identification and analysis of an ethical issue in a health care setting and effective communication of a recommended resolution.
  - Identification and analysis of a liability issue in a health care setting, and design and communication of a risk reduction strategy.
  - Incorporation of knowledge of statutes, regulations, case law, contract law, administrative law, and regulations and accreditation requirements in the operation of health care organizations in areas such as liability, restraint of trade, conflict of interest, privileging, credentialing, certification practices, confidentiality, discrimination and unionism.
- Influencing state and federal legislative regulatory processes toward the goal of creating or rewarding health care systems and interventions that enhance the health of our communities.

Level of Demonstration	Unsatisfactory	Below Average	Average	Above Average	Superior
	<ul style="list-style-type: none"> <li>• Lacks knowledge of relevant ethical standards or legal/regulatory requirements</li> <li>• Lacks knowledge of risk management</li> </ul>	<ul style="list-style-type: none"> <li>• Limited application of relevant ethical standards or legal/regulatory requirements</li> <li>• Limited proficiency with risk management</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to apply relevant ethical standards or legal/regulatory requirements</li> <li>• Able to perform risk management</li> </ul>	<ul style="list-style-type: none"> <li>• Has demonstrated ability to apply relevant ethical standards or legal/regulatory requirements in a single health service activity</li> <li>• Has effectively managed risk in a single health service activity</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently applies relevant ethical standards or legal/regulatory requirements to all health service activities</li> <li>• Consistently conducts effective risk management</li> </ul>
Diplomate's Assessment w/ examples that support assessment at the selected level					
Evaluator's Assessment w/ examples that support assessment at the selected level					



## Report Card Evaluation

### CLINICAL PREVENTIVE MEDICINE (C22-C25)

**C22: Develop, implement, and refine screening programs for groups (by application of USPSTF and other recognized guidelines) to identify risks for disease or injury and opportunities to promote wellness.** Development/implementation/refinement reflect:

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| <ul style="list-style-type: none"> <li>• Characterizing the population to identify target conditions.</li> <li>• Assessing the knowledge, attitudes and preferences of the target population.</li> <li>• Assessing the utility of screening tools.</li> <li>• Assessing the screening programs using accepted standards.</li> </ul> | <ul style="list-style-type: none"> <li>• Assessing the screening programs using accepted standards.</li> <li>• Creating structures (clinic staffing, etc.).</li> <li>• Monitoring program effectiveness.</li> <li>• Reporting results appropriately.</li> </ul> |
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Level of Demonstration	Unsatisfactory	Below Average	Average	Above Average	Superior
	<ul style="list-style-type: none"> <li>• No knowledge of screening programs</li> </ul>	<ul style="list-style-type: none"> <li>• Limited knowledge of screening programs</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to develop, implement or refine a screening program</li> <li>• Generally reports results</li> </ul>	<ul style="list-style-type: none"> <li>• Has effectively developed, implemented and refined a screening program for a specific issue</li> <li>• Has reported results of a specific screening program appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently applies guidelines in the development, implementation, assessment and refinement of screening programs</li> <li>• Consistently reports results appropriately</li> </ul>
Diplomate's Assessment w/ examples that support assessment at the selected level					
Evaluator's Assessment w/ examples that support assessment at the selected level					

## Report Card Evaluation

### CLINICAL PREVENTIVE MEDICINE (C22-C25)

**C23: Design and implement clinical preventive services for individuals.** Design and implementation reflect:

- Conducting a risk assessment.
- Providing screening and counseling services.
- Providing chemoprophylaxis (e.g., immunizations, prophylaxis for TB).

Level of Demonstration	Unsatisfactory	Below Average	Average	Above Average	Superior
	<ul style="list-style-type: none"> <li>• Unable to design or implement clinical preventive services for individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Limited ability to design or implement clinical preventive services for individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Able to design or implement clinical preventive services for individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Has designed and implemented clinical preventive services for individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently conducts risk assessment, designs and implements effective clinical preventive services for individuals</li> </ul>
Diplomate's Assessment w/ examples that support assessment at the selected level					
Evaluator's Assessment w/ examples that support assessment at the selected level					

## Report Card Evaluation

### CLINICAL PREVENTIVE MEDICINE (C22-C25)

**C24: Implement community-based interventions to modify or eliminate identified risks for disease or injury and to promote wellness.** Implementation reflects:

- Characterizing the population to identify target conditions and effective interventions.
  - Assessing the knowledge, attitudes, and preferences of the target population.
  - Assessing the effectiveness of interventions, based upon behavioral, environmental, and occupational factors.
- Monitoring groups to implement interventions.
  - Monitoring program effectiveness.

