

DEPARTMENT OF PAEDIATRICS – POSTGRADUATE EDUCATION
ADOLESCENT MEDICINE - PGY4 IN-TRAINING EVALUATION FORM

RESIDENT: _____ PGY Level: 4 ROTATION & SITE: _____

ROTATION BLOCK/DATES: _____ ACAD.YR: _____

INTRODUCTION

Number of clinical days resident was absent for ANY reason (excluding post-call days) _____

NOTE: Residents who complete less than 75% of the rotation may be at risk of being assessed as incomplete.

MEDICAL EXPERT	Not Applicable	1 Does Not Meet Expectations	2 Borderline	3 Meets Expectations
a. Basic and Clinical Knowledge Demonstrates a good understanding of the current scientific and clinical knowledge relevant to adolescent medicine, to include both acute and chronic conditions and the current treatment options (to include but not restricted to menstrual disorders, contraceptive issues, sexually transmitted infections, eating disorders and acne)				
b. History and Physical Examination Skills Is able to elicit an appropriately detailed history in a confidential manner relevant to the presenting problem. Performs a physical examination that is focused, efficient, organized and sensitive to the patient.				
c. Problem Solving Creates an appropriate differential diagnosis, incorporating and integrating prior knowledge and new information.				
d. Integration and Application Develops an appropriate plan for investigation and management that considers the lifestyle of the patient and encourages the patient to play an active role in their health care (to include the comprehensive integration and application of care associated with the complex patient).				
e. Clinical Judgment Accurately assesses patients and balances the risks and benefits of therapeutic interventions in individual cases. Seeks appropriate consultation from other health professionals. Recognizes personal limitations.				
Overall Competence:				

Medical Expert: Please comment on Resident's STRENGTHS:

Medical Expert: Suggestions for IMPROVEMENT:

COMMUNICATOR	Not Applicable	1 Does Not Meet Expectations	2 Borderline	3 Meets Expectations
a. Establishment of Therapeutic Relationships. Develops rapport and trust with the adolescent that encourages them to be open. Respects confidentiality and privacy. Demonstrates active listening skills. Is able to respond to non-verbal communication.				

b. Implementation of Patient Centred Approach Respects differences in patient's/parent's beliefs, concerns, expectations, cultural context, gender and value systems and takes this information into consideration when developing therapeutic plans.				
c. Clarity of Communication and Explanations Demonstrates ability to deliver information to patients, colleagues, and other professionals in a clear and understandable manner that encourages participatory decision making.				
d. Ability to Reach Common Ground Demonstrates ability to reach a common understanding with the adolescent patient and families and other health care providers regarding problems and plans. Engages in and encourages open discussion. Demonstrates skills in dealing with challenging situations such as angry or upset patients and families.				
e. Effectiveness of Verbal and Written Communication Maintains clear, accurate, and appropriate written or electronic records of patient encounters. Presents clear verbal reports of patient encounters.				
f. Effective Counselling Demonstrates ability to counsel and support the adolescent patient and family with a difficult diagnosis in a manner that can be clearly understood by the patient				
Overall Competence:				

Communicator: Please comment on Resident's STRENGTHS:

Communicator: Suggestions for IMPROVEMENT:

COLLABORATOR	Not Applicable	1 Does Not Meet Expectations	2 Borderline	3 Meets Expectations
a. Inter-professional Team Collaboration Recognizes and respects the roles of other health care professionals. Is able to identify and appropriately refer in a clear and concise manner for problems requiring specialty care. Works with inter-professional team to optimize patient care.				
b. Effectiveness of Working Relationships Demonstrates a respectful attitude to colleagues and members of the inter-professional health care team. Works collaboratively to address misunderstandings and negotiate shared solutions to difficult or challenging problems.				
Overall Competence:				

Collaborator: Please comment on Resident's STRENGTHS:

Collaborator: Suggestions for IMPROVEMENT:

LEADER	Not Applicable	1 Does Not Meet Expectations	2 Borderline	3 Meets Expectations
a. Participation in Quality Management Can describe the role of the Paediatrician in the care of the adolescent and is able to appreciate the effect of specific adolescent health on the general well-being of the paediatric population.				

