

Background & Instructions

Attached is an instrument designed to measure and provide formative feedback for residents (on professionalism, interpersonal communication and practice-based learning) to help them develop individually and also to provide structured observations for guiding the training program as a whole. It was adapted from a measures designed by Gauger, Gruppen, Minter, Colletti & Stern (2005) and Cottrell, Diaz, Cather & Shumway (2006). It has been edited and pilot tested at UCLA for use within the UCLA residency program.

This instrument is designed to be completed periodically during the year by a variety of professionals working with residents. The survey results would then be anonymously summarized so as to provide feedback to residents at least every six months.

The format of the survey is somewhat **unconventional** in that it does not utilize a traditional scale with the “best” answer always to one extreme. This scale uses detailed descriptors that will allow most areas to be rated as “too much,” “not enough” or “just right.” Answers for each specific question can be compared to training program goals, individual resident goals/self-perceptions, and University goals. Additionally, answers from various disciplines will reveal the degree to which the resident maintains professional behavior across their many interactions that do not involve the observation of their Attending.

Technical assistance is available to training programs deciding how best to use the data.

UCLA David Geffen School of Medicine

Task Force on Professionalism, Interpersonal Communication and Practice-based Learning.

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REFERENCES:

Cottrell S, Diaz S, Cather A, Shumway J. Assessing medical student. professionalism: An analysis of peer assessment. Med Educ Online 2006; 11:8. Available from <http://www.med-ed-online.org>

Gauger PG, Gruppen LD, Minter RM, Colletti LM, Stern DT. Initial use of a novel instrument to measure professionalism in surgical residents. Am J Surg. 2005 Apr;189(4):479-87

Resident/Fellow Evaluation Form

Instructions:

- Please rate the resident only on those items you feel you can evaluate.
- Think of specific events and behaviors you have witnessed when rating each domain.
- Read Carefully! Unlike most surveys, *the “ideal” answer is not always at one end of the scale.*
- Check the box above a blank square if your answer falls between two of the descriptions provided.

Resident/Fellow Name: _____

Estimated time spent with resident/fellow:

- Under 4 hours
- 4 to 20 hours
- Over 20 hours

Discipline of Evaluator:

- Nursing
- Medicine/Physician
- PT/OT/RT/Child Life (specify: _____)
- Other (specify: _____)
- Social Work
- Psychology

Role of Evaluator:

- Attending/Faculty
- Supervising Fellow/Resident
- Multidisciplinary Team member
- Peer/Trainee at same level
- Intern/Resident being supervised
- Medical Student being supervised

Professionalism: *Commitment to carrying out professional responsibilities, adherence to ethical principles, sensitivity to a diverse patient population.*

Respect for Others				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blatantly disrespects patients and/or coworkers.		Accepting, respectful of others, even in difficult situations.		Overly deferential. Self-respect suffers or sound decision-making is impaired due to being overly respectful or afraid to insult someone.

Responsibility/Sense of Duty				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complete lack of accountability; actively avoids responsibility.		Accepts responsibility appropriately and can also appropriately refrain from excessive sense of responsibility. Finishes work.		Excessive sense of responsibility that results in inappropriate micro-managing and/or unreasonable disruption of personal life.

Confidentiality				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discusses patients in elevator and other public locations.		Respects confidentiality – does not discuss patients in public.		Refrains others from discussing patients in public by informing their supervisors. Acts like a hall monitor.

Honesty/Integrity				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Misrepresents oneself or knowledge; Falsifies data; Doesn't admit mistakes.		Honest in actions and words – doesn't lie, cheat, steal or plagiarize; admits mistakes.		Too honest – shares too much personal information or is overly blunt/ insensitive to others in an unhelpful way.

Respect for Authority & Procedures				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does not comply with rules or procedures.		Reliable, trustworthy. Complies with rules & procedures, but is flexible when it is indicated.		Rule-bound to the point of obstruction. Overly worried about breaking rules. Inflexible/ rigid.

Interpersonal and Communication Skills: *Interpersonal and communication skills that result in effective information exchange and teaming with patients, their patients families, and professional associates.*

Accessibility/Responsiveness				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not accessible/ responsive. Consistently late responding to pages, keeps others waiting.		Normally accessible/ responsive and on time; uses time efficiently; only late for good reason.		Excessive sense of responsibility. Micro-manages or responds when off service/work.

Doctor/Patient Relationships				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many negative comments from patients or families. Some refuse care.		Excellent doctor/patient relationships without inappropriate involvement.		Preoccupies self with pleasing patients and families – forgets the bigger picture.

Initiative/Teamwork				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cannot or does not initiate work, even when instructed to do so. Relies on others to initiate work and make decisions.		Good team member. Will take appropriate initiation/decision-making authority, but will also consult supervisor and others appropriately.		Fails to appropriately consult supervisor, patient and/or clinical team when making clinical decisions.

Distressed/Difficult Patients/Families				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avoids highly distressed or difficult patients/families or inflames the situation.		Treats distressed/difficult patients respectfully and does not get inappropriately involved.		Inappropriately takes on distressed/difficult patients/families; Sometimes gets too involved or overwhelmed.

Practice-Based Learning and Improvement: Ability to investigate, evaluate and improve their patient care practices.

Response to Error/Criticism				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Denies errors, tries to cover errors, or blames others.		Recognizes error, is insightful about it, and alters behavior appropriately		Overly distressed by errors or criticism/ high standards interfere with work.

Confidence and Ability to Assess Oneself				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has an overly positive view of self. Overly confident.		Assesses own performance objectively and accurately.		Overly self-critical. Severely lacks confidence.

OVERALL:

-Overall, how do you find working with this resident?

1	2	3	4	5
Extremely Difficult	Difficult	Acceptable/ Neutral	Enjoyable	Extremely Enjoyable

-Overall, how do you rate this person as a role model for physicians-in-training?

1	2	3	4	5
Extremely Poor	Below Average	Acceptable	Above Average	Excellent

-Additional Comments (Strengths/Areas for Improvement):
Specific examples are helpful.