

DEPARTMENT OF PAEDIATRICS – POSTGRADUATE EDUCATION
GENETICS/METABOLIC 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
a. Basic and Clinical Knowledge Demonstrates a good understanding of the basic science and clinical aspects of common genetic syndromes. Understands modes of inheritance and current methods of studying and investigating genetic disorders.				
b. History and Physical Examination Skills Takes a thorough history with the appropriate level of detail for the situation. Constructs and interprets a pedigree. Performs a physical examination that is focused, efficient, organized and sensitive to the patient. Identifies clinical signs that suggest genetic disease.				
c. Problem Solving Demonstrates ability to make a differential diagnosis, incorporating and integrating prior knowledge and new information. Demonstrates ability to develop a plan for investigation and management in collaboration with a medical geneticist.				
d. Integration and Application Selects and sequences appropriate investigations. Interprets results, and synthesizes information to arrive at a diagnosis.				
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.				
f. Performance in Emergencies Recognizes acutely ill patients, such as those with inborn errors of metabolism, and institutes emergency management appropriately for the level of training and skill. Consults promptly and appropriately. Communicates effectively and remains calm.				
Overall Competence:				

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. Establishment of Therapeutic Relationships. Develops rapport and trust with patients and families. Respects confidentiality and privacy. Demonstrates active listening skills and responds to non-verbal communication. Appreciates the psychosocial impact of genetic and metabolic disorders on a family.				
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 genetic 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 patients and families and other health care providers regarding problems and plans. Engages in and encourages open discussion.				
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 genetic information in formal rounds.				
f. Effective Counselling Demonstrates ability to counsel and support a patient and family with a difficult or catastrophic diagnosis. Discusses palliative care where appropriate and supports a family facing the death of a child.				
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)

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. Inter-professional Team Collaboration 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. 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: Global level of functioning (check most applicable skill level resident has achieved)

	PGY1	PGY2	PGY3
Below PGY1 level <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. Participation in Quality Management Participates in institutional processes to improve quality of care, ensure patient safety, and cost-effective use of resources. Is aware of issues surrounding health care funding, physician remuneration and budget constraints.				
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. Resource Allocation Demonstrates ability to identify issues in balancing limited health care resources and individual vs. societal needs, such as in situations of rare genetic diseases, expensive genetic testing or diseases with costly therapy.				
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)

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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HEALTH ADVOCATE- evaluate at expected PGY level	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.				
b. Community Advocate Describes the role of the paediatrician as an advocate for a community health. Works with patients and families to obtain community services for care and ongoing support.				
c. Determinants of Health Demonstrates ability to discuss the determinants of health and identify children who may be vulnerable or marginalized.				
d. Promotion of Health Describes the impact of public policy on child health. Identifies interventions to promote child health (eg. newborn screening). 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)

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"/>

SCHOLAR- evaluate at expected PGY level	Not Applicable	1 Does Not Meet Expectations	2 Borderline	3 Meets Expectations
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.				
c. Facilitation of Teaching and Learning 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. Research Skills Describes the principles of research and scholarly inquiry. Demonstrates ability to develop a scholarly question and conducts a systematic search for evidence using common internet genetic resources. 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. 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