

**University of Manitoba
Clerkship MITER for Clinical Electives**

Student Name: _____

Dates of Elective: _____

Elective Specialty: _____

Site: _____

THE MID-ROTATION /SELF EVALUATION PROCESS:

- 1 This process begins by the student completing the mid-rotation self-evaluation.
- 2 The self-evaluation forms the basis for the discussion and review between the student and faculty member.
- 3 After the self-evaluation is reviewed, both faculty and student should sign the form.

For each of the following evaluation items, please tick the box at the level of expectation that you, the student currently meet.

1.

Clinical expertise: The student can independently gather the necessary information through history taking, physical examination, and laboratory investigations to make an accurate diagnosis and formulate a treatment plan.

CRITERION	Unsatisfactory 1	Below expectations 2	Meets expectations 3	Exceeds expectations 4	Outstanding 5	Not applicable Not assessed
History Taking Skills	<input type="checkbox"/> Consistently disorganised. Incomplete. Major omissions.	<input type="checkbox"/> Organisation needs improvement. Cursory. Misses some important components.	<input type="checkbox"/> Organised and captures relevant information. Accurate.	<input type="checkbox"/> Thorough and organised. Captures some subtle details.	<input type="checkbox"/> Complete, organised, and problem based. Captures most subtle details.	<input type="checkbox"/>
Physical Exam Skills	<input type="checkbox"/> Consistently incomplete. Misses obvious findings. Disorganised approach.	<input type="checkbox"/> Inconsistent bedside skills. Often misses relevant findings.	<input type="checkbox"/> Organized and technically sound. Most relevant findings identified.	<input type="checkbox"/> Thorough and organized. Excellent technique. Some subtle findings identified. Sensitive to patient.	<input type="checkbox"/> Complete, focused, and organized. Consistently identifies relevant subtle findings. Patient focused.	<input type="checkbox"/>
Diagnostic Investigations	<input type="checkbox"/> Consistently unable to select, interpret and understand investigations for common problems.	<input type="checkbox"/> Inappropriate use of investigations. Often cannot interpret or apply results for common problems.	<input type="checkbox"/> Usually able to interpret and apply knowledge and results for common problems.	<input type="checkbox"/> Consistently able to apply knowledge and results for most common problems and some uncommon problems.	<input type="checkbox"/> Exceptional understanding of diagnostic tests. Able to consistently apply to patient care in common and uncommon situations.	<input type="checkbox"/>
Differential diagnosis formulation skills (DDx)	<input type="checkbox"/> Consistently unable to come to differential diagnoses for common problems.	<input type="checkbox"/> Difficulty in formulating DDx for many common problems.	<input type="checkbox"/> Formulates DDx for common problems with few omissions noted.	<input type="checkbox"/> Consistently formulates complete DDx for common problems.	<input type="checkbox"/> Consistently formulates complete DDx including complex problems.	<input type="checkbox"/>
Management plans (MP)	<input type="checkbox"/> Consistently incomplete MP or plans not appropriate to patient problem/situation.	<input type="checkbox"/> Inconsistent ability to formulate MP for many common problems.	<input type="checkbox"/> Consistently able to develop MP for most common problems.	<input type="checkbox"/> Thorough, organized, and complete MP for common problems.	<input type="checkbox"/> Thorough, organized, and complete MP even in some complex situations.	<input type="checkbox"/>
Health Promotion Strategies (HPS)	<input type="checkbox"/> Does not grasp principles of health and disease prevention.	<input type="checkbox"/> Inconsistent in incorporating HPS and disease prevention in patient care.	<input type="checkbox"/> Usually incorporates principles of HPS in discussions of patient care.	<input type="checkbox"/> Consistently incorporates principles of HPS in discussions of patient care. Able to collaborate with patients on health promotion.	<input type="checkbox"/> Consistently collaborates with patients and other health professionals to promote health and prevent disease.	<input type="checkbox"/>
Psychosocial determinants of health (PDH)	<input type="checkbox"/> Consistently overlooks PDH.	<input type="checkbox"/> Often overlooks PDH.	<input type="checkbox"/> Usually recognizes PDH.	<input type="checkbox"/> Consistently recognizes and demonstrates insight into PDH.	<input type="checkbox"/> Consistently and appropriately incorporates important PDH into patient care.	<input type="checkbox"/>

1.

Clinical expertise: The student can independently gather the necessary information through history taking, physical examination, and laboratory investigations to make an accurate diagnosis and formulate a treatment plan.

CRITERION	Unsatisfactory 1	Below expectations 2	Meets expectations 3	Exceeds expectations 4	Outstanding 5	Not applicable Not assessed
Discipline-specific procedural skills – <i>specify:</i>	<input type="checkbox"/> Unable to successfully perform most procedures even with significant assistance.	<input type="checkbox"/> Successfully performs some procedures, but still requires significant assistance.	<input type="checkbox"/> Successfully performs all procedures with minimal guidance.	<input type="checkbox"/> Successfully performs all procedures without assistance.	<input type="checkbox"/> Successfully performs all procedures, as well as some more advanced procedures without difficulty or need for assistance.	<input type="checkbox"/>

2. **Communicator:** The student utilises a patient-centred approach to their medical interviews. Communicates effectively with other members of the health care team.

