

MEDS 2019

Western University
Schulich School of Medicine & Dentistry (Windsor Campus)
SUMMATIVE CLINICAL ELECTIVE ASSESSMENT
Academic Year 2018 – 2019

Student Name:		Student #
Elective Dates:	From:	To:
Number of Days Absent: _____ → Academic Leave _____		Non-Academic Leave ____ Illness ____
Was mid-rotation feedback given to the student? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Is the student's behaviour consistent with the CMA Code of Ethics?	<input type="checkbox"/> Yes <input type="checkbox"/> No	For an up-to-date version of the CMA Code of Ethics, please visit: http://policybase.cma.ca/PolicyPDF/PD04-06.pdf

If not consistent, explain:

Name of Supervisor (print):	
University:	Department:
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.	

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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 Clinical Electives section of the Clerkship Handbook 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

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	<input type="checkbox"/> establish relationships with patients, families, or colleagues <input type="checkbox"/> maintain rapport, respect, sympathy, or empathy for patients, families, or colleagues <input type="checkbox"/> engage in shared decision-making
Conveying Information (Verbal and/or Written) (2.11, 2.12) <input type="checkbox"/> Not able to assess	<input type="checkbox"/> disorganized <input type="checkbox"/> incomplete <input type="checkbox"/> inaccurate or illegible <input type="checkbox"/> rambling	<input type="checkbox"/> communicate effectively <input type="checkbox"/> communicate accurately <input type="checkbox"/> communicate clearly <input type="checkbox"/> communicate concisely

Competency:
based on the CanMEDS roles

Subcomponent:
a subsection of the competency

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
* Clinical Reasoning and the Application of Basic Knowledge (1.1, 1.2, 1.3, 1.4, 1.8, 1.9, 1.11) <input type="checkbox"/> Not able to assess	<input type="checkbox"/> Does Not Meet Expectations	<input type="checkbox"/> Meets Expectations
	<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
* Patient Assessment – History Taking (1.6) <input type="checkbox"/> Observed <input type="checkbox"/> Inferred <input type="checkbox"/> Not able to assess	<input type="checkbox"/> Does Not Meet Expectations	<input type="checkbox"/> Meets Expectations
	<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
* Patient Assessment – Physical / Mental Status Examination (1.7) <input type="checkbox"/> Observed <input type="checkbox"/> Inferred <input type="checkbox"/> Not able to assess	<input type="checkbox"/> Does Not Meet Expectations	<input type="checkbox"/> Meets Expectations
	<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
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"/> Does Not Meet Expectations	<input type="checkbox"/> Meets Expectations
	<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"/> Meets Expectations
	<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"/> Meets Expectations
	<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"/> Meets Expectations
	<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"/> Does Not Meet Expectations		<input type="checkbox"/> Meets Expectations	
	<input type="checkbox"/> Not able to assess	<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"/> Does Not Meet Expectations		<input type="checkbox"/> Meets Expectations	
	<input type="checkbox"/> Not able to assess	<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"/> Does Not Meet Expectations		<input type="checkbox"/> Meets Expectations	
	<input type="checkbox"/> Not able to assess	<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"/> Does Not Meet Expectations		<input type="checkbox"/> Meets Expectations	
	<input type="checkbox"/> Not able to assess	<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"/> Does Not Meet Expectations		<input type="checkbox"/> Meets Expectations	
	<input type="checkbox"/> Not able to assess	<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"/> Does Not Meet Expectations		<input type="checkbox"/> Meets Expectations	
	<input type="checkbox"/> Not able to assess	<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:

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 Electives Handbook) **Details that support this decision must accompany this form.**

Does Not Meet Expectations

Meets Expectations