Patient Care1: History 病人照護 1：病史詢問				
Level 1	Level 2	Level 3	Level 4	Level 5
Elicits and reports a comprehensive history for common patient presentations, with guidance Seeks data from secondary sources, with guidance	Elicits and concisely reports a hypothesis-driven patient history for common patient presentations Independently obtains data from secondary sources	Elicits and concisely reports a hypothesis-driven patient history for complex patient presentations Reconciles current data with secondary sources	Efficiently elicits and concisely reports a patient history, incorporating pertinent psychosocial and other determinants of health Uses history and secondary data to guide the need for further diagnostic testing	Efficiently and effectively tailors the history taking, including relevant historical subtleties, based on patient, family, and system needs Models effective use of history to guide the need for further diagnostic testing
在指導之下，訪談有常見症狀的病人，並報告詳盡的病史 在指導之下，從病人訪談以外的來源，尋找病史資料	依據鑑別診斷，訪談有常見症狀的病人，並做簡潔報告 能獨立的從病人訪談以外的來源，獲取病史資料	依據鑑別診斷，訪談有複雜症狀的病人，並做簡潔報告 整合由病人訪談與病人訪談以外來源所獲取的病史資料	有效率的問診，內容包含重要社會心理層面與其他影響健康的病史，並做簡潔報告 應用由病人訪談與病人訪談以外所獲取的資料來，安排接續的診斷檢查	根據病人、家人、與醫療體系的需求，包含隱晦之相關病史，進行有效率且有用的問診 為角色模範，善於應用由病人與病人以外所獲取的資料來安排接續的診斷檢查

建議：

尚未達到等級1 ☐
無法評估 ☐

Patient Care 2: Physical Examination　病人照護 2：身體診察				
Level 1	Level 2	Level 3	Level 4	Level 5
Performs a general physical examination while attending to patient comfort and safety Identifies common abnormal findings	Performs a hypothesis-driven physical examination for a common patient presentation Interprets common abnormal findings	Performs a hypothesis-driven physical examination for a complex patient presentation Identifies and interprets uncommon and complex abnormal findings	Uses advanced maneuvers to elicit subtle findings Integrates subtle physical examination findings to guide diagnosis and management	Models effective evidence-based physical examination technique Teaches the predictive values of the examination findings to guide diagnosis and management
在注意病人之舒適與安全之下，執行一般的身體診察 辨識常見的異常身體診察發現	根據臆想診斷，針對常見的疾病臨床表現，執行身體診察 詮釋常見的異常發現所代表的意義	根據臆想診斷，針對複雜的臨床表現，執行身體診察 辨識並詮釋不常見且複雜的異常身體診察發現所代表的意義	運用進階的技巧找出不易察覺的身體診察發現 整合細微的身體診察發現，並導引至接續的診斷與處置	為角色模範，有效的依據證據執行身體診察 教導身體診察發現的預測價值，並導引至接續的診斷與處置

建議：

尚未達到等級1 ☐
無法評估 ☐

Patient Care 3: Clinical Reasoning 病人照護 3：臨床推理				
Level 1	Level 2	Level 3	Level 4	Level 5
Organizes and accurately summarizes information obtained from the patient evaluation to develop a clinical impression	Integrates information from all sources to develop a basic differential diagnosis for common patient presentations Identifies clinical reasoning errors within patient care, with guidance	Develops a thorough and prioritized differential diagnosis for common patient presentations Retrospectively applies clinical reasoning principles to identify errors	Develops prioritized differential diagnoses in complex patient presentations and incorporates subtle, unusual, or conflicting findings Continually re-appraises one's own clinical reasoning to improve patient care in real time	Coaches others to develop prioritized differential diagnoses in complex patient presentations Models how to recognize errors and reflect upon one's own clinical reasoning
組織及正確的摘要，由病人評估所得的資料，以提出臨床臆斷	針對常見的病人表現，整合由各方所得的資料，提出基本的鑑別診斷 在照護病人時，在指導下找出臨床推理錯誤之處	針對常見的病人表現，列舉完整且具優先順序的鑑別診斷 應用臨床推理原則，回溯性的找出錯誤之處	針對複雜的病人表現，合併各種隱晦、不尋常、互相矛盾的發現，提出具優先順序的鑑別診斷 反覆、持續自我評量臨床推理過程，並及時改善病人照護	指導他人針對複雜的病人表現，提出具優先順序的鑑別診斷 展現如何辨識錯誤與反思臨床推理，為角色模範

