

Evaluation Form

Printed on Apr 19, 2014

MILESTONE- BASED FELLOW EVALUATION

Evaluator: _____

Evaluation of: _____

Date: _____

This is a new milestone-based evaluation. To achieve a level, the fellow must satisfy ALL the components on a consistent basis. If he/she achieves some, but not all, of the components of a particular level then choose the button between levels. Please include comments.

Updated from The Pediatric Milestone Project. Academic Pediatrics 2014. 14(2S): S1-97.

Assessment of the 21 competencies is divided among different rotations and evaluators.

For feedback on evaluation form, please email Director of Pediatric Subspecialty Resident Education, Yale University, Prina Weiss: prina.weiss@yale.edu

PATIENT CARE

Please complete all questions

									N/A
1. Provides transfer of care that ensures seamless transitions*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Demonstrates frequent errors and variability in the transfer of information		Uses a standard template but may have errors of omission		Adapts a standard template with minimal errors of omission and communicates potential issues for the transferee		Almost always effectively and accurately communicates information even in complex situations, adapting a standard template and ensuring open communication during handoff		Always effectively and accurately communicates information regardless of setting or complexity, adapting a standard template and demonstrates professional responsibility for ensuring effective handovers on the team
2. Makes informed diagnostic therapeutic decisions that result in optimal clinical judgment*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Does not develop an organized assessment of the diagnosis or a management plan		Recognizes potential diagnoses but has difficulty developing a unifying diagnosis and management plan		Develops a well-synthesized, focused differential diagnosis and management plan		Develops a unifying diagnosis, focused therapies, an effective and efficient diagnostic work-up and management plan tailored to the individual patient		
3. Develops and carries out management plans*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Develops and carries out management plans based on directives from others without adjusting for patient/family preferences		Begins to formulate and carry out management plans in uncomplicated patients but rarely considers patient/family preferences		Develops and carries out management plans in uncomplicated patients, occasionally incorporating patient/family preferences		Efficiently develops and carries out management plans in most situations, incorporating patient/family preferences		Efficiently develops and carries out management plans, even for complicated or rare situations, incorporating

									patient/family preferences	
--	--	--	--	--	--	--	--	--	----------------------------	--

4. Provides appropriate role modeling*

										N/A				
<input type="checkbox"/>	Does not demonstrate awareness of the impact of one's behaviors and attitudes on others	<input type="checkbox"/>	<input type="checkbox"/>	Occasionally demonstrates awareness of the impact of one's behaviors and attitudes on others and reflects openly on events	<input type="checkbox"/>	<input type="checkbox"/>	Seems conscious of being a role model during many interactions and openly reflects on one's own actions in the presence of others	<input type="checkbox"/>	<input type="checkbox"/>	Seems conscious of being a role model during most interactions and regularly reflects on one's own actions, sharing analysis of practice with others	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates role modeling as a habit and routinely examines and explains actions/behaviors in the presence of others	<input type="checkbox"/>

MEDICAL KNOWLEDGE

5. Critically evaluates and applies current medical information and scientific evidence for patient care*

										N/A				
<input type="checkbox"/>	Does not seek or apply evidence to a clinical situation	<input type="checkbox"/>	<input type="checkbox"/>	Seeks and applies evidence when asked	<input type="checkbox"/>	<input type="checkbox"/>	Identifies knowledge gaps; seeks and applies evidence when needed, not just when asked	<input type="checkbox"/>	<input type="checkbox"/>	Regularly formulates answerable questions and incorporates the use of clinical evidence in discussions and teaching	<input type="checkbox"/>	<input type="checkbox"/>	Is a role model for practicing evidence-based medicine, teaches critical appraisal to others and strives for change at the organizational level	<input type="checkbox"/>

PRACTICE-BASED LEARNING AND IMPROVEMENT

6. Identifies strengths, deficiencies, and limits in one's knowledge and expertise*

										N/A				
<input type="checkbox"/>	Does not identify strengths, gaps or limits in one's knowledge	<input type="checkbox"/>	<input type="checkbox"/>	Seeks to address gaps in knowledge and skills in order to complete clinical duties	<input type="checkbox"/>	<input type="checkbox"/>	Self- identifies gaps in knowledge and skills to develop a rationale for care plans and teaching	<input type="checkbox"/>	<input type="checkbox"/>	Self reflects and identifies gaps in knowledge in anticipation of potential clinical problems demonstrating an advanced level of questioning and resource seeking	<input type="checkbox"/>	<input type="checkbox"/>	Seeks to increase knowledge beyond what is needed for the current or immediately anticipated care using PICO questions to explore gaps and strength in knowledge	<input type="checkbox"/>

