



*indicates a mandatory response

CTU JUNIOR (PGY 1 and PGY 2) In-Training Evaluation: Internal Medicine Residency Training Program Faculty of Medicine, University of Saskatchewan

It is mandatory that this evaluation be discussed with the trainee before the end of the rotation.

Medical Expert:

	N/A	1. Fails to Meet	2. Marginal	3. Satisfactory Progress	4. Fully	5. Exceeds
1. History: Was information obtained useful in developing a differential diagnosis and providing patient care?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Physical examination: Were physical examination techniques accurately performed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Clinical Reasoning: Was data from the history and physical integrated to formulate a comprehensive differential diagnosis?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Emergency Management: Was the trainee able to identify and respond appropriately to urgent medical problems demonstrating awareness of own skills/knowledge?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Procedures: Were procedures recommended appropriately with application of knowledge and technical expertise in performing, interpreting results, and understanding limitations and complications?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Medical knowledge: Was there growth during the rotation of basic science and clinical knowledge?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communication:

	N/A	1. Fails to Meet	2. Marginal	3. Satisfactory Progress	4. Fully	5. Exceeds
1. Oral Presentations: Organized, coherent and concise?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Sign over skills: Concise but effective, and consistently demonstrated at evening, weekend and end of rotation hand over?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Written health records: Was there consistent maintenance of legible, accurate and comprehensive records including admission notes or consultations, orders, progress notes, and discharge documentation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Patient and family/caregivers: Was communication respectful, relevant and understandable?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Collaborator:

	N/A	1. Fails to Meet	2. Marginal	3. Satisfactory Progress	4. Fully	5. Exceeds
1. Shared decision making: Was there demonstrated engagement of patients and caregivers, and allied health professionals in developing a plan of care?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Other health care providers: Was there evidence of timely and effective communication and collaboration with allied health professionals, consultants and family physicians?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Manager:

	N/A	1. Fails to Meet	2. Marginal	3. Satisfactory Progress	4. Fully	5. Exceeds
1. Diagnostic tests: Was there effective interpretation of common diagnostic tests (lab and diagnostic imaging) including an understanding of their cost, limitations and complications?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Patient Safety: Was there an awareness and implementation of patient safety principles?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Time Management: Was there evidence of efficient use of time including appropriate triage of unstable patients?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scholar:

	N/A	1. Fails to Meet	2. Marginal	3. Satisfactory Progress	4. Fully	5. Exceeds
1. Evidence based practice: Was there a demonstrated ability to search, retrieve, apply and assess the quality of medical literature?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Health Advocate:

	N/A	1. Fails to Meet	2. Marginal	3. Satisfactory Progress	4. Fully	5. Exceeds
1. Patient-centred care: Was there recognition of diversity and contextual factors which influence health and health care delivery for individual patients?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Promoting healthy behaviours: Was there knowledge of determinants of health and interventions to promote long term healthy behaviours?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professionalism:

	N/A	1. Fails to Meet	2. Marginal	3. Satisfactory Progress	4. Fully	5. Exceeds
1. Self directed learning: Was there interest in reading around cases and implementing reflective learning practices needed for lifelong learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	N/A	1. Fails to Meet	2. Marginal	3. Satisfactory Progress	4. Fully	5. Exceeds
2. Ethical practice: Was there demonstration of understanding and adhering to legal and ethical codes of practice including confidentiality and informed consent?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Overall Competence: Possesses knowledge, skills, attitudes and demonstrates behaviours appropriate to level of training. Inspires confidence in patients and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Were educational objectives / performance discussed with the resident:

At the beginning of the rotation:

- No
- Yes

At the midpoint of the rotation:

- No
- Yes

At the end of the rotation:

- No
- Yes

Was this evaluation completed by:

- an individual
- input obtained from other team members

For any items scored 0 or 1, specific comments are critical.

Strengths:

Areas for improvement:

Was this evaluation reviewed with the trainee?

- No
- Yes

Reviewed by Program Director:

Date:

The following will be displayed on forms where feedback is enabled...

(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



*indicates a mandatory response

CTU SENIOR (PGY 3)

In-Training Evaluation: Internal Medicine Residency Training Program

Faculty of Medicine, University of Saskatchewan

It is mandatory that this evaluation be discussed with the trainee before the end of the rotation.

Medical Expert:

	N/A	1. Fails to Meet	2. Marginal	3. Satisfactory Progress	4. Fully	5. Exceeds
1. History: Was all data essential in providing patient care comprehensively and efficiently obtained?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Physical examination: Were exam techniques patient centered and efficient, demonstrating evidence for the reliability and accuracy of the technique if available?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Clinical Reasoning: Was the data gathered synthesized into a practical management plan for patients with complex and/or multisystem problems?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Emergency Management: Was the trainee able to identify and respond to complex and multisystem urgent/emergent medical problems?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Medical Knowledge: Was there evidence of adequate knowledge to provide care for complex medical patients?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communication:

	N/A	1. Fails to Meet	2. Marginal	3. Satisfactory Progress	4. Fully	5. Exceeds
1. Oral Presentations: Relevant, organized and effectively communicated as expected of a consultant?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Sign over skills: Were concise but effective sign over skills consistently demonstrated at evening, weekend and end of rotation hand over?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Written health records: Was there evidence of legible, accurate and comprehensive records including admitting consultations, progress notes, and discharge documentation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Patient and family/caregivers: Was communication respectful, relevant and understandable?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Collaborator:

	N/A	1. Fails to Meet	2. Marginal	3. Satisfactory Progress	4. Fully	5. Exceeds
1. Shared decision making: Was there demonstrated engagement of patients and caregivers, and allied health professionals in developing a plan of care for all CTU patients?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Interprofessional health care team: Was there evidence of participation in the interprofessional health care team such as appropriate and timely consultations and awareness of roles of other health care providers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Manager:

	N/A	1. Fails to Meet	2. Marginal	3. Satisfactory Progress	4. Fully	5. Exceeds
1. Resource utilization: Was there demonstrated expertise in utilizing resources, diagnostic tests, therapeutic options effectively?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Patient Safety: Was there an awareness and implementation of patient safety principles?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Time Management: Did the resident efficiently manage their responsibilities on CTU including assigning priority to tasks, delegating tasks, and awareness of factors involved in patient flow?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. CTU team: Was the resident able to work efficiently on the CTU team with a good grasp of all patient management issues but at the same time provide a supportive learning environment for the junior residents and senior medical students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scholar:

	N/A	1. Fails to Meet	2. Marginal	3. Satisfactory Progress	4. Fully	5. Exceeds
1. Evidence based practice: Was there a demonstrated ability to access and apply information relevant to clinical practice?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Teaching and supervisory skills: Was there facilitation of learning by junior residents and medical students including morning report presentations and clinical teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Health Advocate:

	N/A	1. Fails to Meet	2. Marginal	3. Satisfactory Progress	4. Fully	5. Exceeds
1. Patient-centred care: Was there recognition of diversity and contextual factors which influence health and health care delivery for individual patients?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	N/A	1. Fails to Meet	2. Marginal	3. Satisfactory Progress	4. Fully	5. Exceeds
2. Promoting healthy behaviours: Was there application of knowledge of determinants of health and interventions to promote long term healthy behaviours?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professionalism:

	N/A	1. Fails to Meet	2. Marginal	3. Satisfactory Progress	4. Fully	5. Exceeds
1. Self directed learning: Was there evidence of reflective learning practices that will facilitate lifelong learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Ethical practice: Was there demonstration of understanding and adhering to legal and ethical codes of practice including confidentiality and informed consent?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Overall Competence: Possesses knowledge, skills, attitudes and demonstrates behaviours appropriate to level of training. Inspires confidence in patients and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Were educational objectives / performance discussed with the resident:

At the beginning of the rotation:

- No
- Yes

At the midpoint of the rotation:

- No
- Yes

At the end of the rotation:

- No
- Yes

Was this evaluation completed by:

- an individual
- input obtained from other team members

For any items scored 0 or 1, specific comments are critical.

Strengths:

Areas of Improvement:

Was this evaluation reviewed with the trainee?

- No
- Yes

Reviewed by Program Director:

Date:

The following will be displayed on forms where feedback is enabled...

(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



*indicates a mandatory response

IN-TRAINING EVALUATION REPORT

DIVISION OF CARDIOLOGY

DEPARTMENT OF MEDICINE

Medical Expert

	EXPECTATIONS					
	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
History / Physical Examination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical Decision Making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical Knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Procedural Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultancy Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communicator

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Verbal Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written Notes and Reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discharge Records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Collaborator

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Interaction with Patients/Families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship(s) with Health Care Professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scholar

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Teaching / Supervisory Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development / Maintenance of Competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence-based Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical Appraisal Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Manager

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Inpatient Service: CCU, Cardiology Ward	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Urgent / Emergency Assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resource Utilization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Health Advocate

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Disease Prevention / Health Maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Health Professional

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Responsibility and Behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-Assessment Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Total Days on Service

[positive number only, no decimals]

Total Days Away from Service

[positive number only, no decimals]

Sick Days

[positive number only, no decimals]

Vacation Days

[positive number only, no decimals]

Conference Days

[positive number only, no decimals]

Interview Days

[positive number only, no decimals]

Written Comments

Candidate's Strengths:

Areas for Improvement:

Other Comments:

This Evaluation MUST be reviewed with trainee before submitting

*Was this evaluation reviewed with the trainee

- No
- Yes

The following will be displayed on forms where feedback is enabled...

(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



*indicates a mandatory response

Dermatology Resident Assessment 2009

Pre-existing Skill-Based Competencies

	EXPECTATIONS					
	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
History taking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform a complete skin examination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct a relevant physical examination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Review and interpret previous investigations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compose a readable, relevant and problem orientated written or dictated consultation note.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pre-Existing Knowledge-Based Competencies

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Familiarity with Dermatological Nomenclature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to clearly describe dermatological manifestations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to recognize common skin lesions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to diagnose common skin disorders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of disease mechanisms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of common skin disorders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of treatments for common skin disorders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

Medical Expert

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Familiarity with Dermatological Nomenclature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Ability to clearly describe dermatological manifestations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to recognize common skin lesions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to diagnose common skin disorders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of disease mechanisms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to recognize skin conditions on second or subsequent exposure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of treatments for common skin disorders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competence in examining KOH preps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skill in performing a skin punch biopsy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skill in performing an excisional biopsies including a knowledge of appropriate surgical margins	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skill in administering intralesional injections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to perform cryotherapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General knowledge of Dermatology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General knowledge of Medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General knowledge of Pharmacology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiasm for Dermatology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

Communicator

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Ability to communicate with patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to make relevant chart notes that are logical, legible and useful for others and for follow up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultation letters to referring physicians (Dictation skills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of questions posed by resident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inquisitiveness shown by resident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Collaborator

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Ability to work in a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Health Advocate

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Role as health advocate for patients with skin disease	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Manager

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Follow up of in patient consults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow up of ordered investigations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Scholar

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Performance in searching the literature in order to answer specific questions posed by consultants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to make a difficult diagnosis by consulting text books, atlases etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self directed learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skills in evidence based medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

Professional

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Professional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Overall Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

The following will be displayed on forms where feedback is enabled...