建議：

尚未達到等級1 ☐
無法評估 ☐

Patient Care 4: Patient Management – Inpatient 病人照護 4：住院病人處置				
Level 1	Level 2	Level 3	Level 4	Level 5
Formulates management plans for common conditions, with guidance Identifies opportunities to maintain and promote health	Develops and implements management plans for common conditions, recognizing acuity, and modifies based on the clinical course Develops and implements management plans to maintain and promote health, with guidance	Develops and implements value-based (high value) management plans for patients with multisystem disease and comorbid conditions; modifies based on the clinical course Independently develops and implements plans to maintain and promote health, incorporating pertinent psychosocial and other determinants of health	Uses shared decision making to develop and implement value-based (high value) comprehensive management plans for patients with comorbid and multisystem disease, including those patients requiring critical care Independently develops and implements comprehensive plans to maintain and promote health, incorporating pertinent psychosocial and other determinants of health	Develops and implements comprehensive management plans for patients with rare or ambiguous presentations or unusual comorbid conditions
能於指導下，針對常見狀況，制定處置計畫 辨識能維持與促進病人健康的機會	能針對常見狀況，制定與執行處置計畫，並敏銳地根據病程進展修正計畫 能於指導下，制訂並執行維持與促進病人健康的處置計畫	針對複雜與多重共病狀況，制定與執行以價值為導向（高評價）的處置計畫，並根據病程發展修正計畫 能結合相關的社會、心理與其他影響健康的因素，獨立制訂並執行維持與促進病人健康的處置計畫	以醫病共享方式，針對複雜與多重共病(包含重症)狀況，制定與執行以價值為導向（高評價）、詳盡的處置計畫 能結合相關的社會心理與其他影響健康的因素，獨立制訂並執行維持與促進病人健康詳盡的處置計畫	針對罕見、不明確的臨床表現，或不尋常的共病的狀況，制定與執行詳盡的處置計畫

建議：

尚未達到等級1 ☐
無法評估 ☐

Patient Care 5: Patient Management – Outpatient　病人照護 5：門診病人處置

Level 1	Level 2	Level 3	Level 4	Level 5
Identifies opportunities to maintain and promote health Formulates management plans for a common chronic condition, with guidance Formulates management plans for acute common conditions, with guidance	Develops and implements management plans to maintain and promote health Develops and implements management plans for common chronic conditions Develops and implements management plans for common acute conditions	Develops and implements plans to maintain and promote health, incorporating pertinent psychosocial and other determinants of health Develops and implements management plans for multiple chronic conditions Develops and implements an initial management plan for patients with urgent or emergent conditions in the setting	Develops and implements value-based (high-value) comprehensive plans to maintain and promote health Develops and implements value-based (high value) comprehensive management plans for multiple chronic conditions, incorporating pertinent psychosocial and other determinants of health Develops and implements value-based (high value) management plans for patients with acute conditions	Creates and leads a comprehensive patient-centered management plan for the patient with highly complex chronic conditions, integrating recommendations from multiple disciplines Develops and implements management plans for patients with subtle presentations, including rare or ambiguous conditions
辨識可維持和促進病人健康的時機 在指導之下，針對常見慢性病況，制定處置計劃 在指導之下，針對常見急性病況，制定處置計劃	制定並執行可維持和促進健康的處置計劃 能針對常見慢性病況，制定並執行處置計劃 能針對常見急性病況，制定並執行處置計劃	考量相關的社會、心理和其他影響健康的因素，制定並執行可維持和促進健康的處置計劃 能針對多重慢性病況，制定並執行處置計劃 能針對慢性共病患者併發緊急或危急情況時，制定並執行初步處置計劃	制定並執行以價值為導向（高評價）詳盡的處置計劃，以維持和促進健康 能針對多重慢性病況，考量相關的社會心理和其他影響健康的因素，制定並執行以價值為導向（高評價）詳盡的處置計劃，，以維持和促進健康 能針對急性病況，制定並執行以價值為導向（高評價）的處置計劃	能針對高度複雜的慢性病況，整合各學科的建議，創建並領導以病人為中心詳盡的處置計劃 能針對罕見或不明確的病況，制定並執行處置計劃