7. Systematically analyzes practice using quality improvement methods with the goal of practice improvement*

										N/A				
<input type="checkbox"/>	Does not reflect on own practice or understand the principles of quality improvement methodology	<input type="checkbox"/>	<input type="checkbox"/>	Can identify opportunities for improvement from individual patient encounters but cannot apply quality improvement methodology to make change	<input type="checkbox"/>	<input type="checkbox"/>	Understands improvement methodologies enough to apply to populations when asked	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates continuous improvement activities, appropriately utilizes quality improvement methodologies and can lead a team in improvement in one's own practice	<input type="checkbox"/>	<input type="checkbox"/>	In addition, systemically applies successful quality improvement methodology outside of one's practice to benefit other practices, systems, or populations (ie through national presentations or publications)	<input type="checkbox"/>

8. Uses information technology to optimize learning and care delivery*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
	Uses electronic databases or medical record only with mandatory assignments and direct help		Can use electronic databases to answer clinical questions and the electronic medical record to document and obtain data		Efficiently uses information from electronic databases and medical record for clinical decision-making and for ongoing learning		In addition, seeks out new information technology to answer clinical questions and address knowledge gaps and to improve care for populations of patients		In addition, continuously seeks to improve current systems and develops new information technology for patient care and learning

9. Participates in the education, of patients, families, students, residents, and other health professionals*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
	Uses a scripted type of patient education and counseling that may not meet the needs of patients		Educates patients in a somewhat flexible way that begins to respond to their needs and checks for understanding when triggered by patient questioning		Modifies teaching to respond to the individual needs of patients and checks for understanding when cues suggest confusion		Educates and motivates patients by facilitating their participation in discussions and consistently checks for understanding		Skillfully educates and motivates patients to make healthy changes and does not leave patient encounters without ensuring their understanding

INTERPERSONAL AND COMMUNICATION SKILLS

10. Communicates effectively with physicians, other health professionals, and health related agencies*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
	Recites facts according to a given set of rules or scripts, often directly from a template or prompt, including excess detail		Adjusts communication to better fit the audience or context without a template or prompt, but may include excess detail		Effectively communicates information and tailors it to the audience and context in most situations		Distills complex cases into succinct summaries tailored to audience and context and deals effectively with difficult conversations		Is recognized as a highly effective public speaker and a role model for management of difficult conversations

11. Works effectively as a member or leader of a health care team or other professional group*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
	Has limited participation in team discussion and passively follows the lead of others on the team		Interacts with appropriate team members to accomplish assignments and actively works to integrate into team function to meet expectations		Is seen by others as an integral part of the team, sometimes offers feedback and suggestions for performance improvement to other team members and adapts and shifts roles and responsibilities as needed		Initiates problem-solving, takes on leadership roles, frequently provides feedback to other team members, and makes sure the job gets done		Creates a high-functioning team de novo or joins a poorly functioning team and facilitates improvement, such that team goals are met

12. Acts in a consultative role to other physicians and health professionals*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
	Presents the patients' history and physical exam and scribes recommendations in the medical record; has difficulty focusing data gathering and presentation to the details relevant to the question asked		Filters and prioritizes information to reach a focused diagnosis, specific recommendations and documentation; follows up on recommendations		Uses advanced knowledge and skills to develop focused, comprehensive recommendations that reflect best practice; develops relationships with referring providers		Identified as an expert who demonstrates advanced knowledge and vast experience with focused comprehensive recommendations that include the strength of the evidence on which they are based; consistently develops collaborative		Identified as a master clinician who effectively and efficiently lends a practical wisdom to consultation and makes clinical, educational, and/or research contributions to

							relationships with referring providers		the field	
--	--	--	--	--	--	--	--	--	-----------	--

13. Maintains comprehensive, timely, and legible medical records (additional competency outside 21 selected for reporting)*

										N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Omits important data sections and/or includes unnecessary information; does not complete records in a timely fashion		Often omits important information or includes too many details; 'copy forwards' erroneous information in EHR; updates the problem list; usually completes records in a timely manner but they often require editing		Completes medical records accurately and comprehensively; identifies and corrects errors in the medical record and does not 'copy forward' errors in the EHR; completes records in a timely fashion		In addition, synthesizes key information in a succinct manner; begins to develop standard template to ensure that documentation is complete; regularly participates in chart audits		In addition, uses expertise to improve documentation systems to drive better patient care outcomes and works to disseminate best practices		

PROFESSIONALISM/PERSONAL & PROFESSIONAL DEVELOPMENT

14. Demonstrates high standards of ethical behavior which includes maintaining appropriate professional boundaries*

										N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has repeated lapses in professional conduct and often does not meet responsibility to patient, peers and/or the program		Has lapses in professional conduct when stressed or fatigued		Almost always conducts interactions with a professional mindset, sense of duty and accountability		Demonstrates an in depth understanding of professionalism and helps other team members and colleagues with issues of professionalism		Maintains high ethical standards across settings and circumstances and is regarded as a role model of professional conduct		

