



Physician Performance Diagnostic Inventory¹

The following rating scale is a “developmental” scale and, as such, it compares the physician’s expertise across the entire spectrum of expected practice. Using the following definitions, select the developmental level that has been achieved for the competency objective being evaluated. Include descriptive comments to support your choices and make recommendations for further study. A rating of “unsatisfactory” requires a detailed explanation. Indicate areas for emphasis and future study by placing a check in the **future focus** column. **After completing the PPD, read the directions for use, and create an individualized learning and evaluation plan for the resident.**

RATING SCALE

1	UNSATISFACTORY
	Rarely demonstrates competence AND is unexpected to become competent within the assigned time frame. Consistently makes poor decisions or has a consistently unsatisfactory approach to solving problems that results in poor care delivery or unacceptable behavior. Repeatedly appears incapable of understanding concepts, performing tasks, exercising judgment or demonstrating behaviors that are important to show ability to learn the element being evaluated. SELECTING THIS RATING REQUIRES A DETAILED COMMENT
2	EARLY LEARNER
	Demonstrates competence occasionally; usually shows ability to learn in routine, repetitive or non-stressful situations. Requires supervision. Incapable or inconsistent in using experience to address circumstances that are unexpected or non-typical. The early learner is at a novice level and shows aptitude but has not yet had sufficient experience, training or skill acquisition to achieve competence. Unlike the unsatisfactory (who believes they already know it all), wants to engage in learning.
3	COMPETENT
	Demonstrates competence most of the time and under routine circumstances. Can perform without supervision in usual or predictable circumstances. Has developed adequate internal resources, knowledge or skills to make good decisions or perform acceptably in routine cases. IMPORTANTLY , the competent physician recognizes limitations and accesses support when needed, especially for more challenging situations. This is the level expected from those at the completion of training and indicates that they can effectively address the majority of routine situations and will access support when needed in other cases.
4	PROFICIENT
	Demonstrates competence most of the time and under most circumstances through applying intuition to guide an analytical thought process in complex and unpredictable situations. Has a good grasp of information, excellent skills and sound principles <u>and</u> applies them to guide actions in unusual or challenging circumstances. Is consistently trusted to deal effectively with complex problems. Has developed enough internal understanding, ability to flexibly apply knowledge and sufficient skills that they can reliably handle challenging situations without the need for external support.
5	EXPERT
	Demonstrates competence almost always through understanding the conceptual whole with appropriate intuitiveness and adaptability to the circumstance. Can recognize errors or inadequacies in knowledge, judgment, skills or behavior in complex situations and is capable of effective remediation. Is a persuasive lifelong learner. Understands the contextual “whole” and is fluid and flexible in performance. Has a seeming 6 th sense (or a well developed “internal gyroscope”) of how to respond to even the most unpredictable and challenging situations. Is a resource mentor, teacher, and role model in this area.
U	UNABLE TO EVALUATE

¹ (Developed by Jamie Dickey, PhD, Ross Ungerleider, MD, and Donald Girard, MD to fulfill partial requirements for ACGME Outcomes Project)

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This is a progressive, developmental scale. Circle the number that is most appropriate for this physician in each category and provide one or two descriptive statements that inform your choice of rating. A rating of “unsatisfactory” requires a detailed explanation. Upon completion of the inventory, choose one or more **Future Focus** areas for further learning in each of the competency categories. Place a check in the box entitled “Future Focus”. (See the “how to” section for more information on the use of the PPDI.)

Person Being
Evaluated _____

Evaluator _____

Date: _____

	PATIENT CARE	Un-satisfactory	Early Learner	Competent	Proficient	Expert	Unable to Evaluate	Future Focus
1.	Demonstrates compassionate (caring, and respectful) behaviors	1	2	3	4	5	U	
2.	Gathers appropriate information	1	2	3	4	5	U	
3.	Makes informed decisions that include patient preferences	1	2	3	4	5	U	
4.	Develops patient management plans	1	2	3	4	5	U	
5.	Counsels and educates patients and their families	1	2	3	4	5	U	
6.	Uses evidence-based practices to support patient care decisions	1	2	3	4	5	U	
7.	Promotes health care services aimed at preventing health problems or maintaining health	1	2	3	4	5	U	
8.	Works well with others in the health care profession.	1	2	3	4	5	U	
9.	Other:	1	2	3	4	5	U	
Comments:								
	MEDICAL KNOWLEDGE (and skill)	Un-satisfactory	Early Learner	Competent	Proficient	Expert	Unable to Evaluate	Future Focus
10	Demonstrates knowledge application of the basic and clinically supportive sciences which are appropriate to their discipline	1	2	3	4	5	U	
11.	Demonstrates critical, investigatory, and analytic thinking	1	2	3	4	5	U	
12.	Performs invasive procedures considered essential for his/her area of practice (e.g. technical skill)	1	2	3	4	5	U	
13.	Other:	1	2	3	4	5	U	
Comments:								

