

## Resident Ownership Skills Evaluation - Inpatient

### “Knowing the Patient”

- Gathering/knowning the history, physical and mental status findings
- Gathering collateral, past treatment records, input from current outpatient providers
- Having updated knowledge of lab and test results, vital signs, nursing report, events of past day/night

Stage	What is the resident’s skill level?	What skills am I utilizing to raise the resident’s level of competency?
<b>A:</b> “The Constant Observer”	The resident is: <ul style="list-style-type: none"> <li>• Aware of most patient history, physical and mental status findings</li> <li>• Needs prompting to collect collateral</li> <li>• Not up to date on lab results, reports, and events of the past day/night</li> </ul>	Teaching/Coaching focuses on: <ul style="list-style-type: none"> <li>• Demonstration of skills</li> <li>• Deconstruction of what is being demonstrated (breaking down skills into independent parts that are easier to understand)</li> </ul>
<b>B:</b> “The Data Gatherer”	The resident is: <ul style="list-style-type: none"> <li>• Aware of all patient history, physical and mental status findings</li> <li>• Needs some prompting to collect collateral</li> <li>• Usually up to date on lab results, reports, and events of the past day/night, but there are some lapses</li> </ul>	Teaching/Coaching focuses on: <ul style="list-style-type: none"> <li>• More demonstration of skills</li> <li>• Less need for deconstruction of what is being demonstrated</li> </ul>
<b>C:</b> “Finding My Way”	The resident is: <ul style="list-style-type: none"> <li>• Aware of all patient history, physical and mental status findings</li> <li>• Needs no prompting to collect collateral</li> <li>• Up to date on lab results, reports, and events of the past day/night</li> </ul>	Teaching/Coaching focuses on: <ul style="list-style-type: none"> <li>• More observation of resident skills rather than demonstration of attending skills</li> <li>• Ample opportunity for coaching and formative feedback</li> </ul>
<b>D:</b> “I’m not an intern anymore!”	The resident is: <ul style="list-style-type: none"> <li>• Aware of all patient history, physical and mental status findings</li> <li>• Actively seeking collateral data without prompting</li> <li>• Starting to consult outside literature and other medical service lines to answer patient data questions when needed</li> <li>• Up to date on past night events and lab results as well as future events and patient needs</li> </ul>	Teaching/Coaching focuses on: <ul style="list-style-type: none"> <li>• Observation of resident skills with less intervention</li> <li>• Continued opportunity for coaching and formative feedback</li> </ul>
<b>E:</b> “What every attending hopes for in a resident”	The resident is: <ul style="list-style-type: none"> <li>• Aware of all patient history, collateral info, lab reports, hospital events, and exam findings</li> <li>• Generally consulting outside literature and other medical service lines to answer patient data questions when needed</li> <li>• The most knowledgeable team member in terms of patient data and coming events</li> </ul>	Teaching/Coaching focuses on: <ul style="list-style-type: none"> <li>• Attending becoming a silent observer of resident skills</li> <li>• Continued opportunity for coaching and formative feedback, after the fact</li> </ul>
<b>F:</b> “Flying Solo”	The resident is: <ul style="list-style-type: none"> <li>• Aware of all patient history, collateral info, lab reports, hospital events, and exam findings</li> <li>• The most knowledgeable team member in terms of patient data and coming events</li> <li>• Always consulting outside literature and other medical service lines to answer patient data questions when needed</li> </ul>	Teaching/Coaching focuses on: <ul style="list-style-type: none"> <li>• Attending continuing as a silent observer of resident skills</li> <li>• Continued opportunity for coaching and formative feedback, after the fact</li> </ul>

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

Attending: \_\_\_\_\_

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## Resident Ownership Skills Evaluation - Inpatient

### “Managing the Day”

- Understanding the treatment plan, and thus knowing what needs to be done that day to carry out this plan
- Ensuring that needed tasks/activities are accomplished
- Conducting patient interviews and educating patients and family members to advance the treatment plan
- Understanding the roles, responsibilities, and specialized knowledge/expertise of different team members, and who to work with to accomplish various aspects of the treatment plan
- Providing appropriate sign-out to covering providers (e.g. at night, when gone for clinic or didactics, etc.)

