

**University of Manitoba
Clerkship Research 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. 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
Knowledge of Research design/hypothesis generation/development of research question	<input type="checkbox"/> No knowledge of these topics despite attempts to review them with student.	<input type="checkbox"/> Little knowledge of these topics. Rarely asks any questions that indicate interest when these topics are discussed.	<input type="checkbox"/> Average knowledge. Asks questions that indicate interest when the topics are discussed.	<input type="checkbox"/> Knowledge of these topics above average.	<input type="checkbox"/> Knowledge of these topics outstanding.	<input type="checkbox"/>
Knowledge of research ethics, informed consent, regulatory processes	<input type="checkbox"/> No knowledge of these topics despite attempts to review them with student.	<input type="checkbox"/> Very little knowledge of these topics, which were reviewed with student.	<input type="checkbox"/> Average knowledge of these topics, which were reviewed with student.	<input type="checkbox"/> Above average knowledge. Inconsistently independently seeks out additional information on these topics and discusses the information with supervisor.	<input type="checkbox"/> Outstanding level of knowledge. Consistently independently seeks out information on these topics and discusses the information with supervisor.	<input type="checkbox"/>
Knowledge of data analysis and statistics as related to the project	<input type="checkbox"/> No knowledge on these topics despite attempts to review them.	<input type="checkbox"/> Minimal knowledge on these topics despite attempts to review them.	<input type="checkbox"/> Average knowledge. Applies the information inconsistently.	<input type="checkbox"/> Above average knowledge. Applies the information inconsistently.	<input type="checkbox"/> Outstanding knowledge. Applies the information consistently.	<input type="checkbox"/>
Acquisition of required skills (e.g. laboratory techniques Information Technology skills – SPECIFY	<input type="checkbox"/> Did not acquire any required skills, despite attempts to teach them.	<input type="checkbox"/> Acquired some but insufficient skills, despite attempts to teach them.	<input type="checkbox"/> Acquired and demonstrated the required skills most of the time.	<input type="checkbox"/> Consistently demonstrated required skills.	<input type="checkbox"/> Demonstrated superior abilities in required skills.	<input type="checkbox"/>
Accesses relevant medical literature	<input type="checkbox"/> No demonstrated knowledge of commonly used guidelines and other EBM resources. Does not review the relevant literature, even when repeatedly asked to do so.	<input type="checkbox"/> Limited knowledge of commonly used guidelines and other EBM resources and rarely applies them. Occasionally reviews the relevant literature, but only when asked repeatedly to do so.	<input type="checkbox"/> Average knowledge of commonly applied guidelines and EBM resources. Consistently reviews the relevant literature when asked to do so.	<input type="checkbox"/> Above average knowledge of guidelines and EBM resources and consistently uses them.	<input type="checkbox"/> Superior ability and desire to review the literature. Does so frequently without being asked.	<input type="checkbox"/>

1. 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
Able to assimilate and critically evaluate the medical literature pertaining to research topic	<input type="checkbox"/> Does not attempt to assimilate the relevant literature, even when repeatedly asked to do so. Does not try to critically evaluate it.	<input type="checkbox"/> Inconsistently attempts to assimilate the relevant literature, and only does so after repeated requests. Does not attempt to critically evaluate it.	<input type="checkbox"/> Consistently attempts to assimilate the relevant literature. Often has trouble critically evaluating it.	<input type="checkbox"/> Consistently attempts to assimilate the relevant literature without being asked to do so. Occasionally has trouble critically evaluating it.	<input type="checkbox"/> Consistently attempts to assimilate the relevant literature without being asked to do so. Consistently able to critically evaluate it.	<input type="checkbox"/>
Data gathering	<input type="checkbox"/> Data are consistently disorganized, incomplete, late and contain a lot of errors. Student does not recognize that he/she is having a problem.	<input type="checkbox"/> Data are often disorganized, incomplete, late, and/or contain a lot of errors. Student recognizes that he/she is having a problem, but does not do anything about it.	<input type="checkbox"/> Student has average ability to gather and organise data. He/she recognizes when he/she is having a problem and asks for help. Often requires assistance.	<input type="checkbox"/> Above average. Student is able to gather and organise the data without any difficulty. Occasionally requires assistance.	<input type="checkbox"/> Superior ability to gather and organise the data. Almost never requires assistance.	<input type="checkbox"/>
Data interpretation	<input type="checkbox"/> Consistently not done, submitted late, incorrect or incomplete. Student has no insight that he/she is having a problem.	<input type="checkbox"/> Often incorrect, incomplete or submitted late. Student is aware that he/she is having a problem, but does not request assistance.	<input type="checkbox"/> Average. Consistently submitted on time with occasional errors.	<input type="checkbox"/> Above average. Usually correct and complete. Occasionally requires assistance.	<input type="checkbox"/> Outstanding. Usually correct and complete. Requires minimal assistance.	<input type="checkbox"/>
Integration of study data with information from the literature	<input type="checkbox"/> Makes no attempt to do so.	<input type="checkbox"/> Tries, but has major difficulty doing so. Does not ask for help.	<input type="checkbox"/> Average ability. Tries, but has some difficulty. Recognises when he/she needs help and asks for it.	<input type="checkbox"/> Above average ability.	<input type="checkbox"/> Outstanding ability.	<input type="checkbox"/>
Written report (and manuscript presentation, if applicable)	<input type="checkbox"/> Never received.	<input type="checkbox"/> Very disorganised or incomplete, with countless major errors in methods, conclusions and/or very poor grammar. Objectives of the research project were not clearly stated.	<input type="checkbox"/> Report was average in organisation, grammar, and statement of objectives, methods and conclusions.	<input type="checkbox"/> Report was superior in organisation, grammar, and statement of objectives, methods and conclusions.	<input type="checkbox"/> The written report was outstanding in all aspects; one of the best I have ever seen	<input type="checkbox"/>
Contributions at learning activities	<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"/>

2. **Communicator:** The student communicates effectively with other members of the team.

CRITERION	Unsatisfactory 1	Below expectations 2	Meets expectations 3	Exceeds expectations 4	Outstanding 5	Not applicable Not assessed
Communication with other members of the team (including patients and families, if applicable)	<input type="checkbox"/> Does not communicate with others involved in the project. Does not show respect for others' opinions or expertise.	<input type="checkbox"/> Inconsistently communicates with others involved in the project. 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 plans.	<input type="checkbox"/> Works exceptionally well with other professionals. Always communicates with other professionals involved with the project.	<input type="checkbox"/>
Written Records	<input type="checkbox"/> Incomplete and disorganized.	<input type="checkbox"/> Often incomplete. Often illegible or difficult to read.	<input type="checkbox"/> Information is generally complete and well organized. Problems and plans clearly outlined.	<input type="checkbox"/> Consistently clear, logical, comprehensive documentation. Includes all necessary information.	<input type="checkbox"/> Exceptionally clear and comprehensive records. Plan is easy to follow.	<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, emotional and physical boundaries, and/or the welfare of others.	<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 others.	<input type="checkbox"/> Respectful and honest. Demonstrates respect for others and sensitivity to needs of patients and colleagues. Places welfare of others first.	<input type="checkbox"/> Consistently demonstrates respect to patients and colleagues. Always places welfare of others first.	<input type="checkbox"/> A role model for demonstrating a high degree of respect for others and always prioritizing the welfare of others.	<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.	<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 issues. Punctual attendance at scheduled sessions. Comes prepared. Consistently thorough and completes assigned responsibilities well.	<input type="checkbox"/> Always attends and participates well in scheduled 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 decisions made.	<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 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"/>

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: _____