建議：

尚未達到等級1　☐
無法評估　☐

Patient Care 6: Digital Health 病人照護 6：數位健康				
Level 1	Level 2	Level 3	Level 4	Level 5
Uses electronic health record (EHR) for routine patient care activities Identifies the required components for a telehealth visit	Expands use of EHR to include and reconcile secondary data sources in patient care activities Performs assigned telehealth visits using approved technology	Effectively uses EHR capabilities in managing acute and chronic care of patients Identifies clinical situations that can be managed through a telehealth visit	Uses EHR to facilitate achievement of quality targets for patient panels Integrates telehealth effectively into clinical practice for the management of acute and chronic illness	Leads improvements to the EHR Develops and innovates new ways to use emerging technologies to augment telehealth visits
使用電子病歷進行常規病人照護 辨識遠距看診所需的設備與方法	淋漓盡致地使電子病歷，收集並整合從病人以外所得的資料，以照護病人 以已建立被認證之資訊科技系統進行遠距看診	有效運用電子病歷各種資料，進行急、慢性病人照護 辨識可以利用遠距看診處理的臨床狀況	以電子病歷促進，達成所照護病人們的品質標的 有效整合遠距醫療於急、慢性病人的照護與臨床處置	引領電子病歷系統的改善 運用新興科技、創新方法，以加強遠距看診

建議：

尚未達到等級1　☐
無法評估　☐

Patient Care

The resident is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in the training program. The resident is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice that includes the delivery of safe, effective, patient-centered, timely, efficient, and equitable care.

_____ Yes _____ No _____ Conditional on Improvement

病患照護

住院醫師於培訓計劃中，專業養成所需的知識、技能和態度/行為各方面，有令人滿意的發展。住院醫師的學習軌跡顯示其正朝向無需監督的層級前進，預期住院醫師將可以提供安全、有效、以病人為中心、及時、效率和公平的病患照護的能力。

___ 是 _____ 否 _____ 狀況改善中

Medical Knowledge 1: Applied Foundational Sciences 醫學知識1：應用基礎科學				
Level 1	Level 2	Level 3	Level 4	Level 5
Explains the scientific knowledge (e.g., physiology, social sciences, mechanism of disease) for normal function and common medical conditions	Explains the scientific knowledge for complex medical conditions	Integrates scientific knowledge to address comorbid conditions within the context of multisystem disease	Integrates scientific knowledge to address uncommon, atypical, or complex comorbid conditions within the context of multisystem disease	Demonstrates a nuanced understanding of the scientific knowledge related to uncommon, atypical, or complex conditions
以科學知識(生理、社會科學、疾病機轉)解釋正常人體功能與常見的醫療狀況	以科學知識解釋複雜的醫療狀況	整合科學知識以解釋多重器官系統疾病的共病狀況	整合科學知識以解釋少見、不典型或複雜多重器官系統疾病的共病狀況	展現細緻地解釋少見、不典型或複雜病況之相關科學知識

建議：

尚未達到等級1 ☐
無法評估 ☐

Medical Knowledge 2: Therapeutic Knowledge　醫學知識2：治療知識				
Level 1	Level 2	Level 3	Level 4	Level 5
Explains the scientific basis for common therapies	Explains the indications, contraindications, risks, and benefits of common therapies	Integrates knowledge of therapeutic options in patients with comorbid conditions, multisystem disease, or uncertain diagnosis	Integrates knowledge of therapeutic options within the clinical and psychosocial context of the patient to formulate treatment options	Demonstrates a nuanced understanding of emerging, atypical, or complex therapeutic options
以科學知識解釋常見的治療方式	解釋常見治療的適應症、禁忌症、風險與療效	為具有共病、多系統疾病、或診斷不確定的病人，整合有關治療的知識	考量病人的臨床與心理、社會狀況，整合有關治療的知識，為病人制定治療的選項	展現對新興的、非典型的、複雜的治療選項細緻入微的理解