(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



*indicates a mandatory response

In-training Evaluation: General Internal Medicine Internal Medicine Residency Training Program Royal University Hospital, University of Saskatchewan

Medical Expert

	N/A	Fails to Meet	Marginal	Satisfact. Progress	Fully	Exceeds
1. Medical History: Comprehensive, accurate and concise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Physical Examination: Complete, accurate, evidence based	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Clinical Decision Making: integrate information, develop a care plan, and demonstrate an awareness of the risk/benefit ratio of investigations and therapies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Documentation and Presentation: organized and complete written, dictated or presented history, physical examination, and management plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Consultancy Skills: identification and effective communication of key issues with staff and consulting services. An active participant in patient care and ensures appropriate follow-up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Medical Knowledge: demonstrates excellence in - perioperative and general Internal Medicine care for patients with multi-system problems on other services. - Medical complications of pregnancy. - Ambulatory care — CRFRU, HTN, complex multi-system problems - Pharmacology and Therapeutics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communicator, Collaborator, and Health Advocate

	N/A	Fails to Meet	Marginal	Satisfact. Progress	Fully	Exceeds
1. Patients / Families: listens and communicates effectively, able to establish rapport and trust, responds appropriately to concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Referring Physicians / Other Health Care Professionals: - timely completion of consultations, documentation and appropriate communication with care providers - seeks advice and facilitates discussion on decision making when multiple members of the health care team are involved - maintains continuity of care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Manager:

	N/A	Fails to Meet	Marginal	Satisfact. Progress	Fully	Exceeds
1. Time management: effective time management and ability to triage responsibilities of inpatient and ambulatory care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Resource utilization: justifies investigations ordered and special requests made of nursing staff and allied health care professionals. Follows up on investigations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scholar:

	N/A	Fails to Meet	Marginal	Satisfact. Progress	Fully	Exceeds
1. Evidence Based Practice: understands evidence behind management of patient problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Teaching / Supervisory Skills: facilitates learning of patients, students, colleagues, and other health professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Health Professional

	N/A	Fails to Meet	Marginal	Satisfact. Progress	Fully	Exceeds
1. Attitudes, Values and Behaviours: Delivers the highest quality care with integrity, honesty and compassion. Sensitive to gender, cultural, racial and societal issues. Exhibits proper personal and interpersonal professional behaviours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Ethical Practice: Reflects the highest standards of excellence in clinical care and ethical conduct. Understands and adheres to legal and ethical codes of practice, including confidentiality and informed consent. Recognizes ethical dilemmas and need for help to resolve them when required.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Self-Assessment Skills: Demonstrates insight into his/her limitations. Responsive to constructive feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	N/A	Fails to Meet	Marginal	Satisfact. Progress	Fully	Exceeds
Overall Competence: Possesses Knowledge, skills, and attitudes appropriate to level of training. Inspires confidence in patients and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Were educational objectives discussed with the resident at the beginning of the rotation:

- No
 Yes

Was this evaluation completed by:

- an individual
 a committee

Strengths:

Areas for improvement:

If remedial work is recommended — please provide specific suggestions.

This Evaluation **MUST** be reviewed with trainee before submitting

Was this evaluation reviewed with the trainee

- No
- Yes

Review by Program Director: _____

Date: _____

The following will be displayed on forms where feedback is enabled...

(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



*indicates a mandatory response

Hematology In-Training Evaluation

It is mandatory that this evaluation be discussed with the trainee before the end of the rotation.

Medical Expert

Indicate the level of expectations that have been met by the trainee.

	n/a	Fails to Meet	Marginal	Satisfact. Progress	Fully	Exceeds
Medical History: Comprehensive, accurate and concise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Examination: Complete, accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diagnostic Tests: Uses a suitable selection of investigative and diagnostic tests in a cost-effective manner. Understands the limitations and predictive value. Able to interpret results.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical Diagnosis/Decision making: Consistently able to analyze, synthesize, and integrate all relevant data to formulate a rational, effective, diagnostic, and therapeutic strategy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Documentation/Presentation: Well organized, complete written histories and physical examination. Verbal presentations are organized, coherent and concise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Procedural Skills: Able to perform rotation specific investigative and diagnostic procedures. Understands indications, limitations, and complications. Able to interpret results.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultancy Skills: Effective communication of diagnostic opinions and management recommendations in a relevant and focused manner. Identifies key issues clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical Knowledge: Clinical and basic science knowledge consistent with level training. Demonstrates appropriate growth in knowledge throughout the rotation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency Management: Able to identify and respond appropriately to urgent medical problems. Efficiently provides appropriate therapy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence Based Practice: Aware of the role of evidence in clinical decision-making. Able to access, retrieve and apply relevant information. Makes clinical judgements based on sound evidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communicator - Hematology

	n/a	Fails to Meet	Marginal	Satisfact. Progress	Fully	Exceeds
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	n/a	Fails to Meet	Marginal	Satisfact. Progress	Fully	Exceeds
Verbal Communication: Communicates effectively with patients, their families, family physicians and other health care professionals. Demonstrates empathy and sensitivity. Able to establish and maintain rapport and trust. Listens effectively and responds appropriately to concerns.	○	○	○	○	○	○
Written Communication: Able to maintain clear, accurate and appropriate written records. Written orders and progress notes are well organized and legible. Discharge summaries are concise and completed promptly. Clinic letters are well organized and provide clear direction to the referring physician.	○	○	○	○	○	○

Collaborator - Hematology

	n/a	Fails to Meet	Marginal	Satisfact. Progress	Fully	Exceeds
Collaborator: Worked effectively as a member of the hematology team. Appropriate use and effective communication with consulting services.	○	○	○	○	○	○

Manager

	n/a	Fails to Meet	Marginal	Satisfact. Progress	Fully	Exceeds
Medical Management: Able to manage patients with common, uncommon, multi-system or undifferentiated problems.	○	○	○	○	○	○
Resource Utilization: Appropriate and efficient use of health care resources.	○	○	○	○	○	○

Scholar

	n/a	Fails to Meet	Marginal	Satisfact. Progress	Fully	Exceeds
Self-Directed Learning: Motivated and interested, reads around cases, makes appropriate use of educational resources.	○	○	○	○	○	○
Critical Appraisal Skills: Able to analyze and interpret the validity and applicability of evidence in the medical literature.	○	○	○	○	○	○
Teaching/Supervisory Skills: Facilitates the learning of patients, students, colleagues and other health professionals. Able to provide constructive feedback.	○	○	○	○	○	○

	n/a	Fails to Meet	Marginal	Satisfact. Progress	Fully	Exceeds
Health Advocate: Able to identify the psychosocial, economic, environmental and biological factors which influence the health of patients and society.	○	○	○	○	○	○

