

DEPARTMENT OF PAEDIATRICS – POSTGRADUATE EDUCATION  
PAEDS. CRITICAL CARE 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<br><br><input type="checkbox"/>    | Applies knowledge base to provide appropriate clinical care with minimal guidance<br><br><input type="checkbox"/>                | Applies knowledge and uses self-reflection to modify clinical practice<br><br><input type="checkbox"/>                  |
| <input type="checkbox"/> | Acquires clinical examination and assessment skills.<br><br><input type="checkbox"/> | Interprets clinical findings to develop appropriate differential diagnosis and management plans.<br><br><input type="checkbox"/> | Interprets and synthesizes findings independently to refine and modify management plans<br><br><input type="checkbox"/> |

| <b>MEDICAL EXPERT – evaluate at expected PGY level</b>  | Not Applicable | 1<br>Does Not Meet Expectations | 2<br>Borderline | 3<br>Meets Expectations |
|---|----------------|---------------------------------|-----------------|-------------------------|
| <b>a. Background physiology/medical knowledge</b><br>Demonstrates an understanding of normal physiology and the alterations which may impact acutely ill children requiring intensive/critical care.  |                |                                 |                 |                         |
| <b>b. Pediatric Critical Care knowledge</b><br>Demonstrates an knowledge and understanding of pediatric-specific critical care issues   |                |                                 |                 |                         |
| <b>c. History and Physical Examination Skills</b><br>Takes a history with the appropriate level of detail for the situation. Performs a physical examination that is focused, efficient, organized, and demonstrates recognition of key indicators of acuity.   |                |                                 |                 |                         |
| <b>d. Integration and Application</b><br>Selects and sequences appropriate investigations. Interprets results, and synthesizes information to arrive at a diagnosis.  |                |                                 |                 |                         |
| <b>e. Clinical Judgment and critical thinking</b><br>Recognizes and prioritizes management of airway, breathing, and circulation. Considers broad differential diagnoses and systematically rules likely issues in or out. Is able to problem-solve independently, while recognizing personal limitations and calling for help appropriately. |                |                                 |                 |                         |
| <b>f. Performance in Emergencies</b><br>Quickly assesses the need for emergent intervention in the acute care setting. Recognizes acutely ill patients and institutes emergency management appropriately for the level of training and skill. Consults promptly and appropriately.  |                |                                 |                 |                         |
| <b>Overall Competence:</b>  |                |                                 |                 |                         |

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

**Medical Expert: Suggestions for IMPROVEMENT:**

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**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<br><br><input type="checkbox"/> | Discusses information with families with minimal supervision<br><br><input type="checkbox"/> | Demonstrates skills in dealing with complex communication issues<br><br><input type="checkbox"/> |

**COMMUNICATOR - evaluate at expected PGY level**

|   | Not Applicable | 1<br>Does Not Meet Expectations | 2<br>Borderline | 3<br>Meets Expectations |
|---|----------------|---------------------------------|-----------------|-------------------------|
| <b>a. Establishment of Therapeutic Relationships.</b><br>Develops rapport and trust with patients and families. Ensures that families are updated regularly. Respects confidentiality and privacy.  |                |                                 |                 |                         |
| <b>b. Implementation of Patient Centered Approach</b><br>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.  |                |                                 |                 |                         |
| <b>c. Patient descriptions</b><br>Demonstrates ability to deliver complex information to colleagues and other health care professionals in a succinct, efficient manner, while including all pertinent information. This includes morning and afternoon handover, telephone consultation with staff, and bedside rounds |                |                                 |                 |                         |
| <b>d. Ability to Reach Common Ground</b><br>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.  |                |                                 |                 |                         |
| <b>e. Effectiveness of Written Communication</b><br>Maintains clear, accurate, and appropriate written or electronic records of patient encounters and procedures, including transfer and off-service notes. Notes are done in a timely manner and allow seamless transition of patients between care providers.        |                |                                 |                 |                         |
| <b>f. Effective Counseling</b><br>With the support of the PCCU attending staff, is able to communicate bad news to patients and families. Demonstrates ability to support patients and families with a difficult diagnosis or a chronic or catastrophic illness.  |                |                                 |                 |                         |
| <b>Overall Competence:</b>  |                |                                 |                 |                         |

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

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**Communicator: Suggestions for IMPROVEMENT:**

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**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<br><br><input type="checkbox"/> | Leads an interdisciplinary team, with some guidance<br><br><input type="checkbox"/> | Leads an interdisciplinary team independently<br><br><input type="checkbox"/> |

**COLLABORATOR – evaluate at expected PGY level**

|  | Not Applicable | 1<br>Does Not Meet Expectations | 2<br>Borderline | 3<br>Meets Expectations |
|--|----------------|---------------------------------|-----------------|-------------------------|
|  |                |                                 |                 |                         |

