



Department of Family Medicine New Resident Intake Form

We know that Residents who start in our program bring unique sets of experience and varying levels of knowledge and skill. It helps both teachers and learners to clearly define the baseline, or starting points, of our residents.

This tool is designed to guide the initial assessment of new Residents. It will provide some baseline information about a new Resident regarding their skills, knowledge and attitudes. The tool is meant to be used in a one-on-one meeting with the Primary Preceptor (or Education Director) scheduled at the start of the academic year. The information will be used as a starting point for developing an individualized learning plan with the Resident.

Prior to the meeting:

Prior to the new Resident intake meeting, the Resident will complete **Part 1** of the guide, in order to present to their Primary Preceptor (or Education Director) an opinion/self-assessment on their areas of strengths and areas for improvement.

At the meeting:

In addition to reviewing information prepared by the Resident (Part 1), the Primary Preceptor (or Education Director) should ask additional questions to develop a richer understanding of needs, experiences and goals of the Resident.

The goal of the discussion is to reach consensus regarding areas of strength, areas for improvement/development and to establish an educational plan for the initial segment of the Resident's program, which will be documented in **Part 2**.

After the meeting:

Following the meeting, and at six month intervals, the Resident Progress Subcommittee will monitor Resident's progress within the program based on the information received.



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New Resident Intake Form**

Resident Name:

Site:

Part 1: RESIDENT REFLECTION AND SELF-ASSESSMENT

RESIDENT TO FILL OUT BEFORE MEETING

FUTURE PRACTICE PLANS

Describe your ideal future practice.

DOMAINS OF CARE

Identify if you have had experience in the following Clinical Domains. Describe strengths and development needs you have in each of the domains:

I have had experience <input checked="" type="checkbox"/>	CLINICAL DOMAINS	Strengths	Need for development
<input type="checkbox"/> <input type="checkbox"/>	Maternal Care Obstetrics Maternity care in Family Medicine		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Children/Adolescents Neonatology Pediatric Emergency Pediatrics Inpatient Pediatrics Outpatient		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Care of Adults Emergency Medicine Hospital Medicine ICU/CCU Surgery		
<input type="checkbox"/> <input type="checkbox"/>	Care of the Elderly Geriatrics Personal Care Home		



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<input type="checkbox"/>	Palliative Care Palliative Care		
<input type="checkbox"/>	Care of First Nations, Inuit and Métis peoples Indigenous Health		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Care of Vulnerable & Underserved Populations Addictions Disabled patients Newcomers Rural/Remote LGBTQI		
<input type="checkbox"/> <input type="checkbox"/>	Behavioural Medicine Inpatient psychiatry Outpatient psychiatry		

CONTINUITY, PATIENT CARE & PROCEDURES

Continuity: Describe previous opportunities you may have had in ensuring continuity of patient care.

Core Topics: Consider the CFPC's 106 priority topics. Identify specific gaps in your exposure.



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Core Procedures: Consider the core procedures list. Identify specific gaps.

Entrustable professional activities: Rate your confidence in performing:

	Not at all confident	Slightly confident	Somewhat Confident	Confident	Very confident
F1. Provides recommended preventative care to adults					
F2. Provides recommended preventative care to infants, children, adolescents					
F3. Facilitates care transitions					
F4. Provides pre-conception and prenatal care					
F5. Provides family-centred care to newborns in their first weeks of life					
C1. Assesses, manages, and follows up adults presenting with undifferentiated symptoms or common (key) conditions					
C2. Manages and follows up adults with common chronic conditions and multiple comorbidities					
C3. Assesses, manages, and follows up infants, children, and adolescents presenting with undifferentiated symptoms of common (key) conditions					
C4. Manages and follows up elderly patient with multiple comorbidities					
C5. Identifies, diagnoses, evaluates, and manages patients with common mental issues					
C6. Provides palliative and end-of-life care					
C7. Performs common family medicine procedures					
C8. Provides expert advice and obtain consultation for patients					
C9. Recognizes and provides appropriate management of common emergencies					
C10. Determines when an adult patient requires admission and in-patient hospital care					
C11. Assesses and appropriately manages patients in hospital					



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C12. Recognizes and provides initial management of the medically unstable patient in the hospital setting					
C13. Provides intra-partum care and performs low-risk deliveries					
C14. Recognizes and manages common intra-partum emergencies					
C15. Provides postpartum care and breast feeding support					
C16. Provide leadership within interprofessional and healthcare teams					
C17. Provides care to vulnerable and underserved populations					
C18. Provides care to First Nation, Inuit, and Métis peoples					
C19. Optimizes the quality and safety of health care through use of best practices and application of Quality Improvement					
C20. Provides clinical teaching					

LEARNING PREFERENCES

How do you learn best?

How are you best motivated to learn? What stifles your learning?

What approach to delivering feedback is most effective to you?

RESIDENT WELLNESS

Do you have a family physician?

Yes

No

Do you have any wellness concerns?

Yes

No

What challenges, if any, do you anticipate for you in the residency program?



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Part 2: ASSESSMENT OF NEW RESIDENT

DESIGNATED FACULTY MEMBER TO COMPLETE WITH RESIDENT

SUMMARY OF OVERALL AREAS OF STRENGTH

SUMMARY OF AREAS FOR DEVELOPMENT/IMPROVEMENT

EDUCATION PLAN

Set goals for next 6 months. What knowledge and skills does the resident need to acquire in order to achieve residency objectives and practice goals?

Resident

Date

Primary Preceptor (or Education Director)

Date