

EVALUATION OF SUBSPECIALTY TRAINEES

Trainee's Name _____ Rotation _____
 Evaluator's Name _____ Month(s) of _____ Evaluation Date _____

Please evaluate the trainee's performance of each component of clinical competence. Circle the rating which best describes the trainee's skills and abilities. Appended are descriptors to help define the extremes of behavior in each component. It is anticipated that few individuals will merit a rating of either 1 or 9; most will receive ratings between these gradations. Identify the major strengths and weaknesses you have observed in the trainee's performance under the comments portion on the reverse side.

1. CLINICAL JUDGMENT

Unsatisfactory	Satisfactory	Superior
1 2 3	4 5 6	7 8 9

Often fails to discern relationship of medical facts and clinical data, evaluate alternatives, or consider risks and benefits. Does not understand limitations of his/her knowledge or skills. Poorly established priorities. Illogical, rambling, incomplete, or inaccurate presentations or medical records. Indecisive in difficult management situations.

Regularly integrates medical facts and clinical data, weighs alternatives, understands limitations of knowledge, and incorporates consideration of risks and benefits. Spends time appropriate to the complexity of the problem. Presentations, records, and consultation notes always accurate, responsive, explicit, and concise.

2. MEDICAL KNOWLEDGE

Unsatisfactory	Satisfactory	Superior
1 2 3	4 5 6	7 8 9

Limited, poorly organized. Adds little to referring physician's knowledge.

Extensive and well applied. Consistently up-to-date.

3. CLINICAL SKILLS

History Taking

Unsatisfactory	Satisfactory	Superior
1 2 3	4 5 6	7 8 9

Often incomplete, superficial, by rote, and not directed.

Always precise, logical, thorough, reliable, purposeful, and efficient. Suitably focused. Specificity and clarity convey sophistication.

Physical Examination

Unsatisfactory	Satisfactory	Superior
1 2 3	4 5 6	7 8 9

Often incomplete, inaccurate, cursory, non-directed, insensitive, awkward or unreliable.

Complete, accurate, directed toward patient's problems. Elicits subtle findings, uses special techniques when necessary.

Procedural Skills

Unsatisfactory	Satisfactory	Superior
1 2 3	4 5 6	7 8 9

Inept. Frequent disregard for risk to patient and patient's anxiety and comfort.

Always proficient. Minimizes risk and discomfort to patients. Provides proper explanation of purpose for conducting procedures.

4. HUMANISTIC QUALITIES

Unsatisfactory Satisfactory Superior

1 2 3 4 5 6 7 8 9

Lacks appropriate integrity, respect, compassion, empathy. Displays insensitivity and intolerance of patient's need for comfort and encouragement. Abuses trust and demonstrates unreliability. Poor rapport with patients and families. Does not appreciate patient's perception of illness. Flares at criticism.

Always demonstrates integrity, respect, compassion, and empathy for patients. Establishes trust. Primary concern is for the patient's welfare. Maintains credibility, excellent rapport with patients and families, and respects patient's need for information.

5. PROFESSIONALISM

Unsatisfactory Satisfactory Superior

1 2 3 4 5 6 7 8 9

Frequently irresponsible and uncommitted. Lacks conscientiousness. Ineffective communication. Disruptive and disrespectful to other health care professionals. Shows disdain for professional colleagues. Records frequently tardy and illegible, even though complete and accurate.

Validates information. Provides effective communication. Responsive, reliable, committed, cooperative, conscientious, and respectful. Regard for opinions and skills of professional colleagues. Records are legible, timely, and responsive to referring physicians' needs and questions. Demonstrates ethical behavior. Personally reviews diagnostic data such as x-rays and biopsies.

6. MEDICAL CARE

Unsatisfactory Satisfactory Superior

1 2 3 4 5 6 7 8 9

Pedestrian diagnostic ability. Overreliance on tests and procedures. Misses major problems. Unable to establish priorities. Incomplete therapeutic plans.

Identifies all the patient's problems. Interrelates abnormal findings with altered physiology. Establishes sensible differential diagnoses. Provides orderly succession of testing and therapeutic recommendations. Educates patients and referring physicians. Marshals support of allied professionals when team efforts are required.

7. CONTINUING SCHOLARSHIP

Unsatisfactory Satisfactory Superior

1 2 3 4 5 6 7 8 9

Parrots lessons of the past. Satisfied with current fund of knowledge. Little evidence of reading. Bored with theoretical concepts of pathophysiological explanations.

Appropriate reference to the medical literature at conferences and in consultation notes. Constructive skepticism. Good teaching reputation. Enthused and stimulated by new comprehensions.

8. OVERALL CLINICAL COMPETENCE AS A SUBSPECIALIST

Unsatisfactory Satisfactory Superior

1 2 3 4 5 6 7 8 9

Based on the above ratings of each component skill, please provide an overall rating of and comments about the trainee's clinical performance.

Trainee's Signature _____

Evaluator's Signature _____

Date _____