

MEDS 2018

Western University
Schulich School of Medicine & Dentistry
SUMMATIVE CLINICAL CLERK ASSESSMENT
Academic Year 2016 – 2017

Student Name:

Student #

Rotation Block (circle one): **FAMILY MEDICINE** **MEDICINE** **OBSGYN** **PAEDIATRICS** **PSYCHIATRY** **SURGERY**

Rotation Dates: From: To:

Number of Days Absent: _____ → Illness _____

Was mid-rotation feedback given to the student? ☐ Yes ☐ No

Is the student's behaviour consistent with the CMA Code of Ethics? ☐ Yes ☐ No For an up-to-date version of the CMA Code of Ethics, please visit: <http://policybase.cma.ca/dbtw-wpd/PolicyPDF/PD04-06.pdf>

If not consistent, explain:

Was Observed Patient Encounter (H&P) completed? ☐ Yes ☐ No

Assessment components that contribute to the final assessment:

- | | | |
|--|---|-------|
| <input type="checkbox"/> Exam (oral) | <input type="checkbox"/> Clinical (Selective) | _____ |
| <input type="checkbox"/> Exam (written) | <input type="checkbox"/> Clinical (Selective) | _____ |
| <input type="checkbox"/> Clinical (ambulatory) | <input type="checkbox"/> Clinical (Selective) | _____ |
| <input type="checkbox"/> Clinical (ward) | <input type="checkbox"/> Other (please describe): | _____ |

Name of Supervisor (print):

Signature of Supervisor:

Signature of Student:

Date:

Note: Signature by the student indicates that the student has seen the assessment. It does not indicate that the student agrees with the assessment.

INSTRUCTIONS FOR ASSESSORS

- Summative assessment should take into account **all of the formal assessments** that have been done during the rotation, and any relevant anecdotal reports.
- For the **Medical Expert** and **Professional** competencies, the asterisk (*) Indicates a clerk **must** achieve “**Meets Expectations**” in order to pass the rotation.
- For the remaining 5 competencies, a clerk must achieve a minimum of “**Meets Expectations**” in **4 out of the 5** competencies in order to pass the rotation.
- Failure in **any one subcomponent of a competency** constitutes a **failure** for the entire competency.
 - Consult the Assessment of Clerkship policy for further information.
- If you are unable to assess a specific competency, please indicate “Not Able to Assess” – **this should only occur under exceptional circumstances.**
- When assessing a subcomponent, **it is possible** to check elements from Does Not Meets Expectations and Meets Expectations to denote specific strengths or weaknesses – the **overall result** for each subcomponent is determined by where the **majority of competence** has been demonstrated.
- When scoring the rubric, assessors should take into account the level of training and experience of the candidate (e.g. a clerk on their first rotation vs. a clerk on the final rotation).
- Make sure you also complete the **Overall Performance** and **Formative Feedback** sections following the rubric.

Competency: based on the CanMEDS roles

Subcomponent: a subsection of the competency

2. Communicator		
<input type="checkbox"/> Does Not Meet Expectations		
Relationships (2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 2.9, 2.10)	<input type="checkbox"/> Not able to assess	<input type="checkbox"/> demonstrate the relationship between effective communication and improved patient outcomes <input type="checkbox"/> establish rapport, respect, sympathy, or empathy for patients, families, or colleagues
Conveying Information (Verbal and/or Written) (2.11, 2.12)	<input type="checkbox"/> Not able to assess	<input type="checkbox"/> Does Not Meet Expectations
	<input type="checkbox"/> disorganized <input type="checkbox"/> incomplete <input type="checkbox"/> inaccurate or illegible <input type="checkbox"/> rambling	<input type="checkbox"/> establish relationship with family <input type="checkbox"/> maintain relationship from previous encounters <input type="checkbox"/> communicate accurately <input type="checkbox"/> communicate clearly <input type="checkbox"/> communicate effectively

Element: a description of the knowledge / skills / attitudes associated with the subsection

