

**Evaluation of Resident
Department of Psychiatry
Senior Selective (Adult or Child)**

Rotation Service : _____
Period : _____
Resident : _____
Teacher/Supervisor : _____
Hospital/Site : _____

Preamble

Goals:

The resident evaluation form that follows has been designed to serve the following purposes:

1. To provide a framework for assessment of the resident's skills and performance by his/her supervisor
2. To facilitate feedback to the resident by his/her supervisor
3. To serve as a record of the resident's development, strengths and weaknesses for the Director of Postgraduate Education
4. The form of this evaluation conforms to the 'CANMED' roles, as designated by the Royal College of Physicians and Surgeons of Canada in 2001, thus allowing continuity of evaluative benchmarks throughout medical school, residency training, FITER assessments, and continuing educational pursuits

Procedures:

When and who does the evaluation?

At the end of a rotation (normally every 6 months), a formal evaluation must be completed and submitted. The evaluation should be undertaken with enough time left in the rotation to provide an easy opportunity for feedback to the resident. Appropriate medical and non-medical team members should be consulted about the resident's performance. All the resident's supervisors should be present, whenever possible, to discuss the evaluation; if that is not possible all supervisors should have input into the evaluation.

What is the focus of the evaluation?

The evaluation should be completed for a particular residency rotation. For instance, topics such as "safety" on an inpatient rotation evaluation should be interpreted as those safety issues that apply to work on the inpatient unit, as opposed to safety performance in the emergency room. Where a category of evaluation is not pertinent to a particular rotation "not applicable" should be chosen from the grading list.

What are the guidelines I should use for ranking performance?

The evaluation should be completed keeping in mind the appropriate expectations for the resident's level of training. For instance, one would not expect a PGY-2 to have the same grasp of formulation as a PGY-5, but a judgement should be made as to whether the resident is at an acceptable stage on their developmental trajectory.

Using the evaluation form for informal feedback:

There should be less formal evaluations of the resident using this format at more frequent intervals, such as at 1 and 3 months for a 6 month rotation, or 3 and 9 months for a 12 month rotation. Informal evaluations should be seen as more flexible and serve primarily as an opportunity for discussion and feedback about the resident's performance.

What procedure do I use if a resident is performing unsatisfactorily during a rotation:

Should the resident be evaluated as having "1's" or "2's" on their interval evaluation it is recommended that a full evaluation process occur, with the resident receiving a copy of their evaluation with the particular weaknesses described, and a remedial plan described and attached. A copy of this document should be forwarded to the postgraduate office.

What are the Global Ratings?

In addition to the ratings on individual items, the supervisor is asked to give a global rating per CANMED role, and a comprehensive, overall global rating of the resident's performance on all roles combined. The global ratings are not necessarily an 'average' of the item scores, but rather an assessment or impression of the resident's overall performance.

Why do I need to add comments?

Space is provided for comments for each CANMED role, and again for an overall sense of the resident at the end of the evaluation report. The comments are highly valued as giving clarification of the raw score, and providing the resident with additional insight into their strengths, and areas that require further concentration.

What is the resident's role in this procedure?

Upon completion of the evaluation by the supervisor and discussion with the resident, the resident will also log onto the system, review the evaluation, and add comments as they wish. The completed evaluation is available for the resident, supervisor or postgraduate director to review.

How does the resident get feedback about their evaluation?

It is expected that the resident and primary supervisor will review the evaluation in a timely manner, in a joint session before the end of the rotation. Copies will then be provided to the resident, and the chief of service, or local postgraduate co-ordinator.

Evaluation Form

How do I start?

Click the [Next] button below to continue...

MEDICAL EXPERT

I. Knowledge:

Demonstrates an overall effective level of knowledge and understanding of the basic science and clinical knowledge relevant to psychiatry

	1 - Unsatisfactory	2 - Below Expectations	3 - Meets Expectations	4 - Above Expectations	5 - Excellent	N/A - Not Applicable
	1	2	3	4	5	N/A
Basic Science - Physiology, neuroanatomy, neurochemistry, genetics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Etiology, symptoms and course of illness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Normal and abnormal development and psychology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychotherapies:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychopharmacology and somatic therapies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural, gender and age specific theoretical, clinical and therapeutic issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of relevant Health care regulations i.e.: Mental Health and Child Care Legislation, such as use of forms, confidentiality, competence, CTO's etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical appraisal, scientific method, quality assurance, epidemiology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Issues relevant to Emergency psychiatry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safety of the patient i.e. medical management, managing suicidal and violent patient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Global rating:

☐ ☐ ☐ ☐ ☐ ☐

Please comment on the strengths and weaknesses of the candidate and provide a rationale for you ratings.

II. Skills:

General ability to recognize and treat the full range of mental disorders in males and females of all ages and in all clinical contexts. Overall is proficient in technical and procedural skills. Minimize risks and discomforts to the patient.

