

Evaluation Form



Printed on Dec 20, 2016

**A1: Milestone Fellow ROTATION evaluation B**

Evaluator: \_\_\_\_\_

Evaluation of: \_\_\_\_\_

Date: \_\_\_\_\_

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

For feedback on evaluation form email [prina.weiss@yale.edu](mailto:prina.weiss@yale.edu)

									N/A
1. Provides transfer of care that ensures seamless transitions*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Demonstrates frequent errors and variability in the transfer of information		Uses a standard template but may have errors of omission		Adapts a standard template with minimal errors of omission and communicates potential issues for the transferee		Almost always effectively and accurately communicates information even in complex situations, adapting a standard template and ensuring open communication during handoff		Always effectively and accurately communicates information regardless of setting or complexity, adapting a standard template and demonstrates professional responsibility for ensuring effective handovers on the team

									N/A
2. Makes informed diagnostic therapeutic decisions that result in optimal clinical judgment*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Does not develop an organized assessment of the diagnosis or a management plan		Recognizes potential diagnoses but has difficulty developing a unifying diagnosis and management plan		Develops a well-synthesized, focused differential diagnosis and management plan		Develops a unifying diagnosis, focused therapies, an effective and efficient diagnostic work-up and management plan tailored to the individual patient		

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

including excess detail	excess detail			effectively with difficult conversations	of difficult conversations
-------------------------	---------------	--	--	--	----------------------------

4. Maintains comprehensive, timely, and legible medical records, if applicable\*

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

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

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

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

									N/A
<input type="checkbox"/> Seeks answers and responds to input only from physicians	<input type="checkbox"/>	<input type="checkbox"/> Accepts input from non-physician professionals on the team but does not usually seek them out	<input type="checkbox"/>	<input type="checkbox"/> Demonstrates awareness of the contributions of other health care professionals, seeks their input and is an excellent team player	<input type="checkbox"/>	<input type="checkbox"/> Serves as a role model for others in interdisciplinary work and is an excellent team leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Participate in identifying system errors and implementing potential system solutions\*

									N/A
<input type="checkbox"/> Does not identify or act to correct individual or systems error	<input type="checkbox"/>	<input type="checkbox"/> Identifies medical error events and demonstrates some awareness of personal	<input type="checkbox"/>	<input type="checkbox"/> Actively identifies and begins to analyze medical error events and often acknowledges personal	<input type="checkbox"/>	<input type="checkbox"/> Actively identifies and analyzes medical error events, beginning to seek system	<input type="checkbox"/>	<input type="checkbox"/> Routinely identifies and analyzes error events with a system solution methodology	<input type="checkbox"/>

		responsibility for correction		responsibility for correcting them		causes, and routinely accepts personal responsibility for correcting them		and is actively engaged with teams and processes to prevent medical error	
--	--	-------------------------------	--	------------------------------------	--	---	--	---	--

---

8. Comments (please include examples)

---

---

---

---

---

---

9. Did you give verbal feedback to the fellow?\*

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

---