建議：

尚未達到等級1
無法評估

Medical Knowledge 3: Knowledge of Diagnostic Testing　醫學知識3：診斷檢查				
Level 1	Level 2	Level 3	Level 4	Level 5
Explains the rationale, risks, and benefits for common diagnostic testing Interprets results of common diagnostic tests	Explains the rationale, risks, and benefits for complex diagnostic testing Interprets complex diagnostic data	Integrates value and test characteristics of various diagnostic strategies in patients with common diseases Integrates complex diagnostic data accurately to reach high-probability diagnoses	Integrates value and test characteristics of various diagnostic strategies in patients with comorbid conditions or multisystem disease Anticipates and accounts for limitations when interpreting	Demonstrates a nuanced understanding of emerging, atypical, or complex therapeutic options
解釋常用診斷檢查的理由、風險與好處 解釋常用診斷檢查的結果	解釋複雜性診斷檢查的理由、風險與好處 解釋複雜診斷檢查的結果	於常見疾病照護中，整合不同診斷檢查策略的價值與特色 正確的整合多項診斷檢查結果，以得到最可能的診斷	於具有共病、多重系統疾病病人照護中，整合不同診斷檢查策略的價值與特色 解釋檢查結果時，能預期診斷檢查的限制(如敏感性，專一性)	展現對新興的、非典型的、或複雜的診斷檢查，細緻入微的理解

建議：

尚未達到等級1
無法評估

Medical Knowledge

The resident is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in the training program. The resident is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice that includes the delivery of safe, effective, patient-centered, timely, efficient, and equitable care.

_____ Yes _____ No _____ Conditional on Improvement

醫學知識

住院醫師於培訓計劃中，專業養成所需的知識、技能和態度/行為各方面，有令人滿意的發展。住院醫師的學習軌跡顯示其正朝向無需監督的層級前進，預期住院醫師將可以提供安全、有效、以病人為中心、及時、效率和公平的病患照護的能力。

___ 是 _____ 否 _____ 狀況改善中

Systems-Based Practice 1: Patient Safety and Quality Improvement 體制下的工作及實踐1：病安及醫品				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of common patient safety events	Identifies system factors that lead to patient safety events	Contributes to the analysis of patient safety events (simulated or actual)	Conducts analysis of patient safety events and offers error prevention strategies (simulated or actual)	Leads teams and processes to modify systems to prevent patient safety events
Demonstrates knowledge of how to report patient safety events	Reports patient safety events through institutional reporting systems (actual or simulated)	Participates in disclosure of patient safety events to patients and families (simulated or actual)	Discloses patient safety events to patients and families (simulated or actual)	Models the disclosure of patient safety events
Demonstrates knowledge of basic quality improvement methodologies and metrics	Describes local quality improvement initiatives (e.g., community vaccination rate, infection rate, smoking cessation)	Contributes to local quality improvement initiatives	Demonstrates the skills required to identify, develop, implement, and analyze a quality improvement project	Creates, implements, and assesses sustainable quality improvement initiatives at the institutional or community level
知道常見病安事件	辨識醫療體制中造成病安事件之因子	協助分析病安事件（模擬或實作）	進行病安事件分析，並提供預防犯錯之方法（模擬或實作）	領導團隊及作業流程，修訂醫療體制，以預防病安事件
知道如何報告病安事件	藉由病安回報系統報告病安事件(實作或模擬)	參與向病人和家屬解釋病安事件（模擬或實作）	能向病人與家屬解釋病安事件（模擬或實作）	解釋病安事件的典範
知道有關基本改善病安的方法(如確認出院帶藥)及指標(如三日回急診)	描述在地的品質改善措施（例如：病人跌倒、社區疫苗接種率、感染率、戒菸）	對在地的品質改善措施有貢獻	能展現辨識、制定、執行及分析品質改善計畫所需的技巧(如柏拉圖，魚骨圖，PDCA)	在院內或社區層面規劃、執行和評量持續的品質改善措施

