

## **PROGRAM, FACULTY, AND RESIDENT EVALUATION**

### **PURPOSE:**

This policy is designed to establish an institutional policy on the evaluation of graduate medical education programs, residents, and faculty.

### **POLICY:**

1. Each residency program must have a written policy governing the program's process for evaluation of the residents by the faculty and evaluation of the faculty and program by the residents.
2. Program policies must be approved by the GME Committee and distributed to residents and faculty.
3. Program policies must delineate the criteria and methods used for evaluation of the residents in the six general competencies.

### **REQUIREMENTS:**

#### **Program Evaluation and Improvement:**

1. Each residency program must document formal, systematic evaluation of the curriculum at least annually. The program must monitor and track each of the following areas:
  - Resident performance
  - Faculty development
  - Graduate performance, including performance of program graduates on the certification examination
  - Program quality
    - Residents and faculty must have the opportunity to evaluate the program confidentially and in writing at least annually.
    - The program must use the results of the residents' assessments of the program together with other program evaluation results to improve the program.
2. If deficiencies in the program are found, the program should prepare a written plan of action to document initiatives and to improve performance. The action plan should be reviewed and approved by the teaching faculty and documented in meeting minutes.
3. Each program is required to submit the annual program review and action plan, if applicable, to the GMEC for review.

#### **Faculty Evaluation:**

1. At least annually, the program must evaluate faculty performance as it relates to the educational program.
2. These evaluations should include a review of the faculty's clinical teaching abilities, commitment to the educational program, clinical knowledge, professionalism, and scholarly activities.
3. This evaluation must include at least annual written confidential evaluations by the residents.

#### **Resident Evaluation:**

Formative Evaluation:

1. The faculty must evaluate resident performance in a timely manner during each rotation or similar educational assignment and document this evaluation at the completion of the assignment
2. The program must:
  - Provide objective assessments of competence in patient care, medical knowledge, practice-based learning and improvement, interpersonal and communication skills, professionalism, and systems-based practice.
  - Use multiple evaluators – faculty, peers, patients, self, and other professional staff.
  - Document progressive resident performance improvement appropriate to the educational level of the resident.
  - Provide each resident with documented semi-annual evaluation of performance with feedback
2. The evaluations of resident performance will be accessible for review by the resident, in accordance with institutional policy.

**Summative Evaluation:**

The program director must provide a summative evaluation for each resident upon completion of the program. This evaluation must be submitted to the GME Office to be included as part of the resident's permanent record. The evaluation will be accessible for review by the resident, in accordance with institutional policy. The evaluation must:

- Document the resident's performance during the final period of education.
- Verify that the resident has demonstrated sufficient competence to enter practice without direct supervision.

**APPROVED BY GMEC: November 17, 1997**  
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