



Documenting Resident Performance

Olivia Sheehan, Ph.D.

Robbin Kirkland, Ph.D.

Steve Davis, Ph.D.

CORE Faculty Development



Enhancing Performance

- **Key Elements**

- * **Evaluation and Documentation begins with the following:**

- **Discussion of Program**

- Requirements/Expectations

- **Program Director's Expectations**

- **Attendings Expectations of the Resident**



Faculty and Program Expectations

***We would expect our Residents to demonstrate/exhibit:**

- Commitment to patient care
- Collaboration/team player
- Self-Confident
- Dress professionally/appropriate for clinical setting
- Good clinical judgment
- Have a “thirst for knowledge”



Enhancing Performance(Cont.)

-Resident's Expectations

- *Ask the Residents to share their training goals and expectations

-Develop a Climate of Trust

- *Share your interest in helping them to be successful

- *Indicate what the Evaluation Process is intended to achieve(e.g., help the Resident to grow and develop)

-Discussion of when and how Evaluations will occur



What are the Characteristics of:

*** Outstanding Trainee?**

*** Problem/Difficult Trainee?**



Troublesome Behaviors

- Excessively challenges Attendings/Colleagues
- Treats patients insensitively
- Resists feedback
- Disorganized
- Uncooperative
- Arrogant
- Overconfident
- Lacks initiative
- Overly dependent
- Avoids responsibility



Why do These Troublesome Behaviors Exist for Prolonged Periods Without Being Addressed?

1. Common Statements from clinical teachers:

- “The Resident lacks experience or maturity but will improve with time”
- “Someone else will address the issue”



Why do These Troublesome Behaviors Exist for Prolonged Periods Without Being Addressed?

2. Failure to address or confront behaviors
3. Not having or employing the skills to address behaviors
 - *Skills Required: (a) Assessing Learner Needs; (b) Conducting an Evaluation Meeting/Conference; (c) Providing Learner Feedback; (d) Conflict Management/Negotiation Skills
4. Hesitant to trust one's own judgment
5. Fear of litigation



Problem Identification

Possible Areas of Concern:

- 1) Academic Deficiencies
 - a) Knowledge
 - b) Skills
 - c) Attitudes
- 2) Disciplinary offenses
- 3) Mental/physical impairments
- 4) Inadequate performance resulting from teaching deficits
- 5) “unhappy” resident



Step Approach to Remediation

- 1) Clarify the nature of the suspected problem
 - ask yourself and other faculty (develop a working hypothesis)
- 2) Confirm your initial suspicions about the problem
 - confirm, place problem into context, and lay the groundwork for remediation
 - confrontation
- 3) Select an intervention (remediation) strategy
- 4) Design a remediation plan
 - How will this problem be addressed?
 - Involve the resident in designing the strategy whenever possible.
 - Don't overlook system changes.
 - Who will be involved in the strategy?
 - Time frame?
 - How are outcomes evaluated?
 - What are the consequences if intervention fails?
- 5) Conduct remediation discussion with the resident



Documents

- **Resident Contract**

- Contains:

- What the hospital/training center plans to provide
- What the Resident agrees to do(performance)
- What happens if conditions of the contract are violated(e.g., hospital's financial situation;Resident's failure to perform)



Documents (Cont.)

- **Intern Evaluation of the Rotation/Service**
 - Contains:
 - Intern's perception regarding the quality of teaching provided; atmosphere/site appropriate for learning; suggestions for improving the rotation



Documents (Cont.)

- **Attending's Evaluation of Resident(per Rotation)**
 - Provides a rating for specific areas of performance(skills and knowledge)



Documents (Cont.)

- **Resident
Monthly/Quarterly
Evaluation**
 - Provided by Program Director or Attendings regarding the Resident's Performance/Growth and Development
 - Could also include perceptions from Attendings and Nursing Staff(* "360 Evaluation")



Documents (Cont.)

- **Improvement Plan**

- Contains:

- Resident's strengths and deficiencies
- Strategies for improvement or continued growth and development
- ***Provides an opportunity for "Self-Assessment"**



Documents (Cont.)

- **Terms of Academic Probation/Remediation Form**
 - Contains specific requirements and conditions that must be completed or achieved by the Resident with specific time frames identified(e.g., “You will be expected to maintain a 100% attendance average at scheduled didactics”)



Improvement Plan Form

- Improvement Plan Form
- Residency Program:

- Date: _____

- I.
- Strengths (Things I do Well) Things I can do to Improve

- 1. 1.
- 2. 2.
- 3. 3.
- 4. 4.
- 5. 5.

- II.
- Deficiencies (Things I don't do well) Things I can do to Improve

- 1. 1.
- 2. 2.
- 3. 3.
- 4. 4.
- 5. 5.

- Program Director: _____
(Signature)

- Resident/Intern: _____
(Signature)