Stage	What is the resident’s skill level?	What skills am I utilizing to raise the resident’s level of competency?
<b>A:</b> “The Constant Observer”	The resident is: <ul style="list-style-type: none"> <li>• Able to complete given instructions, but needs prompting</li> <li>• Able to observe and participate in patient interviews and family discussions, but does not initiate</li> <li>• Needs to be instructed to complete follow up of care plans, lab results, sign-out and other medical care needs</li> </ul>	Teaching/Coaching focuses on: <ul style="list-style-type: none"> <li>• Being directive and instructive on expectations and logistics of day management</li> <li>• Demonstration of skills with deconstruction of the demonstration</li> </ul>
<b>B:</b> “The Data Gatherer”	The resident is: <ul style="list-style-type: none"> <li>• Able to complete sign-out without guidance</li> <li>• Able to complete basic patient interviews and family discussions without significant instruction</li> <li>• No longer needs to be instructed to work on follow up of care plans and lab results</li> <li>• Begins to understand follow-up care plans, but does not know what is needed to execute them</li> </ul>	Teaching/Coaching focuses on: <ul style="list-style-type: none"> <li>• Allowing resident to take on more of the logistics of day management and continuity of care</li> <li>• More demonstration of skills</li> <li>• Less deconstruction of what is being demonstrated</li> </ul>
<b>C:</b> “Finding My Way”	The resident is: <ul style="list-style-type: none"> <li>• Able to complete simple, but not complicated patient interviews and general family discussions alone</li> <li>• No longer needs to be instructed to work on follow-up of care plans and lab results</li> <li>• Begins to understand follow-up care plans and executes portions without instruction</li> </ul>	Teaching/Coaching focuses on: <ul style="list-style-type: none"> <li>• Supporting the resident in taking on all day management and continuity of care needs</li> <li>• Supporting resident initiative</li> <li>• Allowing resident to conduct interviews/meetings alone at times</li> </ul>
<b>D:</b> “I’m not an intern anymore!”	The resident is: <ul style="list-style-type: none"> <li>• Able to complete full patient interviews and general family meetings alone</li> <li>• Starting to engage patient family members and outside providers in follow-up care planning</li> <li>• Able to navigate and engage other medical providers in management of patient care problems</li> </ul>	Teaching/Coaching focuses on: <ul style="list-style-type: none"> <li>• Requiring the resident to take on all the logistics of day management and continuity of care</li> <li>• Formative feedback teaches the finer points of skills</li> </ul>
<b>E:</b> “What every attending hopes for in a resident”	The resident is: <ul style="list-style-type: none"> <li>• Able to complete full, complex patient interviews and complex family meetings alone</li> <li>• Now engaging patient family members and outside providers regularly in follow-up care planning</li> <li>• Able to navigate and engage other medical providers in management of patient care problems</li> </ul>	Teaching/Coaching focuses on: <ul style="list-style-type: none"> <li>• Attending takes another step back in terms of involvement in all aspects of patient management</li> <li>• Support of skills being demonstrated</li> <li>• Coaching and formative feedback, after execution, to refine skills</li> </ul>
<b>F:</b> “Flying Solo”	The resident is: <ul style="list-style-type: none"> <li>• Easily completing full, complex patient interviews and complex family meetings alone</li> <li>• Easily engaging patient family members and outside providers regularly in follow-up care planning</li> <li>• Easily navigating and engaging other medical providers in management of patient care problems</li> <li>• Independently anticipating all care management needs</li> </ul>	Teaching/Coaching focuses on: <ul style="list-style-type: none"> <li>• Supporting, but not leading the resident in the planning of day/task management</li> <li>• Refraining from giving input at times to force residents to make their own decisions</li> <li>• Letting the resident run the show</li> </ul>

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

Attending: \_\_\_\_\_

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## Resident Ownership Skills Evaluation - Inpatient

### “The Big Picture”

- Developing and providing an independent formulation and suggested treatment plan for a patient
- Understanding the patient’s hospitalization in the context of his/her overall life history and course of illness
- Participating actively with the team in developing the overall treatment plan for the patient’s hospitalization
- Advocating for the best possible care for the patient, during this hospitalization and beyond