Health Professional

	n/a	Fails to Meet	Marginal	Satisfact. Progress	Fully	Exceeds
Attitudes, Values and Behaviours: Delivers the highest quality care with integrity, honesty, and compassion. Sensitive to gender, cultural, racial, and societal issues. Exhibits proper, personal, and interpersonal professional behaviours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical Practice: Reflects the highest standards of excellence in clinical care and ethical conduct. Understands and adheres to legal and ethical codes of practice, including confidentiality and informed consent. Recognizes ethical dilemmas and need for help to resolve them when required.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self Assessment Skills: Demonstrates insight into his/her limitations. Responsive to constructive feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Competence

	n/a	Fails to Meet	Marginal	Satisfact. Progress	Fully	Exceeds
Possesses Knowledge, skills, and attitudes appropriate to level of training. Inspires confidence in patients and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Were educational objectives/performance discussed with the resident:

	Yes	No
At the beginning of the rotation:	<input type="radio"/>	<input type="radio"/>
At the midpoint of the evaluation:	<input type="radio"/>	<input type="radio"/>
At the end of the rotation:	<input type="radio"/>	<input type="radio"/>

Was this evaluation completed by:

Individual

Committee

If committee, please specify.

	Yes	No
Was input obtained from other team members?	<input type="radio"/>	<input type="radio"/>

Please provide specific comments below. For any items rated 'fails to meet' or 'marginal', specific comments are critical.

Strengths:

Areas of Improvement:

If remedial work is recommended - please provide specific suggestions

This Evaluation **MUST** be reviewed with trainee before submitting

*Was this evaluation reviewed with the trainee

- No
- Yes

Review by Program Director: _____

Date: _____

The following will be displayed on forms where feedback is enabled...

(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



*indicates a mandatory response

Intensive Care Unit - Royal University Hospital Residency Training Program University of Saskatchewan

Number of days spent with the resident

prec [positive number only, no decimals]

Medical Expert

	EXPECTATIONS					
	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Ability to elucidate a relevant history, develop an appropriate and efficient plan for investigation and management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands and applies basic pathophysiology in assessing and managing patients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reads around cases and utilizes appropriate resources effectively to gain new knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communicator

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Able to obtain and synthesize a relevant history and communicate salient information in an organized and logical manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates effectively with staff, patient, other physicians, and pharmacists.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates good medical progress notes skills: organized, relevant, concise, and clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Collaborator

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Established good working relationships with all members of the office staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Established effective therapeutic relationships with patients and family members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scholar

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Demonstrated effective self directed learning skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated intellectual curiosity and interest in learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated the ability to integrate new knowledge into clinical practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Health Advocate

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Able to identify risk factors and determinants of health/risk in patient encounters.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Manager

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Demonstrated interest and increased knowledge in ICU management (M&M, Quality of Care Program).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated effective time-management skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective resource utilization in the ICU setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Promptness, Professional appearance and behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sense of Responsibility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect for patients, and co-workers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insight, awareness of limitations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness and attention to legal and ethical obligations of the physician (confidentiality, mandatory reporting, end of life care, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments: Please indicate special strength, qualities demonstrated by this resident and suggest areas for further reading or work.

Procedural Skills

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Sterile technique: maintains appropriate sterile field, proper preparation and draping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Procedural technique: knows landmarks, appropriate procedural steps, minimizes discomfort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complications: aware, knows appropriate steps to minimize risk, appropriate monitoring and follow-up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Documentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Endotracheal intubation

Number Successfully Completed

[positive number only, no decimals]

Is the resident ready to perform this procedure in an unsupervised setting? - if no, please indicate what would be required to achieve that level of competency.

- No
 Yes

Comments

CVC insertion

Number Successfully Completed

[positive number only, no decimals]

Is the resident ready to perform this procedure in an unsupervised setting? - if no, please indicate what would be required to achieve that level of competency.

- No
 Yes

Comments

Peripheral vein cath. insert.

Number Successfully Completed

[positive number only, no decimals]

Is the resident ready to perform this procedure in an unsupervised setting? - if no, please indicate what would be required to achieve that level of competency.

- No
- Yes

Comments

Chest tube insertion

Number Successfully Completed

prec [positive number only, no decimals]

Is the resident ready to perform this procedure in an unsupervised setting? - if no, please indicate what would be required to achieve that level of competency.

- No
- Yes

Comments:

Chest tube removal

Number Successfully Completed

prec [positive number only, no decimals]

Is the resident ready to perform this procedure in an unsupervised setting? - if no, please indicate what would be required to achieve that level of competency.

- No
- Yes

Comments:

Abdominal paracentesis

Number Successfully Completed

prec [positive number only, no decimals]

Is the resident ready to perform this procedure in an unsupervised setting? - if no, please indicate what would be required to achieve that level of competency.

- No
- Yes

Comments:

Arterial cannula insertion

Number Successfully Completed

prec [positive number only, no decimals]

Is the resident ready to perform this procedure in an unsupervised setting? - if no, please indicate what would be required to achieve that level of competency.

- No
- Yes

Comments:

Thoracentesis

Number Successfully Completed

prec [positive number only, no decimals]

Is the resident ready to perform this procedure in an unsupervised setting? - if no, please indicate what would be required to achieve that level of competency.

- No
- Yes

Comments:

Insertion Pulm. Art. Cath.

Number Successfully Completed

prec [positive number only, no decimals]

Is the resident ready to perform this procedure in an unsupervised setting? - if no, please indicate what would be required to achieve that level of competency.

- | | |
|-----------------------|-----------------------|
| No | Yes |
| <input type="radio"/> | <input type="radio"/> |

Comments:

Other:

Number Successfully Completed

prec [positive number only, no decimals]

Is the resident ready to perform this procedure in an unsupervised setting? - if no, please indicate what would be required to achieve that level of competency.

- No
- Yes

Comments

The following will be displayed on forms where feedback is enabled...

