

Your Clinical Competency Committees are Busy, But What Does Everyone Else Think?

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Toolkit:

1. MERIT tool
2. Nursing Evaluation of Resident
3. NNP Evaluation of Handovers
4. Emotional Intelligence tool
5. Patient feedback tool (Communication Assessment Tool)



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MONROE CARELL JR.
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MERIT Reflection on Improvement Evaluation Tool

Resident Name: _____

Evaluation Date: _____

Reflection on Personal Characteristics of Quality Improvement

	No	Somewhat	Almost	Yes
Relevant new behaviors were proposed				
Resident questioned personal practice				
Next steps towards personal change were considered				
Contributing personal factors were identified				
Multiple options for personal change were considered				
Sufficient details to delineate contributing factors				
	Bottom Quartile	Second Quartile	Third Quartile	Top Quartile
Quality of reflection				

Reflection on System Characteristics of Quality Improvement

	No	Somewhat	Almost	Yes
Relevant changes to system were proposed				
Next steps towards system change were identified				
Current institutional practice or system was questioned				
Multiple options for system change were considered				
Contributing system factors were identified				
	Bottom Quartile	Second Quartile	Third Quartile	Top Quartile
Quality of reflection on institution or wider health care system				

Problem of Merit

	No	Somewhat	Almost	Yes
Event was patient centered				
Potential for event to effect other patients				
Event could cause negative clinical impact				
Event was evidence based in its description				
	Bottom Quartile	Second Quartile	Third Quartile	Top Quartile
Overall problem of merit				
Overall Improvement opportunity				

Nursing Evaluation of Resident

The six items below are assessed on a three-item Likert scale:

Does not Meet Expectations, Meets Expectations, Exceeds Expectations

Patient Care

1. Resident establishes effective therapeutic relationships with patients and families.
2. Resident communicates effectively with team and hospital staff regarding the plan of care.

Practice-based Learning and Improvement

3. Resident is open to suggestions from other members of the medical team.

Professionalism

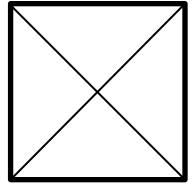
4. Resident demonstrates attitudes, behaviors and interpersonal skills essential to care for and communicate with patients, families, and other health care professionals.
5. Resident functions as a team player (cooperative, responsible, and respectful of others).
6. Resident responds to calls in a timely manner.

Comment boxes:

Areas of Strength:

Areas for Improvement:

NICU NNP Evaluation of Resident Hand-offs



Resident Name:

Effective transfer of information when handing off patients				
Accuracy of information in handoff is variable with frequent errors	Information in handoff is accurate overall but still has some errors	Information in handoff is accurate with minimal errors on straight forward patients but may have some errors on complex patients	Information in hand-off is accurate even with complex patients and errors are very rare.	Information hand-off is accurate regardless of complexity of the patient and you would consider this resident a role model for hand-offs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Anticipation of events after transfer of care				
Cannot anticipate potential patient needs, even with straight forward patients	Beginning to anticipate potential patient needs but often fails to identify key issues in the hand-off	Can anticipate needs of all straight forward patients and beginning to anticipate needs of more complex patients as well	Can anticipate potential patient issues in nearly all situations, including complex patients	Can anticipate potential patient issues in all situations, including complex patients and develops well-thought out contingency plans for all issues
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Written and verbal communication during hand-offs				
Written and verbal communication disorganized and confusing. Does not allow time for questions or confirm understanding	Written and verbal communication inconsistent in organization and clarity. Occasionally confirms understanding.	Written and verbal communication consistently organized and clear. May only struggle with complex patients.	Written and verbal communication consistently organized and clear regardless of complexity.	Written and verbal communication is exemplary, confirms understanding and always allows time for questions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reception of hand-off				
Does not seem interested in receiving your hand-off in the AM.	Listens to your hand-off in the AM but does not ask clarifying questions or does not understand your concerns	Listens actively to your hand-off, asks clarifying questions on straight forward patients, may only struggle with the most complex patients	Listens actively to your hand-off, asks clarifying questions, and seems to understand concerns even on complex patients	Internalizes the professional responsibility of hand-off communication and receives your hand-off in exemplary fashion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Please assess the peer using the continuum of behaviors for each category. Utilize both clinical and non-clinical interactions in forming your assessment.

