

University of Manitoba
Community Health Clerkship FITER (Evaluation Form)
 Categories of Evaluation: Communicator, Professional, Scientist Scholar

Student Name: _____

Period of Rotation: _____

Project Title: _____

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

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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>
Discipline-specific procedural skills	<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 checked="" type="checkbox"/>

2. **Communicator:** The student communicates effectively with supervisor, other faculty, resource persons and student colleagues.

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 checked="" 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 checked="" type="checkbox"/>
Communication with health care professionals	<input type="checkbox"/> Does not communicate with others involved in rotation. Does not show respect for others' opinions or expertise.	<input type="checkbox"/> Inconsistently communicates with others involved in rotation. Often does not recognize the need to do 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 in rotation.	<input type="checkbox"/>
Written Paper and Presentation	<input type="checkbox"/> Incomplete and disorganized. Does not convey clear arguments.	<input type="checkbox"/> Incomplete. Arguments not clear and difficult to follow. Multiple spelling and grammatical errors.	<input type="checkbox"/> Information is generally complete and well organized with logical flow. Few spelling and grammatical errors.	<input type="checkbox"/> Consistently clear, logical, and comprehensive. Includes all necessary information.	<input type="checkbox"/> Exceptionally clear and comprehensive. Arguments are 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 colleagues.	<input type="checkbox"/> Not always forthright and honest in dealing with others. At times does not demonstrate respect for others and crosses boundaries with colleagues.	<input type="checkbox"/> Respectful and honest. Demonstrates respect for others and sensitivity to needs of colleagues.	<input type="checkbox"/> Consistently demonstrates respect to colleagues.	<input type="checkbox"/> A role model for demonstrating a high degree of respect for others.	<input type="checkbox"/>
Responsibility and conscientiousness	<input type="checkbox"/> Inadequate commitment to rotation requirements (i.e., orientation, debriefing). Late or absent without adequate explanation. Does not address assigned responsibilities. Casual or cavalier approach.	<input type="checkbox"/> Not consistently committed to rotation requirements. 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"/> Fulfills all rotation requirements. Punctual attendance for orientation and debriefing sessions.	<input type="checkbox"/> Consistently thorough and completes assigned responsibilities well. Attends to all rotation requirements in a timely manner. Comes prepared.	<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 feedback. At times unaware of own limitations. At times demonstrates lack of responsibility.	<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 demonstrates 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 project.

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 project topic 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.	<input type="checkbox"/> Consistently demonstrates knowledge of commonly applied guidelines and EBM resources. Consistently applies this knowledge.	<input type="checkbox"/> Above average knowledge of guidelines and EBM resources. Able to find and appraise evidence on common topics. Consistently applies this evidence.	<input type="checkbox"/> Superior ability to accurately find and appraise evidence on complex topics. Consistently applies EBM.	<input type="checkbox"/>
Contributions at learning activities (e.g. orientation and debriefing 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"/> Presentation disorganized, ineffective, incomplete, and with lots of errors.	<input type="checkbox"/> Many omissions of relevant information and/or inaccuracies. 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"/>

FINAL ASSESSMENT:

PASS BORDERLINE PASS FAIL INCOMPLETE

PASS/FAIL GUIDELINES:

1. The following situations constitute a FAIL:
 - a) If a student receives a grade of "unsatisfactory" in ONE MAJOR (**BOLDED**) criterion.
 - b) If a student receives a grade of "unsatisfactory" in TWO MINOR (UNBOLDED) criteria.
 - c) If a student receives a grade of "below expectations" (or worse) in ANY THREE **BOLDED** or UNBOLDED criteria.
2. The following situation constitutes a BORDERLINE PASS:
 - a) if a student receives any combination of grades below "meets expectations" that does not otherwise constitute a fail, as above.
3. The following situation constitutes an INCOMPLETE:
 - a) The student is performing satisfactorily but has failed to complete all components of the rotation.
4. The following situation constitutes a PASS:
 - a) If a student receives grades of "meets expectations" or better in ALL criteria.

☞ Please note: For summative purposes, a grade of "borderline pass" constitutes a "pass". This designation serves merely to flag students that are experiencing difficulty in a non-punitive manner.

