



TEMERTY FACULTY OF MEDICINE
UNIVERSITY OF TORONTO



Clinical Assessment

Tips for completing this assessment

Medical Expert

	Unsatisfactory	Below Expectations	Meets Expectations	Exceeds Expectations	Outstanding	N/A
<p>Data gathering and understanding of basic investigations</p> <p><i>The student can perform a thorough history and physical examination, and understand standard investigations.</i></p>	<input type="radio"/> Incomplete history or physical, large gaps in data or findings, unable to interpret standard investigations.	<input type="radio"/> Significant omissions, poor organization, frequent misunderstanding of standard investigations.	<input type="radio"/> Usually complete, accurate, organized. Understands relevant tests for setting.	<input type="radio"/> Thorough, complete, elicits subtle points. Able to interpret and apply results of nearly all common investigations.	<input type="radio"/> Comprehensive, well-organized, routinely elicits subtle points. Able to apply diagnostic tests in all patient care situations.	<input type="radio"/>
<p>Formulation of patient care issues</p> <p><i>The student can integrate data into a detailed preliminary understanding of patient care issues.</i></p>	<input type="radio"/> Clinical impression usually missing or grossly inadequate. Great difficulty generating differential diagnosis.	<input type="radio"/> Clinical impression often incomplete. Limited ability to integrate data into a differential diagnosis.	<input type="radio"/> Able to generate a reasonable integration of data into an impression and differential diagnosis.	<input type="radio"/> Consistently thorough in generating an impression and plan in usual situations.	<input type="radio"/> Exceptional ability to draw upon data to derive an advanced impression and differential diagnosis even in challenging situations.	<input type="radio"/>
<p>Development of a logical management plan</p> <p><i>The student can create a management plan that links logically to issues identified.</i></p>	<input type="radio"/> Unable to link diagnostic and therapeutic plans to issues identified.	<input type="radio"/> Limited ability to generate a management plan from issues identified.	<input type="radio"/> Usually able to generate a logical management plan from issues identified.	<input type="radio"/> Often able to generate a sophisticated management plan from issues identified.	<input type="radio"/> Exceptional ability to generate sophisticated plans from issues identified, even in challenging situations.	<input type="radio"/>

