

**Small Animal Internal Medicine (SAIM) Resident Evaluation**  
**American College of Veterinary Internal Medicine**

**Resident's Name:** \_\_\_\_\_  
**Evaluator's Name:** \_\_\_\_\_  
**Resident's Mentor:** \_\_\_\_\_

**Year of Residency:** R1    R2    R3  
**Date:** \_\_\_\_\_  
**Evaluation period:** \_\_\_\_\_

Each SAIM resident is evaluated based on the eight competencies listed below. These core competencies are based in part on the recommendations established by the Accreditation Council for Graduate Medical Education (ACGME) as the criteria for evaluating the development of medical residents during their post professional education clinical training program.

Each resident evaluation is made based on level of proficiency for the year of residency (refer to core competency document). Each competency is evaluated on a scale to 1-9. For any competencies that require attention or are rated  $\leq 4$ , specific comments and recommendations are essential.

**1) Patient Care:** Provides patient care that is compassionate, appropriate, and effective.

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Unsatisfactory: 1 - 3	Satisfactory: 4 - 6	Superior: 7 - 9
<ul style="list-style-type: none"> <li>• Incomplete, inaccurate medical interviews, physical exams, and review of other data.</li> <li>• Incompetent performance of essential procedures.</li> <li>• Fails to analyze clinical data and consider client and patient preferences when making medical decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows compassion in the care and welfare of patients.</li> <li>• Obtains a detailed and accurate history and physical exam.</li> <li>• Forms a clear diagnostic and therapeutic treatment plan.</li> <li>• Competent in performing essential procedures.</li> <li>• Follows patients closely and provides competent care.</li> </ul>	<ul style="list-style-type: none"> <li>• Superb and comprehensive medical interviews, physical exams, review of other data, and procedural skills.</li> <li>• Always makes diagnostic and therapeutic decisions based on available evidence, sound judgment, and patient preferences.</li> <li>• Proficient in performance of essential procedures and willingness to teach others.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Performance that warrants praise</b>  <i>Provide specific comments:</i></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Performance that needs attention</b>  <i>Provide specific comments:</i></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Insufficient contact to judge</b></li> </ul>		

**2) Medical Knowledge:** Demonstrates a solid knowledge base about the pathophysiology of both common and uncommon internal medicine diseases.

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Unsatisfactory: 1 - 3			Satisfactory: 4 - 6			Superior: 7 - 9		
<ul style="list-style-type: none"><li>● Limited knowledge of basic and clinical sciences.</li><li>● Minimal interest in learning.</li><li>● Does not understand the complex relations and mechanisms of disease.</li></ul>			<ul style="list-style-type: none"><li>● Understands basic science and literature of the specialty. Keeps up to date with current literature.</li><li>● Demonstrates growth of knowledge and critically evaluates new reported information.</li><li>● Able to apply the problem-oriented approach to cases and efficiently works up difficult cases.</li></ul>			<ul style="list-style-type: none"><li>● Exceptional knowledge of basic and clinical sciences.</li><li>● Highly resourceful in their knowledge base development.</li><li>● Comprehensive understanding of the complex relationships and mechanisms of disease.</li></ul>		
<ul style="list-style-type: none"><li>• <b>Performance that warrants praise</b> <i>Provide specific comments:</i></li></ul>								
<ul style="list-style-type: none"><li>• <b>Performance that needs attention</b> <i>Provide specific comments:</i></li></ul>								
<ul style="list-style-type: none"><li>• <b>Insufficient contact to judge</b></li></ul>								

**3) Practice-Based Learning/Improvement:** Investigates and evaluates scientific evidence to improve clinical case management.

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Unsatisfactory: 1 - 3	Satisfactory: 4 - 6	Superior: 7 - 9
<ul style="list-style-type: none"> <li>• Fails to perform self-evaluation.</li> <li>• Lacks insight or initiative.</li> <li>• Resists or ignores feedback.</li> <li>• Fails to use information technology to enhance patient care or pursue self-improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes evidence from scientific studies to optimize patient care.</li> <li>• Actively works on further developing areas of weakness and learning from own mistakes.</li> <li>• Appreciative of constructive feedback and actively works toward improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Constantly evaluates own performance, incorporates feedback into improvement of activities.</li> <li>• Effectively uses technology to manage information for patient care and self-improvement.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Performance that warrants praise</b> <i>Provide specific comments:</i></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Performance needs attention</b> <i>Provide specific comments:</i></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Insufficient contact to judge</b></li> </ul>		

**4) Interpersonal and communication skills:** Demonstrates effective interpersonal and communication skills with clients, referring veterinarians, students, house officers, staff, and faculty.

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Unsatisfactory: 1 - 3	Satisfactory: 4 - 6	Superior: 7 - 9
<ul style="list-style-type: none"> <li>• Does not establish even minimally effective therapeutic relationships with patients, owners and rDVMs.</li> <li>• Does not demonstrate ability to build relationships through listening, narrative, or nonverbal skills.</li> <li>• Does not provide education or counseling to owner or colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively communicates with faculty/students/technicians/receptionists/staff supporting a team effort.</li> <li>• Supervises students including patient care, notations in medical records, and communications with owners.</li> <li>• Interacts collegially with colleagues within and outside the VMTH and actively participates in consultations.</li> <li>• Communicates the diagnostic and therapeutic plan clearly with other health care professionals and owners. Provides a clear hand-off of medical information.</li> <li>• Provides thorough and prompt follow-up to rDVMs. Completes and returns medical records in a timely manner following patient discharge.</li> <li>• Follows up with owners and rDVM on pending records for outpatients.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes a highly effective therapeutic relationship with owners and rDVMs.</li> <li>• Demonstrates excellent relationship building through listening, narrative, and nonverbal skills.</li> <li>• Excellent education and counseling of owners, students, and colleagues.</li> <li>• Always “interpersonally” engaged.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Performance that warrants praise</b> <i>Provide specific comments:</i></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Performance that needs attention</b> <i>Provide specific comments:</i></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Insufficient contact to judge</b></li> </ul>		

**5) Professionalism:** Maintains a professional demeanor on the clinic floor and demonstrates a commitment to ethical principles at all times.

