DEPARTMENT OF PAEDIATRICS – POSTGRADUATE EDUCATION
DERMATOLOGY 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)

<table>
<thead>
<tr>
<th>Below PGY1 level</th>
<th>PGY1</th>
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<tbody>
<tr>
<td></td>
<td>Acquires fundamental knowledge base with guidance</td>
<td>Applies knowledge base to provide appropriate clinical care with minimal guidance</td>
<td>Applies knowledge and uses self-reflection to modify clinical practice</td>
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<tr>
<td></td>
<td>Acquires clinical examination and assessment skills.</td>
<td>Interprets clinical findings to develop appropriate differential diagnosis and management plans.</td>
<td>Interprets and synthesizes findings independently to refine and modify management plans</td>
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MEDICAL EXPERT – evaluate at expected PGY level

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>1 Does Not Meet Expectations</th>
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a. Basic and Clinical Knowledge
   Demonstrates a basic understanding of: the embryology and anatomy of the skin and structures derived from the ectodermal tissue; the characteristics, epidemiology and treatment of common dermatological conditions; the various morphological terms used to describe specific dermatological findings (e.g. macule vs patch, papule vs plaque, hyperpigmentation vs hypopigmentation vs depigmentation etc.).

b. History and Physical Examination Skills
   Is able to take a history with specific attention to relevant facts for patients with paediatric dermatological diseases; and complete an appropriate physical assessment that is focused, efficient, organized and sensitive to the patient.

c. Problem Solving
   Is able to generate a differential diagnosis for dermatitis, papulosquamous eruptions, maculopapular/morbilliform eruptions.

d. Integration and Application
   Has an approach to the diagnosis and treatment of common and severe/life threatening pediatric dermatological conditions (e.g. acne, atopic dermatitis, acquired and congenital melanocytic nevi, viral exanthems, impetigo, drug eruptions etc.). Is familiar with the indications and side-effects of various topical medications including topical steroids.

e. Clinical Judgment
   Be able to identify when a dermatological referral or skin biopsy is warranted recognizing one’s personal limitations.

f. Performance in Emergencies
   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.

Overall Competence: _____________________

Western University – Paediatric Dermatology – ITER 2016
COMMUNICATOR: Global level of functioning (check most applicable skill level resident has achieved)

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<tr>
<td></td>
<td>Delivers information to patients with some supervision</td>
<td>Discusses information with families with minimal supervision</td>
<td>Demonstrates skills in dealing with complex communication issues</td>
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COMMUNICATOR – evaluate at expected PGY level

a. Establishment of Therapeutic Relationships.  
   Develops rapport and trust with patients and families. Respects confidentiality and privacy. Demonstrates active listening skills. Is able to respond to non-verbal communication.

b. Implementation of Patient Centered 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 regarding diagnosis, treatment plans, and potential side effects of medications to patients/families 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 patients 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. Has a sensitive and thorough approach to ‘steroid phobia’.

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. Effectively presents medical information in formal rounds.

f. Effective Counseling  
   Demonstrates ability to counsel and support a patients and family with a difficult diagnosis or a chronic or catastrophic illness.

Overall Competence:

Communicator: Please comment on Resident’s STRENGTHS:

Communicator: Suggestions for IMPROVEMENT:

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

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<tr>
<td></td>
<td>Works well in interdisciplinary teams</td>
<td>Leads an interdisciplinary team, with some guidance</td>
<td>Leads an interdisciplinary team independently</td>
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Medical Expert: Please comment on Resident’s STRENGTHS:

Medical Expert: Suggestions for IMPROVEMENT:
### COLLABORATOR – evaluate at expected PGY level

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<td><strong>a. Inter-professional Team Collaboration</strong></td>
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<td>Recognizes and respects the roles of the individual members of the multidisciplinary team (general pediatrician, nurses, pharmacists, and administrative staff). Works with the team to optimize patient care as well as to optimize research, educational and administrative tasks. Is able to communicate clearly with colleagues and other health care professionals.</td>
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<td><strong>b. Effectiveness of Working Relationships</strong></td>
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<td>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.</td>
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**Overall Competence:**

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

**Collaborator:** Suggestions for IMPROVEMENT:

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

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<tr>
<td>□ Aware of management issues</td>
<td>□ Develops management skills</td>
<td>□ Evaluates and modifies management structures.</td>
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### LEADER – evaluate at expected PGY level

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<td><strong>a. Participation in Quality Management</strong></td>
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<td>Participates in institutional processes to improve quality of care, ensure patient safety, and cost-effective use of resources. Understands the rational and indications for specialized radiological procedures, invasive diagnostic procedures, skin biopsy and referrals to other specialties.</td>
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<td><strong>b. Individual Management Skills</strong></td>
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<td>Demonstrates good time-management skills. Demonstrates ability to balance patient care responsibilities, self-directed learning, outside activities, personal commitments and career goals. The residents will observe how consultations and follow up visits are prioritized and triaged in an outpatient and inpatient setting.</td>
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<td><strong>c. Resource Allocation</strong></td>
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<td>Is knowledgeable about topical medication costs (particularly atopic dermatitis and acne medications) and what medications are Ontario Drug Benefit covered.</td>
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**Overall Competence:**

**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)

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Identifies health advocate issues
Integrates health advocate issues into management plan
Independently designs and implements health advocate issues into management plan

HEALTH ADVOCATE – evaluate at expected PGY level

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.

b. **Community Advocate**
   Describes the role of the paediatrician as a community advocate. Works with patients and families to obtain community services for care and ongoing support.

c. **Determinants of Health**
   Demonstrates ability to understand the impact of social and economic factors on diseases such as atopic dermatitis and acne.

d. **Promotion of Health**
   Describes the impact of public policy on child health. Identifies interventions to promote child health (specific attention to sun protection etc.) 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.

**Overall Competence:**

**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)

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<td></td>
<td>Understands the principles of critical appraisal and research methodology</td>
<td>Able to appraise the literature critically and apply to clinical practice</td>
<td>Able to evaluate critical appraisal performed by others. Able to lead research projects and support others in research.</td>
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**SCHOLAR – evaluate at expected PGY level**

a. **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. Curious and inquisitive.

b. **Critical Appraisal**
   Applies the principles of critical appraisal to medical literature relevant to paediatric dermatological patients.

c. **Facilitation of Teaching and Learning**
   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. Is able to locate/search out patient and family appropriate literature.

**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)

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<td>Displays professional behavior</td>
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<td>Role model for professional behavior</td>
<td>Mentors others with regards to professional behavior and conflict resolution.</td>
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PROFESSIONAL – evaluate at expected PGY level

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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:

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 ____________________________