建議：

尚未達到等級1 ☐
無法評估 ☐

Systems-Based Practice 2: System Navigation for Patient-Centered Care 體制下的工作及實踐2：以病人為中心的照護系統				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of care coordination Identifies key elements for safe and effective transitions of care and hand-offs Demonstrates knowledge of population and community health	Coordinates care of patients by effectively engaging interprofessional teams in routine clinical situations Performs safe and effective transitions of care/hand-offs in routine clinical situations Identifies specific population and community health needs and inequities for the local population	Coordinates care of patients by effectively engaging interprofessional teams in complex clinical situations Performs safe and effective transitions of care/hand-offs in complex clinical situations Uses local resources effectively to meet the needs of a patient population and community	Models effective coordination of patient-centered care among different disciplines and specialties Models and advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems, including outpatient settings Participates in changing and adapting practice to provide for the needs of specific populations	Analyzes the process of care coordination and leads in the design and implementation of improvements Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes Leads innovations and advocates for populations and communities with health care inequities
展現跨團隊合作照護的知識 知道如何安全、有效地移轉病人照護及交班的關鍵要素 展現對族群和社區健康的知識	在常規的臨床情況下，有效運用跨專業團隊來整合對病人的照護 在常規臨床情況下，安全、有效地移轉病人照護及交班 辨識當地特定族群與社區的健康需求，與就醫不平等現象	在複雜的臨床情況下，有效運用跨專業團隊來整合對病人的照護 在複雜的臨床情況下，安全、有效地移轉病人照護及交班 有效利用當地資源，以滿足特定病人族群和社區的需求	建立以病人為中心的跨專業、跨專科的有效整合照護模式，為角色模範 倡導在院內與院所間（包括門診轉診），安全、有效地移轉病人照護及交班為角色模範 參與改變和調整醫療照護模式，以滿足特定族群的需求，為角色模範，	分析跨團隊合作病人照護過程，並引領和實施改善策略 改善於院內與院所間移轉病人照護及交班的品質，進而優化病人的治療 引領創新，並為就醫不平等的族群和社區發聲

☐	☐	☐	☐	☐	☐	☐	☐	☐

建議：

尚未達到等級1　☐
無法評估　　　☐

Systems-Based Practice 3: Physician Role in Health Care Systems　體制下的工作及實踐3：醫師於醫療照護系統的角色				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Identifies key components of the health care system	Describes how components of a complex health care system are interrelated, and how this impacts patient care	Discusses how individual practice affects the regional and national health care system	Manages various components of the complex health care system to provide efficient and effective patient care	Advocates for or leads systems change that enhances high-value, efficient, and effective patient care
Describes basic health payment systems	Delivers care with consideration of each patient's payment model	Engages with patients in shared decision making, informed by each patient's payment models	Advocates for patient care needs with consideration of the limitations of each patient's payment model	Actively engaged in influencing health policy through advocacy activities at the local, regional, or national level
辨識醫療照護系統中的關鍵組成	描述複雜醫療照護系統內各項組成間的相互關聯，以及對病人照護所造成的影響	討論醫師個人執業，如何影響地區和國家醫療照護系統	處理複雜的醫療照護系統中的各個組成，以提供病人具效率和有效的醫療照護	倡導或領導醫療照護系統變革，以提供病人高評價、具效率且有效的醫療照護
描述基本的健康支付系統(如健保制度)	於醫療照護中，考慮到每位病人的醫療支付模式	邀請病人參與共同決策，並告知病人的醫療支付模式	倡導於病人照護需求中，考慮病人醫療支付模式所造成的限制	積極參與地方、區域或國家倡議活動，以影響醫療政策

建議：

尚未達到等級1 ☐
無法評估 ☐

Systems-Based Practice

The resident is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in the training program. The resident is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice that includes the delivery of safe, effective, patient-centered, timely, efficient, and equitable care.

_____ Yes _____ No _____ Conditional on Improvement

體制下的工作及實踐

住院醫師於培訓計劃中，專業養成所需的知識、技能和態度/行為各方面，有令人滿意的發展。住院醫師的學習軌跡顯示其正朝向無需監督的層級前進，預期住院醫師將可以提供安全、有效、以病人為中心、及時、效率和公平的病患照護的能力。

___ 是 _____ 否 _____ 狀況改善中

Practice-Based Learning and Improvement 1: Evidence-Based and Informed Practice
行醫的學習和改進1：實證(5A, Ask, Acquire, Appraise, Apply, Audit)與知情

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates how to access, categorize, and analyze clinical evidence, with guidance	Articulates clinical questions and elicits patient preferences and values to guide evidence-based care	Critically appraises and applies the best available evidence, integrated with patient preference, to the care of complex patients	Applies evidence, even in the face of uncertainty and conflicting evidence, to guide care, tailored to the individual patient	Coaches others to critically appraise and apply evidence to patient care
在指導之下，展現如何獲取、分類和分析臨床證據 (A3)	清楚明瞭病人的臨床問題，並根據病人的偏好和價值觀，以進行實證為基礎的病人照護 (A1-2，A4)	精密地評估與應用最佳的臨床證據，同時結合病人的偏好，於複雜病人的照護 (A1-4)	即使面對不確定和相互矛盾的臨床證據，也能引用實證，為病人量身訂製，進行病人照護 (A1-4)	指導他人對搜尋所得的臨床實證做精密地評估與應用於病人照護
☐	☐	☐	☐	☐	☐	☐	☐	☐