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Unsatisfactory: 1 - 3	Satisfactory: 4 - 6	Superior: 7 - 9
<ul style="list-style-type: none"> <li>• Lacks respect, compassion, integrity, honesty.</li> <li>• Disregards need for self-assessment.</li> <li>• Fails to acknowledge errors.</li> <li>• Does not consider the needs of patients, owners, and colleagues.</li> <li>• Does not display responsible behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Put the patient's need beyond his/her own self-interest.</li> <li>• Demonstrates willingness to work hard, has sound judgment, and maturity.</li> <li>• Demonstrates professionalism and maintains professional image when dealing with difficult situations (i.e. cases, personalities, etc.).</li> <li>• Respectful to colleagues and arrive on time for the weekly section and daily service rounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Always demonstrate respect, compassion, integrity, honesty.</li> <li>• Role model for responsible behavior.</li> <li>• Total commitment to self-assessment.</li> <li>• Willingly acknowledges errors.</li> <li>• Always considers needs of patient, owner, and colleagues.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Performance that warrants praise</b> <i>Provide specific comments:</i></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Performance that needs attention</b> <i>Provide specific comments</i></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Insufficient contact to judge</b></li> </ul>		

**6) Didactic Learning:** Participates actively in medicine journal club, house officer rounds, and other applicable learning opportunities provided by the residency. Attends daily service and resident rounds consistently and is on time.

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Unsatisfactory: 1 - 3	Satisfactory: 4 - 6	Superior: 7 - 9
<ul style="list-style-type: none"> <li>• Lacks interest and willing to participate in didactic learning.</li> <li>• Consistently arrives late or unprepared for round discussions.</li> <li>• Frequently cancel scheduled didactic presentations due to lack of preparation.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrives to rounds on time, is prepared, and participates in round discussions.</li> <li>• Oral presentation style is well prepared, organized, logical, and accurate.</li> <li>• Provides well written and organized handouts to accompany lectures (ex ACVIM reviews).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates eagerness to participate .in didactic learning opportunities.</li> <li>• Handouts and presentation style are exemplary and set the standards for others.</li> <li>• Committed to continual learning and inspires others to do the same.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Performance that warrants praise</b> <i>Provide specific comments:</i></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Performance needs attention</b> <i>Provide specific comments:</i></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Insufficient contact to judge</b></li> </ul>		

**7) Clinical Research and Publication Productivity:** Demonstrates initiative to identify, participate in, and complete a clinical research project for publication under the supervision of a faculty mentor.

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Unsatisfactory: 1 - 3	Satisfactory: 4 - 6	Superior: 7 - 9
<ul style="list-style-type: none"> <li>• Lacks enthusiasm and initiative to identify a research project of interest.</li> <li>• Fails to initiate moving identified project forward and/or resists active participation in patient recruitment, data collection or analysis.</li> <li>• Lack of research productivity – misses identified deadlines, meeting dates, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates or assists in the design and/or implement a research proposal.</li> <li>• Reviews relevant literature and actively participate in grant writing.</li> <li>• Active participation in study recruitment, data collection, organization, and analysis.</li> <li>• Demonstrated commitment to ethical principles of research. Active participation in the writing of animal care and use protocol.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates proficiency in research methods.</li> <li>• Demonstrated research productivity.</li> <li>• Successful completion of research project including publication and/or presentation.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Performance that warrants praise</b> <i>Provide specific comments:</i></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Performance that needs attention</b> <i>Provide specific comments:</i></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Insufficient contact to judge</b></li> </ul>		

**8) Teaching Ability:** Participates actively, shows effort and growth in teaching, to include teaching in case rounds and topics rounds, CE to practicing veterinarians, and other applicable teaching opportunities provided in the residency.

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Unsatisfactory: 1 - 3	Satisfactory: 4 - 6	Superior: 7 - 9
<ul style="list-style-type: none"> <li>• Lacks enthusiasm and initiative in participating in teaching or lecturing.</li> <li>• No interest in developing teaching or lecturing skills.</li> <li>• Consistently unprepared for or cancels lectures, journal club presentation, or round discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively assists in leading case and topic round discussions.</li> <li>• Effective presentation style with up-to-date material that is well-organized and presented in sufficient depth.</li> <li>• Interested and enthusiastic about lecture topics and demonstrates a comprehensive knowledge of the subject presented.</li> <li>• Utilizes handouts or other learning aids to enhance lecture content.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly initiates leading case and topic round discussions.</li> <li>• Always demonstrate enthusiasm about teaching.</li> <li>• Committed to continuing learning and improving teaching skills.</li> <li>• Consistently eager to participate in teaching opportunities.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Performance that warrants praise</b> <i>Provide specific comments:</i></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Performance that needs attention</b> <i>Provide specific comments:</i></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Teaching evaluations (number and numeric average)</b> <i>Comments:</i></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Insufficient contact to judge</b></li> </ul>		

**Resident Overall Competence in SAIM**

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Unsatisfactory: 1 - 3	Satisfactory: 4 - 6	Superior: 7 - 9
<ul style="list-style-type: none"> <li>• <b>Additional comments:</b></li> </ul>		

Evaluator signature: \_\_\_\_\_

Date \_\_\_\_\_