

 University of British Columbia PG-Pain Medicine-SSP	Evaluated By : <b>evaluator's name</b> Evaluating : <b>person (role) or moment's name (if applicable)</b> Dates : <b>start date to end date</b>
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\* indicates a mandatory response

# Pain Medicine Rotation Evaluation Form: Pediatrics Pain

## Medical Expert Role

	N/A	Below expectations	Meets most expectations	Meets all expectations	Exceeds expectations
1. able to demonstrate knowledge about the age-appropriate differences in anatomy, biology, psychology and physiology of pain in pediatric patients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. able to use age-appropriate assessment tools and involve relevant caregivers in the assessment of pediatric inpatients with complex pain and to co-ordinate pain treatments with medical care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. able to use age-appropriate assessment tools and involve relevant caregivers in the assessment pediatric patients with complex pain and to co-ordinate pain treatments in an outpatient setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. have observed a number of diagnostic and treatment procedures for cancer and non-cancer pain in pediatric patients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. are able to provide a management plan for pediatric patients with acute pain in the postanesthetic recovery room (PAR), surgical wards, and/or medical wards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. able to describe the impact of situational, behavioral, emotional and environmental factors that modify children's pain experience and behaviors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. able to demonstrate competency in taking a pain history, use of appropriate assessment tools and perform an appropriate physical examination in different ages of pediatric patient and nonverbal and developmentally delayed children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Consider the barriers to functional recovery in children and youth with complex pain.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Cancer pain: able to describe the etiology, pathophysiology, classification, and characteristics of common pediatric cancer pain.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Acute Pain: able to recognize and treat the side effects of acute pain management modalities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Acute Pain: able to explain the use of adjuvant agents in pediatric pain.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Acute Pain: able to describe and order the multiple acute pain management modalities, e.g., epidural, regional blocks, PCA, COI.	<input type="radio"/>				
13. Acute Pain: able to describe the role of nerve blocks and how to manage nerve catheters.	<input type="radio"/>				
14. Acute Pain: able to describe and manage acute critical incidents related to epidural analgesia.	<input type="radio"/>				
15. Acute Pain: able to step patients down from epidural and PCA to oral analgesics.	<input type="radio"/>				
16. Acute Pain: able to list the indication and contraindications for each acute pain management modality.	<input type="radio"/>				

### Communicator Role

	n/a	Below expectations	Meets most expectations	Meets all expectations	Exceeds expectations
1. able to communicate and provide education effectively and sensitively with pediatric patients and families regarding their pain diagnoses, and its management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. able to write effective chart notes for patients with acute pediatric pain, and write or dictate complete yet succinct consultations for patients with acute or chronic pediatric pain.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. able to verbally present medical information succinctly and accurately to attending staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. able to communicate effectively with other members of the health care team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Review a topic in pediatric pain management unit and prepare a brief written report	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. able to demonstrate effective communication skills in dealing with pediatric patients and their families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. able to identify barriers to effective communication, and modify approach to minimize these barriers. Realize that empathy and caring can be expressed through both verbal and non-verbal communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Demonstrate effective verbal and written communication among members of the interdisciplinary medical care team, and other health care professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prepare and deliver formal presentations for journal clubs and rounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Collaborator Role

		Below	Meets most	Meets all	Exceeds
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	N/A	expectations	expectations	expectations	expectations
1. able to function effectively in the health care team, including an understanding of the roles of the various members (other physicians such as family physician, neurologist, neurosurgeon, physiatrist, orthopedic surgeon, rheumatologist, palliative care physician, psychiatrist, addiction medicine physician; other members of the team such as nurse and nurse clinician, anesthesiology assistant, radiology technician, physiotherapist) and how to prevent or to resolve conflict should they arise.	<input type="radio"/>				
2. able to accurately elicit and synthesize relevant information and perspectives of patients and families, colleagues, and other professionals. Gather information about a pediatric patient's beliefs, concerns, expectations and the impact of pain on their life. Identify and explore problems to be addressed from a pediatric patient encounter effectively, including the pediatric patient's context, responses, concerns, and preferences	<input type="radio"/>				
3. able to respect diversity and difference, including but not limited to the impact of gender, religion and cultural beliefs on decision-making	<input type="radio"/>				
4. able to engage pediatric patients, families, and relevant health professionals in shared decision-making to develop an individualized plan of care	<input type="radio"/>				
5. able to perform a consultation, including the presentation of well-documented assessments and recommendations in written and/or verbal form in response to a request from another health care profession	<input type="radio"/>				
6.able to arrange appropriate follow-up care services for a patient and their family after consultation with others with the most responsible physician to facilitate longitudinal coordinated care	<input type="radio"/>				
7. able to offer pediatric patients the services of patient support groups when indicated	<input type="radio"/>				
8. be aware of the available physiotherapeutic, occupational therapy and vocation assessment modalities used in treating chronic pain, with an emphasis on techniques patients can administer themselves.	<input type="radio"/>				
9. able to recognize the unique roles of members of the pediatric interdisciplinary care team	<input type="radio"/>				