1. Medical Expert *	<input type="checkbox"/> DOES NOT MEET EXPECTATIONS		<input type="checkbox"/> MEETS EXPECTATIONS	
<p>* Clinical Reasoning and the Application of Basic Knowledge (1.1, 1.2, 1.3, 1.4, 1.8, 1.9, 1.11)</p> <p><input type="checkbox"/> Not able to assess</p>	<input type="checkbox"/> DOES NOT MEET EXPECTATIONS	<input type="checkbox"/> BORDERLINE	<input type="checkbox"/> MEETS EXPECTATIONS	<input type="checkbox"/> EXCEPTIONAL
	<input type="checkbox"/> does not consistently demonstrate discipline-specific knowledge appropriate to an undifferentiated physician <input type="checkbox"/> often unable to solve clinical problems <input type="checkbox"/> difficulty interpreting and integrating available data <input type="checkbox"/> frequently unable to manage routine clinical situations effectively <input type="checkbox"/> neglects to incorporate patient input in management planning <input type="checkbox"/> unable to consistently develop an appropriate differential diagnosis		<input type="checkbox"/> demonstrates discipline-specific knowledge appropriate to an undifferentiated physician <input type="checkbox"/> offers most possible solutions and explanations for clinical problems <input type="checkbox"/> interprets and integrates available data <input type="checkbox"/> begins to address situations by taking into account best evidence and practices (patient safety, costs, patient values, and resources) <input type="checkbox"/> able to develop an appropriate differential diagnosis <input type="checkbox"/> develops an effective patient-centred management plan	
<p>* Patient Assessment – History Taking (1.6)</p> <p><input type="checkbox"/> Observed <input type="checkbox"/> Inferred <input type="checkbox"/> Not able to assess</p>	<input type="checkbox"/> DOES NOT MEET EXPECTATIONS	<input type="checkbox"/> BORDERLINE	<input type="checkbox"/> MEETS EXPECTATIONS	<input type="checkbox"/> EXCEPTIONAL
	<input type="checkbox"/> is more random than purposeful <input type="checkbox"/> lacks completeness <input type="checkbox"/> inconsistent response to patient concerns and/or contexts		<input type="checkbox"/> negotiates an agenda with the patient <input type="checkbox"/> consistently identifies and addresses issues by exploring diagnosis, causes, severity, and impact <input type="checkbox"/> elicits patient's concerns <input type="checkbox"/> explores social issues <input type="checkbox"/> is thorough, accurate and systematic	
<p>* Patient Assessment – Physical / Mental Status Exam (1.7)</p> <p><input type="checkbox"/> Observed <input type="checkbox"/> Inferred <input type="checkbox"/> Not able to assess</p>	<input type="checkbox"/> DOES NOT MEET EXPECTATIONS	<input type="checkbox"/> BORDERLINE	<input type="checkbox"/> MEETS EXPECTATIONS	<input type="checkbox"/> EXCEPTIONAL
	<input type="checkbox"/> disorganized sequence <input type="checkbox"/> often misses or ignores significant normal and abnormal findings <input type="checkbox"/> insensitive or unresponsive to patient		<input type="checkbox"/> uses the exam to confirm diagnosis, underlying causes, and severity <input type="checkbox"/> efficient and complete <input type="checkbox"/> focused, relevant, and accurate <input type="checkbox"/> consistently able to elicit significant normal and abnormal findings <input type="checkbox"/> sensitive to patient comfort and needs	
2. Communicator	<input type="checkbox"/> DOES NOT MEET EXPECTATIONS		<input type="checkbox"/> MEETS EXPECTATIONS	
<p>Relationships (2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 2.9, 2.10)</p> <p><input type="checkbox"/> Not able to assess</p>	<input type="checkbox"/> DOES NOT MEET EXPECTATIONS	<input type="checkbox"/> BORDERLINE	<input type="checkbox"/> MEETS EXPECTATIONS	<input type="checkbox"/> EXCEPTIONAL
	<input type="checkbox"/> unable to demonstrate the relationship between effective communication and improved patient outcomes <input type="checkbox"/> does not demonstrate rapport, respect, sympathy, or empathy for patients, families, or colleagues		<input type="checkbox"/> establishes a positive relationship (understanding, trust, respect, honesty, empathy) with patients and their families <input type="checkbox"/> maintains patient confidentiality / privacy <input type="checkbox"/> elicits and synthesizes relevant information from multiple sources <input type="checkbox"/> communicates effectively with patients, family, and colleagues <input type="checkbox"/> respects diversity (gender, religion, culture) <input type="checkbox"/> engages patients, families, and colleagues in shared decision making	

