

Pediatric Pulmonology Inpatient Consult Fellow Eval



[Subject Name]
 [Subject Status]
 [Subject Program]
 [Evaluation Dates]
 [Subject Rotation]

Evaluator
 [Evaluator Name]
 [Evaluator Status]
 [Evaluator Program]

Patient Care - 2

1) PC-2. Make informed diagnostic and therapeutic decisions that result in optimal clinical judgement.

Level 1	Level 2	Level 3	Level 4	Level 5
Presents clinical findings without filtering or synthesis. Not yet able to develop working differential diagnoses or management plans.	Focuses on clinical findings without adequate synthesis. Differential diagnoses and management plans are unfocused.	Is beginning to use pattern recognition in diagnostic reasoning. Differential diagnoses and management plans are often well-synthesized.	Routinely organizes clinical findings using pattern recognition. Efficiently develops differential diagnoses and management plan that are usually tailored to individual patients.	Master clinician who consistently models efficient, effective data synthesis leading to differential diagnoses and management plans tailored to individual patients.
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N/A

Comments

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Patient Care - 3

2) PC-3. Develop and carry out management plans.

Level 1	Level 2	Level 3	Level 4	Level 5
Develops and carries out management plans based on directives from others without adaption to individual patients.	Develops and carries out management plans based on theoretical knowledge and/or directives from others. Adapts plans based on his/her assumptions about patients/families.	Develops and carries out management plans based on knowledge, some experience, and increasing bidirectional communication with patients/families.	Develops and carries out management plans in most situation based on knowledge, experience and patient/family values clarified in bidirectional communication.	Develops and carries out management plans in all situation based on experience N/A that places knowledge in context and patient/family values clarified in bidirectional communication.
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Comments

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Patient Care - 4

3) PC-4. Provide appropriate role modeling to residents and medical students.

Level 1	Level 2	Level 3	Level 4	Level 5
Behaves without apparent awareness of his/her impact on others.	Inconsistently aware of the impact of his/her behaviors on others. Occasionally reflects on his/her behavior during interactions.	Often aware of being a role model for professional behavior. Often reflects about his/her behavior during interactions in the presence of learners.	Usually aware of being a role model for professional behavior. Regularly reflects about his/her behavior during and after interactions in the presence of learners.	Always aware of being a role model for professional behavior. Routinely reflects about is/her behavior during and after interactions. N/A
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Comments

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Medical Knowledge - 1

4) MK-1. Locate, appraise, assimilate evidence from scientific studies related to patients' problems.

Level 1	Level 2	Level 3	Level 4	Level 5
Explains basic principles of evidence-based medicine, but relevance is limited by lack of clinical exposure.	Recognizes the importance of evidence to patient care; searches literature when asked to do so; starting to learn critical appraisal skills.	Performs literature searches without prompting to fill knowledge gaps and advance patient care; is able to critically appraise major outcomes; may need guidance.	Self-motivated to perform and critically appraise advanced searches related to knowledge gaps and patient care; shares findings with others to improve their abilities.	Role model for the routine practice of evidence-based medicine at the individual patient, population and organizational levels.
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Comments

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Systems-Based Practice - 1

5) SBP-1. Work effectively in various health care deliver settings and systems relevant to specialty.

Level 1	Level 2	Level 3	Level 4	Level 5
Focuses on the pieces of a process that affect his/her work. Has limited understanding of the system in which he/she works.	Has sufficient knowledge of systems in which he/she works to develop work-arounds when faced with sub-optimal processes; not yet able to identify root cause or initiate process improvement.	Competent in various systems and settings; recognizes the need to improve systems rather than develop work-arounds; can initiate process improvement in a familiar system or setting.	Adapts learning from one system or setting to another; stimulates system-wide improvement when the need arises.	Views improving systems of care as an integral component of professional identity; leads systems changes as part of the routine care delivery process.
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Comments

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Systems-Based Practice - 3

6) SBP-3. Incorporate considerations of cost and risk-benefit in patient and/or population-based care.

Level 1	Level 2	Level 3	Level 4	Level 5
Has limited ability to incorporate costs and risk-benefit information into medial decision making.	Uses cost and risk-benefit information with some success to inform medical decisions and patient/family counseling.	Can critically appraise information and apply it to optimize cost-containment and risk-benefit for individual patients.	Can critically appraise information and apply it to optimize cost-containment and risk-benefit for individual patients and populations.	Consistently integrates cost analysis into his/her practice while minimizing risk and optimizing benefits for whole systems or populations.
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Practice-Based Learning and Improvement - 1

7) PBLI-1. Identify strengths, deficiencies and limits in one's knowledge and expertise.

Level 1	Level 2	Level 3	Level 4	Level 5
Views performance assessment as a score or grade; has little understanding of how the measure relates to his/her knowledge of skill.	Views performance assessment as being able to do or not do a task rather than how well its done or if there is a need to improve the outcome.	Seeks to understand his/her own level of knowledge or skill through requests to clarify rationale for clinical decisions.	Self-identifies gaps in his/her knowledge or skill when confronting clinical challenges and seeks resources to elucidate and correct the gaps.	Routinely anticipates scenarios requiring additional knowledge or skill and pursues efficient, effective professional development.
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Practice-Based Learning and Improvement - 3

8) PBLI-3. Use information technology to optimize learning and care delivery.