Level of Demonstration	Unsatisfactory	Below Average	Average	Above Average	Superior
	<ul style="list-style-type: none"> <li>• Unable to implement community-based interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Limited ability to implement community-based interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Able to implement or evaluate a community-based intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Has implemented and evaluated one or more community-based interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Has implemented, evaluated and monitored the progress of multiple community-based interventions</li> </ul>
Diplomate's Assessment w/ examples that support assessment at the selected level					
Evaluator's Assessment w/ examples that support assessment at the selected level					

## Report Card Evaluation

### CLINICAL PREVENTIVE MEDICINE (C22-C25)

**C25: Diagnose and manage diseases/injuries/conditions in which prevention plays a key role.** Diagnosing and managing reflect:

- Identification of diseases/injuries/conditions in which prevention plays a key role.
- Diagnosing diseases/injuries/conditions in which prevention plays a key role.
- Managing and referring diseases/injuries/conditions in which prevention plays a key role.
- Preventing and controlling exposure to diseases/injuries/conditions in which prevention plays a key role.

Level of Demonstration	Unsatisfactory	Below Average	Average	Above Average	Superior
	<ul style="list-style-type: none"> <li>• Unable to diagnose or manage preventable health conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Limited ability to diagnose or manage preventable health conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Able to diagnose and manage a preventable health condition</li> </ul>	<ul style="list-style-type: none"> <li>• Has diagnosed, managed and controlled exposure to one or more preventable health conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently diagnoses and manages and controls preventable health conditions in an effective manner</li> </ul>
Diplomate's Assessment w/ examples that support assessment at the selected level					
Evaluator's Assessment w/ examples that support assessment at the selected level					

## Report Card Evaluation

### OCCUPATIONAL AND ENVIRONMENTAL HEALTH (C26-C27)

**C26: Assess individual risk for occupational/environmental disorders using an occupational and environmental history.** Competent assessment reflects:

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| <ul style="list-style-type: none"> <li>• Obtaining brief as well as comprehensive patient histories, accurately and with an emphasis on occupation and exposure.</li> <li>• Recognizing the potential relationships between patient symptoms and occupational and environmental exposures.</li> <li>• Identifying occupational/environmental illness and injuries with the appropriate use of consultants in related disciplines.</li> </ul> | <ul style="list-style-type: none"> <li>• Reporting findings to affected individuals and appropriate organizations, advocating for the health and safety of patients and employees, as well as the interests of employers and other stakeholders.</li> <li>• Intervening to mitigate occupational and environmental risk, promoting health and safety of the patient, workplace and community.</li> <li>• Evaluating the effectiveness of prescribed interventions.</li> </ul> |
|--|---|

Level of Demonstration	Unsatisfactory	Below Average	Average	Above Average	Superior
	<ul style="list-style-type: none"> <li>• Unable to perform an occupational and environmental history</li> </ul>	<ul style="list-style-type: none"> <li>• Limited ability to perform an occupational and environmental history</li> </ul>	<ul style="list-style-type: none"> <li>• Able to perform occupational and environmental histories</li> </ul>	<ul style="list-style-type: none"> <li>• Has performed occupational and environmental histories and intervened on a single health issues</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently performs occupational and environmental histories, identifies risk, creates intervention strategies, and evaluates effectiveness</li> </ul>
Diplomate's Assessment w/ examples that support assessment at the selected level					
Evaluator's Assessment w/ examples that support assessment at the selected level					

## Report Card Evaluation

### OCCUPATIONAL AND ENVIRONMENTAL HEALTH (C26-C27)

**C27: Identify occupational and environmental hazards, illnesses, and injuries in defined populations, and assess and respond to identified risks.** Identification and response reflect:

- Characterizing existing and potential occupational and environmental hazards within the defined population.
  - Recognizing the health effects of toxic chemicals and other occupational and environmental exposures.
- Identifying sources and routes of environmental exposures and recommending methods of reducing environmental risk.
  - Evaluating the effectiveness of risk reduction methods.
  - Utilizing occupational and environmental information resources to conduct a literature search or research the health effects of a chemical substance.