(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



*indicates a mandatory response

Intensive Care Unit - St. Paul's Hospital. Residency Training Program University of Saskatchewan

Number of days spent with the resident

prec [positive number only, no decimals]

Medical Expert

	EXPECTATIONS					
	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Ability to elucidate a relevant history, develop an appropriate and efficient plan for investigation and management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands and applies basic pathophysiology in assessing and managing patients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reads around cases and utilizes appropriate resources effectively to gain new knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communicator

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Able to obtain and synthesize a relevant history and communicate salient information in an organized and logical manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates effectively with staff, patient, other physicians, and pharmacists.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates good medical progress notes skills: organized, relevant, concise, and clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Collaborator

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Established good working relationships with all members of the office staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Established effective therapeutic relationships with patients and family members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scholar

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Demonstrated effective self directed learning skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated intellectual curiosity and interest in learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated the ability to integrate new knowledge into clinical practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Health Advocate

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Able to identify risk factors and determinants of health/risk in patient encounters.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Manager

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Demonstrated interest and increased knowledge in ICU management (M&M, Quality of Care Program).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated effective time-management skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective resource utilization in the ICU setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Promptness, Professional appearance and behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sense of Responsibility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect for patients, and co-workers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insight, awareness of limitations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness and attention to legal and ethical obligations of the physician (confidentiality, mandatory reporting, end of life care, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments: Please indicate special strength, qualities demonstrated by this resident and suggest areas for further reading or work.

Procedural Skills

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Sterile technique: maintains appropriate sterile field, proper preparation and draping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Procedural technique: knows landmarks, appropriate procedural steps, minimizes discomfort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complications: aware, knows appropriate steps to minimize risk, appropriate monitoring and follow-up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Documentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Endotracheal intubation

Number Successfully Completed

prec [positive number only, no decimals]

Is the resident ready to perform this procedure in an unsupervised setting? - if no, please indicate what would be required to achieve that level of competency.

- No
 Yes

Comments

CVC insertion

Number Successfully Completed

prec [positive number only, no decimals]

Is the resident ready to perform this procedure in an unsupervised setting? - if no, please indicate what would be required to achieve that level of competency.

- No
 Yes

Comments

Peripheral vein cath. insert.

Number Successfully Completed

prec [positive number only, no decimals]

Is the resident ready to perform this procedure in an unsupervised setting? - if no, please indicate what would be required to achieve that level of competency.

- No
- Yes

Comments

Chest tube insertion

Number Successfully Completed

prec [positive number only, no decimals]

Is the resident ready to perform this procedure in an unsupervised setting? - if no, please indicate what would be required to achieve that level of competency.

- No
- Yes

Comments:

Chest tube removal

Number Successfully Completed

prec [positive number only, no decimals]

Is the resident ready to perform this procedure in an unsupervised setting? - if no, please indicate what would be required to achieve that level of competency.

- No
- Yes

Comments:

Abdominal paracentesis

Number Successfully Completed

prec [positive number only, no decimals]

Is the resident ready to perform this procedure in an unsupervised setting? - if no, please indicate what would be required to achieve that level of competency.

- No
- Yes

Comments:

Arterial cannula insertion

Number Successfully Completed

prec [positive number only, no decimals]

Is the resident ready to perform this procedure in an unsupervised setting? - if no, please indicate what would be required to achieve that level of competency.

- No
- Yes

Comments:

Thoracentesis

Number Successfully Completed

prec [positive number only, no decimals]

Is the resident ready to perform this procedure in an unsupervised setting? - if no, please indicate what would be required to achieve that level of competency.

- No
- Yes

Comments:

Insertion Pulm. Art. Cath.

Number Successfully Completed

prec [positive number only, no decimals]

Is the resident ready to perform this procedure in an unsupervised setting? - if no, please indicate what would be required to achieve that level of competency.

- | | |
|-----------------------|-----------------------|
| No | Yes |
| <input type="radio"/> | <input type="radio"/> |

Comments:

Other:

Number Successfully Completed

prec [positive number only, no decimals]

Is the resident ready to perform this procedure in an unsupervised setting? - if no, please indicate what would be required to achieve that level of competency.

- No
- Yes

Comments

The following will be displayed on forms where feedback is enabled...

(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



*indicates a mandatory response

In-Training Evaluation: Infectious Diseases Rotation Internal Medicine Residency Training Program, University of Saskatchewan

It is mandatory that this evaluation be discussed with the trainee before the end of the rotation.

Medical Expert

1. Medical History:

	N/A	0 Fails to Meet	1 Marginal	2 Satisfact. Progress	3 Fully	4 Exceeds
General history relevant to ID	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Body fluid borne disease risk factors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Travel history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other:

	N/A	0 Fails to Meet	1 Marginal	2 Satisfact. Progress	3 Fully	4 Exceeds
Please rate other:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Physical Examination:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Use of Microbiology Laboratory: appropriate use, effective interpretation, understands limitations of common tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Use of Radiologic procedures: appropriate use, effective interpretation, understands limitations of common tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Antimicrobial therapy: awareness of spectrum of activity, indications, contraindications, toxicities, appropriate monitoring, pharmacokinetics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Consultancy Skills: Relevant and focused data collection, seeks appropriate supporting data, appropriate synthesis and interpretation, develops relevant differential diagnosis and management recommendations. Identifies key issues clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Medical Knowledge: - able to evaluate and treat common ID problems - able to recognize and initiate management for potentially life threatening or complex ID problems - able to recognize local & systemic immunocompromising states - able to recognize common opportunistic infections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communicator

Verbal communication: Communicates effectively with patients, their families, Family Physicians and other health care professionals. Demonstrates empathy and sensitivity. Able to establish and maintain rapport and trust. Listens effectively and responds appropriately to concerns.

	N/A	0 Fails to Meet	1 Marginal	2 Satisfact. Progress	3 Fully	4 Exceeds
1. Clear and pertinent communication to referring services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Effective patient counselling re: risk reduction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Effective communication with microbiology lab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Written communication: Able to maintain clear, accurate and appropriate written records. Written orders and progress notes are well organized and legible. Clinic letters are well organized and provide clear direction to the referring physician.

	N/A	0 Fails to Meet	1 Marginal	2 Satisfact. Progress	3 Fully	4 Exceeds
4. Progress Notes and Orders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Clinic Notes / Consultation reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Dictation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Collaborator:

Recognizes and understands the roles and expertise of other health professionals. Works effectively with patients, their families and other health professionals to provide optimal patient-care, education and research.