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|--|--|--|--|--|
| a. <b>Inter-professional Team Collaboration</b><br>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><br>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><br><input type="checkbox"/> | Aware of management issues<br><input type="checkbox"/> | Develops management skills<br><input type="checkbox"/> | Evaluates and modifies management structures.<br><input type="checkbox"/> |

**LEADER – evaluate at expected PGY level**

|   | Not Applicable | 1<br>Does Not Meet Expectations | 2<br>Borderline | 3<br>Meets Expectations |
|---|----------------|---------------------------------|-----------------|-------------------------|
| a. <b>Participation in Quality Management</b><br>Participates in and supports PCCU and institutional processes to improve quality of care and ensure patient safety.  |                |                                 |                 |                         |
| b. <b>Individual Management Skills</b><br>Demonstrates good time-management skills. Demonstrates ability to balance patient care responsibilities, scholarly rotation requirements, self-directed learning, outside activities, personal commitments, and career goals. |                |                                 |                 |                         |
| c. <b>Team management</b><br>Demonstrates leadership within the health care team at a degree expected for the level of training   |                |                                 |                 |                         |
| d. <b>Resource Allocation</b><br>Demonstrates ability to identify issues in balancing limited health care resources and individual vs. societal needs. Participates in decisions regarding the cost-effective use of resources within the critical care environment.    |                |                                 |                 |                         |
| <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<br><input type="checkbox"/> | Integrates health advocate issues into management plan<br><input type="checkbox"/> | Independently designs and implements health advocate issues into management plan<br><input type="checkbox"/> |

| <b>HEALTH ADVOCATE - evaluate at expected PGY level</b>  | <b>Not Applicable</b> | <b>1 Does Not Meet Expectations</b> | <b>2 Borderline</b> | <b>3 Meets Expectations</b> |
|--|-----------------------|-------------------------------------|---------------------|-----------------------------|
| <b>a. Patient Advocate</b><br>Identifies needs of individual patients and identifies opportunities to advocate for patients to whom care is being provided, particularly chronic patients in need of non-intensive management and ongoing general pediatric care |                       |                                     |                     |                             |
| <b>b. Community Advocate</b><br>Works with patients and families to obtain community services for care and ongoing support.  |                       |                                     |                     |                             |
| <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)**

| <b>Below PGY1 level</b>  | <b>PGY1</b>  | <b>PGY2</b>  | <b>PGY3</b>  |
|--------------------------|--|--|--|
| <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>   | <b>Not Applicable</b> | <b>1 Does Not Meet Expectations</b> | <b>2 Borderline</b> | <b>3 Meets Expectations</b> |
|---|-----------------------|-------------------------------------|---------------------|-----------------------------|
| <b>a. Approach to Learning</b><br>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><br>Applies the principles of critical appraisal to medical literature.   |                       |                                     |                     |                             |
| <b>c. Facilitation of Teaching and Learning</b><br>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>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)**

| <b>Below PGY1 level</b>  | <b>PGY1</b>   | <b>PGY2</b>   | <b>PGY3</b>  |
|--------------------------|---|---|--|
| <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>  | <b>Not Applicable</b> | <b>1 Does Not Meet Expectations</b> | <b>2 Borderline</b> | <b>3 Meets Expectations</b> |
|---|-----------------------|-------------------------------------|---------------------|-----------------------------|
| a. <b>Professional Practice</b><br>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><br>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><br>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)

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

| <b>ON-CALL PERFORMANCE – evaluate at expected PGY level</b>   | <b>Not Applicable</b> | <b>1 Does Not Meet Expectations</b> | <b>2 Borderline</b> | <b>3 Meets Expectations</b> |
|---|-----------------------|-------------------------------------|---------------------|-----------------------------|
| a. <b>Availability</b><br>Resident was available when paged and responded in a timely fashion to calls.   |                       |                                     |                     |                             |
| b. <b>Team Communication</b><br>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. |                       |                                     |                     |                             |
| c. <b>Clinical Judgment</b><br>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:**

| <b>TECHNICAL SKILLS</b> | <b>Not Applicable</b> | <b>1 Does Not Meet Expectations</b> | <b>2 Borderline</b> | <b>3 Meets Expectations</b> |
|-------------------------|-----------------------|-------------------------------------|---------------------|-----------------------------|
|                         |                       |                                     |                     |                             |

|   |  |  |  |  |
|---|--|--|--|--|
| a. The resident demonstrates an appreciation for the role of procedures within the complete care of the critically ill patient. |  |  |  |  |
| <b>Overall Competence:</b>  |  |  |  |  |

**Technical Skills:** Comments. Please list the skills for which the resident has handed in an evaluation, and comment on strengths/weaknesses:

**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

**If "NO" please comment:**

**\*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**