	1	2	3	4	5	N/A
Establishes and maintains rapport and effective working relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducts and organizes an appropriate interview.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performs an appropriate Mental Status Examination, as shown by a correct and thorough examination of mental phenomena, and the ability to evaluate, organize, and interpret observations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Synthesizes a diagnosis according to DSM criteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrates and presents a bio-psych-social understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops and implements an integrated treatment plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriately uses psychiatric, psychological and medical diagnostics and/or investigations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses appropriate psychotherapies, specify types below:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manages own reaction to patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of pharmacotherapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of somatic therapy (Electroconvulsive therapy)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Records and maintains accurate and complete medical records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management of Emergency situations i.e. able to adapt interview and M.S.E. flexibly to E.R	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attends to Safety issues, including the management of the suicidal or homicidal patient. Also recognizes medically urgent issues and refers appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriate application of Mental Health or Child Care Legislation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Global Rating:

☐ ☐ ☐ ☐ ☐ ☐

Please comment on the strengths and weaknesses of the candidate and provide a rationale for your ratings.

COMMUNICATOR

	1	2	3	4	5	N/A
Listens effectively	0	0	0	0	0	0
Ability to convey to patients and family an accurate, coherent account of the diagnoses, treatment plans and prognosis	0	0	0	0	0	0
Discusses appropriate information with the health care team	0	0	0	0	0	0
Effectively conveys to medical colleagues pertinent information and opinions	0	0	0	0	0	0
Prepares documentation that is accurate, timely and succinct	0	0	0	0	0	0
Oral presentation of cases	0	0	0	0	0	0
Global Rating:	0	0	0	0	0	0
Please comment on the strengths and weaknesses of the candidate and provide a rationale for your ratings.						

COLLABORATOR

	1	2	3	4	5	N/A
Consults effectively with other physicians, health care professionals, and agencies as appropriate	0	0	0	0	0	0
Ability to work collaboratively with other members of the health care team:						
- recognizing their roles and responsibilities	0	0	0	0	0	0
- contributes to interdisciplinary team activities	0	0	0	0	0	0
Ability to facilitate the learning of patients, students, and other health professionals	0	0	0	0	0	0
Global Rating:	0	0	0	0	0	0
Please comment on the strengths and weaknesses of the candidate and provide a rationale for your ratings						

SCHOLAR

	1	2	3	4	5	N/A
Demonstrates an understanding of, and a commitment to, the need for continuous learning. Develops and implements an ongoing and effective personal learning strategy	0	0	0	0	0	0
Critically appraises medical information. Successfully integrates information from a variety of sources. Conforms to evidence-based principles of practice	0	0	0	0	0	0
Contributes to the education of medical students	0	0	0	0	0	0
Participates in the educational program. Helps other students and colleague learn through guidance, teaching and constructive feedback	0	0	0	0	0	0
Pursues or shows interest in a research project and/or writes for scientific publication	0	0	0	0	0	0
Global Rating:	0	0	0	0	0	0
Please comment on the strengths and weaknesses of the candidate and provide a rationale for you ratings.						

PROFESSIONAL

	1	2	3	4	5	N/A
Demonstrates integrity, honesty, compassion and respect for diversity	0	0	0	0	0	0
Fulfills the medical, legal and professional obligations of the psychiatrist	0	0	0	0	0	0
Has collaborative and respectful patient relationships that demonstrate gender and cultural awareness	0	0	0	0	0	0
Demonstrates responsibility, dependability, self-direction, and punctuality	0	0	0	0	0	0
Accepts and makes constructive use of supervision and feedback	0	0	0	0	0	0
Demonstrates the highest ethical standards in their work	0	0	0	0	0	0
Has an awareness and appropriate response to personal limitations	0	0	0	0	0	0
Accepts responsibility for attendance and participation in educational opportunities including core lectures, local seminars, etc.	0	0	0	0	0	0
Global Rating:	0	0	0	0	0	0

Please comment on the strengths and weaknesses of the candidate and provide a rationale for your ratings.

MANAGER

	1	2	3	4	5	N/A
Effectively balances clinical and educational obligations	0	0	0	0	0	0
Sets realistic priorities and uses time effectively in order to optimize professional performance	0	0	0	0	0	0
Makes cost effective use of resources based on sound judgement	0	0	0	0	0	0
Has the ability and willingness to direct patients to relevant community resources	0	0	0	0	0	0
Applies practice management principles	0	0	0	0	0	0
Coordinates the efforts of the treatment team	0	0	0	0	0	0
Understands and makes effective use of information technology to optimize patient care, life long learning and other activities	0	0	0	0	0	0
Manages effectively the tasks of the Chief resident, if applicable	0	0	0	0	0	0

Global Rating:

0 0 0 0 0 0

Please comment on the strengths and weaknesses of the candidate and a rationale for your ratings.

HEALTH ADVOCATE

	1	2	3	4	5	N/A
Advocates effectively for the biopsychosocial needs of patients and their families within the health care system and community	0	0	0	0	0	0
Aware of the structures of governance in mental health care	0	0	0	0	0	0
Aware of major regional, national and international advocacy groups in mental health care	0	0	0	0	0	0
Identifies and understands the determinants of health affecting patients and communities, and responding appropriately in advocacy situations related to the patient or community	0	0	0	0	0	0

Global Rating:

0 0 0 0 0 0

Please comment on the strengths and weaknesses of the candidate and provide a rationale for your ratings.

GLOBAL RATING

Number of observed interviews: —

1 2 3 4 5 N/A

Global Rating:

If the global rating is 1 or 2, follow guidelines in Preamble.

0 0 0 0 0 0

Narrative Comments (for all residents)

Strengths:

Areas Needing Development:

Changes observed during rotation:

Please select other Teachers/Supervisors who contributed to this evaluation:

☒ None