

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

**FOR USE WITH PGY 1-3**

**RESIDENT:** \_\_\_\_\_ **PGY Level:** \_\_\_\_\_ **ROTATION & SITE:** \_\_\_\_\_

**ROTATION BLOCK/DATES:** \_\_\_\_\_ **ACAD.YR:** \_\_\_\_\_

**INTRODUCTION**

Number of clinical days for this rotation (19 or 20) \_\_\_\_\_

Number of days resident was absent for ANY reason (excluding post-call days) \_\_\_\_\_

**The resident must complete at least 15 days or 75% of the rotation or it will consider INCOMPLETE.**

**Comments must be provided if resident receives 'borderline' or 'does not meet expectations'.**

**MEDICAL EXPERT: Global level of functioning (check most applicable skill level resident has achieved)**

Below PGY1 level	PGY1	PGY2	PGY3
<input type="checkbox"/>	Acquires fundamental knowledge base with guidance  <input type="checkbox"/>	Applies knowledge base to provide appropriate clinical care with minimal guidance  <input type="checkbox"/>	Applies knowledge and uses self-reflection to modify clinical practice  <input type="checkbox"/>
<input type="checkbox"/>	Acquires clinical examination and assessment skills.  <input type="checkbox"/>	Interprets clinical findings to develop appropriate differential diagnosis and management plans.  <input type="checkbox"/>	Interprets and synthesizes findings independently to refine and modify management plans  <input type="checkbox"/>

**MEDICAL EXPERT - evaluate at expected PGY level**

	Not Applicable	1 Does Not Meet Expectations	2 Borderline	3 Meets Expectations
<b>a. Basic and Clinical Knowledge</b> Demonstrates a good understanding of normal adolescent development and common adolescent specific health care concerns in domains of physical, cognitive, psychological, sexual; emotional, behavioural, psychosocial development; peer relationships, parent-adolescent relations.				
<b>b. History and Physical Examination Skills</b> Takes a thorough history specific to the health needs and health problems of adolescents. Performs a physical examination that is focused, efficient, organized and sensitive to the patient.				
<b>c. Problem Solving</b> Demonstrates ability to make a differential diagnosis and integrates prior knowledge and new information. Demonstrates ability to develop a plan for investigation and management.				
<b>d. Integration and Application</b> Selects and sequences appropriate investigations. Interprets results, and synthesizes information to arrive at a diagnosis. Knowledgeable about adolescent specific intervention principals.				
<b>e. Clinical Judgment</b> Accurately assesses patients and balances the risks and benefits of therapeutic interventions in individual cases. Appreciates the impact of chronic disease and compliance to therapeutic regimen specific to adolescence.				

<b>f. Performance in Emergencies</b> Recognizes patients in crisis and institutes emergency management appropriately for the level of training and skill. Consults promptly and appropriately. Communicates effectively and remains calm.				
<b>*Overall Competence:</b>				

**Medical Expert: Please comment on Resident's STRENGTHS:**

**Medical Expert: Suggestions for IMPROVEMENT:**

**COMMUNICATOR: Global level of functioning (check most applicable skill level resident has achieved)**

Below PGY1 level	PGY1	PGY2	PGY3
<input type="checkbox"/>	Delivers information to patients with some supervision  <input type="checkbox"/>	Discusses information with families with minimal supervision  <input type="checkbox"/>	Demonstrates skills in dealing with complex communication issues  <input type="checkbox"/>

**COMMUNICATOR - evaluate at expected PGY level**

	Not Applicable	1 Does Not Meet Expectations	2 Borderline	3 Meets Expectations
<b>a. Establishment of Therapeutic Relationships.</b> Develops rapport and trust with patients and families. Respects confidentiality and privacy. Demonstrates active listening skills and responds to non-verbal cues.				
<b>b. Implementation of Patient Centred Approach</b> Respects differences in patient's/parent's beliefs, concerns, expectations, cultural context, gender, sexuality, and value systems and takes this information into consideration when developing therapeutic plans. Applies principles of informed consent	consent			
<b>c. Clarity of Communication and Explanations</b> Demonstrates ability to deliver information to patients, colleagues, and other professionals in a clear and understandable manner that encourages participatory decision making.				
<b>d. Ability to Reach Common Ground</b> Demonstrates ability to reach a common understanding with patients and families and other health care providers regarding problems and management plans. Engages in and encourages open discussion.				
<b>e. Effectiveness of Verbal and Written Communication</b> Maintains clear, accurate, and appropriate written or electronic records of patient encounters. Presents clear verbal reports of patient encounters. Effectively presents medical information in formal rounds.				
<b>g. Effective Counseling</b> Demonstrates ability to counsel and support a patient and family with a difficult diagnosis				
<b>*Overall Competence:</b>				

