**Sample Inpatient R2 Evaluation Form**

***Note for faculty and programs:*** The specific milestones (behaviors listed on the left column) have been selected based on local context . High value milestones have been added (highlighted in yellow) and could be added to any existing assessment form. In this assessment, the anchors selected delineate the level of supervision required. These could be changed to match your program.

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| 1. Resident cannot perform this skill, even with assistance. |
| 2. Resident can perform this skill, but only under direct (i.e. physically present) supervision by a more senior member of the team. |
| 3. Resident can perform this skill under indirect supervision (supervision not physically present but immediately available).  |
| 4. Resident can perform this skill independently (i.e. without senior level supervision). |
| 5. Resident can act as instructor for this skill. |
| **Domain** | **Entrustment Level** |
| **Independent and Direct Care of Patients with Common Acute Illnesses** |  |  |  |  |  |
| Elicit historical subtleties that inform differential diagnosis | 1 | 2 | 3 | 4 | 5 |
| Make appropriate clinical decisions based on diagnostic test results | 1 | 2 | 3 | 4 | 5 |
| Effectively uses history and physical examination skills to minimize the need for further diagnostic testing. | 1 | 2 | 3 | 4 | 5 |
| Customize care in the context of the patient's preferences and overall health | 1 | 2 | 3 | 4 | 5 |
| Recognize unusual disease presentations that require complex decision making | 1 | 2 | 3 | 4 | 5 |
| Incorporates cost-awareness principles into standard clinical judgments and decision-making, including screening tests.  | 1 | 2 | 3 | 4 | 5 |
| **Recognition of Need for Help and Need for Consultative and/or Urgent Assistance** |  |  |  |  |  |
| Admit mistakes and respond appropriately to feedback | 1 | 2 | 3 | 4 | 5 |
| Ask for supervision and consultative assistance when needed | 1 | 2 | 3 | 4 | 5 |
| Diagnose and initiate treatment of emergent conditions | 1 | 2 | 3 | 4 | 5 |
| **Performance of Proper Role in Interprofessional Care Teams** |  |  |  |  |  |
| Role model professional behaviors for junior colleagues | 1 | 2 | 3 | 4 | 5 |
| Manage the healthcare team to coordinate safe discharge transitions | 1 | 2 | 3 | 4 | 5 |
| Effectively handle encounters with challenging or difficult patients | 1 | 2 | 3 | 4 | 5 |
| Identifies and incorporates patient preference in shared decision making across a wide variety of patient care conversations. | 1 | 2 | 3 | 4 | 5 |