Time Management: The fellow's tardiness-timeliness				
The fellow is frequently late for conference or appointments or duty, even if only a few minutes late.	The fellow is often late for conference or appointments or duty, even if only a few minutes late.	The fellow is occasionally late for conference or appointments or duty.	The fellow is rarely late for conference or appointments or duty.	The fellow is never late for conference or appointments or duty.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Emotional Self Control: The fellow manages his/her emotions with regards to outward expressions.				
Always demonstrates/expresses frustration/anger regarding events/circumstances	Often demonstrates/expresses frustration/anger regarding events/circumstances	Occasionally demonstrates/expresses outward manifestation of emotions.	Rarely demonstrates/expresses outward manifestation of emotions.	Never demonstrates/expresses outward manifestation of emotions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adaptability: The fellow's response to change				
Always resists change and always demonstrates difficulty accepting or enacting change	Often resists change and demonstrates difficulty accepting or enacting change	Occasionally resists change and but often is quick to accept or enact change	Highly adaptable to change, quick to modify behaviors and incorporate new strategy/guidelines.	Assists others with adapting to change.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Motivation: The fellow's dedication to excellence				
Actions suggest the fellow is never motivated by pursuit of excellence or achievement.	Actions suggest pursuit of the minimum acceptable level of achievement.	Actions suggest the fellow is often in pursuit of improvement	Actions suggest a constant pursuit of the highest level of achievement	Actively motivates and assists others to excel
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Initiative: The fellow as a "self starter"				
Will begin a project or task only when punitive consequences imminent.	Will act only when prompted to do so by the system or others.	Occasionally takes the initiative of initiating a task or project before prompting but still relies heavily on external prompts.	Often takes the initiative of initiating a task or project before prompting in circumstances that require action, relies on external prompts infrequently.	Always takes the initiative of initiating a task or project before prompting in circumstances that require action.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Optimism: The fellow's outlook				
The fellow continually focuses on the negative in people and situations even in the face of positive circumstances.	The fellow often focuses on the negative in people and situations.	The fellow is neutral regarding people and situations.	The fellow often focuses on the positive in people and situations.	The fellow continually focuses on the positive in people and situations, even in the face of negative circumstances.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Empathy: The fellow's ability to empathize with others				
The fellow never perceives or takes interest in the feelings of others	The fellow rarely perceives or takes interest in the feelings of others	The fellow occasionally perceives or takes interest in the feelings of others	The fellow often perceives or takes interest in the feelings of others	The fellow continually perceives and considers the feelings of others
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Situational Awareness: The fellow's ability to anticipate and recognize ongoing issues.				
The fellow never anticipates or senses emerging situations or conflicts	The fellow rarely anticipates or senses emerging situations or conflicts	The fellow occasionally anticipates and senses emerging situations or conflicts	The fellow often anticipates and senses emerging situations or conflicts	The fellow always anticipates and assists others by alerting them to emerging situations or conflicts
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Developing Others: The fellow's ability to foster development among members of the team.				
The fellow never encourages the development of the skills/abilities of junior members of the team.	The fellow rarely encourages the development of the skills/abilities of junior members of the team.	The fellow occasionally encourages the development of the skills/abilities of junior members of the team.	The fellow often encourages the development of the skills/abilities of junior members of the team.	The fellow actively seeks opportunities for the development of the skills/abilities of junior members of the team.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Leadership: The fellow's ability to lead the team in non-crisis situations. (Goleman Leadership Style)				
The fellow leads only through an authoritarian style. (Commanding)	The fellow leads by predominantly by a "top down" approach, dictating care with little input from the team. (Commanding)	The fellow relies heavily on a "top down" approach, but will obtain consensus occasionally. (Commanding, Democratic)	The fellow leads predominantly through consensus building and collaboration, with occasional coaching of juniors. (Democratic, Coaching)	The fellow leads predominantly by a "bottom up" approach, encouraging the team to identify or solve problems before the team. (Coaching)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Communication: The fellow's ability to communicate during conflict.				
The fellow never explores the concerns of others nor provides any option for "read-back" or questions.	The fellow rarely explores the concerns of others or provides any option for "read-back" or questions.	The fellow occasionally explores the concerns of others and provides an option for "read-back" or questions	The fellow often explores the concerns of others and provides an option for "read-back" or questions	The fellow continually explores the concerns of others and reframes the concerns/questions as they have been outlined.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Conflict Management: The fellow's ability to communicate during and resolve conflict				
Problem solves in conflict only from a predetermined stance or position. Unable to cultivate open discussion and shared understanding of the issues.	Problem solves in conflict frequently from a predetermined stance or position. Will occasionally explore shared understanding of the issues.	Occasionally problem solves in conflict by exploring best outcome for the patient/situation and frequently negotiates/communicates in a way that promotes shared decision making.	Often problem solves in conflict by exploring best outcome for the patient/situation and frequently negotiates/communicates in a way that promotes shared decision making.	Problem solves in conflict by exploring best outcome for the patient/situation and negotiates/communicates in a way that promotes shared decision making.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Communication Assessment Tool:

Resident's Name: _____

Current date: _____

Communication with patients is an important part of good medical care. We would like to know how you feel about the way the resident doctor communicated with you and/or your child. Your answers are completely confidential and will not affect your/your child's medical care in any way, so please be as open and honest as you can. For paper surveys, please place the completed survey in the envelope provided, seal, and return to the nurse or medical assistant.

<i>The resident doctor...</i>	Poor	Fair	Good	Very Good	Excellent
1. Greeted me in a way that made me feel comfortable	1	2	3	4	5
2. Treated me with respect	1	2	3	4	5
3. Showed interest in my ideas about my (child's) health	1	2	3	4	5
4. Understood my (child's) main health concerns	1	2	3	4	5
5. Paid attention to me (looked at me, listened carefully)	1	2	3	4	5
6. Let me talk without interruptions	1	2	3	4	5
7. Gave me as much information as I wanted	1	2	3	4	5
8. Talked in terms I could understand	1	2	3	4	5
9. Checked to be sure I understood everything	1	2	3	4	5
10. Encouraged me to ask questions	1	2	3	4	5
11. Involved me in decisions as much as I wanted	1	2	3	4	5
12. Discussed next steps, including any follow-up plans	1	2	3	4	5
13. Showed care and concern	1	2	3	4	5
14. Spent the right amount of time with me	1	2	3	4	5

15. What did the resident doctor do well to communicate with you/your child? Please give specific examples.

16. How can the resident doctor improve his/her communication with you/your child? Please give specific examples.