

# Evaluation Form

Printed on Feb 07, 2022

## CCU 2022\_REVISD

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

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

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

This evaluation uses a 10 point scale that ranges across six performance descriptors. Please select the radio button that most closely reflects your assessment of fellow performance. You are encouraged to provide additional feedback using the Comments section of the form.

Not Yet Asses...	Level 1	Level 2	Level 3	Level 4	Level 5
	Baseline performance-	Novice/early progress- Direct supervision	Substantial competency- Indirect	Proficient/Independent competency- Ready for	Advanced expertise

▼ Expand ▼

1. Knows the pathophysiology, differential diagnosis, and characteristic clinical, hemodynamic, radiographic, and laboratory findings of cardiogenic, hypovolemic, septic, and mixed circulatory shock, and of the systemic inflammatory response syndrome.

Not able to assess or not applicable for level of training	Lists a limited differential diagnosis for types of shock		Provides a comprehensive differential diagnosis for shock		Provides a focused differential diagnosis for shock based on patient's presentation		Diagnoses patients with challenging presentations of shock		Disseminates knowledge of the pathophysiology of shock, including challenging presentations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			Basic understanding of pathophysiology and clinical, hemodynamic, radiographic, and laboratory findings in shock		Demonstrates detailed understanding of pathophysiology of shock		Accurately interprets all of the clinical, hemodynamic, radiographic, and laboratory findings in types of shock		Disseminates knowledge of clinical, hemodynamic, radiographic, and laboratory findings in shock
					Accurately interprets most clinical, hemodynamic, radiographic, and laboratory findings in shock				

2. Possesses skill to manage cardiogenic, hypovolemic, septic, and mixed circulatory shock.

Not able to assess or not applicable for level of training	Identifies patients with cardiogenic, hypovolemic, septic, and mixed circulatory shock		Manages patients with cardiogenic, hypovolemic, septic, and mixed circulatory shock with direct supervision		Manages patients with cardiogenic, hypovolemic, septic, and mixed circulatory shock with indirect supervision		Independently manages patients with cardiogenic, hypovolemic, septic, and mixed circulatory shock		Functions as an exceptional team leader in the acute care setting
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			Identifies		Identifies		Coordinates advanced therapies		

			options for advanced therapies		patients appropriate for advance therapies and when to initiate end-of-life care		and end-of-life care	
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Not Yet Asses...	Level 1	Level 2	Level 3	Level 4	Level 5
	Baseline performance-	Novice/early progress- Direct supervision	Substantial competency- Indirect	Proficient/Independent competency- Ready for	Advanced expertise

▼ Expand ▼

3. Knows the indications, contraindications, and clinical pharmacology for vasoactive and inotropic medications used in the treatment of patients with advanced heart failure, hypotension, or shock.

<input type="checkbox"/> Not able to assess or not applicable for level of training	<input type="checkbox"/> Basic understanding of underpinning concepts of which patients need vasoactive and inotropic medications	<input type="checkbox"/>	<input type="checkbox"/> Demonstrates knowledge of indications and contraindications for vasoactive and inotropic medications  Knows the basic measurements obtained from hemodynamic and laboratory monitoring that guide use of vasoactive and inotropic medications	<input type="checkbox"/>	<input type="checkbox"/> Demonstrates knowledge of appropriate selection and use of vasoactive and inotropic medications  Knows most measurements obtained from hemodynamic and laboratory monitoring that guide the use of vasoactive and inotropic medications	<input type="checkbox"/>	<input type="checkbox"/> Applies knowledge of appropriate selection and use of vasoactive and inotropic medications  Independently interprets hemodynamic and laboratory monitoring to select use of vasoactive and inotropic medications	<input type="checkbox"/>	<input type="checkbox"/> Advances knowledge in indications, contraindications and appropriate use of vasoactive and inotropic medications
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	Baseline performance-	Novice/early progress- Direct supervision	Substantial competency- Indirect	Substantial competency- Indirect	Advanced expertise

▼ Expand ▼

4. Skill to manage patients with acute myocardial infarction and any associated rhythm, conduction, or mechanical complications