	N/A	0 Fails to Meet	1 Marginal	2 Satisfact. Progress	3 Fully	4 Exceeds
1. Patients / Families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Effective collaboration: Pharmacy, HPT team, Viral diseases clinic staff, Public health, referring physicians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Interaction with team members: residents, students, faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Manager:

	N/A	0 Fails to Meet	1 Marginal	2 Satisfact. Progress	3 Fully	4 Exceeds
1. Time management: Prioritizes tasks effectively, organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Resource Utilization: Appropriate, efficient use of resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scholar:

	N/A	0 Fails to Meet	1 Marginal	2 Satisfact. Progress	3 Fully	4 Exceeds
1. Self-directed Learning: Motivated and interested, reads around cases, makes appropriate use of educational resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Critical Appraisal Skills / Evidence Based Practice. Able to access, retrieve and apply relevant information in decision-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	N/A	0 Fails to Meet	1 Marginal	2 Satisfact. Progress	3 Fully	4 Exceeds
3. Teaching / Supervisory Skills: Facilitates learning and provides constructive feedback. Fosters enthusiasm for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Health Advocate:

Able to identify psychosocial, economic, environmental and biological factors affecting the health of patients and society.

	N/A	0 Fails to Meet	1 Marginal	2 Satisfact. Progress	3 Fully	4 Exceeds
1. Risk Factor Identification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.Preventative measures: Recognizes role of preventative measures and uses them appropriately

	N/A	0 Fails to Meet	1 Marginal	2 Satisfact. Progress	3 Fully	4 Exceeds
Immunization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre-travel advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Harm reduction strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Infection control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Effective patient advocate: recognizes needs and agenda of the patient and identifies appropriate resources. Recognizes and responds to need for advocacy for patient with other professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Health Professional

	N/A	0 Fails to Meet	1 Marginal	2 Satisfact. Progress	3 Fully	4 Exceeds
1. Attitudes, Values and Behaviours: Delivers the highest quality care with integrity, honesty and compassion. Exhibits proper personal and interpersonal professional behaviours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Respects and interacts effectively with patients of differing cultural backgrounds and life-styles. Sensitive to gender, cultural, racial and societal issues. Able to work effectively with unique patient populations including those with life-style related condition such as HIV, HCV, and complications of IVDU. Recognizes and seeks to accommodate special needs of such patients to facilitate appropriate care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Ethical Practice: Understands and adheres to legal and ethical codes of practice.

	N/A	0 Fails to Meet	1 Marginal	2 Satisfact. Progress	3 Fully	4 Exceeds
General	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informed consent for HIV testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disclosure of HIV status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Self-Assessment Skills: Demonstrates insight into his/her limitations. Responsive to constructive feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Procedures: list procedures completed during this rotation:

	N/A	0 Fails to Meet	1 Marginal	2 Satisfact. Progress	3 Fully	4 Exceeds
1. Consent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Sterile technique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Procedural technique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Aftercare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you consider this resident competent to perform the listed procedures independently?

- Yes
 No

	N/A	0 Fails to Meet	1 Marginal	2 Satisfact. Progress	3 Fully	4 Exceeds
Overall Competence: Possesses knowledge, skills, and attitudes appropriate to level of training. Inspires confidence in patients and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Were educational objectives / performance discussed with the resident

Were educational objectives / performance discussed with the resident at the beginning of the rotation:

- Yes
 No

At the midpoint of the evaluation:

- Yes
 No

At the end of the rotation:

- Yes
 No

Please provide specific comments . For any items scored 0 or 1, specific comments are critical.

Strengths:

Areas for improvement:

~~If remedial work is recommended – please provide specific suggestions.~~

This Evaluation MUST be reviewed with trainee before submitting

*Was this evaluation reviewed with the trainee

- No
- Yes

Review by Program Director: _____

Date: _____

The following will be displayed on forms where feedback is enabled...

(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



*indicates a mandatory response

In-Training Evaluation: Internal Medicine Residency Training Program Faculty of Medicine, University of Saskatchewan

It is mandatory that this evaluation be discussed with the trainee before the end of the rotation.

Medical Expert

	N/A	1 Fails to Meet	2 Marginal	3 Satisfact. Progress	4 Fully	5 Exceeds
1. Medical History: Comprehensive, accurate and concise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Physical Examination: Complete, accurate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Diagnostic Tests: Uses a suitable selection of investigative and diagnostic tests in a cost effective manner. Understands the limitations and predictive value. Able to interpret results.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Clinical Diagnosis / Decision making: Consistently able to analyze, synthesize and integrate all relevant data to formulate a rational effective diagnostic and therapeutic strategy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Documentation / Presentation: Well organized, complete written histories and physical examination. Verbal presentations are organized, coherent and concise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Procedural Skills: Able to perform rotation specific investigative and diagnostic procedures. Understands indications, limitations and complications. Able to interpret results.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Consultancy Skills: Effective communication of diagnostic opinions and management recommendations in a relevant and focused manner. Identifies key issues clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Medical Knowledge: Clinical and basic science knowledge consistent with level of training. Demonstrates appropriate growth in knowledge throughout the rotation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Emergency Management: Able to identify and respond appropriately to urgent medical problems. Efficiently provides appropriate therapy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Evidence Based Practice: Aware of the role of evidence in clinical decision making. Able to access, retrieve and apply relevant information. Makes clinical judgements based on sound evidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communicator

Verbal communication: Communicates effectively with patients, their families, Family Physicians and other health care professionals. Demonstrates empathy and sensitivity. Able to establish and maintain rapport and trust. Listens effectively and responds appropriately to concerns.

	N/A	1 Fails to Meet	2 Marginal	3 Satisfact. Progress	4 Fully	5 Exceeds
1. Patients / Families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Family / Referring Physicians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Other Health Care Professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Written communication: Able to maintain clear, accurate and appropriate written records. Written orders and progress notes are well organized and legible. Discharge summaries are concise and completed promptly. Clinic letters are well organized and provide clear direction to the referring physician.

