

# Two-Week Rotation Assessment Form Process

## Purpose

- Provide a summative perspective on a clerk's clinical and professional proficiencies within the context of the two-week rotation
- Identify areas where a clerk could benefit from further support or independent learning, as well as the resources to assist them

## Notes on Implementation

- **Use of the Two-Week Rotation Assessment form is mandatory for Two-Week Rotations**
- Two-Week rotations should address those competencies that most closely align with their contexts (and that can be **explicitly** addressed within the two-week timeframe)
  - At least **two different competencies** need to be addressed
    - **Decisions around which competencies to choose** can be aided by **reviewing the objectives** for the Two-Week rotation to understand which competencies are most frequently addressed (all course and rotation objectives are mapped back to the UME competencies - The UME office can assist with this effort)
- Students should be made aware of which competencies will be addressed **by the first day of the Two-Week Rotation**
- While individual Two-Week rotations do not have to address all seven competencies, the rotation as a whole needs to ensure that **all of the competencies are addressed during the rotation's timeframe**
- The Two-Week Rotation Feedback form's information **will be factored into the clerk's Summative Clinical Clerk Assessment form** as part of the summation of the assessment process
- Students need to be educated and reminded about the processes involved, the role of feedback (to correct deficiencies and understand consequences), and its contribution to their personal learning
- Student education about assessment practices begins during the orientation for Clerkship, but it is beneficial to students to reinforce the value of feedback and how it will benefit them during clerkship

## Method

### Who

- Assessors responsible for completing the form should be designated, in advance, by the Rotation Director or rotation-specific coordinator
- **The 2<sup>nd</sup> & 3<sup>rd</sup> pages of this document are meant only to assist assessors with completing the final page of this form**
- Assessors should be identified to the students at the start of each rotation
- Assessors should review the form with the student on the first day, noting which areas will be assessed during the 2 weeks

### What

- The standard Two-Week Rotation Assessment form should be used for all selective rotations
- Supervisors should note that the Two-Week Rotation Assessment form is for summative purposes, but can also have a formative component
  - **Summative component:**
    - Provides the students with a statement of their overall achievement during the rotation
  - **Formative component:**
    - In order to provide the clerk with an opportunity for improving their proficiency in the core competencies, directive, helpful statements need to be recorded to guide the clerk in identifying where they need to adjust their learning strategies as well as where they can seek support

### When

- Feedback should be provided at the end of the two-week selective rotation, as scheduled by the Rotation Director

