



RESPIRATORY MEDICINE TRAINING PROGRAM

Critical Care Medicine In-training Evaluation Report

NAME OF CANDIDATE:	YEAR:
SITE:	BLOCK NUMBER OR PERIOD COVERED:

RATING: 1 through 5

1	2	3	4	5
Failure to meet expectations for level of training.	Party meets expectations for level of training.	Meets expectations for level of training.	Exceeds expectations for level of training.	Exceeds expectations for level of training and basically functions at a level of an experienced critical care consultant.

MEDICAL EXPERT

RATING: 1-5

Data Gathering <input type="checkbox"/>	Information is incomplete or inaccurate. Vital information missing.	History is usually complete, orderly, accurate, and systematic.	Information is thorough, concise, and precise. Detailed follow-up obtained.
Physical Examination <input type="checkbox"/>	Examination is incomplete and deficient in technique. Data is inaccurate.	Conducts complete systematic exam. Recognizes most significant findings.	Thorough, technically sound exam. Obtains accurate data.
Emergency Conditions <input type="checkbox"/>	Displays poor judgment frequently. Unable to assess emergencies independently.	Usually appropriate assessment skills and decision making.	Appropriate, reliable independent assessments and decisions.
Diagnostic and Therapeutic Planning <input type="checkbox"/>	Incompetent at diagnostic and strategic planning. Vital tests overlooked. Errors in result interpretation. Little attention to preventative measures.	Diagnosis and strategy are appropriate and reflects current standards of practice. Most tests are logically ordered and interpreted correctly.	Diagnosis and strategy are complete, logical, rational and efficient. Interprets results correctly and precisely. Applies preventative measures consistently.
Judgment and Decision Making <input type="checkbox"/>	Decisions not logically derived from data. Difficulty in arriving at decisions. Little use of theoretical knowledge and data available.	Shows good judgment resulting from sound evaluation of factors. Usually makes logical clinical decisions without delay.	Consistently arrives at right decisions (even on highly complex matters) without delay. Analyzes available data. Synthesizes information efficiently.

MEDICAL EXPERT (CONT'D)

RATING: 1-5

Procedural Skills <input type="checkbox"/>	Difficulty using proper techniques. Disorganized. Poor co-ordination. Errors in assessing indicators or orchestrating sequence of procedures.	Uses procedural techniques accurately. Handles equipment well. Monitors results of procedures well. Usually understands indicators and adequately plans multiple interventions.	Uses advanced techniques. Competent. Independent. Consistently performs and organizes appropriate procedures. Pays attention to detail.
Basic Science <input type="checkbox"/>	Lacking in basic science knowledge. Difficulty applying basic science knowledge to patient care.	Adequate fund of basic science knowledge and appropriate application to patient care.	Exceptional fund of basic science knowledge and applies it consistently in the provision of care.
Use and Assessment of Technology <input type="checkbox"/>	Relies on technologies with little or no understanding of how they work. Little understanding of when to institute and discontinue life-sustaining technologies.	Understands limitations of technologies when information is corrupted their appropriate institution and discontinuation including CPR.	Understands and integrates the physical principles behind technologies and uses them appropriately and wisely.
Clinical Knowledge <input type="checkbox"/>	Lacks the appropriate clinical knowledge to define priorities in clinical diagnosis and management of problems.	Usually shows an adequate fund of clinical knowledge to resolve common clinical situations.	Displays exceptional ability to apply clinical knowledge. Master at defining clinical problems.

COMMUNICATOR

RATING: 1-5

Records and Reports <input type="checkbox"/>	Reports/records are incomplete and inaccurate. Lack vital data.	Reports/records are usually complete, orderly and systematic.	Reports/records are consistently accurate and comprehensive.
Patient/Family Relationships <input type="checkbox"/>	Lacks communication skills. Cannot explain things. Does not listen well to patients/family.	Good rapport. Explains diagnosis and treatment. Communicates concerns to the patient and family. Professional conduct.	Establishes exceptional rapport and puts patients/family at ease. Excellent listening skills.
Teaching <input type="checkbox"/>	Does not teach. Have negative attitudes. Abuses students and contributes little to student's education. Ignores student's needs.	Makes an effort to teach students and to respond to student's needs. Adapts teaching according to needs.	Available and approachable. Involves students in the team. Aware of student's needs and provides a challenging environment.