Communicator

	Unsatisfactory	Below Expectations	Meets Expectations	Exceeds Expectations	Outstanding	N/A
<p>Explanation of health information to patients, families</p> <p><i>The student can deliver health information in a comprehensible, emotionally and culturally sensitive fashion.</i></p>	<input type="radio"/> Remote, insensitive, has little rapport with patients or families. Unable to deal with common or routine situations.	<input type="radio"/> Often has trouble developing rapport. Frequently uses overly technical or insensitive language. Does not check for understanding.	<input type="radio"/> Develops rapport and chooses appropriate language in most cases. Checks for understanding.	<input type="radio"/> Can develop rapport in some difficult situations, and shows flexibility in language. Addresses misunderstandings well.	<input type="radio"/> Exceptionally able to develop rapport even in challenging situations. Exceptional control of language, adapts to evolving situations, addresses changing circumstances clearly.	<input type="radio"/>
<p>Counselling and education of patients, families</p> <p><i>The student can assist patients and families in patient centred decision making.</i></p>	<input type="radio"/> Consistent inability to recognize patient's perspective of clinical situation. Does not make clear recommendations.	<input type="radio"/> Only occasionally explores patient's perspective. Recommendations infrequently incorporate input from patients or families.	<input type="radio"/> Usually explores patient's perspective, and elicits education needs. Recommendations usually incorporate patient input.	<input type="radio"/> Patient's perspective routinely incorporated into planning. Education based upon understanding patient's needs. Shows understanding of behaviour change.	<input type="radio"/> Highly effective at eliciting and incorporating patient's perspective. Educates to facilitate patient self-care and independence.	<input type="radio"/>
<p>Written Communication and Records</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p><i>The student can record clinical events and communicate effectively with other health providers through notes, discharge summaries, letters, and other forms .</i></p>	<p>Consistently incomplete, disorganized, confusing, difficult to trace patient's problems and management. Cursory approach to written communication.</p>	<p>Written communication is often vague, inaccurate, disorganized, or difficult to read. Inappropriate length for situation.</p>	<p>Usually complete, accurate, legible and organized; reasonably good documentation of clinical information. Written messages are usually clear. Usually appropriate length.</p>	<p>Complete, logical, very clear, easy to follow, includes all important information.</p>	<p>Outstanding, conscientious and accurate record keeping, well-organized, intelligently written. Excellent clarity and length appropriate for situation.</p>
<p>Oral summaries, handovers and issue identification to other health providers</p> <p><i>The student can present clinical information clearly, to enable other providers to focus on issues of priority.</i></p>	<p>Presentations usually disorganized, ineffective, incomplete, illogical, many errors. No attempt to highlight important issues to other providers.</p>	<p>Frequent omissions of relevant information, and/or inaccuracies. Frequently misidentifies important issues to other providers.</p>	<p>Usually delivers concise and accurate presentations with identification of important issues to other providers.</p>	<p>Fluent in summarizing most important elements of a case in oral format. Identifies and prioritizes important issues for other providers.</p>	<p>Exemplary skill in delivering oral summaries with flexibility in format as appropriate to the setting. Identifies and prioritizes issues, ensures other providers have understood.</p>
<p>Respect for diversity in views of health and illness</p> <p><i>In communication with patients and families, the student shows respect for the views about health and illness held by people of diverse culture and belief systems.</i></p>	<p>Communicates without any awareness of other cultures' views of health and illness; shows disdain for other views in communications when brought up by patients or families.</p>	<p>Vague acknowledgement of other cultures' views of health and illness, when communicating with patients and families.</p>	<p>Shows respect for cultural differences in understanding of health and illness, when they arise; asks for more information and is willing to continue dialogue on these issues.</p>	<p>Attempts to solicit views from patients and families as to their cultural interpretation of current health issues; looks for common ground to explain health situation.</p>	<p>Begins with a check for how patients and families frame health issues within their culture and belief systems; find areas in which cultural factors can be used to improve understanding and engagement with health issues.</p>
<p>Collaborator</p>	<p>Unsatisfactory</p>	<p>Below Expectations</p>	<p>Meets Expectations</p>	<p>Exceeds Expectations</p>	<p>Outstanding N/A</p>
<p>Willingness to work with other providers</p> <p><i>The student regularly demonstrates positive attitude toward participating as a group member to improve care.</i></p>	<p>Uncooperative and poorly integrated as a team member.</p>	<p>Occasionally shows willingness to work with other providers. Receptive to concept but does not regularly put into practice.</p>	<p>Generally functions well as team member. Accepts role as one of a group of providers.</p>	<p>Sees group work as essential to care. Reaches out to other group members to solicit their input into plan of care.</p>	<p>Seeks input from group on all relevant issues. Shows flexibility in role within the group. Able to take the lead on some issues and follow on others.</p>
<p>Teamwork Skills</p> <p><i>The student can join a team of providers and contribute effectively to the overall function of the group.</i></p>	<p>Unaware of need for communication with other health care providers involved in care.</p>	<p>Communicates irregularly or inefficiently with other team members. Does not always define own role relative to others.</p>	<p>Usually defines own role and responsibilities within the team clearly. Usually checks progress of own work relative to other team members.</p>	<p>Responsive to requests for updates from team. Understands what group members need to know to progress in their work. Advanced discussion of all team members' roles.</p>	<p>Provides informative updates to other team members proactively. Offers to assist others in achieving care goals. Contributes expertise voluntarily.</p>
<p>Leader</p>	<p>Unsatisfactory</p>	<p>Below Expectations</p>	<p>Meets Expectations</p>	<p>Exceeds Expectations</p>	<p>Outstanding N/A</p>
<p>Developing a plan and prioritizing issues in patient care</p> <p><i>The student can create a sequence of care events that deals</i></p>					

with issues based upon relative priority.

No clear sense of priority of one issue over another. Indecisive about plans, unable to conceive how to operationalize care.

Plans are partially developed, frequently does not commit to priority sequence for care events.

Usually articulates a prioritized list of care events that conforms to the relative importance of patient problems.

Consistently plans to maximize progress in patient care, taking into account priority issues.

Exceptionally planning of care events, taking into account priority issues and possible contingencies.

Efficiency in use of human and material resources in care environment

The student can engage people and use material resources in an efficient manner to advance care.

Does not identify or engage people needed for care plan. Wasteful of materials, or does not take advantage of resources available.

Frequently misses opportunities to improve the care plan by involving people or using resources as necessary. Overuse of some people or material resources.

Usually engages people and uses material efficiently, when needed. Mindful of avoiding waste of resources.

Very efficient in use of people and materials to deliver care.

Excellent ability to maximize value of people and resources used to advance care. Very wise in avoiding waste of resources.

Manages Time Effectively

The student can allocate time effectively to ensure care is completed on an optimal schedule.

Spends far too little or too much time on most tasks. Unable to achieve results in a reasonable time frame. Requires others to step in to get tasks done.

Frequently delayed in performance of care tasks. Frequent poor decisions about how to allocate time.

