

## Hong Kong College of Paediatricians

### Paediatric Multisource Feedback – Draft

#### Preamble

Formative assessment is an important element in the proposed curriculum review. To obtain an all-round assessment of all eleven domains of trainee competence, feedback from people who have regular contact with the trainee at the workplace is an important tool.

The Sheffield Peer Review Assessment Tool is a validated tool used by HA and RCPCH to collect such feedback. The Working Group recommends that the Paediatric Multisource feedback (PaedMSF) be based on the tool, and modified to enhance acceptance and give clarity how the tool should be used.

The main modifications are aimed at matching the assessment to the appropriate domains and also the use of yes-no answer instead of a grading. Feedbacks for areas where a trainee does not meet the standard would be required.

#### Instruction to trainees

- (1) The PaedMSF is a formative assessment aiming to gather feedbacks from your colleagues and co-workers. It is not a summative assessment. One assessment is required for each year of training until you successfully passed the exit assessment to fellowship.
- (2) PaedMSF aims at promoting self-reflection and encourage improvement.
- (3) PaedMSF is matched to the domains in the curriculum statement
- (4) You are required to nominate up to 15 **medical colleagues** to complete the assessment. These people should be **in contact with you** in the past six to 12 months so that they have a good knowledge how you perform in the workplace. **About 50% of your nominations should be your seniors, and the other 50% should be your peers or juniors.** Your trainers during the past 6 to 12 months should be nominated, and at least one nominee should be in the consultant grade.
- (5) A minimum of 7 feedbacks are required for a meaningful report. You may be required to nominate more assessors if the minimum requirement is not reached.
- (6) You are encouraged to discuss the report with your trainers in ways to improve in deficient areas.
- (7) The assessors are requested to provide constructive feedback based on their professional encounters with you. However there are times when some personal and potentially damaging feedbacks are provided. Please seek assistance from your trainer or training supervisor when you encounter difficulty dealing with the feedback.

Feedbacks should be viewed in a neutral manner without the emotional overtone that they may carry.

### **Instruction to Assessors**

- (1) You are invited to provide feedback based on your regular professional interaction with a paediatric trainee during daily work.
- (2) The assessment is anonymous.
- (3) Please finish and submit your assessment within 4 weeks after you receive the invitation.
- (4) You are kindly asked to provide an assessment if the trainee consistently demonstrated the competence that is expected at one's level of training.
- (5) A "Yes/No" answer to a group of questions would be required. You should answer "no" if the trainee does not consistently perform at or above standard at any one of the questions in the group.
- (6) If your answer is a "yes", you are encouraged to provide an optional feedback in areas the trainee excels or performs above expectation. This will be particularly encouraging to the trainee.
- (7) If your answer is a "no", please provide feedback in the deficient areas and suggest ways to improve. Please be specific, constructive and sensitive. Your feedbacks will be shown to the trainee unabridged.



PaedMSF – Assessment form

Name of trainee (provided)

Year of training (provided)

Name of assessor (will be anonymized)

Your Associateship / Membership / Fellowship number

Your e-mail

In what environment have you interacted with the trainee: HA Paediatric Training units / DH  
Paediatric training units / Non-paediatric training units

Your position: Consultant / AC / RS / Trainee at year \_\_\_\_ / others

For how long have you known the trainee: \_\_\_\_\_ months

DRAFT

PAGE ONE (Good clinical care)

Mapped to Domains 1, 4, 6, 7

Has the trainee **consistently** performed at a level that is commensurate or above the expectation of a trainee at his / her training level?

- (1) Able to diagnose patient problems
- (2) Able to formulate appropriate management plans
- (3) Able to manage complex patients
- (4) Able to respond to psychosocial aspects of illness
- (5) Able to utilize resources appropriately e.g. ordering investigations
- (6) Able to assess the risks and benefits when treating patients
- (7) Able to coordinate patient care
- (8) Be aware of one's own limitation
- (9) Be committed to the safeguarding of children and families at risk

- Yes (in all nine aspects)
- No (in one or more aspects)

If answer is yes, please provide optional feedback where the trainee has done exceptionally well.

If answer is no, please provide feedback on the ways to improve on the deficient area(s).

PAGE TWO (Maintaining good clinical practice)

Mapped to Domains 1, 3, 4, 11

Has the trainee **consistently** performed at a level that is commensurate or above the expectation of a trainee at his / her training level?

- (1) Demonstrate proficiency in performing the technical skills required e.g. drip setting, lumbar puncture
- (2) Able to apply up-to-date knowledge or evidence-based medicine
- (3) Able to manage time or prioritize effectively
- (4) Ability to deal with stress
- (5) Be committed to the continuous improvement of quality of care both at the personal and the institutional aspect

- Yes (in all five aspects)
- No (in one or more aspects)

If answer is yes, please provide optional feedback where the trainee has done exceptionally well.

If answer is no, please provide feedback on the ways to improve on the deficient area(s).

PAGE THREE (Teaching, training, appraising and assessing)

Mapped to Domains 1, 6, 10

Has the trainee **consistently** performed at a level that is commensurate or above the expectation of a trainee at his / her training level?

- (1) Be committed to continued learning
- (2) Be willing and effective when teaching or training colleagues
- (3) Able to give feedback that is honest, supportive and private when necessary.

- Yes (in all three aspects)
- No (in one or more aspects)

If answer is yes, please provide optional feedback where the trainee has done exceptionally well.

If answer is no, please provide feedback on the ways to improve on the deficient area(s).

PAGE FOUR (Relationship with patients)

Mapped to Domains 1, 2, 5

Has the trainee **consistently** performed at a level that is commensurate or above the expectation of a trainee at his / her training level?

- (1) Able to communicate with patients (children and young people)
- (2) Able to communicate with carers and family
- (3) Shows respect for patient and their right to confidentiality

- Yes (in all three aspects)
- No (in one or more aspects)

If answer is yes, please provide optional feedback where the trainee has done exceptionally well.

If answer is no, please provide feedback on the ways to improve on the deficient area(s).

PAGE FIVE (Working with Colleagues)

Mapped to Domains 1 ,2, 6

Has the trainee **consistently** performed at a level that is commensurate or above the expectation of a trainee at his / her training level?

- (1) Give clear and effective verbal communication to colleagues
- (2) Give clear and effective written communication to colleagues
- (3) Able to recognize the value and contribution of others
- (4) Being accessible and reliable (trustworthy)
- (5) Demonstrate effective leadership skills
- (6) Demonstrate effective management skills

- Yes (in all six aspects)
- No (in one or more aspects)

If answer is yes, please provide optional feedback where the trainee has done exceptionally well.

If answer is no, please provide feedback on the ways to improve on the deficient area(s).

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Overall, how do you rate this doctor compared to other doctors at the same level of training?

5 – Above expectation

4 – Meets expectation

3 – Borderline

2 – Below expectation

1 – Significantly below expectation

Do you have any concern about the integrity / uprightness of this doctor?

- Yes (please state your concern)
- No

Any additional comments

## Domain mapping of PaedMSF

Domains	Page 1	Page 2	Page 3	Page 4	Page 5
1- Professional values and Behaviour	+	+	+	+	+
2 – Communication				+	+
3 – Procedures		+			
4 – Patient Management	+	+			
5 – Health Promotion and Illness Prevention				+	
6 – Leadership and team working	+		+		+
7 – Patient safety (including safe prescribing)	+				
8 - Quality Improvement		+			
9 – Safeguarding	+				
10 – Education and training			+		
11 - Research		+			