

**DEPARTMENT OF PAEDIATRICS – POSTGRADUATE EDUCATION  
INFECTIOUS DISEASES IN-TRAINING EVALUATION FORM**

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.**

<b>MEDICAL EXPERT</b>	<b>Not Applicable</b>	<b>1 Does Not Meet Expectations</b>	<b>2 Borderline</b>	<b>3 Meets Expectations</b>
<b>a. Basic and Clinical Knowledge</b> Demonstrates a good understanding of basic scientific and clinical knowledge relevant to infectious diseases including the epidemiology and pathogenesis of common bacterial, viral, and fungal infections, the principles of infection control and prevention, and the pharmacotherapy of common infections. Understand the use of the laboratory for diagnostic tests, the limitations of these tests, and the need to be interpretive with laboratory results.				
<b>b. History and Physical Examination Skills</b> Takes a thorough history with the appropriate level of detail for the situation. 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, incorporating and integrating prior knowledge and new information. Demonstrates ability to develop a plan for investigation and empiric and definitive management of discipline specific medical problems. In particular, able to understand and utilize important patient-specific clinical features, past and present microbiological results, hospital antibiogram, pharmacology and clinical response to decide on initial and then definitive therapy.				
<b>d. Integration and Application</b> Selects and sequences appropriate investigations. Interprets results, and synthesizes information to arrive at a diagnosis and best empiric treatment.				
<b>e. Clinical Judgment</b> 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.				
<b>f. Performance in Emergencies</b> Recognizes acutely ill patients and institute emergency management appropriately for the level of training and skill. Consults promptly and appropriately. Communicates effectively and remains calm. Acts to protect him/herself and others from potential contagious health hazards.				
<b>Overall Competence:</b>				

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

**Medical Expert: Suggestions for IMPROVEMENT:**

<b>COMMUNICATOR</b>	<b>Not Applicable</b>	<b>1 Does Not Meet Expectations</b>	<b>2 Borderline</b>	<b>3 Meets Expectations</b>
a. <b>Establishment of Therapeutic Relationships.</b> Develops rapport and trust with patients and families. Respects confidentiality and privacy. Attentive listener, responsive to non-verbal communication.				
b. <b>Implementation of Patient Centred Approach</b> Respects differences in patient's/parent's beliefs, concerns, expectations, cultural context, gender and value systems and takes this information into consideration <u>when developing therapeutic plans.</u>				
c. <b>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.				
d. <b>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 plans. Engages in and encourages open discussion.				
e. <b>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.				
f. <b>Effective Counselling</b> Demonstrates ability to counsel and support a patient and family with a difficult diagnosis or a chronic or catastrophic illness. Able to effectively communicate, counsel and address parental concerns related to common topics related to diagnosis, management and prevention of infectious diseases eg, lumbar puncture, antibiotic therapy and prophylaxis, immunization and infection control.				
<b>Overall Competence:</b>				

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

**Communicator: Suggestions for IMPROVEMENT:**

<b>COLLABORATOR</b>	<b>Not Applicable</b>	<b>1 Does Not Meet Expectations</b>	<b>2 Borderline</b>	<b>3 Meets Expectations</b>
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:**

<b>MANAGER</b>	<b>Not Applicable</b>	<b>1 Does Not Meet Expectations</b>	<b>2 Borderline</b>	<b>3 Meets Expectations</b>
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. Can describe the importance of institutional policies such as antimicrobial stewardship, infection control and isolation policies in promoting patient safety.				
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 vs societal needs.				
<b>Overall Competence:</b>				

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

**Manager: Suggestions for IMPROVEMENT:**

<b>HEALTH ADVOCATE</b>	<b>Not Applicable</b>	<b>1 Does Not Meet Expectations</b>	<b>2 Borderline</b>	<b>3 Meets Expectations</b>
a. <b>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 through control of infectious diseases. Advocates for immunization.				
b. <b>Community Advocate</b> Describes the role of the paediatrician as an advocate for community health. Discusses rationale and implementation of Canadian/Ontario immunization schedules for children. Works with patients and families to obtain community services for care and ongoing support.				
c. <b>Determinants of Health</b> Demonstrates ability to discuss the determinants of health and identify children who may be vulnerable or marginalized.				
d. <b>Promotion of Health</b> Describes the impact of public policy on child health. Identifies interventions to promote child health and advocates for use. 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.				
<b>Overall Competence:</b>				

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

**Health Advocate: Suggestions for IMPROVEMENT:**

<b>SCHOLAR</b>	<b>Not Applicable</b>	<b>1 Does Not Meet Expectations</b>	<b>2 Borderline</b>	<b>3 Meets Expectations</b>

a. <b>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.				
c. <b>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.				
d. <b>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.				
<b>Overall Competence:</b>				

**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. <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:

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

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

**\*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