**Communicator: Please comment on Resident's STRENGTHS:**

**Communicator: Suggestions for IMPROVEMENT:**

**COLLABORATOR: Global level of functioning (check most applicable skill level resident has achieved)**

Below PGY1 level	PGY1	PGY2	PGY3

<input type="checkbox"/>	Works well in interdisciplinary teams <input type="checkbox"/>	Leads an interdisciplinary team, with some guidance <input type="checkbox"/>	Leads an interdisciplinary team independently <input type="checkbox"/>
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<b>COLLABORATOR - evaluate at expected PGY level</b>	Not Applicable	1 Does Not Meet Expectations	2 Borderline	3 Meets Expectations
a. <b>Inter-professional Team Collaboration</b> Recognizes and respects the roles of other health care professionals. Works with inter-professional team to optimize patient care as well as to optimize research, educational and administrative tasks.				
b. <b>Effectiveness of Working Relationships</b> 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.				
<b>*Overall Competence:</b>				

**Collaborator: Please comment on Resident's STRENGTHS:**

**Collaborator: Suggestions for IMPROVEMENT:**

**LEADER: Global level of functioning (check most applicable skill level resident has achieved)**

	PGY1	PGY2	PGY3
<b>Below PGY1 level</b>	Aware of management issues	Develops management skills	Evaluates and modifies management structures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>LEADER - evaluate at expected PGY level</b>	Not Applicable	1 Does Not Meet Expectations	2 Borderline	3 Meets Expectations
a. <b>Participation in Quality Management</b> Participates in institutional processes to improve quality of care, ensure patient safety, and cost-effective use of resources. Demonstrates an understanding of laws and resources in adolescence.				
b. <b>Individual Management Skills</b> Demonstrates good time-management skills. Demonstrates ability to balance patient care responsibilities, self-directed learning, outside activities, personal commitments and career goals.				
c. <b>Resource Allocation</b> Demonstrates ability to identify issues in balancing limited health care resources and individual versus societal needs.				
<b>*Overall Competence:</b>				

**Leader: Please comment on Resident's STRENGTHS:**

**Leader: Suggestions for IMPROVEMENT:**

**HEALTH ADVOCATE: Global level of functioning (check most applicable skill level resident has achieved)**

Below PGY1 level	PGY1	PGY2	PGY3

<input type="checkbox"/>	Identifies health advocate issues <input type="checkbox"/>	Integrates health advocate issues into management plan <input type="checkbox"/>	Independently designs and implements health advocate issues into management plan <input type="checkbox"/>
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<b>HEALTH ADVOCATE - evaluate at expected PGY level</b>	Not Applicable	1 Does Not Meet Expectations	2 Borderline	3 Meets Expectations
<b>a. Patient Advocate</b> 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. Transitions youth with chronic conditions to adult care. Discusses adherence to medications and medical advice.				
<b>b. Community Advocate</b> Describes the role of adolescence in society: influencing factors, heterogeneity, subcultures. Works with patients and families to obtain community services for care and ongoing support.				
<b>c. Determinants of Health</b> Discusses the determinants of health and identifies youth who may be vulnerable or marginalized. Discusses issues of alcohol, drug, tobacco and other substance use and abuse.				
<b>d. Promotion of Health</b> Describes the impact of public policy on adolescent health. Identifies behavior problems of adolescence: risk taking and delinquency. Counsels about contraception, prevention of sexually transmitted infections, healthy nutrition, exercise and weight.				
<b>*Overall Competence:</b>				

