

Pediatric Pulmonology Procedures Fellow Eval



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

Evaluator
 [Evaluator Name]
 [Evaluator Status]

Systems-Based Practice - 3

1) 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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N/A

Comments

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Systems-Based Practice - 5

2) SBP-5. Participate in identifying system errors and implementing potential systems solutions.

Level 1	Level 2	Level 3	Level 4	Level 5
Approaches error prevention from an individual case perspective. Has limited capacity to discuss an error or his/her personal responsibility to it.	Identifies error events but cannot identify error types. Beginning to perceive errors as more than individual mistakes.	Actively identifies errors and seeks to determine error types. Sees error analysis as important for error prevention.	Accepts personal responsibility for and actively participates in correction processes, whether individual or system errors.	Consistently encourages open, safe discussion of error from a systems perspective. Routinely engages with teams to prevent errors systems modification.
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Practice-Based Learning and Improvement - 1

3) 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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Professionalism - 2

4) 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.
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Comments

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