Level of Demonstration	Unsatisfactory	Below Average	Average	Above Average	Superior
	<ul style="list-style-type: none"> <li>• Unable to identify occupational and environmental hazards or exposures</li> </ul>	<ul style="list-style-type: none"> <li>• Limited ability to identify occupational and environmental hazards or exposures</li> </ul>	<ul style="list-style-type: none"> <li>• Able to identify occupational or environmental hazards and/or exposures</li> </ul>	<ul style="list-style-type: none"> <li>• Able to identify occupational or environmental hazards and create intervention and/or risk reduction strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently identifies occupational and environmental hazards and exposures and creates intervention strategies for identified risks</li> <li>• Consistently conducts risk assessments</li> </ul>
Diplomate's Assessment w/ examples that support assessment at the selected level					
Evaluator's Assessment w/ examples that support assessment at the selected level					

## Report Card Evaluation

### ACGME GENERAL PHYSICIAN COMPETENCIES (C28-C33)

**C28. Patient- or Community-oriented Care: Provide patient care and/or community-based interventions that are compassionate, appropriate and effective for the treatment of health problems and the promotion of health.** This includes the ability to:

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| <ul style="list-style-type: none"> <li>• Communicate effectively and demonstrate caring and respectful behaviors when interacting with patients, their families, and communities.</li> <li>• Gather essential and accurate information about one's patients and community.</li> <li>• Make informed decisions about interventions based on patient/community information and preferences, up-to-date scientific evidence, and professional judgment.</li> <li>• Develop and carry out patient management plans and/or community interventions</li> <li>• Counsel and educate patients, their families and communities.</li> </ul> | <ul style="list-style-type: none"> <li>• Use information technology to support patient care decisions and patient/community education.</li> <li>• Perform competently preventive measures, screenings, or interventions considered essential for the area of practice or the health of the community.</li> <li>• Provide health care services aimed at preventing health problems or maintaining health.</li> <li>• Work with health care professionals, including those from other disciplines, to provide patient-focused care and/or community-based interventions.</li> </ul> |
|---|---|

Level of Demonstration	Unsatisfactory	Below Average	Average	Above Average	Superior
	<ul style="list-style-type: none"> <li>• Fails to communicate effectively or demonstrate caring and respectful behaviors</li> <li>• Fails to make informed decisions about interventions</li> <li>• Fails to develop/implement interventions</li> <li>• Fails to perform practices considered essential to public health practice</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely communicates effectively or demonstrates caring and respectful behaviors</li> <li>• Rarely makes informed decisions about interventions</li> <li>• Rarely develops or implements interventions competently</li> <li>• Rarely performs practices considered essential to public health practice</li> </ul>	<ul style="list-style-type: none"> <li>• Has communicated effectively and demonstrated caring and respectful behaviors in a specific situation</li> <li>• Demonstrated ability to make informed decisions about a specific intervention</li> <li>• Competently developed or implemented a specific intervention</li> <li>• Performs some practices considered essential to public health practice</li> </ul>	<ul style="list-style-type: none"> <li>• Usually communicates effectively and demonstrates caring and respectful behaviors</li> <li>• Usually makes informed decisions about interventions</li> <li>• Usually develops and implements appropriate interventions</li> <li>• Usually performs practices considered essential to public health practice</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently communicates effectively and demonstrates caring and respectful behaviors</li> <li>• Consistently makes informed decisions about interventions</li> <li>• Consistently develops and implements effective interventions</li> <li>• Consistently performs practices considered essential to public health practice</li> </ul>
Diplomate's Assessment w/ examples that support assessment at the selected level					
Evaluator's Assessment w/ examples that support assessment at the selected level					

## Report Card Evaluation

### ACGME GENERAL PHYSICIAN COMPETENCIES (C28-C33)

**C29. Medical Knowledge: Demonstrate knowledge about established and evolving biomedical, clinical, and public health sciences and the application of this knowledge to patient care, preventive services, and/or community-based interventions.** This reflects the ability to:

- Demonstrate an investigatory and analytic thinking approach to clinical situations and development of community-based interventions
- Know and apply the basic, clinically supportive and/or social sciences that are appropriate to one's scope of practice

Level of Demonstration	Unsatisfactory	Below Average	Average	Above Average	Superior
	<ul style="list-style-type: none"> <li>• Fails to demonstrate an investigatory and analytic thinking approach</li> <li>• Fails to know or apply the basic, clinically supportive and/or social sciences</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely demonstrates an investigatory and analytic thinking approach</li> <li>• Rarely knows or applies the basic, clinically supportive and/or social sciences</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to utilize an investigatory and analytic thinking approach in a specific situation</li> <li>• Knows and applies the basic, clinically supportive and/or social sciences in a specific situation</li> </ul>	<ul style="list-style-type: none"> <li>• Usually demonstrates an investigatory and analytic thinking approach</li> <li>• Usually knows and applies the basic, clinically supportive and/or social sciences</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently demonstrates an investigatory and analytic thinking approach</li> <li>• Consistently knows and applies the basic, clinically supportive and/or social sciences</li> </ul>
Diplomate's Assessment w/ examples that support assessment at the selected level					
Evaluator's Assessment w/ examples that support assessment at the selected level					