b. Individual Management Skills Demonstrates good time-management skills. Demonstrates ability to balance patient care responsibilities, self-directed learning, outside activities, personal commitments and career goals.				
c. Appropriate management of test choices Selects medically appropriate investigative tools in a cost-effective, ethical and useful manner				
Overall Competence:				

Leader: Please comment on Resident's STRENGTHS:

Leader: Suggestions for IMPROVEMENT:

HEALTH ADVOCATE	Not Applicable	1 Does Not Meet Expectations	2 Borderline	3 Meets Expectations
a. Patient Advocate Identifies needs of individual patients and identifies opportunities to advocate for patients to whom care is being provided. Seeks opportunities to discuss health promotion and disease prevention with patients and families.				
b. Community Advocate Describes the role of the paediatrician as a community advocate. Works with patients and families to obtain community services for the adolescent and ongoing support.				
c. Determinants of Health Demonstrates ability to discuss the determinants of health and identify children who may be vulnerable or marginalized due to inadequate adolescent specific health care services.				
d. Promotion of Health Describes the impact of public policy on child health. Identifies interventions to promote adolescent health (teenage pregnancy reduction, etc.) and advocates for use in the clinical setting. Identifies professional and ethical issues including altruism, social justice, autonomy, integrity and idealism that impact on the role of the professional as an advocate for health of individuals and populations.				
Overall Competence:				

Health Advocate: Please comment on Resident's STRENGTHS:

Health Advocate: Suggestions for IMPROVEMENT:

SCHOLAR	Not Applicable	1 Does Not Meet Expectations	2 Borderline	3 Meets Expectations
a. Self assessment Completes self-assessments after each clinic and demonstrates insight into and a willingness to address areas of perceived weakness				
b. Approach to Learning Identifies knowledge gaps and develops a self-learning plan to address gaps. Accepts personal responsibility for developing, implementing and monitoring personal learning. Applies the principles of Evidence Based Medicine to their practice. Curious and inquisitive.				

c. Critical Appraisal Applies the principles of critical appraisal to medical literature.				
Overall Competence:				

Scholar: Please comment on Resident's STRENGTHS:

Scholar: Suggestions for IMPROVEMENT:

PROFESSIONAL	Not Applicable	1 Does Not Meet Expectations	2 Borderline	3 Meets Expectations
a. Professional Practice Exhibits professional behaviours including honesty, integrity, commitment, compassion, respect and altruism. Committed to delivering the highest quality health care and maintaining competence.				
b. Ethical Practice Demonstrates knowledge of the principles of medical ethics including obtaining informed consent, confidentiality, conflicts of interest, and ethical decision-making and applies these to practice.				
c. Commitment to Society Demonstrates knowledge of the professional, legal and ethical codes of practice. Demonstrates accountability for actions.				
d. Reflective Practice Demonstrates ability to self-assess and reflect on professional performance. Accepts feedback and demonstrates willingness to change behaviour in response to feedback.				
Overall Competence:				

Professional: Please comment on Resident's STRENGTHS:

Professional: Suggestions for IMPROVEMENT:

IMPORTANT EVALUATION GUIDELINES:

- 2 or more CanMEDS roles with 'Does Not Meet' under the Overall Category = **FAIL**
- 2 or more CanMEDS roles with 'Borderline' under the Overall Category = subject to review by Evaluation Committee, even if the rotation supervisor decided on a 'Passed' rotation. The Evaluation Committee will review and determine whether the resident needs help with any of the CanMEDS roles.

***CONCLUSION** (please put an 'X' in front of your choice):

- Passed
- Incomplete
- Failed
- Requires review by Evaluation Committee

OVERALL COMMENTS:

***For the Evaluator to answer:**

Did you have an opportunity to meet with this trainee to discuss their performance?

- Yes
- No

***For the Evaluatee to answer:**

Did you have an opportunity to discuss your performance with your preceptor/supervisor?

- Yes
- No

Are you in agreement with this assessment?

- Yes
- No

Please enter any comments you have (if any) on this evaluation.

Completed by:

Name of Evaluator

Signature

Date

Read/reviewed by:

Name of Resident/trainee

Signature

Date