Conveying Information (Verbal and/or Written) (2.11, 2.12) <input type="checkbox"/> Not able to assess	<input type="checkbox"/> DOES NOT MEET EXPECTATIONS	<input type="checkbox"/> BORDERLINE	<input type="checkbox"/> MEETS EXPECTATIONS	<input type="checkbox"/> EXCEPTIONAL
	<input type="checkbox"/> disorganized <input type="checkbox"/> incomplete <input type="checkbox"/> inaccurate or illegible <input type="checkbox"/> rambling <input type="checkbox"/> problem list not attempted or complete		<input type="checkbox"/> accurate and complete oral/written presentation of information <input type="checkbox"/> comprehensible <input type="checkbox"/> attempts to adapt information to clinical contexts <input type="checkbox"/> well organized problem list	
3. Collaborator	<input type="checkbox"/> DOES NOT MEET EXPECTATIONS		<input type="checkbox"/> MEETS EXPECTATIONS	
Interprofessional Healthcare Team (3.3, 3.4, 3.5, 3.6) <input type="checkbox"/> Not able to assess	<input type="checkbox"/> DOES NOT MEET EXPECTATIONS	<input type="checkbox"/> BORDERLINE	<input type="checkbox"/> MEETS EXPECTATIONS	<input type="checkbox"/> EXCEPTIONAL
	<input type="checkbox"/> exhibits difficulty working with other members of the team <input type="checkbox"/> often uncooperative, disruptive or unprofessional <input type="checkbox"/> thoughtless or arrogant <input type="checkbox"/> fails to recognize or respect the opinions and roles of others		<input type="checkbox"/> recognizes and respects the diversity of roles, responsibilities and competencies of other professionals <input type="checkbox"/> works within the team to assess, plan, provide and integrate patient care <input type="checkbox"/> engages other team members in patient care situations <input type="checkbox"/> participates in a collegial process to maximize effective team functioning	
Conflict Prevention and Resolution (3.2, 3.5) <input type="checkbox"/> Not able to assess	<input type="checkbox"/> DOES NOT MEET EXPECTATIONS	<input type="checkbox"/> BORDERLINE	<input type="checkbox"/> MEETS EXPECTATIONS	<input type="checkbox"/> EXCEPTIONAL
	<input type="checkbox"/> unable to recognize and/or deal with interpersonal conflict <input type="checkbox"/> causes conflict <input type="checkbox"/> fails to respect and/or understand the skills, knowledge, experience, or opinions of other professionals		<input type="checkbox"/> recognizes interpersonal differences, misunderstandings and limitations <input type="checkbox"/> works with other team members to prevent, negotiate, and resolve interprofessional conflict	
4. Manager	<input type="checkbox"/> DOES NOT MEET EXPECTATIONS		<input type="checkbox"/> MEETS EXPECTATIONS	
Healthcare System (4.1, 4.2, 4.3, 4.4) <input type="checkbox"/> Not able to assess	<input type="checkbox"/> DOES NOT MEET EXPECTATIONS	<input type="checkbox"/> BORDERLINE	<input type="checkbox"/> MEETS EXPECTATIONS	<input type="checkbox"/> EXCEPTIONAL
	<input type="checkbox"/> often unaware of resource availability and/or limitations when making clinical decisions		<input type="checkbox"/> aware of access to appropriate resources for learning and patient care <input type="checkbox"/> allocates resources in an ethical and cost-effective manner	
5. Health Advocate	<input type="checkbox"/> DOES NOT MEET EXPECTATIONS		<input type="checkbox"/> MEETS EXPECTATIONS	
Patients, Communities, Populations (5.2, 5.3, 5.4, 5.5) <input type="checkbox"/> Not able to assess	<input type="checkbox"/> DOES NOT MEET EXPECTATIONS	<input type="checkbox"/> BORDERLINE	<input type="checkbox"/> MEETS EXPECTATIONS	<input type="checkbox"/> EXCEPTIONAL
	<input type="checkbox"/> does not recognize the importance of the determinants of health <input type="checkbox"/> does not consistently inquire about lifestyle/risk factors <input type="checkbox"/> often omits patient involvement or understanding of their health and health care <input type="checkbox"/> does not always apply accepted legal, moral and ethical principles when dealing with patients and/or colleagues		<input type="checkbox"/> identifies adverse lifestyle issues during patient care and promotes disease prevention & healthy living <input type="checkbox"/> engages in anticipatory guidance of patients <input type="checkbox"/> demonstrates accepted legal, moral and ethical principles of physicians in relation to the community and to patients <input type="checkbox"/> attempts to incorporate the determinants of health in decision making	
6. Scholar	<input type="checkbox"/> DOES NOT MEET EXPECTATIONS		<input type="checkbox"/> MEETS EXPECTATIONS	