## Report Card Evaluation

### ACGME GENERAL PHYSICIAN COMPETENCIES (C28-C33)

**C30. Practice-based Learning and Improvement: Investigate and evaluate one's practices, appraise and assimilate scientific evidence, and improve one's ability to provide patient care, preventive services, and/or community-based interventions.** This reflects the ability to:

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| <ul style="list-style-type: none"> <li>• Analyze practice experience and perform practice-based improvement activities using a systematic methodology.</li> <li>• Locate, appraise, and assimilate evidence from scientific studies related to one's patients' or communities' health problems.</li> <li>• Obtain and use information about one's own population of patients or target community and the larger population from which one's patients are drawn.</li> </ul> | <ul style="list-style-type: none"> <li>• Apply knowledge of study designs and statistical methods to the appraisal of clinical studies and community-based interventions.</li> <li>• Use information technology to manage information, assess on-line medical information, and support one's own education.</li> <li>• Facilitate the learning of students, other health care professionals, members of the community, and the public.</li> </ul> |
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Level of Demonstration	Unsatisfactory	Below Average	Average	Above Average	Superior
	<ul style="list-style-type: none"> <li>• Fails to analyze practice experience or perform practice-based improvement activities</li> <li>• Fails to utilize evidence from scientific studies or information about the target population</li> <li>• Fails to apply knowledge of study designs or statistical methods</li> <li>• Fails to use health information technology</li> <li>• Fails to facilitate the learning of others</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely analyzes practice experience or performs practice-based improvement activities</li> <li>• Rarely utilizes evidence from scientific studies or information about the target population</li> <li>• Rarely applies knowledge of study designs or statistical methods</li> <li>• Rarely uses health information technology</li> <li>• Rarely facilitates the learning of others</li> </ul>	<ul style="list-style-type: none"> <li>• Has performed a practice-based improvement activity</li> <li>• Utilized evidence from scientific studies and information about the target population in a specific public health activity</li> <li>• Applied knowledge of study designs and statistical methods to a specific project</li> <li>• Able to use health information technology</li> <li>• Facilitates the learning of others, when directed</li> </ul>	<ul style="list-style-type: none"> <li>• Usually performs practice-based improvement activities</li> <li>• Usually utilizes evidence from scientific studies and information about the target population</li> <li>• Usually applies knowledge of study designs and statistical methods</li> <li>• Usually uses health information technology</li> <li>• Usually facilitates the learning of others</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently analyzes practice experience and performs practice-based improvement activities</li> <li>• Consistently utilizes evidence from scientific studies and information about the target population</li> <li>• Consistently applies knowledge of study designs and statistical methods</li> <li>• Consistently uses health information technology</li> <li>• Consistently facilitates the learning of others</li> </ul>
Diplomate's Assessment w/ examples that support assessment at the selected level					
Evaluator's Assessment w/ examples that support assessment at the selected level					

## Report Card Evaluation

### ACGME GENERAL PHYSICIAN COMPETENCIES (C28-C33)

**C31. Interpersonal and Communication Skills: Demonstrate interpersonal and communication skills that result in effective information exchange and learning with patients, patients' families, and professional associates and communities.** This reflects the ability to:

- Create and sustain a therapeutic and ethically sound relationship with patients and target populations.
- Use effective listening skills and elicit and provide information using effective nonverbal, explanatory, questioning, and writing skills.
- Work effectively with others as a member or leader of a health care team or other professional group.

Level of Demonstration	Unsatisfactory	Below Average	Average	Above Average	Superior
	<ul style="list-style-type: none"> <li>• Fails to create and sustain therapeutic and ethically sound professional relationships</li> <li>• Fails to demonstrate effective listening, nonverbal, explanatory, questioning, or writing skills</li> <li>• Fails to work effectively with others as a member or leader of a health care team</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely creates and sustains therapeutic and ethically sound professional relationships</li> <li>• Rarely demonstrates effective listening, nonverbal, explanatory, questioning, or writing skills</li> <li>• Rarely works effectively with others as a member or leader of a health care team</li> </ul>	<ul style="list-style-type: none"> <li>• Has created or sustained one or more therapeutic and ethically sound professional relationships</li> <li>• Has demonstrated effective listening, nonverbal, explanatory, questioning, and writing skills in a specific situation</li> <li>• Able to work with others as a member or leader of a health care team</li> </ul>	<ul style="list-style-type: none"> <li>• Usually creates and sustains therapeutic and ethically sound professional relationships</li> <li>• Usually demonstrates effective listening, nonverbal, explanatory, questioning, or writing skills</li> <li>• Usually works effectively with others as a member or leader of a health care team</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently creates and sustains therapeutic and ethically sound professional relationships</li> <li>• Consistently demonstrates effective listening, nonverbal, explanatory, questioning, or writing skills</li> <li>• Consistently works effectively with others as a member or leader of a health care team</li> </ul>
Diplomate's Assessment w/ examples that support assessment at the selected level					
Evaluator's Assessment w/ examples that support assessment at the selected level					