Stage	What is the resident’s skill level?	What skills am I utilizing to raise the resident’s level of competency?
<b>A:</b> “The Constant Observer”	The resident is: <ul style="list-style-type: none"> <li>• Able to execute patient plans, but does not create treatment plans</li> <li>• Not able to understand the aspects of patient advocacy in terms of treatment planning</li> </ul>	Teaching/Coaching focuses on: <ul style="list-style-type: none"> <li>• Demonstration and deconstruction of taking autonomy</li> <li>• Illuminating opportunities for resident autonomy</li> </ul>
<b>B:</b> “The Data Gatherer”	The resident is: <ul style="list-style-type: none"> <li>• Still largely dependent on instruction for execution</li> <li>• Beginning to make suggestions for aspects of treatment plans</li> <li>• Still not understanding the majority of patient advocacy in terms of treatment planning</li> </ul>	Teaching/Coaching focuses on: <ul style="list-style-type: none"> <li>• More demonstration of skills with less deconstruction</li> <li>• Support resident initiative, giving regular feedback and encouraging more autonomy</li> </ul>
<b>C:</b> “Finding My Way”	The resident is: <ul style="list-style-type: none"> <li>• Demonstrating autonomy through most patient care tasks, but still lacks a more complete understanding of all task needs</li> <li>• Continuing to make care plan suggestions and begins to be able to construct simple, independent care plans</li> <li>• Beginning to understand patient advocacy in terms of treatment planning</li> </ul>	Teaching/Coaching focuses on: <ul style="list-style-type: none"> <li>• Moving from demonstration of to observation of resident skills</li> <li>• Ample opportunity for coaching and formative feedback</li> <li>• Continued support of resident initiative, while illuminating opportunities of additional initiative</li> </ul>
<b>D:</b> “I’m not an intern anymore!”	The resident is: <ul style="list-style-type: none"> <li>• Demonstrating autonomy through most all patient care tasks</li> <li>• Able to construct more complex care plans independently</li> <li>• Able to demonstrate an initial understanding of the outcomes of care plans and patient needs beyond what a patient can articulate</li> <li>• Demonstrating a concern for the wellbeing of their patients during non-business hours and after discharge</li> </ul>	Teaching/Coaching focuses on: <ul style="list-style-type: none"> <li>• Continued observation of resident skills</li> <li>• Ample opportunity for coaching and formative feedback</li> <li>• Requiring resident initiative</li> <li>• Pointing out opportunities for additional initiative</li> </ul>
<b>E:</b> “What every attending hopes for in a resident”	The resident is: <ul style="list-style-type: none"> <li>• Demonstrating autonomy through all patient care tasks; still occasionally lacks a refined understanding of all task needs</li> <li>• Able to construct complex care plans independently</li> <li>• Able to demonstrate a greater understanding of the outcomes of treatment plans and patient needs beyond what a patient can articulate</li> <li>• Demonstrating more of a concern for the wellbeing of patients during non-business hours and after discharge</li> </ul>	Teaching/Coaching focuses on: <ul style="list-style-type: none"> <li>• Becoming a silent observer of resident skills</li> <li>• Ample opportunity for coaching and formative feedback</li> <li>• Requiring resident initiative</li> <li>• Refining the use of autonomy in various situations</li> </ul>
<b>F:</b> “Flying Solo”	The resident is: <ul style="list-style-type: none"> <li>• Demonstrating autonomy through all patient care tasks.</li> <li>• Easily constructing complex and complete care plans</li> <li>• Aware of the outcomes of treatment plans and the needs of patients beyond what the patients can articulate</li> <li>• Demonstrating concern for the wellbeing of their patients during non-business hours and after discharge</li> </ul>	Teaching/Coaching focuses on: <ul style="list-style-type: none"> <li>• Continuing as a silent observer</li> <li>• Ample opportunity for coaching and formative feedback</li> <li>• Exclusively coaching and supporting resident initiative rather than instructing it</li> </ul>

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## Resident Ownership Skills Evaluation - Inpatient