<input type="checkbox"/> Not able to assess or not applicable for level of training	<input type="checkbox"/> Lists therapeutic options for common presentations of acute myocardial infarction  Demonstrates how to access and use	<input type="checkbox"/>	<input type="checkbox"/> Explains advantages and drawbacks of standard therapeutic options for treating acute myocardial infarction and	<input type="checkbox"/>	<input type="checkbox"/> Competently manages patients with common presentations of acute myocardial infarction and associated complications  Justifies	<input type="checkbox"/>	<input type="checkbox"/> Independently manages patients with common presentations of acute myocardial infarction and associated complications  Diagnoses	<input type="checkbox"/>	<input type="checkbox"/> Disseminates knowledge of management of acute myocardial infarction and associated complications including challenging presentations
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available evidence to manage a patient with acute myocardial infarction	associated complications  Articulates clinical questions and elicits patient preferences to guide evidence-based care	optimal therapeutic option based on individual patient presentation  Locates and applies the best available evidence to the care of patients with acute myocardial infarction while integrating patient preference	patients with challenging presentations  Develops therapeutic plan for patients with challenging presentations  Critically appraises and applies available, potentially conflicting, evidence to guide care of an individual patient	Develops initiatives to educate others to critically appraise and apply evidence for complex patients and/or participates in the development of guidelines
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	Baseline performance-	Novice/early progress- Direct supervision	Substantial competency- Indirect	Proficient/Independent competency- Ready for	Advanced expertise

▼ Expand ▼

5. Knows the characteristic clinical, electrocardiographic, echocardiographic, and radiographic findings with pulmonary embolism, aortic dissection, pericardial tamponade, acute decompensated severe heart failure, severe valvular heart disease, and myocardial infarction.

<input type="checkbox"/> Not able to assess or not applicable for level of training	<input type="checkbox"/> Possesses basic understanding of underpinning concepts  Lists a limited differential diagnosis for chest pain and shortness of breath in the acute setting  Lists available diagnostic testing for further work up of these conditions	<input type="checkbox"/>	<input type="checkbox"/> Knows comprehensive differential diagnosis for chest pain and shortness of breath in the acute setting, including pulmonary embolism, aortic dissection, pericardial tamponade, acute decompensated severe heart failure, severe valvular heart disease, and myocardial infarction  Knows indications and contraindications for diagnostic testing for further work up	<input type="checkbox"/>	<input type="checkbox"/> Provides focused differential diagnosis for chest pain and shortness of breath in the acute setting, including pulmonary embolism, aortic dissection, pericardial tamponade, acute decompensated severe heart failure, severe valvular heart disease, and myocardial infarction  Accurately interprets most of the clinical, hemodynamic, radiographic, and laboratory findings	<input type="checkbox"/>	<input type="checkbox"/> Diagnoses patients with challenging presentations of chest pain and shortness of breath in the acute setting, including pulmonary embolism, aortic dissection, pericardial tamponade, acute decompensated severe heart failure, severe valvular heart disease, and myocardial infarction  Accurately interprets all of the clinical, hemodynamic, radiographic, and laboratory findings	<input type="checkbox"/>	<input type="checkbox"/> Disseminates knowledge of the diagnosis chest pain and shortness of breath in the acute setting, including pulmonary embolism, aortic dissection, pericardial tamponade, acute decompensated severe heart failure, severe valvular heart disease, and myocardial infarction  Disseminates knowledge of clinical, electrocardiographic, and radiographic findings in patients
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			of these conditions		in patients with chest pain and shortness of breath in the acute setting		in patients with chest pain and shortness of breath in the acute setting		with pulmonary embolism, aortic dissection, pericardial tamponade, acute decompensated severe heart failure, severe valvular heart disease, and myocardial infarction
					Lists therapeutic options for common presentations of pulmonary embolism, aortic dissection, pericardial tamponade, acute decompensated severe heart failure, severe valvular heart disease, and myocardial infarction		Develops therapeutic plan for patients with challenging presentations		

6. Comments regarding Question #5, particularly if there are strengths/weaknesses with regards to specific diagnoses.

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	Baseline performance-	Novice/early progress-Direct supervision	Substantial competency -Indirect	Proficient/Independent-	Advanced expertise