CRITERION	Unsatisfactory 1	Below expectations 2	Meets expectations 3	Exceeds expectations 4	Outstanding 5	Not applicable Not assessed
Communication with patients	<input type="checkbox"/> Consistently has difficulty establishing rapport. Unable to deal with patients' concerns. Lacks interest in patients.	<input type="checkbox"/> Often has difficulty establishing rapport and relating to patients. Often unable to deal with patients' concerns.	<input type="checkbox"/> Does well in establishing rapport with patients in most situations. Conveys respect and concern for patients. Able to deal with most patient concerns.	<input type="checkbox"/> Excellent skills in establishing rapport, even in challenging situations. Consistently able to deal with patient concerns.	<input type="checkbox"/> Exceptional skills in establishing rapport with patients, even in challenging situations. Ability to relay information and deal with concerns in difficult situations.	<input type="checkbox"/>
Communications with families	<input type="checkbox"/> Does not communicate with families. Appears unaware of need to do so.	<input type="checkbox"/> Often has difficulty involving/communicating with families. Does not recognize when family involvement is important.	<input type="checkbox"/> Able to address families' questions and concerns. Able to obtain appropriate information from families.	<input type="checkbox"/> Very effective in relaying information to families and involving them (as appropriate) in patients' care.	<input type="checkbox"/> Outstanding ability to communicate with families and deal with challenging situations.	<input type="checkbox"/>
Communication with other health care professionals	<input type="checkbox"/> Does not communicate with others involved in patients' care. Does not show respect for others' opinions or expertise.	<input type="checkbox"/> Inconsistently communicates with others involved in patients' care. Often does not recognize the need to so.	<input type="checkbox"/> Communicates regularly with others. Able to work collaboratively and respect differing opinions.	<input type="checkbox"/> Consistently communicates with others. Works well with other professionals. Comprehensive communication of treatment plans.	<input type="checkbox"/> Works exceptionally well with other professionals. Always communicates with other professionals involved with patient.	<input type="checkbox"/>
Written Records	<input type="checkbox"/> Incomplete and disorganized. Does not convey clear treatment plans or patient problem lists.	<input type="checkbox"/> Often incomplete. Records often do not reflect patients' status. Often illegible or difficult to read.	<input type="checkbox"/> Information is generally complete and well organized. Problems and treatment plans clearly outlined.	<input type="checkbox"/> Consistently clear, logical, comprehensive documentation. Includes all necessary information.	<input type="checkbox"/> Exceptionally clear and comprehensive records. Treatment plan/patient progress easy to follow.	<input type="checkbox"/>

3. **Professional:** The student behaves in an ethical and professional manner at all times.

CRITERION	Unsatisfactory 1	Below expectations 2	Meets expectations 3	Exceeds expectations 4	Outstanding 5	Not applicable Not assessed
Integrity/Altruism	<input type="checkbox"/> Dishonest in dealing with others. Disrespectful of personal, emotional and physical boundaries of patients. Does not place welfare of patients first.	<input type="checkbox"/> Not always forthright and honest in dealing with others. At times does not demonstrate respect of others and crosses boundaries with patients or colleagues. At times does not prioritize welfare of patients.	<input type="checkbox"/> Respectful and honest. Demonstrates respect for others and sensitivity to needs of patients and colleagues. Places welfare of patients first.	<input type="checkbox"/> Consistently demonstrates respect to patients and colleagues. Always places welfare of patients first.	<input type="checkbox"/> A role model for demonstrating a high degree of respect for others and always prioritizing patients' welfare.	<input type="checkbox"/>
Responsibility and conscientiousness	<input type="checkbox"/> Inadequate commitment. Late or absent without adequate explanation. Does not address assigned responsibilities. Casual or cavalier approach that could lead to error in care.	<input type="checkbox"/> Not always committed. At times late or absent without adequate explanation. At times does not complete assigned responsibilities. At times does not attend to details as required.	<input type="checkbox"/> Dependable, reliable, prompt follow-up of patients. Punctual attendance for clinics, rounds and teaching sessions. Comes prepared. Consistently thorough and completes assigned responsibilities well.	<input type="checkbox"/> Always attends and participates well in rounds, clinics, and teaching sessions. Comes prepared. Always available.	<input type="checkbox"/> A model of balanced professional and personal behavior. Very dependable and demonstrates outstanding conscientiousness.	<input type="checkbox"/>
Self-assessment	<input type="checkbox"/> Cannot or will not respond to feed- back. Does not evaluate own skills and abilities to acknowledge limitations, or to take responsibility for errors.	<input type="checkbox"/> Not always receptive to feed- back. At times unaware of own limitations. At times demonstrates lack of responsibility regarding clinical decisions.	<input type="checkbox"/> Appropriately seeks assistance and feed-back. Responds to advice appropriately and modifies behaviour and performance as a result. Aware of own strengths and limitations.	<input type="checkbox"/> Always appropriately seeks and responds well to feed-back. Appropriately self-confident and assertive.	<input type="checkbox"/> Outstanding sense of own strengths and vulnerabilities and very responsive to feedback.	<input type="checkbox"/>
Personal demeanour	<input type="checkbox"/> Appearance/attire is highly inappropriate, personal hygiene is questionable. Often engages in inappropriate behaviours such as joking or eating where inappropriate, text-messaging, playing on-line games, etc.	<input type="checkbox"/> At times, dress and appearance are inappropriate At times engages in inappropriate behavior such as inappropriate jokes and comments.	<input type="checkbox"/> Appropriate professional appearance and attire, self hygiene and conduct. Behaviour consistently appropriate to the professional context.	<input type="checkbox"/> Consistently demonstrating a professional appearance, with very appropriate self hygiene and conduct.	<input type="checkbox"/> Role model for professional appearance, attire and conduct. Sets the standards for others.	<input type="checkbox"/>

