

**ASSESSMENT VERIFICATION PERIOD (AVP)
DETAILED ASSESSMENT FORM for IMGs**

Name of Candidate: _____
 Name of Assessor(s): _____
 Program: _____ Date of Assessment: _____

Note: This Detailed AVP Assessment Form is an internal program document to be used to assess IMG candidates seeking entry into Ontario postgraduate residency training programs. This form will be used to assess the candidates, including their communication skills: 1) at the end of the 4th week of the AVP, and 2) by the end of the 8th week, and 3) at the end of the 12-week AVP period. All assessments remain in the program/department files. This assessment information will be used to inform the summary AVP Evaluation Form, which the Program Director must sign and forward to the PGME Office at the end of the AVP to complete the registration and licensing process.

Report performances rated Unsatisfactory or Below Expectation to the PGME Office.

for grading legend, see page 2

CRITERIA	DESCRIPTION	U*	BE*	ME	AE	O	N/A or unable to assess
1. COMMUNICATION SKILLS							
Introduction	Introduces self, uses patient's name, makes sure patient is aware of reason for encounter.						
Vocabulary	Uses vocabulary that is easily understood, avoids medical jargon, clarifies historian's language as needed.						
Technique	Expresses self clearly, mixes open and closed questions, controls interview, facilitates patient response, uses allotted time well.						
Interaction	Gives appropriate attention and respect to patient, puts patients at ease, establishes a sensitive and compassionate relationship.						
Attentiveness	Listens attentively, identifies communication cues/leads, avoids repetitious questions.						

Patient's Response	Understands the question, felt that they were being both listened to and understood, comfortable with professional relationship.						
2. CLINICAL SKILLS		U*	BE*	ME	AE	O	N/A or unable to assess
Comprehensiveness (history-taking)	Follows cues/leads, gathers relevant past, family and personal history, reviews all systems, with detailed focus on problem-related areas. Explores social history. Completes examination as appropriate for time and situation.						
Comprehensiveness (Physical Examination)	Reviews all systems with detailed focus on problem-related areas. Completes examination as appropriate for time and situation.						
Problem Definition and Orientation	Obtains full description of presenting problem; picks up cues (verbal and non-verbal); directs examination towards problems elicited in history; examines relevant areas thoroughly.						
Time Management and Efficiency	Varies approach to history to adapt to physical and emotional state of patient/family. Gets the most out of time available for interview.						
Establishing Connections and Building Trust.	Interacts appropriately with patients considering patient's age, physical abilities and emotional condition. Performs procedures correctly and efficiently while considering patient dignity and comfort. (for example, appropriately drapes patient, does not hurt patient, and washes hands before and after examination.)						

3. TECHNICAL SKILLS		U*	BE*	ME	AE	O	N/A or Unable to Assess
	Displays experience with, and knowledge of, technical skills required for reported level of training in the specialty.						
4. KNOWLEDGE AND Clinical Reasoning		U*	BE*	ME	AE	O	N/A or Unable to Assess
Synthesis	Accurately interprets history, physical findings, and diagnostic testing.						
Diagnosis	Establishes an appropriate problem list and differential diagnosis, based on the available clinical information.						
Investigation	Orders appropriate investigations, considering probable yield, risks, costs and clinical setting.						
Management Planning	Establishes priorities in approach to investigation and management. Priorities are appropriate for identified issues; involves health care team as necessary; plans appropriate patient education including emotional and socioeconomic considerations; considers future comprehensive care; considers both pharmacologic and non-pharmacologic approaches as appropriate.						
5. PROFESSIONAL ATTITUDES		U*	BE*	ME	AE	O	N/A or Unable to Assess
Self-directed Learning	Engagement, punctuality, attendance, eagerness to learn. Demonstrates insight						

	into their limitations. Responsive to constructive feedback.						
Inter-professional Care	Utilizes health care team consultants appropriately, after due consideration to difficulty of patient's problems, own expertise and what is expected of consultant. Appropriately engages consultants, considering complexity of the patient's problem; physicians own expertise and consultant's expected role.						
Interpersonal Relationships	Fosters respectful and effective relationships with co-workers, acknowledging and valuing the roles of all team members.						
Responsibility	Exhibits proper professional behaviour. Is punctual, prepared, reliable, honest, and completes responsibilities in a timely fashion.						
6. Overall Assessment	Unsatisfactory, Below Expectations, Meets Expectations, Above Expectations, Outstanding.						
7. * ASSESSOR'S COMMENTS: _____ _____ _____ _____ Signature Trainee: _____ Signature Assessor: _____							

- Grading Legend: Please place checkmark or "x" in the appropriate box.
U = Unsatisfactory
BE = Below Expectation
ME = Meets Expectation
AE = Above Expectation
O = Outstanding

Report performances rated Unsatisfactory or Below Expectation to the PGME Office.