### “Leading the Team”

- Leading team meetings
- Directing the overall decision-making process regarding the patient’s treatment plan and hospital course
- Making day-to-day decisions to advance the treatment plan
- Supervising medical students
- Delegating tasks to other team members, appropriate to their roles, responsibilities, and expertise
- Educating team members about the rationale for daily and overall plans

Stage	What is the resident’s skill level?	What skills am I utilizing to raise the resident’s level of competency?
<b>A:</b> “The Constant Observer”	The resident is: <ul style="list-style-type: none"> <li>• Able to participate in team activities as an active team member, but not as a leader</li> <li>• Able to relay basic instructions to medical students, but does not initiate teaching or medical student management</li> </ul>	Teaching/Coaching focuses on: <ul style="list-style-type: none"> <li>• Encouraging participation.</li> <li>• Demonstration of skills</li> <li>• Deconstruction of the contributions of others during meetings</li> </ul>
<b>B:</b> “The Data Gatherer”	The resident is: <ul style="list-style-type: none"> <li>• Still largely a team participant rather than a leader, but is able to own small team tasks and conversations</li> <li>• Starting to direct students more, but does little independent teaching</li> </ul>	Teaching/Coaching focuses on: <ul style="list-style-type: none"> <li>• Delegation of small team leadership activities</li> <li>• Active involvement of the resident during team meetings and tasks</li> </ul>
<b>C:</b> “Finding My Way”	The resident is: <ul style="list-style-type: none"> <li>• Beginning to more actively participate in all team and family meetings</li> <li>• Beginning to demonstrate skills in leading patients through their hospitalization and to their treatment goals</li> <li>• Able to more fully direct medical students in their tasks and starts to do initial, independent teaching of students</li> </ul>	Teaching/Coaching focuses on: <ul style="list-style-type: none"> <li>• Giving more leadership tasks to the resident</li> <li>• Skill building and an understanding of leadership skills and roles</li> <li>• Ample opportunity for coaching and formative feedback</li> </ul>
<b>D:</b> “I’m not an intern anymore!”	The resident is: <ul style="list-style-type: none"> <li>• Beginning to lead team, patient, and family meetings</li> <li>• Beginning to become the first call for all patient issues</li> <li>• Able to fully direct medical students in their tasks and engage in independent teaching of students</li> </ul>	Teaching/Coaching focuses on: <ul style="list-style-type: none"> <li>• Active support of leadership being taken</li> <li>• Continuing to give more leadership tasks to the resident</li> <li>• Ample opportunity for coaching and formative feedback</li> </ul>
<b>E:</b> “What every attending hopes for in a resident”	The resident is: <ul style="list-style-type: none"> <li>• Demonstrating competency in ability to effectively lead the team, patients, and family meetings</li> <li>• Comfortable, confident, and direct as the first call for all patient issues</li> <li>• Beginning to take primary responsibility for medical student management and teaching</li> </ul>	Teaching/Coaching focuses on: <ul style="list-style-type: none"> <li>• Allowing the resident to run the show</li> <li>• Little attending participation in team and family meetings</li> <li>• Feedback and coaching happens after meetings</li> </ul>
<b>F:</b> “Flying Solo”	The resident is: <ul style="list-style-type: none"> <li>• Leading the team, patients and family meetings effectively without the need of aid from an attending</li> <li>• Comfortable, confident, and direct as the first call for all patient issues</li> <li>• Taking primary responsibility for teaching and directing medical students</li> </ul>	Teaching/Coaching focuses on: <ul style="list-style-type: none"> <li>• The attending being a silent observer or absent</li> <li>• Discussion of leadership skills and coaching taking place after meetings and tasks are over</li> </ul>

Resident: \_\_\_\_\_ Attending: \_\_\_\_\_  
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## Resident Ownership Skills Evaluation - Inpatient

What were the resident's strengths during this rotation in terms of ownership skills?

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What skills did the resident focus on during this rotation?

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How can the resident improve in the future?

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What future ownership skill goals has the resident set for his/her next rotation?

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What teaching/coaching skills/techniques has the attending been using that have been most helpful?

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What teaching/coaching skills/techniques could the attending utilize that would further help the resident attain his/her goals?

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

Attending: \_\_\_\_\_

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