建議：

尚未達到等級1　☐
無法評估　☐

Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth 行醫的學習和改進2：持續反思 (5R Report, React, Relate, Reason, Reconstruct)與自我成長的決心				
Level 1	Level 2	Level 3	Level 4	Level 5
Accepts responsibility for personal and professional development by establishing goals Identifies the factors that contribute to gap(s) between ideal and actual performance, with guidance	Demonstrates openness to performance data (feedback and other input) to inform goals Analyzes and reflects on the factors which contribute to gap(s) between ideal and actual performance, with guidance Actively seeks opportunities to improve	Seeks performance data episodically, with adaptability, and humility Institutes behavioral change(s) to narrow the gap(s) between ideal and actual performance Designs and implements an individualized learning plan, with prompting	Seeks performance data consistently with adaptability, and humility Challenges one's own assumptions and considers alternatives in narrowing the gap(s) between ideal and actual performance Independently creates and implements an individualized learning plan	Models consistently seeking performance data with adaptability and humility Coaches others on reflective practice Uses performance data to measure the effectiveness of the individualized learning plan and when necessary, improves it
設定目標，以個人和專業發展為己志 在指導之下，找出導致理想與實際表現落差的因素 (R3)	敞開心胸面對評量結果（回饋和其他告知方式），以達成既定目標 (R2) 在指導之下，分析和反思導致理想與實際表現落差的因素 (R3-4) 積極尋求改進的方法 (R5)	有時能以接納和謙遜的態度，廣為徵求個人之評量結果(R1-2) 自主分析和反思導致理想與實際表現落差的因素 (R3-4) 在提示之下，設計與執行個人化的學習計劃	持續地以以接納和謙遜的態度，廣為徵求個人之評量結果(R1-2) 檢討自己原先的假設，並考慮其他可能，以縮小理想與實際表現間的落差 獨立地制定與實施個人化的學習計劃	以接納和謙遜的態度，廣為徵求個人之評量結果，為角色模範(R1-2) 指導他人進行反思性練習 運用評量結果，來衡量個人化學習計劃的效果，並在必要時加以改進

建議：　　　　　　　　　　　　　　　　　　　　尚未達到等級1　☐
　　　　　　　　　　　　　　　　　　　　　　　無法評估　☐

Practice-Based Learning and Improvement

The resident is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in the training program. The resident is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice that includes the delivery of safe, effective, patient-centered, timely, efficient, and equitable care.

_____ Yes _____ No _____ Conditional on Improvement

行醫的學習與改善

住院醫師於培訓計劃中，專業養成所需的知識、技能和態度/行為各方面，有令人滿意的發展。住院醫師的學習軌跡顯示其正朝向無需監督的層級前進，預期住院醫師將可以提供安全、有效、以病人為中心、及時、效率和公平的病患照護的能力。

___ 是 _____ 否 _____ 狀況改善中

Professionalism 1: Professional Behavior　專業素養1：專業的舉止				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates professional behavior in routine situations	Identifies potential triggers for professionalism lapses and accepts responsibility for one's own professionalism lapses	Demonstrates a pattern of professional behavior in complex or stressful situations	Recognizes situations that may trigger professionalism lapses and intervenes to prevent lapses in oneself and others	Coaches others when their behavior fails to meet professional expectations
在常規工作中，展現專業行為	找出造成專業失誤的潛在誘因，並為自己的專業失誤承擔責任	在複雜或承受壓力的狀況下，展現專業行為	辨認可能引發專業失誤的情況，並採取措施以預防自己與他人的失誤	當他人的行為不符合專業期望時，給予指導