4. **Scientist/Scholar:** The student utilises sound scientific and/or scholarly principles in their studies and interaction with patients.

CRITERION	Unsatisfactory 1	Below expectations 2	Meets expectations 3	Exceeds expectations 4	Outstanding 5	Not applicable Not assessed
Self directed learning	<input type="checkbox"/> Despite prompting, does not complete assigned learning tasks. No evidence of self directed learning (e.g. reading around cases on own).	<input type="checkbox"/> Completes assigned learning tasks only with prompting. Minimal or no evidence of self directed learning.	<input type="checkbox"/> Completes assigned learning tasks without prompting. Demonstrates evidence of self directed learning.	<input type="checkbox"/> Demonstrates above average interest and ability to learn on own. Completes assigned learning tasks efficiently and without prompting.	<input type="checkbox"/> Demonstrates exceptional interest and ability to learn on own. An example to his/her peers.	<input type="checkbox"/>
Knowledge and application of evidence based medicine (EBM) resources	<input type="checkbox"/> No demonstrated knowledge of commonly used guidelines and other EBM resources (e.g. <i>Pubmed, Google Scholar, EBM websites</i>).	<input type="checkbox"/> Demonstrates limited knowledge of commonly used guidelines and EBM resources. Inconsistently applies this knowledge to patient management.	<input type="checkbox"/> Consistently demonstrates knowledge of commonly applied guidelines and EBM resources. Consistently applies this knowledge to patient management.	<input type="checkbox"/> Above average knowledge of guidelines and EBM resources. Able to find and appraise evidence on common topics. Consistently applies this evidence found into patient management.	<input type="checkbox"/> Superior ability to accurately find and appraise evidence on complex topics. Consistently applies EBM in all aspects of patient management.	<input type="checkbox"/>
Contributions at learning activities (e.g. rounds, teaching sessions)	<input type="checkbox"/> No demonstrated contributions at learning events. Appears unengaged.	<input type="checkbox"/> Able to provide useful contributions only when prompted. At times appears engaged.	<input type="checkbox"/> Provides useful contributions without prompting. Engaged, willing to participate, but little evidence of leadership or teaching ability during sessions.	<input type="checkbox"/> Provides useful contributions. Enthusiastic, some evidence of leadership and ability to teach peers during activities.	<input type="checkbox"/> Consistently provides insightful, "high level" contributions. Enthusiasm, leadership and teaching skills during activities are a role model to peers.	<input type="checkbox"/>
Oral Presentations	<input type="checkbox"/> Presentations usually disorganized, ineffective, incomplete, and with lots of errors.	<input type="checkbox"/> Many omissions of relevant information and/or inaccuracies. Often disorganized.	<input type="checkbox"/> Reasonable clear, complete, and accurate. Occasional need to pose a few questions to complete or clarify.	<input type="checkbox"/> Concise, clear, organized, and accurate. Facts presented in a logical manner.	<input type="checkbox"/> Succinct and precise. Relevant issues clearly delineated. Conveys excellent understanding of complex issues.	<input type="checkbox"/>

Comments: Please comment on your overall strengths and areas for improvement. Please provide a rationale for your ratings.

Strengths:

Areas for Improvement (Please explain all scores of "below expectations" or less):

Was the MITER completed and reviewed with the student? YES Date: _____ NO N/A *

** NB applies only to rotations which were four weeks in length or longer*

I HAVE REVIEWED AND DISCUSSED THIS EVALUATION WITH THE STUDENT.

- I AGREE with the student's self-evaluation of their mid-rotation clinical performance.
- I DO NOT AGREE with the student's self-evaluation of their mid-rotation clinical performance.
- The student's performance is much higher than the student perceives.
- The student must improve on the following performance criteria to receive a passing mark at the end of the rotation (see attached).

Evaluator Name: _____

Evaluator Position: _____

Evaluator Signature: _____

Date: _____

UGME/Clerkship/Education Site Director Signature: _____

Student Name: _____

Student Signature: _____

Date: _____