Level 1	Level 2	Level 3	Level 4	Level 5
Uses IT when mandated or assigned. Often requires assistance in obtaining, filtering and prioritizing information.	Can use databases and tools to retrieve a manageable volume of mostly pertinent information. Uses EHR with some efficiency and reliability.	Can efficiently retrieve and use data from EHR and other IT resources for patient care and learning.	Regularly uses familiar and new IT resources to answer clinical questions and remedy knowledge gaps. Uses evidence based decision-support tools to supplement clinical experience.	Contributes to the further development and implementation of IT for patient care and professional learning.
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Comments

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Professionalism - 1

9) PROF-1. High standard of ethical behavior which includes appropriate professional boundaries.

Level 1	Level 2	Level 3	Level 4	Level 5
Has repeated lapses in professional conduct wherein responsibility to patients, peers and/or program are not met.	Has lapses in professional conduct when stressed or fatigued that lead others to remind, enforce, and resolve conflicts.	Conducts interactions professionally in nearly all situations; has insight about triggers and has developed strategies to prevent lapses.	Always demonstrates professional conduct and helps others do the same. Has insight about triggers for lapsed conduct and helps others find effective coping strategies.	Model of professional conduct with patients/families and co-workers; N/A uses insight about self and others to promote professional behavior by all.
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Comments

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Professionalism - 2

10) PROF-2. Trustworthiness that makes colleagues feel secure when one is responsible for patients.

Level 1		Level 2		Level 3		Level 4		Level 5	
Has important gaps in knowledge or skill and/or does not recognize when he/she needs clinical guidance; may not attend to detail or accuracy.	○	Knowledge and skill improving; beginning to recognize when he/she needs clinical guidance; follow-through may be inconsistent.	○	Has solid knowledge and skill and good insight into his/her limitations; seeks help when needed; prioritizes high-risk conditions; follows through with little prompting.	○	Has broad knowledge and skill; assumes full responsibility for patient care; anticipates problems and demonstrates vigilance; pursues questions and communicates answers; expresses uncertainty and limits of knowledge.	○	Expert in the field who models responsible, thorough and vigilant care; uncertainty consistently prompts a rigorous search for information to provide best-practice care.	N/A
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Professionalism - 3									

11) PROF-3. Provide leadership that enhances team function, learning environment, health care etc.

	Level 2		Level 3		Level 4		Level 5		
Level 1	Implies but does not clarify team member roles and expectations; manages mostly through direction, occasionally engaging team members in decision-making.	Provide some clarification of team member roles and expectations; often allows open communication and shared decision-making.	Routinely clarifies team member roles and expectations; routinely manages through open communication and shared decision-making; usually is efficient and rarely is directive.	Manages a team in a an organized and efficient manner with clear understanding of roles and expectations; empowers, supports and inspires members to take ownership of care.	N/A				
Manages by mandate with limited ability to allow open communication; advocates for self rather than team members.	○	○	○	○	○	○	○	○	

Comments

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Interpersonal and Communication Skills - 1

12) ICS-1. Communicate effectively with physicians, other health professionals, health agencies.

Level 1	Level 2	Level 3	Level 4	Level 5
Communicates via rules-based recitation of facts; often relies on templates or prompts; communication does not change with context, audience or situation.	Attempts to adjust length and detail of communication to context; often too long and too detailed.	Successfully tailors communication to familiar contexts; can efficiently tell a story and make an argument; beginning to improvise in unfamiliar contexts.	Successfully tailors communication in familiar and unfamiliar contexts; has developed strategies for managing stressful scenarios (e.g., inter-professional conflict)	Intuitively and successfully tailors communication in all situations; highly-effectiveN/A public speaker; role model for difficult conversations and skilled mediator of disagreement.
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Interpersonal and Communication Skills - 3

13) ICS-3. Act in a consultative role to other physicians and health professionals.

Level 1	Level 2	Level 3	Level 4	Level 5
Actively participates as a member of the consult team; field-specific knowledge limits ability to focus data gathering and presentations to those details pertinent to the questions asked.	Is able to focus data gathering and presentations to those details pertinent to the questions asked; is able to generate more focused differential diagnoses and recommendations.	Self-identifies as an integral member of the consult team based on advanced knowledge; strives to provide best-practice recommendations using literature to supplement knowledge; communication is mostly to referring providers rather than bidirectional.	Self-identifies as an expert in the field based on advanced knowledge and experience; uses sound clinical reasoning to provide succinct answers to the questions asked; explains evidence for recommendations; encourages bidirectional communication with referring providers.	Identified by self and others as a master clinician who effectively and efficiently brings practical wisdom to consultation; answers to all but the most difficult questions are intuitive; ensures bidirectional communication and collaborative care with referring providers.
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