

**University of Manitoba
Gross Anatomy Elective MITER**

Student Name: _____

Dates of Elective: _____

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. **Dissection expertise/skills:** The student can independently acquire the knowledge on the structure and topography of the anatomical organs/structures and is well oriented on the cadaveric specimen.

CRITERION	Unsatisfactory 1	Below expectations 2	Meets expectations 3	Exceeds expectations 4	Outstanding 5	Not applicable Not assessed
Preparation/concept prior to dissection	<input type="checkbox"/> Consistently non-prepared. Major omissions.	<input type="checkbox"/> Preparation needs improvement. Misses important concepts/components.	<input type="checkbox"/> Basic preparation regarding the major anatomical structures.	<input type="checkbox"/> Thorough preparation. Some details.	<input type="checkbox"/> Excellent preparation. Captures most details. Conceptual detail.	<input type="checkbox"/>
Dissection skills	<input type="checkbox"/> Consistently incomplete. Uses inappropriate dissection tools. Destroys important anatomical structures.	<input type="checkbox"/> Inconsistent skills. Often uses inappropriate dissection tools.	<input type="checkbox"/> Basic dissection skills. Most relevant structures are found.	<input type="checkbox"/> Good dissection skills. More delicate structures identified.	<input type="checkbox"/> Excellent dissection skills. Highly proficient in identifying and exposing detailed structures.	<input type="checkbox"/>
Knowledge of regional and systems anatomy	<input type="checkbox"/> Consistently shows incomplete knowledge. Misses obvious anatomical concepts.	<input type="checkbox"/> Often shows lack of knowledge. Disoriented regarding defined anatomical regions.	<input type="checkbox"/> Usually has a basic knowledge. Inconsistently convinces with solid regional and systemic anatomy knowledge.	<input type="checkbox"/> Consistently has good anatomical knowledge. Some details of regional anatomy.	<input type="checkbox"/> Excellent knowledge of anatomy. Profound details in regional anatomy.	<input type="checkbox"/>
Perception of clinically relevant anatomical variations	<input type="checkbox"/> Consistently lacks knowledge of the individual variations. Consistently misses existing variations in the cadaveric specimens.	<input type="checkbox"/> Inconsistent in identifying and interpreting the clinical relevance of anatomical variations.	<input type="checkbox"/> usually shows a good concept of variations.	<input type="checkbox"/> Consistently shows a profound knowledge of anatomical variations. Able to describe their clinical relevance.	<input type="checkbox"/> Exceptional knowledge of individual anatomical variations. Consistently able to demonstrate the clinical significance.	<input type="checkbox"/>

2. **Communicator:** The student communicates actively with fellow students and with the instructors of the dissection team.

CRITERION	Unsatisfactory 1	Below expectations 2	Meets expectations 3	Exceeds expectations 4	Outstanding 5	Not applicable Not assessed
Communication with fellow students	<input type="checkbox"/> Consistently has difficulties communicating with fellow students of the dissection team. Fails to organize their contribution to the group in dissection goals.	<input type="checkbox"/> Often lacks communication with fellow students. Inconsistently able to communicate mutual responsibilities for overlapping dissection areas.	<input type="checkbox"/> Communicates regularly with other students. Able to organize and share the work to be done.	<input type="checkbox"/> Effectively communicates with fellow students of the team to organize the successful team effort.	<input type="checkbox"/> Exceptionally organized communication with fellow students. Outstanding ability to communicate and organize the work and time plan aiming at successfully completing the team work.	<input type="checkbox"/>

2. **Communicator:** The student communicates actively with fellow students and with the instructors of the dissection team.

CRITERION	Unsatisfactory 1	Below expectations 2	Meets expectations 3	Exceeds expectations 4	Outstanding 5	Not applicable Not assessed
Communications with instructors	<input type="checkbox"/> Consistently avoids communication with instructors.	<input type="checkbox"/> Inconsistently seeks help and advice if problems arise. Often not responding to instructions given.	<input type="checkbox"/> Able to establish a continuous communication with instructors during the course.	<input type="checkbox"/> Very effective communication with the instructor seeking frequent feedback to improve the dissection results.	<input type="checkbox"/> Excellent communication with instructors. Able to demonstrate knowledge and to address problems and concerns in a professional manner.	<input type="checkbox"/>

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, fellow students or instructors. Disrespectful of the cadaveric body of donors.	<input type="checkbox"/> At times does not demonstrate respect of others and crosses boundaries with students and instructors. Shows disrespectful attitude towards the cadavers donated to the program.	<input type="checkbox"/> Respectful and honest. Demonstrates respect for others.	<input type="checkbox"/> Consistently demonstrates respect to fellow students and instructors.	<input type="checkbox"/> A role model for demonstrating a high degree of respect for others and for the individuals who have donated their body to facilitate students' learning.	<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 raises concerns regarding a professional behavior.	<input type="checkbox"/> 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 assigned tasks. Punctual attendance for seminars, dissection times and quizzes. Comes prepared. Consistently thorough and completes assigned responsibilities well.	<input type="checkbox"/> Always attends and participates well in dissections, seminars and quizzes. 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 the performance of the dissection.	<input type="checkbox"/> Appropriately seeks assistance and feed-back. Responds to advice appropriately and modifies behavior 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 behaviors such as joking or eating where inappropriate.	<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. Behavior consistently appropriate to the professional context.	<input type="checkbox"/> Consistently demonstrating a professional personal 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"/>

3. **Scientist/Scholar:** The student utilises sound scientific and/or scholarly principles in their studies and interaction with fellow students and instructors.

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 about anatomy 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"/>
Contributions at learning activities (e.g. dissection lab, seminars)	<input type="checkbox"/> No demonstrated contributions during the dissections or the seminars. 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 the lab time and seminars.	<input type="checkbox"/> Consistently provides insightful, "high level" contributions. Enthusiasm, leadership and teaching skills during the labs and seminars. Is a role model to peers.	<input type="checkbox"/>
Oral Presentations	<input type="checkbox"/> Presentations disorganized, ineffective, incomplete, and anatomically incorrect.	<input type="checkbox"/> 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 presentations. Facts presented in a logical manner.	<input type="checkbox"/> Excellent and precise presentation of the anatomy in a given clinical context. 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: _____