

**Evaluation Form**

Printed on Jun 28, 2013



**Night Float 360 Evaluation**

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

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

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

Please submit this evaluation to:

1. the resident or intern you worked with on night float and
2. to at least one intern or resident for whose patients you provided cross coverage for and
3. to at least one attending to whom you presented your admissions to

Level 1	Level 2	Level 3	Level 4	Level 5	N/A
<ul style="list-style-type: none"> <li>▪ Does not collect accurate historical data</li> <li>▪ Does not use physical exam to confirm history</li> <li>▪ Relies exclusively on documentation of others to generate own database or differential diagnosis</li> <li>▪ Fails to recognize patient's central clinical problems</li> <li>▪ Fails to recognize potentially life threatening problems</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inconsistently able to acquire accurate historical information in an organized fashion</li> <li>▪ Does not perform an appropriately thorough physical exam or misses key physical exam findings</li> <li>▪ Does not seek or is overly reliant on secondary data</li> <li>▪ Inconsistently recognizes patients' central clinical problem or develops limited differential diagnoses</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consistently acquires accurate and relevant histories from patients</li> <li>▪ Seeks and obtains data from secondary sources when needed</li> <li>▪ Consistently performs accurate and appropriately thorough physical exams</li> <li>▪ Uses collected data to define a patient's central clinical problem(s)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Acquires accurate histories from patients in an efficient, prioritized, and hypothesis-driven fashion</li> <li>▪ Performs accurate physical exams that are targeted to the patient's complaints</li> <li>▪ Synthesizes data to generate a prioritized differential diagnosis and problem list</li> <li>▪ Effectively uses history and physical examination skills to minimize the need for further diagnostic testing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Obtains relevant historical subtleties, including sensitive information that informs the differential diagnosis</li> <li>▪ Identifies subtle or unusual physical exam findings</li> <li>▪ Efficiently utilizes all sources of secondary data to inform differential diagnosis</li> <li>▪ Role models and teaches the effective use of history and physical examination skills to minimize the need for further diagnostic testing</li> </ul>	

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1. Gathers and synthesizes essential and accurate information to define each patient's clinical problem(s).\*

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Level 1	Level 2	Level 3	Level 4	Level 5	N/A
<ul style="list-style-type: none"> <li>▪ Care plans are consistently inappropriate or inaccurate</li> <li>▪ Does not react to situations that require urgent or emergent care</li> <li>▪ Does not seek additional guidance when needed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inconsistently develops an appropriate care plan</li> <li>▪ Inconsistently seeks additional guidance when needed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consistently develops appropriate care plan</li> <li>▪ Recognizes situations requiring urgent or emergent care</li> <li>▪ Seeks additional guidance and/or consultation as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appropriately modifies care plans based on patient's clinical course, additional data, and patient preferences</li> <li>▪ Recognizes disease presentations that deviate from common patterns and require complex decision- making</li> <li>▪ Manages</li> </ul>	<ul style="list-style-type: none"> <li>▪ Role models and teaches complex and patient-centered care</li> <li>▪ Develops customized, prioritized care plans for the most complex patients, incorporating diagnostic uncertainty and cost effectiveness principles</li> </ul>	



	absent <ul style="list-style-type: none"> <li>Inefficient transitions of care lead to unnecessary expense or risk to a patient (e.g. duplication of tests readmission)</li> </ul>	those needs <ul style="list-style-type: none"> <li>Role models and teaches effective transitions of care</li> </ul>
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5. Recognizes when patients should be transferred to a higher level of care and accomplishes this transfer\*

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Level 1	Level 2	Level 3	Level 4	Level 5	N/A
<ul style="list-style-type: none"> <li>Is unresponsive to questions or concerns of others when utilizing consultant services</li> <li>Unwilling to utilize consultant services when appropriate for patient care</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently assesses the need for consultation when urgent interventions are needed</li> <li>Inconsistently formulates a clinical question for a consultant to address</li> </ul>	<ul style="list-style-type: none"> <li>Consistently assesses the need for consultation when urgent interventions are needed</li> <li>Asks meaningful clinical questions that guide the input of consultants</li> </ul>	<ul style="list-style-type: none"> <li>Requests consultation services for patients with urgent clinical problems requiring by performing a detailed risk assessment</li> <li>Appropriately weighs recommendations from consultants in order to effectively manage patient care</li> </ul>	<ul style="list-style-type: none"> <li>Switches between the role of consultant and primary physician with ease</li> <li>Provides consultation services for patients with very complex clinical problems requiring extensive risk assessment</li> <li>Manages discordant recommendations from multiple consultants</li> </ul>	

