



* indicates a mandatory response

Med 3 Formative In-training Evaluation

*Are there significant gaps in this student's log?

Yes

No

I assign the following grades to this student's performance:

PROFESSIONAL

At this stage of the Clerkship the student is able to:

*1. Demonstrate the attitudes and professional behaviours appropriate for clinical practice (CL-7)

See below for considerations related to professional behaviours

Significant concerns about progress
(Requires remediation)



Some concerns about progress



Progress as expected



Please provide further details (**MANDATORY** if "Significant concerns about progress" or "Some concerns about progress in any of the above").
These comments will NOT be included in the Dean's Letter (MSPR) for CaRMs; please ensure any comments you would like included in the MSPR appear below in the STRENGTHS section.

A medical student of Dalhousie University Faculty of Medicine is expected to live by the tenets of the Faculty of Medicine Professionalism Policy and demonstrate in her/his behaviors as a medical student:

- Respect for others
- Honesty and integrity
- Compassion and empathy
- Duty and responsibility

Examples of items to be assessed as part of the Professional role:

- Demonstrates empathy and respect
- Behaves in an ethical and honest manner
- Is aware of own limitations
- Is responsive to constructive feedback
- Demonstrates an understanding of confidentiality and consent
- Arrives on time and manages time effectively
- Dresses appropriately for patient care

SKILLED CLINICIAN

At this stage of the Clerkship the student is able to:

*2. Conduct a clinical interview that includes effective verbal and nonverbal communication and results in the obtaining of complete, accurate data appropriate to a clinical situation (CL-1)

May consider: Completeness and accuracy of history; Patient-centeredness in approach to care; Prioritization of tasks and effective management of time; consideration of modification to approach in after-hours setting

Unable to Assess



Significant concerns about progress
(Requires remediation)



Some concerns about progress



Progress as expected



*3. Conduct a clinical examination of patients of all ages appropriate to the discipline and interpret the findings (CL-2)

May consider: Thoroughness, accuracy, and organization in identifying normal and abnormal findings; Prioritization of tasks and effective management of time

Unable to Assess Significant concerns about progress (Requires remediation) Some concerns about progress Progress as expected

***4. Demonstrate clinical problem solving skills, including the ability to diagnose and initially manage with supervision, common acute and chronic illness (CL-3)**

May consider: Ability to offer a differential diagnosis, including relevant red flags; Ability to manage common problems using both non-pharmacological and pharmacological modalities; Consideration of financial and access issues to nonpharmacological and pharmacological therapies; Consideration of modification to approach in after-hours setting

Unable to Assess Significant concerns about progress (Requires remediation) Some concerns about progress Progress as expected

***5. Demonstrate the application of critical thinking to clinical reasoning and decision-making.(CL-15)**

May Consider: Awareness of difference between intuitive decision making and analytical reasoning; Ability to think reflectively and look beyond the obvious, being logical, seeking out alternate explanations; Ability to identify biases in self and others; Utilization of evidence to guide thinking; Ability to maintain skepticism in approach to rational decision making

Unable to Assess Significant concerns about progress (Requires remediation) Some concerns about progress Progress as expected

***6. Communicate effectively with patient and colleagues, orally and in writing, including recording in the patient chart, writing orders, presenting cases, prescribing, sending referrals, and summarizing patient care and recommendations (CL-4)**

May consider: Ability to develop rapport with patients; Ability to present case information in a clear, logical, organized manner; Ability to document information in a clear, logical, concise, and relevant manner; Ability to provide explanations that are clear and adapted to the patients'/families' level of understanding; Prioritization of tasks and effective management of time; Consideration of modification to approach in after-hours setting

Unable to Assess Significant concerns about progress (Requires remediation) Some concerns about progress Progress as expected

***7. Describe the indications for, and the methods used in common diagnostic investigations and interventional procedures appropriate for the discipline and interpret the results (CL-5)**

May consider: Ability to recommend relevant investigations while considering cost to health care system and impact on patient; Consideration of modification to approach in after-hours setting

Unable to Assess Significant concerns about progress (Requires remediation) Some concerns about progress Progress as expected

***8. Communicate and collaborate effectively as a member of an interprofessional team (CL-9),**

May consider: Seeks appropriate consultation from other health professionals; Interacts effectively with other health professionals by recognizing and acknowledging their roles and expertise; Participates in interprofessional team meetings, demonstrating the ability to accept, consider and respect the opinions of other team members, while contributing own information and opinions

Unable to Assess Significant concerns about progress (Requires remediation) Some concerns about progress Progress as expected

***9. Describe the requirements and process for obtaining informed consent (CL-10)**

May Consider: Understanding of principle of patient autonomy to 'treatment' applying to physical examinations, investigations, medical and surgical management; Ability to describe the benefits, risks, common complications, and alternatives to the suggested treatment.

