

Supplemental Digital Appendix 2



SCHOOL OF MEDICINE
F. Edward Hébert School of Medicine

Resident/Evaluator Information

The questions in this survey follow ACGME competencies. This survey must be completed once started as answers can not be saved for completion at a later time.

Name of Resident:

Residency Type/Specialty:

Location:

Evaluator's Name/Title

Patient Care

Please evaluate this individual's performance in comparison to *ALL first-year residents* you have trained over the years, not just in comparison to this individual's peers.

| | Unacceptable | Significantly below most of their peers | On par with most peers | Better than most peers | Consistently at least one level higher than almost all peers | N/A or Unable to Judge |
|--|-----------------------|--|---------------------------------|---------------------------------|--|------------------------------|
| Conducting patient histories | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Physical exam skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Conducting daily patient evaluations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Performing basic technical skills (eg, inserting IV, suturing, inserting a-line) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Unacceptable | Significantly below most of their peers | On par with most peers | Better than most peers | Consistently at least one level higher than almost all peers | Unable N/A or to Judge |
|--|-----------------------|--|---------------------------------|---------------------------------|--|------------------------------|
| Performing advanced procedural skills (eg, inserting central line, performing endoscopy, operating room performance) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Analysis of clinical data, differential diagnosis and selection/interpretation of tests | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to manage and/or refer patients with life threatening illness | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knowledge and selection of treatment options/patient management | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Coordination and continuity of care | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to appreciate a patient's illness in the context of their life | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to manage patients with complex multi-system illness | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Communication and Interpersonal Skills

Please evaluate this individual's performance in comparison to *ALL first-year residents* you have trained over the years, not just in comparison to this individual's peers.

| | Unacceptable | Significantly below most of their peers | On par with most peers | Better than most peers | Consistently at least one level higher than almost all peers | N/A or Unable to Judge |
|--|-----------------------|--|---------------------------------|---------------------------------|--|------------------------------|
| Oral communication skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Written communication skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Relationships with patients | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Relationships with families | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Relationships with peers, staff, and other health-care personnel | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Effectiveness as a teacher | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sensitivity to patient's age and gender | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sensitivity to patient's culture and disabilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Effectiveness as a member of a healthcare team | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Effectiveness with end of life care issues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Medical Knowledge

Please evaluate this individual's performance in comparison to *ALL first-year residents* you have trained over the years, not just in comparison to this individual's peers.

| | Unacceptable | Significantly below most of their peers | On par with most peers | Better than most peers | Consistently at least one level higher than almost all peers | N/A or Unable to Judge |
|---|-----------------------|---|------------------------|------------------------|--|------------------------|
| Fund of basic science knowledge | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Fund of clinical science knowledge | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Clinical judgement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to apply basic science knowledge to patient care | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to apply clinical science knowledge to patient care | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Professionalism

Please evaluate this individual's performance in comparison to *ALL first-year residents* you have trained over the years, not just in comparison to this individual's peers.

| | Unacceptable | Significantly below most of their peers | On par with most peers | Better than most peers | Consistently at least one level higher than almost all peers | N/A or Unable to Judge |
|--|-----------------------|---|------------------------|------------------------|--|------------------------|
| Initiative and motivation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Conscientiousness | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Attitude | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Maturity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ethical conduct | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Aware of own limitations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Willingness to admit an error in judgement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Systems-Based Practice & Practice-Based Learning and Improvement

Please evaluate this individual's performance in comparison to *ALL first-year residents* you have trained over the years, not just in comparison to this individual's peers.

| | Unacceptable | Significantly below most of their peers | On par with most peers | Better than most peers | Consistently at least one level higher than almost all peers | N/A or Unable to Judge |
|--|-----------------------|---|------------------------|------------------------|--|------------------------|
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Unacceptable | Significantly below most of their peers | On par with most peers | Better than most peers | Consistently at least one level higher than almost all peers | N/A or Unable to Judge |
|---|-----------------------|--|---------------------------------|---------------------------------|--|------------------------------|
| Self-directed learning skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Time management skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Quality of medical records | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Accesses and critically evaluates current medical information and scientific evidence | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Understanding of the contexts and systems of TRICARE | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Consideration of costs in diagnosis and management | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Adaptation to new technology | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Quality assurance and improvement initiatives | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please evaluate this individual's participation level in comparison to *ALL first-year residents* you have trained over the years, not just in comparison to this individual's peers.

| | Did not participate | Significantly below most of their peers | On par with most peers | Better than most peers | Consistently at least one level higher than almost all peers | N/A or Unable to Judge |
|--|------------------------|--|------------------------------|---------------------------------|--|------------------------------|
| Participation in volunteerism, social, or humanitarian clinical activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please indicate the resident's level of performance in their volunteerism, social, or humanitarian clinical activities.

| | Unacceptable | Significantly below most of their peers | On par with most peers | Better than most peers | Consistently at least one level higher than almost all peers | N/A or Unable to Judge |
|--|-----------------------|--|---------------------------------|---------------------------------|--|------------------------------|
| Performance in volunteerism, social, or humanitarian clinical activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Did the student participate in elective research?

- ☐ Yes
☐ No
☐ Unsure

What type of research did the student involved in?

Please indicate the level of performance in which the resident performed in their volunteerism, social, or humanitarian clinical activities.

| | Unacceptable | Significantly below most of their peers | On par with most peers | Better than most peers | Consistently at least one level higher than almost all peers | N/A or Unable to Judge |
|-------------------------------------|-----------------------|--|---------------------------------|---------------------------------|--|------------------------------|
| Performance in elective research | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Military Unique Practice, Deployments and Humanitarian Missions

Please evaluate this individual's performance in comparison to *ALL first-year residents* you have trained over the years, not just in comparison to this individual's peers.

| | Unacceptable | Significantly below most of their peers | On par with most peers | Better than most peers | Consistently at least one level higher than almost all peers | N/A or Unable to Judge |
|---|-----------------------|--|---------------------------------|---------------------------------|--|------------------------------|
| Military leadership | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Perceived ability to conduct patient care in deployed environment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Perceived ability to conduct patient care in humanitarian mission environment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Understanding of psycho-social impacts of deployment on Service members and families | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knowledge of common post- deployment medical or psychological conditions (ie. TBI, PTSD) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Understanding of patient flow and procedures in the deployment or humanitarian mission environment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knowledge of electronic health record applications | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knowledge of electronic health record/technology used in theater | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to cope with the stress of military medical practice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Unacceptable | Significantly below most of their peers | On par with most peers | Better than most peers | Consistently at least one level higher than almost all peers | N/A or Unable to Judge |
|--|-----------------------|---|------------------------|------------------------|--|------------------------|
| Exemplifying ideas of military medical practice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Motivation to participate in humanitarian mission or deployment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Adaptation to unique situations and stressors in military medical practice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Overall Clinical Competence

Please evaluate this individual's performance using the provided rating scale.

| | Unacceptable / Poor | Significantly below most of their peers | On par with most peers | Better than most peers | Consistently at least one level higher than almost all peers |
|-----------------------------|-----------------------|---|------------------------|------------------------|--|
| Overall Clinical Competence | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Trust

I would trust this trainee to care for me or a close family member

- ☐ Yes
☐ No
☐ Unsure

Please explain why you chose your above answer (Yes, No, or Not Sure):