Life-long Learning (6.1, 6.2, 6.3, 6.4, 6.5, 6.6) <input type="checkbox"/> Not able to assess	<input type="checkbox"/> DOES NOT MEET EXPECTATIONS	<input type="checkbox"/> BORDERLINE	<input type="checkbox"/> MEETS EXPECTATIONS	<input type="checkbox"/> EXCEPTIONAL
	<input type="checkbox"/> does not always recognize personal limitations (knowledge and/or skills) <input type="checkbox"/> does not assume responsibility for learning		<input type="checkbox"/> seeks out the appropriate resources to track, evaluate, and achieve self-growth when areas for knowledge and/or skill development are identified <input type="checkbox"/> applies newly gained knowledge or skills in the care of patients <input type="checkbox"/> demonstrates ability to share newly gained knowledge/skills with colleagues	
Evaluation and Application (6.7, 6.8, 6.10) <input type="checkbox"/> Not able to assess	<input type="checkbox"/> DOES NOT MEET EXPECTATIONS	<input type="checkbox"/> BORDERLINE	<input type="checkbox"/> MEETS EXPECTATIONS	<input type="checkbox"/> EXCEPTIONAL
	<input type="checkbox"/> poor critical appraisal skills <input type="checkbox"/> does not recognize degrees of complexity <input type="checkbox"/> rarely demonstrates curiosity in the face of the unknown <input type="checkbox"/> does not appear to know how and where to find appropriate answers		<input type="checkbox"/> asks effective clinical questions and attempts to answer with appropriate resources <input type="checkbox"/> applies critical appraisal skills when considering appropriate resources <input type="checkbox"/> recognizes own uncertainty and seeks clarification <input type="checkbox"/> seeks guidance from senior members of the team	
7. Professional *	<input type="checkbox"/> DOES NOT MEET EXPECTATIONS		<input type="checkbox"/> MEETS EXPECTATIONS	
* Ethical and Social Behaviour (7.1, 7.2, 7.3, 7.5, 7.6) <input type="checkbox"/> Not able to assess	<input type="checkbox"/> DOES NOT MEET EXPECTATIONS	<input type="checkbox"/> BORDERLINE	<input type="checkbox"/> MEETS EXPECTATIONS	<input type="checkbox"/> EXCEPTIONAL
	<input type="checkbox"/> has demonstrated limited knowledge of and/or respect for professional boundaries <input type="checkbox"/> does not recognize or respond appropriately to common ethical issues <input type="checkbox"/> often fails to demonstrate integrity, or responsibility, or respect <input type="checkbox"/> does not always demonstrate respect for patient confidentiality and privacy		<input type="checkbox"/> abides by the professional, legal and ethical codes of practice <input type="checkbox"/> maintains appropriate professional boundaries <input type="checkbox"/> recognizes and responds appropriately to common ethical issues <input type="checkbox"/> honest and trustworthy <input type="checkbox"/> identifies personal conflicts of interest that may affect care <input type="checkbox"/> completes clinical assignments efficiently and effectively <input type="checkbox"/> responds appropriately to the diverse needs of patients and families in routine circumstances	
* Reflective Practice (7.11, 7.12, 7.13) <input type="checkbox"/> Not able to assess	<input type="checkbox"/> DOES NOT MEET EXPECTATIONS	<input type="checkbox"/> BORDERLINE	<input type="checkbox"/> MEETS EXPECTATIONS	<input type="checkbox"/> EXCEPTIONAL
	<input type="checkbox"/> does not demonstrate the ability to learn from experience <input type="checkbox"/> does not recognize own limits and/or seek help <input type="checkbox"/> difficulty accepting and/or incorporating personal and/or professional feedback		<input type="checkbox"/> demonstrates ability to learn from experience in common & critical events <input type="checkbox"/> seeks feedback about personal performance from senior members of the team <input type="checkbox"/> recognizes how personal biases, attitudes and feelings may impact self-learning and patient care <input type="checkbox"/> recognizes personal limits and seeks help appropriately <input type="checkbox"/> tries to incorporate feedback on personal and professional performance	

Overall Performance – Subject for inclusion within the MSPR (Dean's Letter):

Summary: Please provide a summary of the student's **overall** performance

Summative (Final) Rotation Assessment

If the student **Does Not Meet Expectations**, the student has **failed** the block.
(See criteria for failure in the Clinical Clerkship Handbook)
Details that support this decision must accompany this form.

☐ **Does Not Meet Expectations**

☐ **Meets Expectations**

☐ **Borderline**

Consideration for Award

Check YES if you believe the clerk should be nominated for an award. Comments **justifying** this nomination must appear in the **Overall Performance** section (above) in order for this nomination to stand.
Check NO if the student will not be nominated.

☐ **Yes**

☐ **No**

Formative Feedback – Not subject for inclusion in the MSPR (Dean's Letter)

Use this space to identify areas for further learning or improvement. Provide **suggestions** as well as **advice** and/or resources for how to act upon your suggestions.