▼ Expand ▼

7. Knows the indications, contraindications, and clinical pharmacology for agents used to treat supraventricular and ventricular arrhythmias.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not able to assess or not applicable for level of training	Knows available anti-arrhythmic medications Lists medication options for common presentations		Demonstrates knowledge of indications and contraindications for use of anti-arrhythmic medications Explains advantages and drawbacks of standard medication options		Demonstrates knowledge of appropriate selection and use of anti-arrhythmic medications for patients with common arrhythmias Justifies optimal therapeutic option		Applies knowledge of appropriate selection and use of anti-arrhythmic medications for patients with complex medication or device interaction issues		Advances knowledge in indications, contraindications and appropriate use of anti-arrhythmic medications

based on individual patient presentation

Develops therapeutic plan for patients with challenging presentations

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	Baseline performance-	Novice/early progress- Direct supervision	Substantial competency- Indirect	Proficient/Independent competency- Ready for	Advanced expertise

▼ Expand ▼

8. Knows the types of and indications for mechanical circulatory support.

<input type="checkbox"/> Not able to assess or not applicable for level of training	<input type="checkbox"/> Lists available options for mechanical circulatory support	<input type="checkbox"/>	<input type="checkbox"/> Demonstrates knowledge of indications and contraindications for providing mechanical circulatory support	<input type="checkbox"/>	<input type="checkbox"/> Demonstrates knowledge of appropriate selection and use of mechanical circulatory support	<input type="checkbox"/>	<input type="checkbox"/> Applies knowledge of appropriate selection and use of mechanical circulatory support	<input type="checkbox"/>	<input type="checkbox"/> Advances knowledge in indications, contraindications and appropriate use of mechanical circulatory support
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	Baseline performance-	Novice/early progress- Direct supervision	Substantial competency- Indirect	Substantial competency- Indirect	Advanced expertise

▼ Expand ▼

9. Knows the indications for oxygen supplementation, endotracheal intubation, and mechanical ventilator support for patients with hypoxia and/or respiratory failure

<input type="checkbox"/> Not able to assess or not applicable for level of training	<input type="checkbox"/> Lists available methods and modalities for administering oxygen supplementation	<input type="checkbox"/>	<input type="checkbox"/> Demonstrates knowledge of indications and contraindications for providing supplemental oxygen, endotracheal intubation, and mechanical ventilatory support.	<input type="checkbox"/>	<input type="checkbox"/> Demonstrates knowledge of appropriate selection and use of supplemental oxygen, endotracheal intubation, and mechanical ventilatory support in common situations	<input type="checkbox"/>	<input type="checkbox"/> Applies knowledge of appropriate selection and use of supplemental oxygen, endotracheal intubation, and mechanical ventilatory support in complex situations	<input type="checkbox"/>	<input type="checkbox"/> Advances knowledge in indications, contraindications and appropriate use of supplemental oxygen, endotracheal intubation, and mechanical ventilatory support
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	Baseline performance-	Novice/early progress- Direct supervision	Substantial competency- Indirect	Substantial competency- Indirect	Advanced expertise

▼ Expand ▼

10. Knows the indications for use of hypothermia protocols and the principles of postresuscitation bundled care.

<input type="checkbox"/> Not able to	<input type="checkbox"/> Possesses basic	<input type="checkbox"/>	<input type="checkbox"/> Demonstrates knowledge	<input type="checkbox"/>	<input type="checkbox"/> Demonstrates knowledge	<input type="checkbox"/>	<input type="checkbox"/> Applies knowledge	<input type="checkbox"/>	<input type="checkbox"/> Advances knowledge
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assess or not applicable for level of training	understanding of underpinning concepts Limited knowledge of indications for use of hypothermic protocols and postresuscitation bundled care	of indications and contraindications for use of hypothermic protocols and postresuscitation bundled care	of appropriate selection and use of hypothermic protocols and postresuscitation bundled care in common situations	of appropriate selection and use of hypothermic protocols and postresuscitation bundled care in complex situations	in indications, contraindications and appropriate use of hypothermic protocols and postresuscitation bundled care in complex situations
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	Baseline performance-	Novice/early progress- Direct supervision	Substantial competency- Indirect	Proficient/Independent competency- Ready for	Advanced expertise