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	PRACTICE-BASED LEARNING AND IMPROVEMENT	Un- satisfactory	Early Learner	Competent	Proficient	Expert	Unable to Evaluate	Future Focus
14.	Utilizes personal reflection .	1	2	3	4	5	U	
15.	Analyzes practice experience and performs practice based improvement activities	1	2	3	4	5	U	
16.	Evaluates evidence from scientific studies.	1	2	3	4	5	U	
17.	Applies knowledge of study designs and statistical methods to evaluate scientific information	1	2	3	4	5	U	
18.	Utilizes on-line medical information and other technologies to support education	1	2	3	4	5	U	
19.	Facilitates the learning of others.	1	2	3	4	5	U	
20.	Manages health care information about patients to improve patient safety	1	2	3	4	5	U	
21.	Other:	1	2	3	4	5	U	
	Comments:							
	INTERPERSONAL AND COMMUNICATION SKILLS	Un- satisfactory	Early Learner	Competent	Proficient	Expert	Unable to Evaluate	Future Focus
22.	Addresses tense or difficult issues and discusses controversial topics	1	2	3	4	5	U	
23.	Encourages collaborative decisions with contributions from other health care professionals.	1	2	3	4	5	U	
24.	Creates and sustains ethically sound relationships	1	2	3	4	5	U	
25.	Uses effective listening skills	1	2	3	4	5	U	
26.	Communicates effectively with patients	1	2	3	4	5	U	
27.	Reads nonverbal cues in order to understand the experience of others	1	2	3	4	5	U	
28.	Communicates (verbally and in writing) effectively about patient conditions with other health care professionals	1	2	3	4	5	U	
29.	Other:	1	2	3	4	5	U	
	Comments:							

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	PROFESSIONALISM	Un-satisfactory	Early Learner	Competent	Proficient	Expert	Unable to Evaluate	Future Focus
30.	Provides effective leadership as a member of an interdisciplinary team	1	2	3	4	5	U	
31.	Models appropriate followership as a member of an interdisciplinary team	1	2	3	4	5	U	
32.	Understands divergent points of view	1	2	3	4	5	U	
33.	Demonstrates integrity (respect, honesty and trustworthiness)	1	2	3	4	5	U	
34.	Demonstrates accountability and responsiveness to the needs of patients and society that supersedes self-interest	1	2	3	4	5	U	
35.	Demonstrates a commitment to on-going professional development	1	2	3	4	5	U	
36.	Demonstrates a commitment to ethical principles .	1	2	3	4	5	U	
37.	Manages his/her emotions and behaviors , especially during time of stress.	1	2	3	4	5	U	
38.	Demonstrates sensitivity and responsiveness to culture, race, gender, age, and/or disabilities	1	2	3	4	5	U	
39.	Reports and takes responsibility for personal errors and misjudgments	1	2	3	4	5	U	
40.	Other:	1	2	3	4	5	U	
Comments:								
	SYSTEM-BASED PRACTICE	Un-satisfactory	Early Learner	Competent	Proficient	Expert	Unable to Evaluate	Future Focus
41.	Understands the impact of patient care decisions on the patient and the entire health care system .	1	2	3	4	5	U	
42.	Practices cost-effective health care and resource allocation that does not compromise quality of care	1	2	3	4	5	U	
43.	Assists patients in dealing with system complexities	1	2	3	4	5	U	
44.	Partners with health care managers and system providers	1	2	3	4	5	U	
45.	Other:	1	2	3	4	5	U	
Comments:								

How to Use the Physician Performance Diagnostic Inventory to Create Individualized Learning and Evaluation Plans

The Physician Performance Diagnostic Inventory (PPDI) is an assessment that measures learning and performance progress. The progressive stages are early learner, competent, proficient, expert, and unsatisfactory (when learning problems are not developmental). The PPDI is used to assess resident and faculty perceptions of performance, and create an individualized learning and evaluation plan for the learner (**formative**). It may also be used with support from other evaluations to guide **summative** or final evaluation.

How to use the Physician Performance Diagnostic Inventory:

- **Step One:** Resident, Program Director and Faculty members complete the PDDI
- **Step Two:** After completing the PPDI, program directors discuss with residents the differences between **formative, summative, single, and global** evaluations.
 - **Single evaluations** capture performance ratings on a single event and generally occur directly after the demonstration of a knowledge, skill, or attitudinal performance.
 - **Global evaluations** cover more than one performance event, and are often summative.
 - **Formative evaluations** provide feedback on performance and identify areas for learning and improvement.
 - **Summative evaluations** are summary, or final, evaluations of performance.
- **Step Three:** Program Directors and/or other faculty mentors meet one on one with each resident to review the resident's developmental ratings on the ACGME competency areas. In this review, the resident and program director will discuss the resident's self-assessment, the faculty's composite assessment, differences between these two assessments, and competency areas for future focus and development.
- **Step Four:** Based on information from the PPDI, the program director and resident create an individualized learning and evaluation plan to teach and assess the knowledge, skills, and attitudes necessary for achievement of competency (proficiency/expertise) in each of the previously identified ACGME competency areas.
- **Step Five:** Resident performance assessments at six-month intervals allow each resident to provide evidence of improvement in each identified competency area based on evidence from earlier **formative** evaluations. The resident's individualized learning plan will be adjusted to reflect their present level of performance and to address areas for future learning focus.

Jamie Dickey, Ph.D., Ross Ungerleider, M.D., and Donald Girard, M.D developed the PPDI for OHSU. It has been reviewed by medical experts and psychometricians from the American Board of Internal Medicine (ABIM), Accreditation Council for Graduate Medical Education (ACGME), and others at Oregon Health & Science University (OHSU).

“The Competent Physician” (Web-Based Training Program on ACGME Competencies)