建議：

尚未達到等級1 ☐
無法評估　　☐

Professionalism 2: Ethical Principles 專業素養2：倫理四原則 (尊重病人自主，不傷害，行善利他，分配、權力、法律正義)				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of basic ethical principles	Applies basic principles to address straightforward ethical situations	Analyzes complex situations using ethical principles and identifies the need to seek help in addressing complex ethical situations	Analyzes complex situations and engages with appropriate resources for managing and addressing ethical dilemmas as needed	Identifies and seeks to address system-level factors that induce or exacerbate ethical problems or impede their resolution
知道基本倫理原則	應用基本倫理原則來處置單純狀況	以倫理原則來分析複雜情境，並且能適時尋求協助	分析複雜倫理情境，並能適當運用資源來處理和解決倫理困境	辨識、尋找，於醫療體系層級，會誘發、加重倫理問題或阻礙問題緩解的因素

建議：

尚未達到等級1 ☐
無法評估 ☐

Professionalism 3: Accountability/Conscientiousness 專業素養3：負責及責任心				
Level 1	Level 2	Level 3	Level 4	Level 5
Performs administrative tasks and patient care responsibilities, with prompting	Performs administrative tasks and patient care responsibilities in a timely manner in routine situations	Performs administrative tasks and patient care responsibilities in a timely manner in complex or stressful situations	Proactively implements strategies to ensure that the needs of patients, teams, and systems are met	Creates strategies to enhance other's ability to efficiently complete administrative tasks and patient care responsibilities
在提醒之下，處理行政工作跟病人照護責任	在常態下，適時處理行政工作跟病人照護責任	在複雜或有壓力之情境下，適時處理行政工作跟病人照護責任	積極施行策略，來確保病人、團隊跟系統之需求都能被滿足	制定策略以促進他人有效率的完成行政工作跟病人照護責任

建議：

尚未達到等級1 ☐
無法評估 ☐

Professionalism 4: Knowledge of Systemic and Individual Factors of Well-Being* 專業素養4：影響「良好狀態」之體制與個人因素				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes the importance of getting help when needed to address personal and professional well-being	Lists resources to support personal and professional well-being Recognizes that institutional factors affect well-being	With prompting, reflects on how personal and professional well-being may impact one's clinical practice Describes institutional factors that affect well-being	Reflects on actions in real time to proactively respond to the inherent emotional challenges of physician work Suggests potential solutions to institutional factors that affect well-being	Participates in institutional changes to promote personal and professional well-being
知道於處理影響專業及個人「良好狀態」事件時，尋求幫助的重要性	列出可以支持專業及個人「良好狀態」的資源 辨認會影響專業及個人「良好狀態」之體制因素	在提示下，能反思專業及個人之「良好狀態」對於個人臨床工作之影響 描述會影響專業及個人「良好狀態」之體制因素	面對醫師工作必然面對之情緒挑戰，致影響專業及個人「良好狀態」時，能即時反思並積極應對 針對影響專業及個人「良好狀態」的體制因素提出可能的解決方案	參與體制變革以促進專業及個人「良好狀態」
▢	▢	▢	▢	▢	▢	▢	▢	▢	

建議：

尚未達到等級1 ▢
無法評估 ▢

*This subcompetency is not intended to evaluate a resident's well-being. Rather, the intent is to ensure that each resident has the fundamental knowledge of factors that impact well-being, the mechanism by which those factors impact well-being, and available resources and tools to improve well-being

Professionalism

The resident is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in the training program. The resident is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice that includes the delivery of safe, effective, patient-centered, timely, efficient, and equitable care.

_____ Yes _____ No _____ Conditional on Improvement

住院醫師於培訓計劃中，專業養成所需的知識、技能和態度/行為各方面，有令人滿意的發展。住院醫師的學習軌跡顯示其正朝向無需監督的層級前進，預期住院醫師將可以提供安全、有效、以病人為中心、及時、效率和公平的病患照護的能力。

___ 是 _____ 否 _____ 狀況改善中

Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication
人際關係和溝通技巧1：以患者和家庭為中心的溝通

Level 1	Level 2	Level 3	Level 4	Level 5
Uses language and non-verbal behavior to demonstrate respect and establish rapport	Establishes and maintains a therapeutic relationship using effective communication behaviors in straightforward encounters Identifies common barriers to effective communication	Establishes and maintains a therapeutic relationship using effective communication behaviors in challenging patient encounters Identifies complex barriers to effective communication, including personal bias	Establishes and maintains therapeutic relationships using shared decision making, regardless of complexity Mitigates communication barriers	Coaches others in developing and maintaining therapeutic relationships and mitigating communication barriers Models the mitigation of communication barriers
以言語及言語以外的行為來展現尊重與建立醫病關係	在單純情境中有效使用溝通行為來建立跟維持醫病關係 辨識常見影響有效溝通之阻礙	在複雜情境中有效使用溝通行為來建立跟維持醫病關係 辨識影響有效溝通之複雜阻礙，包含個人偏見	無論情境複雜與否，均運用醫病共享模式來建立跟維持醫病關係 減少溝通障礙	教導他人如何建立跟維持醫病關係與減少溝通障礙 減少溝通障礙之角色模範