	N/A	1 Fails to Meet	2 Marginal	3 Satisfact. Progress	4 Fully	5 Exceeds
4. Progress Notes and Orders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Discharge Summaries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Clinic Notes / Consultation reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Collaborator:

Recognizes and understands the roles and expertise of other health professionals. Works with patients, their families and other health professionals to provide optimal patient-care, education and research.

	N/A	1 Fails to Meet	2 Marginal	3 Satisfact. Progress	4 Fully	5 Exceeds
1. Patients / Families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Other Health Professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Manager:

	N/A	1 Fails to Meet	2 Marginal	3 Satisfact. Progress	4 Fully	5 Exceeds
1. Medical Management: Able to manage patients with common, uncommon, multi-system or undifferentiated problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resource Utilization: 2. Appropriate and efficient use of health care resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scholar:

	N/A	1 Fails to Meet	2 Marginal	3 Satisfact. Progress	4 Fully	5 Exceeds
1. Self-directed Learning: Motivated and interested, reads around cases, makes appropriate use of educational resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Critical Appraisal Skills: Able to analyze and interpret the validity and applicability of evidence in the medical literature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Teaching / Supervisory Skills: Facilitates the learning of patients, students, colleagues and other health professionals. Able to provide constructive feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Health Advocate:

—Able to identify the psychosocial, economic, environmental and biological factors which influence the health of patients and society (ie: _____)

poverty). Responds to those issues where advocacy is appropriate. Able to identify and promote available resources (social services, addictions services etc.)

	N/A	1 Fails to Meet	2 Marginal	3 Satisfact. Progress	4 Fully	5 Exceeds
1. Risk Factor Identification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Knowledge / Promotion of Available Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Health Professional

	N/A	1 Fails to Meet	2 Marginal	3 Satisfact. Progress	4 Fully	5 Exceeds
1. Attitudes, Values and Behaviours: Delivers the highest quality care with integrity, honesty and compassion. Sensitive to gender, cultural, racial and societal issues. Exhibits proper personal and interpersonal professional behaviours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Ethical Practice: Reflects the highest standards of excellence in clinical care and ethical conduct. Understands and adheres to legal and ethical codes of practice, including confidentiality and informed consent. Recognizes ethical dilemmas and need for help to resolve them when required.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Self-Assessment Skills: Demonstrates insight into his/her limitations. Responsive to constructive feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	N/A	1 Fails to Meet	2 Marginal	3 Satisfact. Progress	4 Fully	5 Exceeds
Overall Competence: Possesses Knowledge, skills, and attitudes appropriate to level of training. Inspires confidence in patients and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Were educational objectives / performance discussed with the resident:

At the beginning of the rotation:

- Yes
 No

At the midpoint of the evaluation:

- Yes
 No

At the end of the rotation:

- Yes
 No

Was this evaluation completed by:

- an individual
- a committee

Was input obtained from other team members?

- Yes
- No

For any items scored 0 or 1, specific comments are critical.

Strengths:

Areas for improvement:

If remedial work is recommended - please provide specific suggestions.

This Evaluation MUST be reviewed with trainee before submitting

*Was this evaluation reviewed with the trainee

- No
- Yes

Review by Program Director: _____

Date: _____

The following will be displayed on forms where feedback is enabled...

(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



*indicates a mandatory response

ITER - NEUROLOGY

MEDICAL EXPERT

	EXPECTATIONS					
	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Data Gathering (also COMMUNICATOR)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Examination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical Knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Judgment and Decision Making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance in Emergencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diagnostic Planning and Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Therapeutic Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Basic Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lumbar Puncture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMMUNICATOR/ COLLABORATOR

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Patient/ Family Relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Records and Reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team Relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MANAGER

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HEALTH ADVOCATE

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Health Advocate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SCHOLAR

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Continuing Education and Critical Appraisal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PROFESSIONAL

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self Assessment Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Values & Ethics (See: Ethics Objectives in Neurology)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

OVERALL PERFORMANCE

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
OVERALL PERFORMANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. Describe OUTSTANDING performance, FAILURES or difficulties:

2. Comments:

Total Days on Service:

[positive number only, no decimals]

Sick Days:

[positive number only, no decimals]

Vacation Days:

[positive number only, no decimals]

Conference Days:

[positive number only, no decimals]

Interview Days:

[positive number only, no decimals]

The following will be displayed on forms where feedback is enabled...

(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



*indicates a mandatory response

Respiratory In-Training Evaluation

It is mandatory that this evaluation be discussed with the trainee before the end of the rotation.

MEDICAL EXPERT

	EXPECTATIONS					
	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
History/Physical Examination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical Decision Making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical Knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Procedural Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultancy Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communicator

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Verbal Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written Notes and Reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Collaborator

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Interaction with Patients/Families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship(s) with Professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scholar

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Teaching/Supervisory Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development / Maintenance of Competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Manager

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Inpatient and Consultation Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outpatient and Clinic Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resource Utilization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Health Advocate

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Disease Prevention / Health Maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Health Professional

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Responsibility and Behaviours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-Assessment Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Competence

	N/A	Fails to Meet	Marginal	Satisfactory Progress	Fully	Exceeds
Overall Competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Total Days on Service:

[positive number only, no decimals]

Total Days Away From Service:

[positive number only, no decimals]

Sick Days:

[positive number only, no decimals]

Vacation Days:

[positive number only, no decimals]

Conference Days:

[positive number only, no decimals]

Interview Days:

[positive number only, no decimals]

Resident's Strengths:

Areas for Improvement:

Other Comments:

**Was this evaluation reviewed with the trainee

- No
- Yes

The following will be displayed on forms where feedback is enabled...

