

# Evaluation Form

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## CHF 2022\_REVISED

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	Substantial competency - Indirect	Proficient / Independent	Advanced expertise

▼ Expand ▼

1. Knows and applies the characteristic history and physical examination findings and their limitations, in the evaluation of heart failure syndromes.

<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	Basic understanding of underpinning concepts; Takes relevant history with assistance Completes physical exam with assistance		Demonstrates understanding of common concepts, clinical conditions, presentations Takes relevant history with minimal assistance Completes physical exam with minimal assistance, including assessment of volume status and perfusion		Demonstrates understanding of complex concepts, clinical conditions, presentations Develops treatment strategies for common conditions Competent in obtaining a pertinent history Competent in physical exam, including assessment of volume status and perfusion		Develops treatment strategies for complex chronic conditions Independent in obtaining a pertinent history Independent in physical exam, including assessment of volume status and perfusion		Advanced clinical practice in treatment strategies Disseminates knowledge on obtaining history and physical exam in a patient with heart failure, including assessment of volume status and perfusion

Not Yet Asses...	Level 1	Level 2	Level 3	Level 4	Level 5
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▼ Expand ▼

2. Knows the pathophysiology, differential diagnosis, stages, and natural history of heart failure, including role of neurohormonal activation and left ventricular remodeling in disease progression.

<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	Possesses basic understanding of underpinning concepts  Lists a limited differential diagnosis for heart failure		Provides a comprehensive differential diagnosis for heart failure  Basic understanding of pathophysiology and clinical, hemodynamic, and laboratory findings in heart failure  Basic understanding of the stages, progression, and natural history of heart failure		Provides a focused differential diagnosis for heart failure based on patient's presentation  Detailed understanding of pathophysiology and clinical, hemodynamic, and laboratory findings in heart failure  Detailed understanding of the stages, progression, and natural history of heart failure		Diagnoses patients with challenging presentations of heart failure  Applies knowledge of pathophysiology and clinical, hemodynamic, and laboratory findings in heart failure  Applies knowledge regarding staging, progression, and natural history of heart failure		Disseminates knowledge of the pathophysiology of heart failure including challenging presentations  Disseminates knowledge of clinical, hemodynamic, and laboratory findings in heart failure  Disseminates knowledge regarding staging, progression, and natural history of heart failure

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▼ Expand ▼

3. Knows diagnostic work up to identify etiology of new onset heart failure.

<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	Lists basic options for diagnostic testing to evaluate new onset heart failure		Demonstrates knowledge of indications and contraindications for diagnostic testing to evaluate new onset heart failure  Knows the basic measurements obtained from diagnostic testing to evaluate new onset heart failure		Demonstrates knowledge of appropriate selection and use of diagnostic testing to evaluate new onset heart failure  Identifies key findings in common causes of heart failure		Applies knowledge of appropriate selection and use of diagnostic testing to evaluate new onset heart failure  Identifies key test findings in complex causes of heart failure		Advances knowledge in indications, contraindications and appropriate use of diagnostic testing to evaluate new onset heart failure  Advances knowledge in interpretation of diagnostic test results in the evaluation of new onset

heart failure

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

▼ Expand ▼

4. Knows and applies the indications, contraindications, and clinical pharmacology for vasoactive and inotropic medications used in the treatment of patients with advanced heart failure.

<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	Basic understanding of underpinning concepts of which patients need vasoactive and inotropic medications		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		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		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		Advances knowledge in indications, contraindications and appropriate use of vasoactive and inotropic medications

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▼ Expand ▼

5. Knows the indications, contraindications, and clinical pharmacology for drugs used for the treatment of heart failure, including adverse effects.

<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	Basic understanding of drugs used to treat heart failure and their mechanism of action  Demonstrates how to access and use available evidence		Demonstrates knowledge of indications and contraindications for drugs used to treat heart failure  Articulates clinical questions and elicits patient preferences to		Demonstrates knowledge of appropriate selection and use of drugs used to treat heart failure  Locates and applies the best available evidence to the		Applies knowledge of appropriate selection and use of drugs used to treat heart failure  Critically appraises and applies available, potentially conflicting, evidence		Disseminates knowledge of appropriate selection and use of drugs used to treat heart failure  Develops initiatives to educate others to critically appraise

	to manage a patient with heart failure		guide evidence-based care		care of patients with heart failure while integrating patient preference		to guide care of an individual patient		and apply evidence for complex patients and/or participates in the development of guidelines
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▼ Expand ▼