Unable to Assess Significant concerns about progress (Requires remediation) Some concerns about progress Progress as expected

***10. Demonstrate skill appropriate for level of training in procedures relevant to the clerkship discipline (CL-14)**

May Consider: Ability to describe the indications, contraindications, risks and common complications of relevant procedure; Technique; Ability to attend to patient comfort and safety during the procedure

Unable to Assess Significant concerns about progress (Requires remediation) Some concerns about progress Progress as expected

***11. Demonstrate respect for diversity and difference, and appreciate the potential influences of related factors* on communications and**

health care decision making (CL-13)

*e.g. age, race, ethnicity, sexual orientation, gender identity/expression, religion/spirituality, ability-disability, language, culture, health literacy, income

May Consider: Demonstrates an awareness of the potential impacts of diversity and difference on population-level health care outcomes; Demonstrate strategies to reduce bias; Displays comfort with, and basic skills in addressing, diversity and difference in clerk-patient interactions; Understands how, historically, difference has worked to: 1) marginalize members of particular sociocultural groups, and 2) interfere with their fair access to 'health' and health care

Unable to Assess <input type="radio"/>	Significant concerns about progress (Requires remediation) <input type="radio"/>	Some concerns about progress <input type="radio"/>	Progress as expected <input type="radio"/>
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Please provide further details regarding **SKILLED CLINICIAN** objectives (**MANDATORY** if "Significant concerns about progress" or "Some concerns about progress in any of the above). **These comments will NOT be included in the Dean's Letter (MSPR) for CaRMs; please ensure any comments you would like included in the MSPR appear below in the STRENGTHS section.**

LIFE LONG LEARNER

At this stage of the Clerkship the student is able to:

***12. Identify and use appropriate sources of information to support the delivery of patient care (CL-8)**

May consider: Awareness of the availability of community resources

Unable to Assess <input type="radio"/>	Significant concerns about progress (Requires remediation) <input type="radio"/>	Some concerns about progress <input type="radio"/>	Progress as expected <input type="radio"/>
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***13. Demonstrate attention to quality of care, patient and personal safety (CL-12)**

May Consider: Participation in quality improvement activities; Ability to provide and receive handover in transitions of care

Unable to Assess <input type="radio"/>	Significant concerns about progress (Requires remediation) <input type="radio"/>	Some concerns about progress <input type="radio"/>	Progress as expected <input type="radio"/>
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***14. Demonstrate motivation and initiative for learning**

Unable to Assess <input type="radio"/>	Significant concerns about progress (Requires remediation) <input type="radio"/>	Some concerns about progress <input type="radio"/>	Progress as expected <input type="radio"/>
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Please provide further details regarding **LIFE LONG LEARNER** objectives (**MANDATORY** if "Significant concerns about progress" or "Some concerns about progress" in any of the above). **These comments will NOT be included in the Dean's Letter (MSPR) for CaRMs; please ensure any comments you would like included in the MSPR appear below in the STRENGTHS section.**

COMMUNITY CONTRIBUTOR

At this stage of the Clerkship the student is able to:

***15. Demonstrate competence in patient education regarding strategies for health promotion and disease and injury prevention (CL-6)**

May consider: Ability to identify and work with patients to address the determinants of health that affect them (for example income, job security, education, housing, food security, social network; etc.); Incorporation of disease prevention, health promotion and health surveillance activities

Unable to Assess <input type="radio"/>	Significant concerns about progress (Requires remediation) <input type="radio"/>	Some concerns about progress <input type="radio"/>	Progress as expected <input type="radio"/>
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Please provide further details regarding **COMMUNITY CONTRIBUTOR** objective (**MANDATORY** if "Significant concerns about progress" or "Some concerns about progress"). **These comments will NOT be included in the Dean's Letter (MSPR) for CaRMs; please ensure any comments you would like included in the MSPR appear below in the STRENGTHS section.**

Able to work in an out-of-hours environment (Internal Medicine only)?

<input type="radio"/> Unable to assess
<input type="radio"/> No
<input type="radio"/> Yes

***Which of the team members provided input?**

- Other Faculty
- Residents
- Nurses
- Patients / Families
- Administrators
- Other Health Professionals
- Not Applicable

Please specify other Health Professionals

***Was the learner observed doing a History and given feedback?**

- No Hx
- Partial Hx
- Full Hx

***Was the learner observed doing a Clinical Examination and given feedback?**

- No Exam
- Partial Exam
- Full Exam

*STRENGTHS: [**Important Note:** These comments **WILL be included, verbatim**, in the Dean's Letter (MSPR) for CaRMs.]

*SUGGESTIONS FOR IMPROVEMENT: [**Important Note:** These comments will **NOT** be included in the Dean's Letter (MSPR) for CaRMs.]

IDENTIFIED SIGNIFICANT CONCERNS: [**Important Note:** This field is not required, however, **comments reflecting a pattern of concern WILL be included** in the Dean's Letter (MSPR) for CaRMs.]

AWARDS

Most departments have awards for students who have demonstrated exceptional academic achievement. If you would like this student to be considered for an award please follow the link below to view the available awards and criteria.

<https://medicine.dal.ca/departments/core-units/undergraduate/about/department-awards.html>

The following will be displayed on forms where feedback is enabled...
(for the evaluator to answer...)

*Did you have an opportunity to meet with this trainee to discuss their performance?

- Yes

No

(for the evaluatee to answer...)

*Were educational objectives provided at the beginning of the rotation?

Yes

No

*Did you have the opportunity to discuss your performance with your preceptor/supervisor?

Yes

No

*Do you agree with this assessment?

Yes

No

If you do not agree with your assessment, please provide your comments below and notify the UGME office at ugme@dal.ca. Comments you provide are viewable by your evaluator and the UGME Office.