▼ Expand ▼

11. Skill to evaluate and manage acutely unstable cardiac patients by integrating the findings from clinical, electrocardiographic, telemetry, imaging, and hemodynamic assessment- and to develop a plan for bedside intervention

<input type="checkbox"/> Not able to assess or not applicable for level of training	<input type="checkbox"/> Possesses basic understanding of underpinning concepts Lists limited differential diagnosis of acute hemodynamic instability in a cardiac patient Lists diagnostic and therapeutic options for common presentations of acute hemodynamic instability	<input type="checkbox"/>	<input type="checkbox"/> Knows comprehensive differential diagnosis of acute hemodynamic instability in a cardiac patient Knows indications and contraindications for diagnostic testing for further work up Explains advantages and drawbacks of standard therapeutic options for managing acute hemodynamic instability	<input type="checkbox"/>	<input type="checkbox"/> Provides focused differential diagnosis for acute hemodynamic instability in a cardiac patient Accurately interprets most clinical, electrocardiographic, telemetry, imaging, and hemodynamic data Competently manages acutely unstable cardiac patients Justifies optimal therapeutic option based on individual patient presentation	<input type="checkbox"/>	<input type="checkbox"/> Independently diagnoses and manages acutely unstable cardiac patients Accurately interprets all clinical, electrocardiographic, telemetry, imaging, and hemodynamic data Develops plan for bedside intervention, including challenging presentations	<input type="checkbox"/>	<input type="checkbox"/> Disseminates knowledge of diagnosis and management of acutely unstable cardiac patients, including interpretation of clinical, electrocardiographic, telemetry, imaging, and hemodynamic data
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	Baseline performance-	Novice/early progress- Direct supervision	Substantial competency- Indirect	Proficient/Independent competency- Ready for	Advanced expertise

▼ Expand ▼

12. Skill to manage patients with acute bleeding, including bleeding from vascular access or spontaneous bleeding.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not able to assess or not applicable for level of training	<p>Possesses basic understanding of underpinning concepts</p> <p>Lists a limited differential diagnosis for acute bleeding</p> <p>Lists available diagnostic testing for further work up</p>		<p>Knows comprehensive differential diagnosis of acute bleeding</p> <p>Knows indications and contraindications for appropriate diagnostic testing</p> <p>Explains advantages and drawbacks of standard therapeutic options for managing acute bleeding</p>		<p>Provides focused differential diagnosis for acute bleeding</p> <p>Accurately interprets most diagnostic testing</p> <p>Competently manages acute bleeding</p>		<p>Independently diagnoses and manages acute bleeding</p> <p>Accurately interprets all diagnostic data</p>		<p>Disseminates knowledge of diagnosis and management of acute bleeding</p>	

Not Yet Asses...	Level 1	Level 2	Level 3	Level 4	Level 5
	Baseline performance-	Novice/early progress- Direct supervision	Substantial competency- Indirect	Proficient/Independent competency- Ready for	Advanced expertise

▼ Expand ▼

13. Communicates effectively with patients and families; incorporates cultural, gender, racial and religious sensitivities.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not able to assess or not applicable for level of training	<p>Demonstrates knowledge of ethical principles</p> <p>Demonstrates respect and establishes rapport in pt encounters</p> <p>Knows barriers to effective communication (e.g., language, disability, health literacy, cultural, personal bias)</p> <p>Identifies the need to adjust communication strategies</p>		<p>Demonstrates insight into professional behavior in routine situations</p> <p>Establishes a therapeutic relationship in routine pt encounters</p> <p>Identifies barriers to effective communication in pt encounters</p> <p>Organizes and initiates communication with pt/family to facilitate shared decision making</p>		<p>Demonstrates professional behavior in complex or stressful situations</p> <p>Establishes a therapeutic relationship in challenging pt encounters, w/guidance</p> <p>Attempts to minimize communication barriers, incl reflection on any personal biases</p> <p>Uses shared decision making to implement a personalized care plan,</p>		<p>Uses appropriate resources for managing and resolving ethical dilemmas</p> <p>Independently establishes a therapeutic relationship in challenging patient encounters</p> <p>Proactively minimizes communication barriers and independently manages personal biases</p> <p>Independently, uses shared decision making to implement a personalized</p>		<p>Coaches others when their behavior fails to meet professional expectations</p> <p>Mentors others in situational awareness and critical self-reflection to consistently develop positive therapeutic relationships</p> <p>Role models self-awareness to minimize communicative barriers</p> <p>Role models shared decision making</p>	

					under guidance		care plan		
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▼ Expand ▼

14. Works effectively with all members of the critical care team including cardiology subspecialists, medicine subspecialists, neurologists, nurses, physician's assistants, nurse practitioners, pharmacists, social workers, and other team members as required.