建議：

尚未達到等級1
無法評估

Interpersonal and Communication Skills 2: Interprofessional and Team Communication 人際關係和溝通技巧2：跨專業和團隊溝通				
Level 1	Level 2	Level 3	Level 4	Level 5
Respectfully requests and responds to a consultation Uses verbal and non-verbal communication that values all members of the interprofessional team	Clearly and concisely requests and responds to a consultation Communicates information, including basic feedback with all interprofessional team members	Checks own and others' understanding of recommendations when providing or receiving consultation Facilitates interprofessional team communication to reconcile conflict and provides difficult feedback	Coordinates recommendations from different consultants to optimize patient care Adapts communication style to fit interprofessional team needs and maximizes impact of feedback to the team	Facilitates conflict resolution between and amongst consultants when disagreement exists Models flexible communication strategies that facilitate excellence in interprofessional teamwork
有禮貌的請求跟回應會診 以言語及非言語之溝通表達對跨領域團隊所有成員之尊重	清楚並簡潔的請求跟回應會診 與跨領域團隊所有成員彼此互通訊息(包含回饋)	當提供或接受會診時，能檢視自己跟他人對會診建議之理解是否一致 促進跨領域團隊中的溝通以調和衝突，與給予難以啟齒的回饋	協調不同會診者的建議，以提供適當的病人照護 調整個人溝通模式以符合跨領域團隊的需求，並使回饋對團隊的影響最大化	促進不同會診者之間歧見與衝突的弭平 以彈性的溝通策略，促進卓越的跨領域團隊合作，為角色模範

建議：

尚未達到等級1　☐
無法評估　☐

Interpersonal and Communication Skills 3: Communication within Health Care Systems 人際關係和溝通技巧3：醫療系統內的溝通				
Level 1	Level 2	Level 3	Level 4	Level 5
Accurately documents comprehensive and current information Communicates using formats specified by institutional policy to safeguard patient personal health information	Documents clinical encounter, including reasoning, through organized notes Selects direct (e.g., telephone, in-person) and indirect (e.g., progress notes, text messages) forms of communication based on context, with assistance	Documents clinical encounter through concise and thorough notes Appropriately selects direct and indirect forms of communication based on context	Documents clinical encounter clearly, concisely, timely, and in an organized form, including anticipatory guidance Models effective written and verbal communication	Guides departmental or institutional communication policies and procedures
正確記錄病人完整及目前的資訊 使用體制政策指定的模式進行溝通，以保護病人的個人健康資訊	以有組織的方式記錄臨床訪視，包括臨床推理 在協助之下，能根據臨床情境，選擇適當的直接（如電話、當面）和間接（如病程記錄、短信）溝通方式	以簡潔且完整的方式記錄臨床訪視 根據臨床情境，選擇適當的直接和間接溝通方式	以清楚、簡潔、及時且有組織的方式記錄臨床訪視，包括預期的病程發展 有效的書面和口頭溝通之角色模範	指導制定部門或體制的溝通政策和程序
☐	☐	☐	☐	☐	☐	☐	☐	☐

建議：

尚未達到等級1 ☐
無法評估 ☐

Interpersonal and Communication Skills

The resident is demonstrating satisfactory development of the knowledge, skill, and attitudes/behaviors needed to advance in the training program. The resident is demonstrating a learning trajectory that anticipates the achievement of competency for unsupervised practice that includes the delivery of safe, effective, patient-centered, timely, efficient, and equitable care.

_____ Yes _____ No _____ Conditional on Improvement

人際關係和溝通技巧

住院醫師於培訓計劃中，專業養成所需的知識、技能和態度/行為各方面，有令人滿意的發展。住院醫師的學習軌跡顯示其正朝向無需監督的層級前進，預期住院醫師將可以提供安全、有效、以病人為中心、及時、效率和公平的病患照護的能力。

___ 是 _____ 否 _____ 狀況改善中