## Report Card Evaluation

### ACGME GENERAL PHYSICIAN COMPETENCIES

**C32. Professionalism: Demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.** This reflects the ability to:

- Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and community that supersedes self-interest; accountability to patients, community, and the profession; and a commitment to excellence and on-going professional development.
- Demonstrate a commitment to ethical principles pertaining to provision of population-based medicine, confidentiality of patient information, informed consent, and business practices.
- Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities.

Level of Demonstration	Unsatisfactory	Below Average	Average	Above Average	Superior
	<ul style="list-style-type: none"> <li>• Fails to demonstrate respect, compassion, integrity, accountability, or a commitment to excellence</li> <li>• Fails to demonstrate a commitment to ethical principles</li> <li>• Fails to demonstrate sensitivity or responsiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely demonstrates respect, compassion, integrity, accountability, or a commitment to excellence</li> <li>• Rarely demonstrates a commitment to ethical principles</li> <li>• Rarely demonstrates sensitivity or responsiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Able to demonstrates some of the following behaviors: respect, compassion, integrity, accountability, commitment to excellence</li> <li>• Demonstrates a commitment to select ethical principles</li> <li>• Demonstrates sensitivity or responsiveness in some situations</li> </ul>	<ul style="list-style-type: none"> <li>• Usually demonstrates respect, compassion, integrity, accountability, and a commitment to excellence</li> <li>• Usually demonstrates a commitment to ethical principles</li> <li>• Usually demonstrates sensitivity and responsiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently demonstrates respect, compassion, integrity, accountability, and a commitment to excellence</li> <li>• Consistently demonstrates a commitment to ethical principles</li> <li>• Consistently demonstrates sensitivity and responsiveness</li> </ul>
Diplomate's Assessment w/ examples that support assessment at the selected level					
Evaluator's Assessment w/ examples that support assessment at the selected level					

## Report Card Evaluation

### ACGME GENERAL PHYSICIAN COMPETENCIES (C28-C33)

**C33. Systems-based Practice: Demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care, preventive services, and community-based interventions that are of optimal value.** This reflects the ability to:

- Understand how one's patient care and other professional practices affect other health care professionals, the health care organization, and the larger society, and how these elements of the system affect one's own practice.
- Know how types of medical practice and delivery systems differ from one another, including methods of controlling health care costs and allocating resources.
- Practice cost-effective health care and resource allocation that does not compromise quality of care or interventions.
- Advocate for quality patient care and healthful communities and assist patients and community members in dealing with system complexities.
- Know how to partner with health care managers and health care providers to assess, coordinate and improve health care, preventive services, and community-based interventions, and know how these activities can affect system performance.

Level of Demonstration	Unsatisfactory	Below Average	Average	Above Average	Superior
	<ul style="list-style-type: none"> <li>• Fails to understand how practices affect others and the system</li> <li>• Fails to practice cost-effective health care and resource allocation</li> <li>• Fails to advocate for patients or communities</li> <li>• Fails to partner with health care managers/other health care providers</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely understands how practices affect others and the system</li> <li>• Rarely practices cost-effective health care or appropriate resource allocation</li> <li>• Rarely advocates for patients or communities</li> <li>• Rarely partners with health care managers/other health care providers</li> </ul>	<ul style="list-style-type: none"> <li>• Understands in some capacity how practices affect others and the system</li> <li>• Attempts to practice cost-effective health care and appropriate resource allocation</li> <li>• Advocates for patients or communities in specific situations</li> <li>• Able to partner with health care managers/other health care providers</li> </ul>	<ul style="list-style-type: none"> <li>• Usually understands how practices affect others and the system</li> <li>• Usually practices cost-effective health care and appropriate resource allocation</li> <li>• Usually advocates for patients/communities</li> <li>• Usually partners effectively with health care managers/other health care providers</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently understands how practices affect others and the system</li> <li>• Consistently practices cost-effective health care and appropriate resource allocation</li> <li>• Consistently advocates for patients and communities</li> <li>• Consistently partners effectively with health care managers and other health care providers</li> </ul>
Diplomate's Assessment w/ examples that support assessment at the selected level					
Evaluator's Assessment w/ examples that support assessment at the selected level					