COLLABORATOR

RATING: 1-5

Team Relationships <input type="checkbox"/>	Behaviour interferes with satisfactory performance. Lacks ability to get along with other team members. Undermines team. Poor leadership and conflict resolution skills.	Active team member. Works well with others, but yet no well-developed leadership skills. Appropriate instructions and responses to RNs, etc.	An active team member whose leadership qualities others recognize. Has the ability to achieve best results in difficult situations without antagonizing others.
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MANAGER

RATING: 1-5

Administration <input type="checkbox"/>	Little attention to established policies and procedures, patient resource allocation, multi-disciplinary staff organization and quality assurance programs.	Understands the principle of triage and resource allocation. Prioritizes care of the critically ill. Aware and observant of policies/procedures and ongoing improvement programs.	Understands hospital corporate organization and facility design. Participates on relevant committees. Able to apply basic principles of medical economics in managing and staffing a critical care unit.
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HEALTH ADVOCACY

RATING: 1-5

Health Advocacy <input type="checkbox"/>	Has little understanding and skills dealing with patient / family physiological, psychological, or social distresses. Shows little “savoir faire” with end of life decision making.	Understands the patient / family different needs and interaction occurs. Deals with end of life decisions competently.	Very capable of dealing expertly with the most difficult patient / family extreme stressors and exemplary behavior with end of life decision making.
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SCHOLAR

RATING: 1-5

Critical Appraisal <input type="checkbox"/>	Little understanding of the different level of evidence. Absent or little intellectual curiosity. Poorly critical of his reading, teaching, or patient care.	Basic understanding with appropriate bedside application. Is learning how to best use his critical thinking ability without creating any patient or interdisciplinary incident.	Superb critical thinker who regularly integrates his critical appraisal structured approach to his bedside.
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PROFESSIONALISM

RATING: 1-5

Responsibility <input type="checkbox"/>	Not dependable. Does not do prescribed work. Needs repeated reminders.	Dependable. Reliable. Honest and forthright in all data and facts. Prompt, appropriate follow-up.	Consistently displays exceptional attention to duties. Prepared to give extra time willingly.
Self Assessment Ability <input type="checkbox"/>	Unaware of own limitations. Evasive in accepting responsibility for errors. Does not seek feedback. Unable to request required assistance. Unable to take or give advice gracefully.	Aware of own limitations. Seeks assistance or feedback to compensate limitations. Accepts advice graciously. Subsequent performance indicates that feedback was used to overcome deficiencies.	Consistently displays satisfactory behaviour and recognizes own limitations. Raises constructive questions and seeks feedback to further excel.
Values & Ethics <input type="checkbox"/>	Fails to respect personal, cultural and gender issues. Little understanding of the consent and surrogate decision making process. Little integrity. Poor patient advocacy skills. Fails to understand the bioethical principles of tissue and organ donation.	Respects personal, cultural and gender issues. Behaves appropriately with ethics dilemmas, surrogate decision making, and tissue and organ donation. Shows compassion, moral character and integrity.	Integrates personal, cultural and gender considerations. Sound moral character and morally defensible management. Could teach appropriately relevant ethics topics to critical care including tissue and organ donation.

OVERALL PROGRESS

RATING: 1-5

Overall Progress <input type="checkbox"/>	Has shown little or absence of evidence of improvement. Is not maturing well. Behind according to Critical Care objectives (graduated for level of training).	Has shown consistent improvement. Progressing well. Assumes well. Appropriate graded level of responsibility.	Has now reached expected level of clinical proficiency for a Critical Care Consultant.
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OVERALL PERFORMANCE

1-6

RATING:

DESCRIPTIVE RESPONSES REQUIRED

1. Describe any **OUTSTANDING** features the resident displayed during this rotation: _____

2. How did this resident **FAIL** to meet your expectations during this rotation: _____

3. Describe any difficulties you might foresee for this resident in the future: _____

4. **Comments:** _____

Please list all Attending Physicians who participated in this evaluation:

1.	4.
2.	5.
3.	6.

PRINCIPAL EVALUATOR:

NAME:

SIGNATURE:

(PLEASE PRINT)

DATE:

RESIDENT:

Has this evaluation been discussed with you?

YES

NO

I AGREE with this performance evaluation.

YES

NO

RESIDENT SIGNATURE:

DATE

COMMENTS: _____

Please return completed evaluation to:

Jo-Anne Mauratt, Program Administrator

FAX: 403-943-4848

Email: Joanne.mauratt@albertahealthservices.ca