15. Demonstrates trustworthiness that makes colleagues feel secure when one is responsible for the care of patients*

										N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has knowledge gaps and demonstrates lapses in data-gathering or follow-through of tasks, sometimes omitting important data		Has gaps in knowledge but does not always seek help when confronted with limitations and demonstrates lapses in follow-through with tasks		Has some gaps in knowledge, but seeks help when appropriate, demonstrates complete data-gathering considering anticipated patient care needs and high risk conditions, and follows through with tasks		Has competent level of knowledge, anticipates problems, demonstrates vigilance in all aspects of management, pursues answers to questions and is transparent about limits of knowledge		In addition, rigorously searches for answers, reviews information in an ongoing manner and may seek the help of a consultant in addition to primary source literature		

16. Provides leadership that enhances team functioning, the learning environment and/or health care system/environment with the ultimate intent of improving care of patients*

										N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does not organize team members, define expectations or their roles or involve them in decision-making		Occasionally organizes team members and involves them in decision-making but does not explicitly specify expectations or their roles		Organizes the team members, involves them in decision-making and provides some explicit definition of expectations and their roles		Organizes the team members fairly efficiently, expects them to engage in decision-making and routinely clarifies roles and expectations		Always organizes the team members efficiently, inspires them to perform, empowers them to take ownership in care, and relies on consensus building to make decisions		

17. Recognizes that ambiguity is part of clinical medicine and respond by

										N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

utilizing appropriate resources in dealing with uncertainty*

Uses self or easily available resources to deal with uncertainty and prescribes plans to patients without taking into account their goals or understanding

Uses statistics and rules to quantify risk, transfers all information to patients regardless of their ability to manage information and prescribes plans with little consideration of their goals

Seeks additional resources to deal with uncertainty and prescribes plans to patients with occasional consideration of their goals

Uses uncertainty as motivation to seek more information, incorporates patients goals into plans, and openly expresses uncertainty to them

Serves as a resource to share information with patients in an ongoing manner, emphasizes patient control of choices, and openly discusses that all plans are subject to uncertainty

SYSTEM-BASED PRACTICE

18. Works effectively in various health care delivery settings and systems relevant to their clinical specialty*

Expresses frustration with the systems' suboptimal processes but cannot identify the root cause to effect change

Develops 'work arounds' when faced with a system challenge

Recognizes the need to change systems rather than develop 'work arounds' and can activate the system to do it in a specific setting

Effects or stimulates improvements in a system when the need arises in multiple settings

Leads systems changes as part of the routine care delivery process in all settings

N/A

19. Coordinates patient care within the health system relevant to the clinical specialty*

Does not involve patients in developing the care plan or provide written care plans; does not communicate with team members/consultants; is not involved in the transition of care between settings

Involves patients in medical decision-making in a limited way; occasionally provides written care plans; sometimes communicates with team members/consultants; is inconsistently involved in the transition of care between settings

Frequently involves patients in medical decision-making and provides thorough written care plans; has good communication with team members/consultants; consistently discusses results and recommendations with patients; is routinely involved in the transition of care between settings

Develops goals and makes decisions jointly with patients; routinely provides thorough written care plans; facilitates care through consultation and testing and helps patients to interpret and act on results/recommendations; coordinates seamless transitions of care between settings

N/A

20. Incorporates considerations of cost awareness and risk-benefit analysis in patient and/or population-based care as appropriate*

Does not incorporate cost issues or risk-benefit analysis in the management of patients

Uses externally provided information (e.g. prescribing information, test ordering patterns or research around a treatment) to inform cost-containing action and/or preliminary risk-benefit analysis

Critically appraises information available on an evaluation test or treatment to allow optimization of cost issues and risk-benefit for an individual patient

Critically appraises information in the context of not only the individual patient but also the broader population/system in making cost and/or risk-benefit decisions

Consistently integrates cost analysis into one's practice while minimizing risk and optimizing benefits for whole systems or populations

N/A

21. Works in inter-professional teams to enhance patient safety and improve patient care quality*

Seeks answers and responds to input only from physicians

Accepts input from non-physician professionals on the team but does not usually seek them out

Demonstrates awareness of the contributions of other health care professionals, seeks their input and is an

Serves as a role model for others in interdisciplinary work and is an excellent team leader

N/A

excellent team player

22. Participates in identifying system errors and implementing potential system solutions*

						N/A							
<input type="checkbox"/>	Does not identify or act to correct individual or systems error	<input type="checkbox"/>	<input type="checkbox"/>	Identifies medical error events and demonstrates some awareness of personal responsibility for correction	<input type="checkbox"/>	<input type="checkbox"/>	Actively identifies and begins to analyze medical error events and often acknowledges personal responsibility for correcting them	<input type="checkbox"/>	<input type="checkbox"/>	Actively identifies and analyzes medical error events, beginning to seek system causes, and routinely accepts personal responsibility for correcting them	<input type="checkbox"/>	<input type="checkbox"/>	Routinely identifies and analyzes error events with a system solution methodology and is actively engaged with teams and processes to prevent medical error

23. Comments (please include examples)

24. Did you give verbal feedback to the fellow?*

No	Yes
<input type="checkbox"/>	<input type="checkbox"/>