

Semiannual Evaluation Process

- ❖ The entire faculty participates in semi-annual evaluations. The program director conducts the meeting. The faculty are reminded that evaluations should be commensurate with each fellow's level of training; this has been recently included in the curricula under "Approximate Time Frame Trainee Should Achieve Stage".
- ❖ Deficiencies in the fellows' performance with regards to any competency are discussed and documented. Comments regarding specific rotations are also included, if pertinent. Ways to improve fellows' performance are also discussed. The faculty then grades each fellow on a scale of 1 to 9 with regards to every competency.
- ❖ A report including these grades, and how they compare to previous grades, together with a narrative summarizing the faculty's praises and/or concerns is typed by the program coordinator, and reviewed by the program director.
- ❖ Appointments are made for the fellows to meet with the program director individually for discussion of their evaluations.
- ❖ The program director meets with the fellows individually to discuss their evaluations. The process of evaluation is explained to the fellow. The fellow reflects on his/her own performance as a whole in the program and on particular rotations. The fellow will also provide self-assessment of his/her own achievements and potential. This is acknowledged by the program director. The program director, together with the fellow, set a plan for the fellow to enhance his/her performance and address any concerns from the faculty. Any comments from the fellow are included on a copy of the evaluation, which is kept in the fellows file.
- ❖ Fellows are monitored in between semi-annual evaluations for their performance on a daily basis by the faculty, who would convey any concerns to the program director about the progress of the fellow. The faculty continuously monitors the stress level and fatigue of the fellows. The program director schedules meetings with the fellows as need arises to discuss concerns at any time. Fellows are counseled in a friendly manner and offered the opportunity to reflect on their performance and their needs for further improvement. They are reassured that help is always available, and reminded to continually assess their own alertness level and to use discussed measures to avoid fatigue or sleepiness.

Goals & Objectives

Educational Objectives

- Assess current practice performance through chart audits that measure key clinical and system indicators of high-quality care in patients with preventive cardiology.
- Evaluate the structure and processes of the practice's microsystem to determine how well they support the delivery of high-quality care for patients.
- Develop and implement an improvement plan to improve care for patients with preventive cardiology.
- Re-measure performance on a selected quality indicator after implementing the improvement plan.
- Identify short- and long-term changes that will support ongoing, continued improvement.

PIM Parts:

Part 1 -Performance Data

Provide baseline data about your practice's current performance by:

- Surveying your patients
- Reviewing your charts
- Assessing your practice systems

Part 2 - Quality Improvement (QI) Plan

Develop a plan for improving one aspect of your practice after reviewing the analysis of your current performance data. The analysis will include many aspects of care you provide to your patients. Ultimately, you will target only one of these to use in this quality improvement (QI) cycle.

Part 3 – Re-measurement

Re-measure your performance data after you have implemented your QI plan to see if you achieved your goal. Then, you will reflect on the process of developing and implementing a QI plan.

Fellows in their second year will engage in the American Board of Internal Medicine's (ABIM) Practice Improvement Module (PIM) in Preventive Cardiology together with their clinic mentor. The activity will start around the middle of the academic year (December) and is expected to last four to six months. Fellow's participation is essential at every level of the activity. At the conclusion of this activity, fellows are encouraged to log the activity in their portfolio together with a narrative of the main learning points and their plan for future practice-improvement projects.