# Overview of Expectations

1. Medical Expert *	Does Not Meet Expectations	Meets Expectations
<b>* Clinical Reasoning and the Application of Basic Knowledge</b> (1.4, 1.8, 1.9, 1.11 )	<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
<b>* Patient Assessment – History Taking</b> (1.6)  <input type="checkbox"/> Observed <input type="checkbox"/> Inferred <input type="checkbox"/> Not able to assess	<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
<b>* Patient Assessment – Physical / Mental Status Examination</b> (1.7)  <input type="checkbox"/> Observed <input type="checkbox"/> Inferred <input type="checkbox"/> Not able to assess	<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	Does Not Meet Expectations	Meets Expectations
<b>Relationships</b> (2.1, 2.2, 2.3, 2.4, 2.5, 2.7, .28, 2.9, 2.10)	<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 synthesize 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
<b>Conveying Information (Verbal and/or Written)</b> (2.11, 2.12)	<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"/> unable to consistently develop an appropriate differential diagnosis	<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	Does Not Meet Expectations	Meets Expectations
<b>Interprofessional Healthcare Team</b> (3.3, 3.4, 3.5, 3.6)	<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
<b>Conflict Prevention and Resolution</b> (3.2, 3.5)	<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	Does Not Meet Expectations	Meets Expectations
<b>Healthcare System</b> (4.1, 4.2, 4.3, 4.4)	<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	Does Not Meet Expectations	Meets Expectations
<b>Patients, Communities, Populations</b> (5.2, 5.3, 5.4, 5.5)	<ul style="list-style-type: none"> <li>□ does not recognize the importance of the determinants of health</li> <li>□ does not consistently inquire about lifestyle/risk factors</li> <li>□ often omits patient involvement or understanding of their health and health care</li> <li>□ does not always apply accepted legal, moral and ethical principles when dealing with patients and/or colleagues</li> </ul>	<ul style="list-style-type: none"> <li>□ identifies adverse lifestyle issues during patient care and promotes disease prevention &amp; healthy living</li> <li>□ engages in anticipatory guidance of patients</li> <li>□ demonstrates accepted legal, moral and ethical principles of physicians in relation to the community and to patients</li> <li>□ attempts to incorporate the determinants of health in decision making</li> </ul>
6. Scholar	Does Not Meet Expectations	Meets Expectations
<b>Life-long Learning</b> (6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	<ul style="list-style-type: none"> <li>□ does not always recognize personal limitations (knowledge and/or skills)</li> <li>□ does not assume responsibility for learning</li> </ul>	<ul style="list-style-type: none"> <li>□ seeks out the appropriate resources to track, evaluate, and achieve self-growth when areas for knowledge and/or skill development are identified</li> <li>□ applies newly gained knowledge or skills in the care of patients</li> <li>□ demonstrates ability to share newly gained knowledge/skills with colleagues</li> </ul>
<b>Evaluation and Application</b> (6.7, 6.8, 6.10)	<ul style="list-style-type: none"> <li>□ poor critical appraisal skills</li> <li>□ does not recognize degrees of complexity</li> <li>□ rarely demonstrates curiosity in the face of the unknown</li> <li>□ does not appear to know how and where to find appropriate answers</li> </ul>	<ul style="list-style-type: none"> <li>□ asks effective clinical questions and attempts to answer with appropriate resources</li> <li>□ applies critical appraisal skills when considering appropriate resources</li> <li>□ recognizes own uncertainty and seeks clarification</li> <li>□ seeks guidance from senior members of the team</li> </ul>
7. Professional *	Does Not Meet Expectations	Meets Expectations
<b>* Ethical and Social Behaviour</b> (7.1, 7.2, 7.3, 7.5, 7.6)	<ul style="list-style-type: none"> <li>□ has demonstrated limited knowledge of and/or respect for professional boundaries</li> <li>□ does not recognize or respond appropriately to common ethical issues</li> <li>□ often fails to demonstrate integrity, or responsibility, or respect</li> <li>□ does not always demonstrate respect for patient confidentiality and privacy</li> </ul>	<ul style="list-style-type: none"> <li>□ abides by the professional, legal and ethical codes of practice</li> <li>□ maintains appropriate professional boundaries</li> <li>□ recognizes and responds appropriately to common ethical issues</li> <li>□ honest and trustworthy</li> <li>□ identifies personal conflicts of interest that may affect care</li> <li>□ completes clinical assignments efficiently and effectively</li> <li>□ responds appropriately to the diverse needs of patients and families in routine circumstances</li> </ul>
<b>* Reflective Practice</b> (7.11, 7.12, 7.13)	<ul style="list-style-type: none"> <li>□ does not demonstrate the ability to learn from experience</li> <li>□ does not recognize own limits and/or seek help</li> <li>□ difficulty accepting and/or incorporating personal and/or professional feedback</li> </ul>	<ul style="list-style-type: none"> <li>□ demonstrates ability to learn from experience in common &amp; critical events</li> <li>□ seeks feedback about personal performance from senior members of the team</li> <li>□ recognizes how personal biases, attitudes and feelings may impact self-learning and patient care</li> <li>□ recognizes personal limits and seeks help appropriately</li> <li>□ tries to incorporate feedback on personal and professional performance</li> </ul>

Student: \_\_\_\_\_ Selective: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

The clerk's level of achievement is based on feedback from supervisors, health care team members, and any assessments completed by the end of the two-week selective. It is understood that it is not possible to adequately assess all seven UME competencies. The form below denotes the competencies **explicitly** addressed by the 2-week rotation.

**Note:** The **Summative Clinical Clerkship Assessment form** denotes **specific expectations for each competency**. Students who receive "Does Not Meet Expectations" on any one of the subcomponents within any category/competency (see Summative Clinical Clerkship Assessment Form) should receive "Does Not Meet Expectations" for the entire competency.

**Note:** Failure to "Meet Expectations" for any subcomponent in the Medical Expert or Professional competencies results in failure of the selective rotation. Failure in two or more of the other categories results in failure of the selective rotation.

**Assessment process used to complete report:** (Check as many as apply)

- ☐ Oral exam      ☐ Case presentation(s)      ☐ On-call performance      ☐ Observed patient interaction(s)  
☐ Written exam      ☐ Written record review      ☐ Resident assessment      ☐ Healthcare team member assessment

Competency – check which competencies the selective <b>explicitly</b> addressed	Does Not Meet Expectations	Borderline	Meets Expectations	Exceptional
<input type="checkbox"/> Medical Expert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Communicator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Collaborator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Health Advocate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Scholar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Overall Two-Week Rotation Assessment:**

☐ Does Not Meet Expectations      ☐ Borderline      ☐ Meets Expectations      ☐ Exceptional

If the student **Does Not Meet Expectations**, the student has **failed the Selective**. Details must accompany this form.

**Formative Feedback:**

Use this space to:

- ii) provide a summary of the clerk's overall performance including strengths, especially if deemed to be Exceptional; and  
 i) identify 1 – 2 specific areas where the student should focus their learning to further develop based on the competencies above.

**Provide concrete steps or guidelines the student can take.**

Signature of Assessor: \_\_\_\_\_ Signature of Student: \_\_\_\_\_