(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



*indicates a mandatory response

In-Training Evaluation: Internal Medicine Residency Training Program Faculty of Medicine, University of Saskatchewan Rheumatology

Medical Expert

	Expectations					
	N/A	Fails to Meet	Marginal	Satisfact. Progress	Fully	Exceeds
1. Medical History: Comprehensive, accurate and concise; familiar with the rheumatologic assessment of monoarthritis, oligoarthritis and polyarthritis, and diffuse aches and pains.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Physical Examination: Complete, accurate; familiar with the clinical profile of prototypical disorders such as RA, SLE, the spondyloarthropathies, OA, back pain, fibromyalgia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Medical Imaging: Is familiar with the radiographic abnormalities of prototypical rheumatic disorders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Diagnostic Tests: (1) Uses a suitable selection of investigative and diagnostic tests. Can interpret the results and understand their limitations and predict value.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Diagnostic Tests: (2) Can aspirate and inject knee joint; orders appropriate tests of synovial fluid, and can interpret the results.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Clinical Diagnosis /Decision making: Consistently able to analyze, synthesize and integrate all relevant data to formulate a rational effective diagnostic and therapeutic strategy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Medical Management: Is familiar with the principles of medical and pharmacologic management of rheumatic disorders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Documentation /Presentation: Well organized, complete written histories and physical examination. Verbal presentations are organized, coherent and concise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Knowledge - Clinical: Is able to relate clinical knowledge to patient care in the majority of cases; demonstrates appropriate growth in this knowledge throughout the rotation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Emergency Management: Able to identify and respond appropriately to urgent medical problems. Efficiently provides appropriate therapy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Evidence Based Practice: Reads around cases. Aware of the role of evidence in clinical decision making. Able to access, retrieve and apply relevant information. Makes clinical judgements based on sound evidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Expectations					
	N/A	Fails to Meet	Marginal	Satisfact. Progress	Fully	Exceeds
12. Consultancy Skills: Effective communication of diagnostic opinions and management recommendations in a relevant and focused manner. Identifies key issues clearly.	○	○	○	○	○	○

Communicator

Verbal communication: Communicates effectively with patients, their families, Family Physicians and other health care professionals. Demonstrates empathy and sensitivity. Able to establish and maintain rapport and trust. Listens effectively and responds appropriately to patients' concerns. Appreciates the impact of the rheumatologic disease on the patient and caregivers.

	Expectations					
	N/A	Fails to Meet	Marginal	Satisfact. Progress	Fully	Exceeds
1. Patients / Families	○	○	○	○	○	○
2. Family / Referring Physicians	○	○	○	○	○	○
3. Other Health Care Professionals	○	○	○	○	○	○

Written communication: Able to maintain clear, accurate and appropriate written records. Written orders and progress notes are well organized and legible. Clinic letters are well organized and provide clear direction to the referring physician.

	Expectations					
	N/A	Fails to Meet	Marginal	Satisfact. Progress	Fully	Exceeds
4. Progress Notes and Orders	○	○	○	○	○	○
5. Discharge Summaries	○	○	○	○	○	○
6. Clinic Notes / Consultation reports	○	○	○	○	○	○

Collaborator:

Recognizes and understands the roles and expertise of other health professionals. Works with patients, their families and other health professionals to provide optimal patient-care, education and research. Has good working relationship with office staff and colleagues.

	Expectations					
	N/A	Fails to Meet	Marginal	Satisfact. Progress	Fully	Exceeds
1. Patients / Families	○	○	○	○	○	○
2. Other Health Professionals	○	○	○	○	○	○

Manager:

	Expectations					
	N/A	Fails to Meet	Marginal	Satisfact. Progress	Fully	Exceeds
1. Medical Management: Able to manage patients with common, uncommon, multi-system or undifferentiated problems. Follows up on inpatient consultations.	○	○	○	○	○	○
2. Resource Utilization: Appropriate and efficient use of health care resources. Demonstrates interest and increased knowledge in office management.	○	○	○	○	○	○

Scholar:

	Expectations					
	N/A	Fails to Meet	Marginal	Satisfact. Progress	Fully	Exceeds
1. Self-directed Learning: Motivated and interested, reads around cases, makes appropriate use of educational resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Critical Appraisal Skills: Able to analyze and interpret the validity and applicability of evidence in the medical literature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Teaching / Supervisory Skills: Facilitates the learning of patients, students, colleagues and other health professionals. Prepared presentation for academic rounds with handouts. Able to provide constructive feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Health Advocate:

Able to identify the psychosocial, economic, environmental and biological factors which influence the health of patients and society (ie: poverty). Responds to those issues where advocacy is appropriate. Able to identify and promote available resources (access to specialist and allied health care, beneficial medications and therapies, necessary surgery, and community based support services)

	Expectations					
	N/A	Fails to Meet	Marginal	Satisfact. Progress	Fully	Exceeds
1. Risk Factor Identification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Knowledge / Promotion of Available Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Health Professional

	Expectations					
	N/A	Fails to Meet	Marginal	Satisfact. Progress	Fully	Exceeds
1. Attitudes, Values and Behaviours: Delivers the highest quality care with integrity, honesty and compassion. Sensitive to gender, cultural, racial and societal issues. Exhibits proper personal and interpersonal professional behaviours. Is prompt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Ethical Practice: Reflects the highest standards of excellence in clinical care and ethical conduct. Understands and adheres to legal and ethical codes of practice, including confidentiality and informed consent. Recognizes ethical dilemmas and need for help to resolve them when required.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Self-Assessment Skills: Demonstrates insight into his/her limitations. Responsive to constructive feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Expectations					
	N/A	Fails to Meet	Marginal	Satisfact. Progress	Fully	Exceeds
Overall Competence: Possesses Knowledge, skills, and attitudes appropriate to level of training. Inspires confidence in patients and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Were educational objectives / performance discussed with the resident?

At the beginning of the rotation:

- No
 Yes

At the midpoint of the evaluation:

- No
- Yes

At the end of the rotation:

- No
- Yes

Was this evaluation completed by:

- an individual
- a committee

Was input obtained from other team members?

- No
- Yes

Please provide specific comments.

For any items scored 0 or 1, specific comments are critical.

If remedial work is recommended - please provide specific suggestions.

Strengths:

Areas for improvement:

This Evaluation MUST be reviewed with trainee before submitting.

Was this evaluation reviewed with the trainee?

- No
- Yes

Review by Program Director: _____

Date: _____

The following will be displayed on forms where feedback is enabled...

(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