

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

**FOR USE WITH PGY 1-3**

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

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

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> Demonstrate an ability to: Assess the developmental level of a pre-school child Screen a school age child for academic delays Assess a child with disruptive behaviours Evaluate a child for possible Autism Spectrum Disorder Examine a child with multiple disabilities				
<b>b. History and Physical Examination Skills</b> Takes a 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 formulate the presenting clinical problems, determine the most important, develop a differential diagnosis of Developmental Disorders and normal variation and develop a plan for investigation and management.				
<b>d. Integration and Application</b> Able to interpret psychometric testing results.				
<b>e. Clinical Judgment</b> Accurately assesses patients and helps family determine priorities. Seeks appropriate consultation from other health professionals. Recognizes personal limitations.				
<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
a. <b>Establishment of Therapeutic Relationships.</b> Develops rapport and trust with patients and families. Attentive listener, responsive to non-verbal communication. Able to adjust approach to meet family and child needs.				
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 when developing therapeutic plans.				
c. <b>Clarity of Communication and Explanations</b> Demonstrates ability to discuss management plan with patient and family.				
d. <b>Ability to Reach Common Ground</b> Demonstrates ability to recognize when there is a difference of opinion. Engages in and encourages open discussion with all involved.				
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.				
f. <b>Effective Counselling</b> Demonstrates ability to discuss behavioural strategies with parents. Demonstrates ability to discuss a child's developmental progress with parents.				
<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"/>

**COLLABORATOR – evaluate at expected PGY level**

	Not Applicable	1 Does Not Meet Expectations	2 Borderline	3 Meets Expectations

a. <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> <input type="checkbox"/>	Aware of management issues <input type="checkbox"/>	Develops management skills <input type="checkbox"/>	Evaluates and modifies management structures. <input type="checkbox"/>

**LEADER – evaluate at expected PGY level**

	Not Applicable	1 Does Not Meet Expectations	2 Borderline	3 Meets Expectations
a. <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.				
b. <b>Use of resources</b> Demonstrates understanding of community and other resources available to families.				
<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"/>

**HEALTH ADVOCATE –evaluate at expected PGY level**

	Not Applicable	1 Does Not Meet Expectations	2 Borderline	3 Meets Expectations
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 provide anticipatory guidance for children with developmental disorders.				

<b>b. Determinants of Health</b> Demonstrates ability to discuss the determinants of health and identify children who may be vulnerable, marginalized and at risk of developmental, behavioural and emotional disorders.				
<b>Overall Competence:</b>				

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

**Health Advocate: 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"/>

<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. Facilitation of Teaching and Learning</b> Gives an effective presentation, based on scientific evidence (literature review) to a multidisciplinary group on a topic pertinent to Developmental Paediatrics (Developmental Rounds). Able to adjust presentation to suit audience and facilitate learning.				
<b>Overall Competence:</b>				

**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"/>

<b>PROFESSIONAL –evaluate at expected PGY level</b>	Not Applicable	1 Does Not Meet Expectations	2 Borderline	3 Meets Expectations

a. <b>Professional Practice</b> Exhibits professional behaviours at all times.				
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>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:

**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**