**Manager Role**

		Below	Meets most	Meets all	
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	N/A	expectations	expectations	expectations	Exceeds expectations
1. able to organize acute pain service rounds effectively and efficiently.	<input type="radio"/>				
2. able to organize one's time to participate in regional analgesic procedures.	<input type="radio"/>				
3. participate in all pain management unit meetings and seminars	<input type="radio"/>				
4. be aware of cost implications of pain management care seen in the choice of ancillary investigations and treatment	<input type="radio"/>				
5. be aware of the types of community resources frequently required for holistic pain management	<input type="radio"/>				
6. able to describe the roles, regulatory frameworks, responsibilities and professional capabilities of members of other professions involved in pediatric pain management.	<input type="radio"/>				
7. able to consider career options and be aware of practice management skill requirements for different career paths.	<input type="radio"/>				
8. able to realize importance of collaboration and the assess the stages of team formation and development.	<input type="radio"/>				

**Health Advocate Role**

	N/A	Below expectations	Meets most expectations	Meets all expectations	Exceeds expectations
1. able to advocate for pediatric patients with acute pain and chronic pain to assess appropriate treatment and in the prevention or treatment of complications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. able to advocate for pediatric patients with chronic pain with special needs for further investigation or assessment/ management by other consultants or members of the health care team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. able to describe the current state of pediatric pain management in Canada, including barriers to providing better care, including geographical, cultural and financial barriers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. participated in systemic quality process evaluation and improvement, including patient safety initiatives, organization of delivery of new therapies/ services/programs and evaluation of these new therapies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. able to describe the psychosocial and spiritual issues of pediatric pain patients and their families. In particular, consider the impact on quality of life, and the nature of suffering.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Scholar Role

	n/a	Below expectations	Meets most expectations	Meets all expectations	Exceeds expectations
1. critically review the literature to answer questions arising from patient care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. able to describe current concepts of the placebo response and their implications for assessment and therapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. able to cite known genetic influences on pain and pharmacotherapy for pain; describe the role of genetic techniques in investigating pain physiology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. teach other members of the health care team about issues and learnings that arise during care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. able to incorporate evidence based decision making in caring for pediatric pain patients and their families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. able to participate actively in all academic division activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. able to critically appraise literature in pediatric pain medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. able to provide clinical teaching and mentoring for more junior trainees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Professional Role

	N/A	Below expectations	Meets most expectations	Meets all expectations	Exceeds expectations
1. Throughout the rotation the resident shall demonstrate professional behavior in all interactions with patients, their family members, and other members of the health care team. This includes the establishment of an effective therapeutic relationship with patients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Throughout the rotation, the resident will attend all scheduled educational activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. able to obtain informed consent for patients with chronic pain undergoing regional analgesic techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Throughout the rotation, the resident shall understand his/her own limitations and seek assistance appropriately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Throughout the rotation, the resident shall be receptive to constructive feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. provide a role model of ethical and compassionate care for other members of the patient care team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Recognize the importance of a reflective practice by exploring personal experiences of suffering and in caring for pediatric pain patients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Demonstrate skillful care of					

children in severe pain.	<input type="radio"/>				
11. Demonstrate integrity, honesty, and compassion in the care of pediatric patients and their carers.	<input type="radio"/>				
Overall Performance:	<input type="radio"/>				

Comments (required if below expectations or exceeds expectations in any of above categories):

Reviewed with resident?

- No  
 Yes

Note: Some of the above goals will be expected to be acquired by the completion of the rotation ("by the end of the rotation, be able to...")

Other goals will be demonstrated throughout the rotation ("throughout the rotation")

**The following will be displayed on forms where feedback is enabled...**  
*(for the evaluator to answer...)*

\*Did you have an opportunity to meet with this trainee to discuss their performance?

- Yes  
 No

*(for the evaluatee to answer...)*

\*Did you have an opportunity to discuss your performance with your preceptor/supervisor?

- Yes  
 No