Evaluation Form

medhub

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A2. Semiannual Faculty Evaluation of Fellow

Evaluator: _____

Evaluation of: _____

Date: _____

To acheive 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.

1. Provides appropriate role modeling*									N/A
	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Does not demonstrate awareness of the impact of one's behaviors and attitudes on others		Occasionally demonstrates awareness of the impact of one's behaviors and attitudes on others and reflects openly on events		Seems conscious of being a role model during many interactions and openly reflects on one's own actions in the presence of others		Seems conscious of being a role model during most interactions and regularly reflects on one's own actions, sharing analysis of practice with others		Demonstrates role modeling as a habit and routinely examines and explains actions/behaviors in the presence of others	

2. Identifies strengths, deficiencies, and limits in one's knowledge and expertise*									N/A
	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Does not identify strengths, gaps or limits in one's knowledge		Seeks to address gaps in knowledge and skills in order to complete clinical duties		Self- identifies gaps in knowledge and skills to develop a rationale for care plans and teaching		Self reflects and identifies gaps in knowledge in anticipation of potential clinical problems demonstrating an advanced level of questioning and resource seeking		Seeks to increase knowledge beyond what is needed for the current or immediately anticipated care using PICO questions to explore gaps and strength in knowledge	

3. Systematically analyzes practice using quality improvement methods with the goal of practice improvement*									N/A
	☐	☐	☐	☐	☐	☐	☐	☐	☐
	Does not reflect on own practice or understand the principles of quality improvement methodology		Can identify opportunities for improvement from individual patient encounters but cannot apply quality		Understands improvement methodologies enough to apply to populations when asked		Demonstrates continuous improvement activities, appropriately utilizes quality improvement methodologies and can lead a team in		In addition, systemically applies successful quality improvement methodology outside of one's practice to benefit other	

								N/A
			improvement methodology to make change			improvement in one's own practice	practices, systems, or populations (ie through national presentations or publications)	

								N/A
4. Uses information technology to optimize learning and care delivery*	☐	☐	☐	☐	☐	☐	☐	☐
	Uses electronic databases or medical record only with mandatory assignments and direct help		Can use electronic databases to answer clinical questions and the electronic medical record to document and obtain data		Efficiently uses information from electronic databases and medical record for clinical decision-making and for ongoing learning		In addition, seeks out new information technology to answer clinical questions and address knowledge gaps and to improve care for populations of patients	In addition, continuously seeks to improve current systems and develops new information technology for patient care and learning	

								N/A
5. Works effectively as a member or leader of a health care team or other professional group*	☐	☐	☐	☐	☐	☐	☐	☐
	Has limited participation in team discussion and passively follows the lead of others on the team		Interacts with appropriate team members to accomplish assignments and actively works to integrate into team function to meet expectations		Is seen by others as an integral part of the team, sometimes offers feedback and suggestions for performance improvement to other team members and adapts and shifts roles and responsibilities as needed		Initiates problem-solving, takes on leadership roles, frequently provides feedback to other team members, and makes sure the job gets done	Creates a high-functioning team de novo or joins a poorly functioning team and facilitates improvement, such that team goals are met	

								N/A
6. Demonstrates high standards of ethical behavior which includes maintaining appropriate professional boundaries*	☐	☐	☐	☐	☐	☐	☐	☐
	Has repeated lapses in professional conduct and often does not meet responsibility to patient, peers and/or the program		Has lapses in professional conduct under conditions of stress or fatigue		Almost always conducts interactions with a professional mindset, sense of duty and accountability		Demonstrates an in depth understanding of professionalism and helps other team members and colleagues with issues of professionalism	Maintains high ethical standards across settings and circumstances and is regarded as a role model of professional conduct	

								N/A
7. Demonstrates trustworthiness that makes colleagues feel secure when one is responsible for the care of patients*	☐	☐	☐	☐	☐	☐	☐	☐
	Has knowledge gaps and		Has gaps in knowledge but does not		Has some gaps in knowledge,		Has competent level of knowledge,	In addition, rigorously searches for	

demonstrates lapses in data-gathering or follow-through of tasks, sometimes omitting important data	always seek help when confronted with limitations and demonstrates lapses in follow-through with tasks	but seeks help when appropriate, demonstrates complete data-gathering considering anticipated patient care needs and high risk conditions, and follows through with tasks	anticipates problems, demonstrates vigilance in all aspects of management, pursues answers to questions and is transparent about limits of knowledge	answers, reviews information in an ongoing manner and may seek the help of a consultant in addition to primary source literature	

										N/A
8. Recognizes that ambiguity is part of clinical medicine and respond by utilizing appropriate resources in dealing with uncertainty*	☐ Uses self or easily available resources to deal with uncertainty and prescribes plans to patients without taking into account their goals or understanding	☐	☐ Uses statistics and rules to quantify risk, transfers all information to patients regardless of their ability to manage information and prescribes plans with little consideration of their goals	☐	☐ Seeks additional resources to deal with uncertainty and prescribes plans to patients with occasional consideration of their goals	☐	☐ Uses uncertainty as motivation to seek more information, incorporates patients goals into plans, and openly expresses uncertainty to them	☐	☐ Serves as a resource to share information with patients in an ongoing manner, emphasizes patient control of choices, and openly discusses that all plans are subject to uncertainty	☐

9. Please include comments

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_____
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