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6. Appropriately consults and follows up with other services when urgent interventions are needed for a cross cover patient\*

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Level 1	Level 2	Level 3	Level 4	Level 5	N/A
<ul style="list-style-type: none"> <li>Is consistently unreliable in completing patient care responsibilities or assigned administrative tasks</li> <li>Shuns responsibilities expected of a physician professional</li> </ul>	<ul style="list-style-type: none"> <li>Completes most assigned tasks in a timely manner but may need multiple reminders or other support</li> <li>Accepts professional responsibility only when assigned or mandatory</li> </ul>	<ul style="list-style-type: none"> <li>Completes administrative and patient care tasks in a timely manner in accordance with local practice and/or policy</li> <li>Completes assigned professional responsibilities without questioning or the need for reminders</li> </ul>	<ul style="list-style-type: none"> <li>Prioritizes multiple competing demands in order to complete tasks and responsibilities in a timely and effective manner</li> <li>Willingness to assume professional responsibility regardless of the situation</li> </ul>	<ul style="list-style-type: none"> <li>Role models prioritizing multiple competing demands in order to complete tasks and responsibilities in a timely and effective manner</li> <li>Assists others to improve their ability to prioritize multiple, competing tasks</li> </ul>	

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7. Follows up tests and laboratory results in a timely fashion and acts on those results as appropriate\*

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Level 1	Level 2	Level 3	Level 4	Level 5	N/A
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<ul style="list-style-type: none"> <li>▪ Ignores a risk for error within the system that may impact the care of a patient</li> <li>▪ Ignores feedback and is unwilling to change behavior in order to reduce the risk for error</li> </ul>	<ul style="list-style-type: none"> <li>▪ Does not recognize the potential for system error</li> <li>▪ Makes decisions that could lead to error which are otherwise corrected by the system or supervision</li> <li>▪ Resistant to feedback about decisions that may lead to error or otherwise cause harm</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognizes the potential for error within the system</li> <li>▪ Identifies obvious or critical causes of error and notifies supervisor accordingly</li> <li>▪ Recognizes the potential risk for error in the immediate system and takes necessary steps to mitigate that risk</li> <li>▪ Willing to receive feedback about decisions that may lead to error or otherwise cause harm</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifies systemic causes of medical error and navigates them to provide safe patient care</li> <li>▪ Advocates for safe patient care and optimal patient care systems</li> <li>▪ Activates formal system resources to investigate and mitigate real or potential medical error</li> <li>▪ Reflects upon and learns from own critical incidents that may lead to medical error</li> </ul>	<ul style="list-style-type: none"> <li>▪ Advocates for system leadership to formally engage in quality assurance and quality improvement activities</li> <li>▪ Viewed as a leader in identifying and advocating for the prevention of medical error</li> <li>▪ Teaches others regarding the importance of recognizing and mitigating system error</li> </ul>
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8. Is aware of potential side effects and contraindications and exercises caution when selecting medications for patients with insomnia, pain, constipation, and nausea\*

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Level 1	Level 2	Level 3	Level 4	Level 5	N/A
<ul style="list-style-type: none"> <li>▪ Attempts to perform procedures without sufficient technical skill or supervision</li> <li>▪ Unwilling to perform procedures when qualified and necessary for patient care</li> </ul>	<p>Possesses insufficient technical skill for safe completion of common procedures</p>	<p>Possesses basic technical skill for the completion of some common procedures</p>	<p>Possesses technical skill and has successfully performed all procedures required for certification</p>	<ul style="list-style-type: none"> <li>▪ Maximizes patient comfort and safety when performing procedures</li> <li>▪ Seeks to independently perform additional procedures (beyond those required for certification) that are anticipated for future practice</li> <li>▪ Teaches and supervises the performance of procedures by junior members of the team</li> </ul>	

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9. Demonstrates proficiency in clearing PICC lines and nasogastric tubes\*

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10. Please describe the behaviors you observed that demonstrated this resident's performance \*

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