Usually accomplishes tasks in an appropriate time. Able to allocate time to tasks in predictable situations and adjust time reliably.

Very capable at allocating time to care tasks efficiently. Able to handle some unexpected circumstances and adjust time allocation.

Excellent sense of time allocation, able to deal with evolving complexity easily.

Health Advocate

Unsatisfactory Below Expectations Meets Expectations Exceeds Expectations Outstanding N/A

Recognition of Important Determinants of Health

The student understands the relevant determinants of health in the practice environment.

Does not recognize the importance of determinants of health.

Often fails to recognize the importance of determinants of health.

Usually recognizes and incorporates determinants of health in care of patients.

Consistently recognizes and incorporates determinants of health in care of patients.

Exceptional ability to recognize and incorporate determinants of health in care of patients.

Application of Disease Prevention Principles

The student can apply the principles of disease prevention in the practice environment.

Does not apply the principles disease prevention.

Often fails to recognize the importance of principles of disease prevention.

Usually recognizes and incorporates principles of disease prevention in care of patients.

Consistently recognizes and incorporates principles of disease prevention in care of patients.

Exceptional ability to recognize and incorporate principles of disease prevention in care of patients.

Advocacy for Individuals or Groups

The student can demonstrate the ability to advocate for individual patients, families/caregivers, and patient groups.

Does not advocate for patients or groups when appropriate situations arise. No recognition of opportunities for advocacy.

Often misses the opportunity to advocate for patients or groups. May recognize but not act in appropriate situations.

Usually advocates on behalf of patients in an appropriate manner and in the right situations.

Consistently advocates on behalf of patients in an appropriate manner and in the right situations. Often recognizes the opportunities for group advocacy.

Exceptional ability to advocate on behalf of patients in an appropriate manner and in the right situations. Has advocated for groups of patients at times.

Development of positive physician/patient relationships to facilitate Advocacy

The student develops positive relationships with individual patients that enable the identification and implementation of appropriate health and disease management strategies, taking into account cultural or other relevant considerations.

Relationships with patients inhibit appropriate identification of health issues for advocacy.

Relationships with patients are positive enough that occasional health advocacy issues can be identified; may not facilitate following through.

Generally has positive relationships with patients that enable identification of health advocacy issues.

Reliably develops positive relationships with patients that encourage patients to bring forward issues that require advocacy.

Fluent at eliciting issues from patients that require advocacy, and builds upon this to enact strategies for patient empowerment.

Scholar

Unsatisfactory Below Expectations Meets Expectations Exceeds Expectations Outstanding N/A

Self-Directed Learning

The student can identify own learning needs, and respond to feedback, by finding appropriate resources and incorporating

new information into clinical work.

Does not assume responsibility for learning, resists or fails to respond to constructive feedback, unaware of own inadequacies.

Generally lacking in responsibility for own learning. Not very receptive to constructive feedback.

Assumes responsibility for own learning, shows adequate insight, requests and accepts constructive feedback, reads around cases.

Keenly interested in learning. Consistently learns around cases. Consistently requests, accepts and acts on feedback.

Exceptional interest in learning. Solicits and receives criticism, able to effect change, consistent effort at self-improvement.

Use of EBM

The student can find evidence relevant to the area of practice and appraise it for quality and applicability to care.

Unaware of basic guidelines and EBM tools. Unable to apply evidence to patient's management.

Often unaware of basic guidelines and EBM tools. Often unable to apply evidence to patient's management.

Aware of basic concepts of evidence-based medicine, and usually able to apply them to patient problems.

Proficient ability to find relevant evidence. Regularly incorporates evidence into patient's care. Some awareness of evidence for major medical diagnostic tests and medical therapies.

Exceptional ability to consistently apply EBM in patient care. Aware of evidence for many diagnostic tests and medical therapies.

Overall assessment

A rating of "Meets Expectations" or above is required on this item to be satisfactory in the selective

Unsatisfactory **Below** **Meets** **Exceeds** **Outstanding**
 Expectations Expectations Expectations Expectations

Holistic judgement of the student's performance. This overall rating is informed by, but not an average of, the ratings on the individual competencies

Comments

Areas of Concern:

Please identify specific gaps that you feel are below the expected standard for a graduating student.

Strengths:

Please comment on areas of outstanding performance, and any other strengths you have observed.

Development:

Please provide advice on how the student can advance towards a greater level of independence.

Global feedback

Professionalism form completed

No

Yes

Interim Feedback Form (IFF) completed

Please rate this student's readiness to begin PGY1 training:

Not at all ready

Nearly ready

Definitely ready

Save

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