6. Knows indications for referral for cardiac transplantation.

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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	Basic understanding of indications for cardiac transplantation		Demonstrates knowledge of indications and contraindications for cardiac transplantation		Demonstrates knowledge of appropriate selection and use of cardiac transplantation		Applies knowledge of appropriate selection and use of cardiac transplantation		Advances knowledge in indications, contraindications and appropriate use of cardiac transplantation

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▼ Expand ▼

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

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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	Lists available options for mechanical circulatory support		Demonstrates knowledge of indications and contraindications for providing mechanical circulatory support		Demonstrates knowledge of appropriate selection and use of mechanical circulatory support		Applies knowledge of appropriate selection and use of mechanical circulatory support		Advances knowledge in indications, contraindications and appropriate use of mechanical circulatory support

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▼ Expand ▼

8. Identifies patients appropriate for advanced therapies, palliative care, and hospice.

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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	Identifies patients		Identifies options		Identifies patients		Coordinates advanced		Functions as a

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assess or not applicable for level of training	with acute cardiac conditions that may require advanced therapies		for advanced therapies Understands role of palliative care and hospice care		appropriate for advanced therapies and when to initiate end-of-life care Identifies patients who are appropriate for palliative care and hospice care		therapies and end-of-life care Coordinates palliative care consultation Coordinates transition to hospice care		team leader Advances quality of clinical practice in patients requiring advanced therapies Advances quality of clinical practice in patients transitioning to hospice care
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9. Presentations and documentation are effective, complete, and timely.

<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	Accurately records information in the patient record and safeguards personal health information  Able to describe basic health payment systems  Uses language that values all members of the healthcare team		Demonstrates organized diagnostic and therapeutic reasoning through notes in the patient record  Demonstrates essential skills for documentation required for independent practice  Performs tasks and responsibilities in a timely manner with appropriate attention to detail in routine situations  Communicates information effectively with all healthcare		Concise reports diagnostic and therapeutic reasoning in the patient record  Performs tasks and responsibilities in a timely manner with appropriate attention to detail in complex or stressful situations  Adapts communication style to fit team needs		Independently communicates timely information in a written format and verbally when appropriate  Advocates for patient care needs  Coordinates recommendations from different members of the health care team to optimize patient care		Models written communication to improve others' performance  Role models flexible communication strategies that value input from all healthcare team members

			team members					
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▼ Expand ▼

10. 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"/>	
Not able to assess or not applicable for level of training	Demonstrates knowledge of ethical principles  Demonstrates respect and establishes rapport in patient encounters  Knows barriers to effective communication (e.g., language, disability, health literacy, cultural, personal bias)  Identifies the need to adjust communication strategies		Demonstrates insight into professional behavior in routine situations  Establishes a therapeutic relationship in routine patient encounters  Identifies barriers to effective communication in patient encounters  Organizes and initiates communication with patient/family to facilitate shared decision making		Demonstrates professional behavior in complex or stressful situations  Establishes a therapeutic relationship in challenging patient encounters, with guidance  Attempts to minimize communication barriers, including reflection on any personal biases  Uses shared decision making to implement a personalized care plan, under guidance			Uses appropriate resources for managing and resolving ethical dilemmas  Independently establishes a therapeutic relationship in challenging patient encounters  Proactively minimizes communication barriers and independently manages personal biases  Independently, uses shared decision making to implement a personalized care plan		Coaches others when their behavior fails to meet professional expectations  Mentors others in situational awareness and critical self-reflection to consistently develop positive therapeutic relationships  Role models self-awareness to minimize communication barriers  Role models shared decision making

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▼ Expand ▼

11. Accepts clinical leadership role for medical students and residents

<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	Takes responsibility for tasks; Uses language that		Performs tasks and responsibilities in a timely manner		Performs tasks and responsibilities in a timely manner		Recognizes situations that may impact others' ability		Role models flexible communication strategies that value

level of training	values all members of the health care team		with appropriate attention to detail in common situations;  Communicates information effectively with all health care team members;  Participates in team-based discussions to optimize team performance		with appropriate attention to detail in complex or stressful situations;  Adapts communication style to fit team needs;  Initiates team-based discussions to optimize team performance		to complete tasks and 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		input from all health care team members, resolving conflict when needed;  Facilitates regular health care team-based feedback in complex situations
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▼ Expand ▼

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

<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	Accepts responsibility for personal and professional development by establishing goals  Acknowledges limits and gaps between expectations and performance; demonstrates self-awareness		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		Occasionally seeks feedback and performance data with adaptability and humility  Creates and implements a learning plan		Systematically seeks feedback and performance data with adaptability and humility  Uses performance data to assess learning plan and improves it when necessary		Coaches others to seek feedback and performance data  Facilitates the design and implementation of learning plans for others

13. COMMENTS:

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