Not Yet Asses...	Level 1	Level 2	Level 3	Level 4	Level 5
<input type="checkbox"/> Not able to assess or not applicable for level of training	<input type="checkbox"/> Uses language that values all members of the healthcare team  <input type="checkbox"/> Demonstrates knowledge of care coordination	<input type="checkbox"/> Communicates information effectively with all health care team members  <input type="checkbox"/> Participates in team-based discussions to optimize team performance  <input type="checkbox"/> Coordinates care of patients in routine clinical situations, effectively using the roles of the interprofessional teams	<input type="checkbox"/> Adapts communication style to fit team needs  <input type="checkbox"/> Initiates team-based discussions to optimize team performance  <input type="checkbox"/> Coordinates care of patients in complex clinical situations, effectively using the roles of the interprofessional teams	<input type="checkbox"/> Coordinates recommendations from different members of the health care team to optimize patient care  <input type="checkbox"/> Facilitates team-based discussions to optimize team performance  <input type="checkbox"/> Role models effective coordination of patient-centered care among different disciplines and specialties	<input type="checkbox"/> Role models flexible communication strategies that value input from all health care team members, resolving conflict when needed  <input type="checkbox"/> Facilitates regular health care team-based feedback in complex situations  <input type="checkbox"/> Analyzes the process of care coordination and leads in the design and implementation of improvements

Not Yet Asses...	Level 1	Level 2	Level 3	Level 4	Level 5
	Baseline performance-	Novice/early progress- Direct supervision	Substantial competency- Indirect	Proficient/Independent competency- Ready for	Advanced expertise

▼ Expand ▼

15. Accepts clinical leadership role for medical students and residents

Not Yet Asses...	Level 1	Level 2	Level 3	Level 4	Level 5
<input type="checkbox"/> Not able to assess or not applicable for level of training	<input type="checkbox"/> Takes responsibility for tasks; Uses language that values all members	<input type="checkbox"/> Performs tasks and responsibilities in a timely manner with appropriate attention	<input type="checkbox"/> Performs tasks and responsibilities in a timely manner with appropriate attention	<input type="checkbox"/> Recognizes situations that may impact others' ability to complete tasks and	<input type="checkbox"/> Role models flexible communication strategies that value input from all health



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of the health care team	to detail in common situations;  Communicates information effectively with all health care team members;  Participates in team-based discussions to optimize team performance	to detail in complex or stressful situations;  Adapts communication style to fit team needs;  Initiates team-based discussions to optimize team performance	responsibilities in a timely manner;  Coordinates recommendations from different members of the health care team to optimize pt care;  Facilitates team-based discussions to optimize team performance	care team members, resolving conflict when needed;  Facilitates regular health care team-based feedback in complex situations
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▼ Expand ▼

16. Identifies knowledge and performance gaps and engages in opportunities to achieve focused education and performance improvement

<input type="checkbox"/> Not able to assess or not applicable for level of training	<input type="checkbox"/> Accepts responsibility for personal and professional development by establishing goals  Acknowledges limits and gaps between expectations and performance; demonstrates self-awareness	<input type="checkbox"/>	<input type="checkbox"/> Demonstrates openness to feedback and performance data in order to form goals  Analyzes the factors which contribute to limits and gaps; demonstrates appropriate help-seeking behaviors	<input type="checkbox"/>	<input type="checkbox"/> Occasionally seeks feedback and performance data with adaptability and humility  Creates and implements a learning plan	<input type="checkbox"/>	<input type="checkbox"/> Systematically seeks feedback and performance data with adaptability and humility  Uses performance data to assess learning plan and improves it when necessary	<input type="checkbox"/>	<input type="checkbox"/> Coaches others to seek feedback and performance data  Facilitates the design and implementation of learning plans for others
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17. COMMENTS:

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