



**Pediatric Emergency Medicine  
Rotation-Specific Evaluation**  
Department of Pediatrics  
McMaster University

Completed by: \_\_\_\_\_

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

Resident: \_\_\_\_\_

Year: PGY-\_\_\_\_\_

Dates of Rotation: \_\_\_\_\_ to \_\_\_\_\_

Number of patients forming the basis of this evaluation:					<b>Legend:</b> N/A = not evaluated 1 = below expectations 2 = borderline meeting expectations 3 = meets expectations 4 = exceeds expectations 5 = significantly above expectations
<5	6-10	11-15	21-30	>30	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**NOTE: Residents who function at training level obtain a score of (3)**

<b>MEDICAL EXPERT</b>						
<b>Knowledge</b>						
Develops the knowledge and skills to recognize, diagnose, and provide initial management of urgent and non-urgent problems in the ER setting.	NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>Skills</b>						
1. Develops the skills necessary to perform a medical interview, physical examination, differential diagnosis, and evaluation in the Emergency setting.	NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2. Develops X-ray interpretation skills.	NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3. Develops and demonstrate minimum competency to perform basic procedural skills such as: IV access, Foley catheter insertion, naso-gastric tube insertion, wound care, suturing, splinting, and lumbar puncture.	NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4. Develops skills to recognize patients requiring further inpatient management from those who can be treated and discharged.	NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>Additional Criteria for PGY3/PGY4:</b>						
5. Becomes proficient in performing a complete medical assessment in the Emergency setting.	NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
6. Develops efficient and cost-effective use of laboratory and diagnostic imaging investigations in the pediatric emergency patient.	NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
7. Develops appropriate decision-making skills for comprehensive management of a pediatric emergency patient.	NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
8. Becomes proficient at X-ray interpretation skills of common ER presentations including pneumonia, foreign body, fractures, and constipation.	NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

<b>COMMUNICATOR/COLLABORATOR</b>						
1. Prepares documentation that is accurate, organized, and timely.	NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2. Demonstrates the ability to orally present cases in an accurate, complete and concise manner.	NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>Additional Criteria for PGY3/PGY4:</b>						
3. Establishes a therapeutic relationship with patients and communicates well with family. Is able to listen effectively to families. Provides clear and thorough explanations of diagnosis, investigation and management.	NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4. Establishes good relationships with peers and other health professionals including referring and other physicians, nurses, therapists, dietitians, and technologists. Gives constructive feedback to both teachers and students. Receives feedback well.	NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
5. Develops the skills to resolve conflict in the Emergency Room setting.	NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>MANAGER</b>						
1. Develops the skills to use time effectively in order to optimize professional performance.	NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2. Understands and makes effective use of information technology, such as databases, internet searches, and other data management devices.	NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>Additional Criteria for PGY3/PGY4:</b>						
3. Develops the clinical confidence to accept graded responsibility as skills improve.	NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4. Demonstrates leadership skills, is able to delegate tasks, and where needed provide supervision in the completion of such tasks.	NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>HEALTH ADVOCATE</b>						
1. Demonstrates and promotes active involvement of the family in decision making and care of the child.	NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2. Develops the skills to work with other health care team members to ensure appropriate support for the patient and family on discharge.	NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>Additional Criteria for PGY3/PGY4:</b>						
3. Addresses specific family concerns, including those related to differing cultural or religious backgrounds.	NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>SCHOLAR</b>						
1. Demonstrates an understanding of and a commitment to the need for continuous learning. Develops and implements an ongoing and effective personal learning strategy.	NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2. Is able to critically appraise medical information. Successfully integrates information from a variety of sources into clinical practice.	NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>Additional Criteria for PGY3/PGY4:</b>						
3. Facilitates the learning of others by providing guidance, teaching, and by giving constructive feedback.	NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4. Develops the ability to effectively present various aspects of pediatric emergency medicine in formal rounds or informal educational settings.	NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

<b>PROFESSIONAL</b>						
1. Demonstrates reliability and conscientiousness. Meets deadlines, is punctual, monitors patients and provides follow-up.	NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2. Demonstrates integrity, honesty, compassion, and respect for diversity in interactions with patients and peers.	NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3. Demonstrates an awareness of the principles of medical ethics and their application to clinical practice.	NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4. Demonstrates an awareness of one's own limitations and has an ongoing pursuit of self-improvement, seeking advice when necessary. Accepts advice graciously.	NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
5. Recognizes that the need to act as an advocate for one's patient may supersede the directives of one's supervisor(s), and that the resident should not participate in, or through omission of action allow to occur, an action which is detrimental to a patient's best interests.	NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>Additional Criteria for PGY3/PGY4:</b>						
6. Recognizes that residency training offers the opportunity to emulate the role of the consultant under direct supervision, and as such, demonstrates a willingness to undertake the responsibilities of the consultant role to the extent that one's acquired knowledge and abilities permit.	NA <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

<b>OVERALL COMPETENCE (FOR LEVEL OF TRAINING)</b>
Please circle the overall competency for this resident's level of training.
Incomplete <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Provisional satisfactory <input type="checkbox"/> Satisfactory <input type="checkbox"/>

1. Was a mid-rotation assessment completed?

Yes                       No

2. If yes, was the mid-rotation:

Satisfactory     Unsatisfactory

3. Was a Mini-CEX (Clinical Examination) performed during this rotation?

Yes                       No

Comments: \_\_\_\_\_

4. Was input sought from other faculty, allied health team members, patients and families?

Yes                       No

If yes, from whom? \_\_\_\_\_

<b>Please provide details of competency for scores lesser or greater than (3).</b>

<b>SPECIFIC RECOMMENDATIONS:</b>
<b>RESIDENT COMMENTS:</b>

RESIDENT: Do you agree with this evaluation? Yes  No

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

FACULTY: \_\_\_\_\_  
Name (please print) Signature

**Please return this form to the Pediatric Post-Graduate Education Office**

Modified: Feb 8, 2011