**Health Advocate: Please comment on Resident's STRENGTHS:**

**Health Advocate: Suggestions for IMPROVEMENT:**

**SCHOLAR: Global level of functioning** (check most applicable skill level resident has achieved)

Below PGY1 level	PGY1	PGY2	PGY3
<input type="checkbox"/>	Understands the principles of critical appraisal and research methodology <input type="checkbox"/>	Able to appraise the literature critically and apply to clinical practice <input type="checkbox"/>	Able to evaluate critical appraisal performed by others. Able to lead research projects and support others in research. <input type="checkbox"/>

<b>SCHOLAR - evaluate at expected PGY level</b>	Not Applicable	1 Does Not Meet Expectations	2 Borderline	3 Meets Expectations
<b>a. Approach to Learning</b> Identifies knowledge gaps and develops a self-learning plan to address gaps. Accepts personal responsibility for developing, implementing and monitoring personal learning. Curious and inquisitive.				
<b>b. Critical Appraisal</b> Applies the principles of critical appraisal to medical literature.				
<b>c. Facilitation of Teaching and Learning</b> Gives an effective lecture or presentation. Gives and receives feedback. Identifies the learning needs of others and selects effective teaching strategies to facilitate learning of others. e.g. medical students, more junior residents.				
<b>d. Research Skills</b> Describes the principles of research and scholarly inquiry. Demonstrates ability to develop a scholarly question and conducts a systematic search for evidence. Demonstrates ability to disseminate the findings of a study to a broader community.				

**\*Overall Competence:**

**Scholar: Please comment on Resident's STRENGTHS:**

**Scholar: Suggestions for IMPROVEMENT:**

**PROFESSIONAL: Global level of functioning** (check most applicable skill level resident has achieved)

Below PGY1 level	PGY1	PGY2	PGY3
<input type="checkbox"/>	Displays professional behavior  <input type="checkbox"/>	Role model for professional behavior  <input type="checkbox"/>	Mentors others with regards to professional behavior and conflict resolution.  <input type="checkbox"/>

**PROFESSIONAL - evaluate at expected PGY level**

	Not Applicable	1 Does Not Meet Expectations	2 Borderline	3 Meets Expectations
a. <b>Professional Practice</b> Exhibits professional behaviours including honesty, integrity, commitment, compassion, respect and altruism. Committed to delivering the highest quality health care and maintaining competence.				
b. <b>Ethical Practice</b> 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. <b>Commitment to Society</b> Demonstrates knowledge of the professional, legal and ethical codes of practice. Demonstrates accountability for actions.				
d. <b>Reflective Practice</b> Demonstrates ability to self-assess and reflect on professional performance. Accepts feedback and demonstrates willingness to change behaviour in response to feedback.				
<b>*Overall Competence:</b>				

**Professional: Please comment on Resident's STRENGTHS:**

**Professional: Suggestions for IMPROVEMENT:**

**ON-CALL PERFORMANCE: Global level of functioning** (check most applicable skill level resident has achieved)

Below PGY1 level	PGY1	PGY2	PGY3
<input type="checkbox"/>	Able to assess patients and develop management plans with some supervision  <input type="checkbox"/>	Able to assess patients and develop management plans with minimal supervision. Able to prioritize and triage level of urgency.  <input type="checkbox"/>	Manages issues on call independently, while still recognizing when to seek input from seniors and other subspecialties  <input type="checkbox"/>

**ON-CALL PERFORMANCE - evaluate at expected PGY level**

	Not Applicable	1 Does Not Meet Expectations	2 Borderline	3 Meets Expectations
a. <b>Availability</b> Resident was available when paged and responded in a timely fashion to calls.				

<b>b. Team Communication</b> Demonstrates effective communication with attending physicians and other colleagues. Gives accurate descriptions of patient problems by telephone. Morning reports and "handovers" are accurate and complete.				
<b>c. Clinical Judgment</b> Displays good clinical judgment. Calls for assistance appropriately. Can be trusted to assess patients and seek support as required.				
<b>*Overall Competence:</b>				

**On-call Performance: Please comment on Resident's STRENGTHS:**

**On-call Performance: 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 Trainee 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**