

McMaster University Neonatal Fellows	Evaluated By : Evaluating : Dates :	
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* indicates a mandatory response

PLEASE RETURN THIS FORM TO KELLY BINKLE

Neonatal Perinatal Medicine Fellowship Program Research Progress Evaluation

Evaluation for:

- By end of 3 months
- By end of 6 months
- By end of 9 months
- By end of 12 months
- By end of 15 months
- By end of 18 months
- By end of 21 months
- By end of 23 months

Progress toward readiness for unsupervised practice

Levels of achievement

Expectations:

End of first six months of fellowship training = Levels 2 - 3

End of first year of fellowship training = Levels 3 - 4

End of the second year of fellowship training = Levels 4 - 5

Unsatisfactory = Level 1 or significant safety concerns demonstrated

Medical Expert

		1	2	3	4	5
	Not observed	Little to no skill demonstrated	An area of relative weakness	Skill present but inconsistently demonstrated	Skill emerging but consistently demonstrated, progressing toward unsupervised practice	Well developed skill, ready for unsupervised practice
Has demonstrated ability to formulate a research question, using one or more formal structures (eg. PICO)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has demonstrated an understanding of the major health research methodologies and their appropriate use and is able to critically evaluate studies using each major methodology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has demonstrated an understanding of the analysis techniques relevant to the project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has a working understanding of the prevalent statistical techniques relevant to the major health research methodologies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

		1	2	3	4	5
	Not observed	Little to no skill demonstrated	An area of relative weakness	Skill present but inconsistently demonstrated	Skill emerging but consistently demonstrated, progressing toward unsupervised practice	Well developed skill, ready for unsupervised practice
Has demonstrated a working understanding of the principles of data management - data capture, spreadsheet and database management, data validity checking etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has demonstrated an understanding of the role of hospital / university research ethics or review boards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has demonstrated an understanding of the principles of effective data presentation - tables, graphs etc, as relevant to the research project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communicator

		1	2	3	4	5
	Not observed	Little to no skill demonstrated	An area of relative weakness	Skill present but inconsistently demonstrated	Skill emerging but consistently demonstrated, progressing toward unsupervised practice	Well developed skill, ready for unsupervised practice
Has demonstrated the ability to present, clearly and succinctly, a research proposal, work in progress or completed project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is able to effectively communicate the project to nursing and allied health staff who might be affected by the project or who are essential to its conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is able to write an effective report of the research project, suitable for publication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Leader/Manager

		1	2	3	4	5
	Not observed	Little to no skill demonstrated	An area of relative weakness	Skill present but inconsistently demonstrated	Skill emerging but consistently demonstrated, progressing toward unsupervised practice	Well developed skill, ready for unsupervised practice
Has demonstrated the ability to set timelines, track the progress of a project and develop solutions to problems in the conduct of a research project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

		1	2	3	4	5
	Not observed	Little to no skill demonstrated	An area of relative weakness	Skill present but inconsistently demonstrated	Skill emerging but consistently demonstrated, progressing toward unsupervised practice	Well developed skill, ready for unsupervised practice
Has demonstrated some awareness of the financial / budgetary aspects of conducting a research project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Collaborator

		1	2	3	4	5
	Not observed	Little to no skill demonstrated	An area of relative weakness	Skill present but inconsistently demonstrated	Skill emerging but consistently demonstrated, progressing toward unsupervised practice	Well developed skill, ready for unsupervised practice
Is able to work effectively with others in the conduct of a research project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fulfills responsibilities when collaborating on others' research projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Where relevant brings others into the project based on their potential to strengthen the project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scholar

		1	2	3	4	5
	Not observed	Little to no skill demonstrated	An area of relative weakness	Skill present but inconsistently demonstrated	Skill emerging but consistently demonstrated, progressing toward unsupervised practice	Well developed skill, ready for unsupervised practice
Has demonstrated ability to search the relevant literature, using one or more databases (should include clinical trials databases)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has demonstrated the ability to critically evaluate the literature relevant to the research project. This should include identifying the relevance of the research question, given what already exists in the literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Health Advocate

		1	2	3	4	5
	Not observed	Little to no skill demonstrated	An area of relative weakness	Skill present but inconsistently demonstrated	Skill emerging but consistently demonstrated, progressing toward unsupervised practice	Well developed skill, ready for unsupervised practice
Has demonstrated an awareness and understanding of legal and ethical issues regarding research in children, in Canada.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has demonstrated a familiarity with the Personal Health Information Protection Act (Ontario, 2004) (PHIPA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has implemented data handling procedures required by the PHIPA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has demonstrated a familiarity with the Health Care Consent Act, Ontario, 1996	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional

		1	2	3	4	5
	Not observed	Little to no skill demonstrated	An area of relative weakness	Skill present but inconsistently demonstrated	Skill emerging but consistently demonstrated, progressing toward unsupervised practice	Well developed skill, ready for unsupervised practice
In obtaining consent, presents a fair representation of the research project, with proper accounting of the risks of participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has demonstrated rigor and honesty in the data analysis, such that there are no issues of personal gain, conflicts of interest, or integrity of the data and analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Strengths:

Weaknesses:

	Unsatisfactory	Below Expectations	Meets Expectations	Exceeds Expectations
Overall Evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How can this fellow improve their performance? What are the next steps?

Evaluator:

Did you have an opportunity to meet with this trainee to discuss their performance?

- No
- Yes

Trainee:

Did you have an opportunity to discuss your performance with your supervisor?

- No
- Yes

Please list all Attending Physicians that contributed to this evaluation:

The following will be displayed on forms where feedback is enabled...

(for the evaluator to answer...)

*Did you have an opportunity to meet with this trainee to discuss their performance?

- Yes
- No

(for the evaluatee to answer...)

*Did you have an opportunity to discuss your performance with your preceptor/supervisor?

- Yes
- No

*Are you in agreement with this assessment?

- Yes
- No

Please enter any comments you have(if any) on this evaluation.