

# Preview Form

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## Hospital Admitting Resident (MS)

[Insufficient contact to evaluate](#) (delete evaluation)

**PLEASE NOTE:**

Pediatric residents acquire the core knowledge, skills and attitudes that define a pediatrician through a developmental progression. PL1s often start at Level 2 (advanced beginner) and progress to Level 3 (competent) on most measures by the end of the year. PL2s often start on Level 3, while PL3s should be on at least Level 4 (proficient) on most measures by the end of residency.

**HOSPITAL ADMITTING RESIDENT ROTATION OBJECTIVES**

**Please complete the following questions using entrustment for independent practice as your frame of reference.**

At what level do you TRUST the resident to do the particular skill?

Level 1	Level 2	Level 3	Level 4	Level 5	N/A
<b>Novice:</b> Resident cannot be trusted to perform this skill even with assistance.	<b>Advanced Beginner:</b> Resident can perform this skill under proactive, ongoing, and direct supervision.	<b>Competent:</b> Resident can perform this skill under indirect or reactive supervision.	<b>Proficient:</b> Resident can mostly act independently.	<b>Mastery:</b> Resident can teach and model this skill while acting completely independently.	

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1. Assesses Hospitalist team resources to ensure safe patient care through accurate management of team census and employs high census plan as appropriate.\*

Level 1	Level 2	Level 3	Level 4	Level 5	N/A
<b>Novice:</b> Resident cannot be trusted to perform this skill even with assistance.	<b>Advanced Beginner:</b> Resident can perform this skill under proactive, ongoing, and	<b>Competent:</b> Resident can perform this skill under indirect or reactive supervision.	<b>Proficient:</b> Resident can mostly act independently.	<b>Mastery:</b> Resident can teach and model this skill while acting completely independently.	



<p><b>Novice:</b> Uses <b>standard medical interview template</b> to prompt all questions. <b>Does not vary the approach</b> based on a patient's unique physical, cultural, socioeconomic, or situational needs. May feel <b>intimidated or uncomfortable asking personal questions</b> of patients.</p>	<p><b>Advanced Beginner:</b> Uses the medical interview to <b>establish rapport</b> and focus on <b>information exchange</b> relevant to a patient's or family's primary concerns. <b>Identifies</b> physical, cultural, psychological, and social <b>barriers to communication, but often has difficulty managing them. Begins to use nonjudgmental questioning scripts</b> in response to sensitive situations.</p>	<p><b>Competent:</b> Uses the interview to effectively establish rapport. <b>Able to mitigate</b> physical, cultural, psychological, and social <b>barriers in most situations.</b> Verbal and nonverbal communication skills <b>promote trust, respect, and understanding.</b> Develops <b>scripts to approach most difficult communication scenarios.</b></p>	<p><b>Proficient:</b> Uses communication to establish and maintain a <b>therapeutic alliance.</b> Sees beyond stereotypes and works to <b>tailor communication to the individual.</b> A wealth of experience has led to development of <b>scripts for the gamut of difficult communication scenarios.</b> <b>Able to adjust scripts ad hoc</b> for specific encounters.</p>	<p><b>Mastery:</b> Connects with patients and families in an <b>authentic manner that fosters a trusting and loyal relationship. Effectively educates</b> patients, families, and the public as part of all communication. <b>Intuitively handles the gamut of difficult communication scenarios</b> with grace and humility.</p>	
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5. Evaluates own limitations and seeks help appropriately, delegating responsibilities when necessary and escalating to attending or activating rapid response teams when appropriate. Also performs self-directed learning to target limitations in knowledge.\*

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**COMPREHENSIVE EVALUATION**

**Areas of Strength**

6. Please describe 2-3 areas of strength. Use vignettes, stories, or specific behaviors to demonstrate your point.\*

**Opportunities for Improvement**

7. Please describe 2-3 areas for improvement. Use vignettes or suggested behaviors to demonstrate your point. \*

8. I have reviewed most of this feedback in person with the resident at some point throughout our time working together\*

No

\* Required fields  Option description (place mouse over field to view)

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Submit completed evaluation

Submit

