



* indicates a mandatory response

YEAR 3 END OF ROTATION ASSESSMENT

* If you would like more guidance on how to complete this form, please see "[Years 3 & 4 WBA Orientation](#)" module. *

The designated Supervisor, Primary Preceptor, Discipline-Specific Site Leader (DSSL) or Clerkship Director must complete this form at the end of the rotation. **Assessors are required to submit the End-of-Rotation forms within one week of the end of the rotation.**

Direct Observation forms are a small component of feedback collected for each student. They do not cover all of the domains listed in this form. Please use information received through departmental feedback and consultation with others who have acted as preceptors or supervisors to this student, in addition to the information provided by the Direct Observation forms to complete this Assessment.

Your 'overall performance' grade will be used to recommend students who are 'not on track' and need review and additional support or guidance to the Regional Student Promotions Subcommittee (RSPS). The RSPS will review the student referred, create a remediation or support plan, and follow up the student's progress as required. Referral to the RSPS will not result in failure of a rotation or course.

The overall performance or performance in the domains on this form will not be transferred to the student's Medical Student Performance Record (MSPR) formerly known as Dean's letter that contributes to the application package for Canadian Resident Matching Service (CaRMS). However, the **narrative comments provided at the end of this form will be reflected in the MSPR**(using a merge tool if there is more than 1 EOR form in a rotation).

Thank you for your time and consideration in completing this form. It is an important part of ongoing learning for all students and will trigger additional support for students who need this.

Note to the Assessee: You may expect to receive your End of Rotation assessment within three weeks after the rotation completion date, noting the accreditation standards state six weeks.

ASSESSMENT OF DOMAINS

Based on information available through departmental feedback and completed WBA Direct Observation forms, the designated Supervisor, Discipline-Specific Site Leader (DSSL) or Clerkship Director checks one of the following in each domain listed:

- **On Track:** The learner is on track to achieve this milestone domain by the end of year 3
- **Not On Track:** The learner is not on track to achieve this milestone domain by the end of Year 3
- **N/A:** Not applicable or insufficiently assessed in this rotation

Medical Expert

Obtain a history adapted to the patient's clinical situation
(This milestone domain aligns with Direct Observation form 1)

	N/A	Not on Track	On Track
*End of Year 3 Milestone: The learner obtains a complete or focused history in a prioritized and organized manner, eliciting information and perspectives from patients and their families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Perform a physical examination adapted to the patient's clinical situation
(This milestone domain aligns with Direct Observation form 2)

	N/A	Not on Track	On Track
*End of Year 3 Milestone: The learner performs a physical examination tailored to the clinical situation and specific patient encounter, differentiating between normal and abnormal clinical findings. The encounter is conducted with sensitivity and respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Formulate and justify a prioritized differential diagnosis
(This milestone domain aligns with Direct Observation form 3)

	N/A	Not on Track	On Track
*End of Year 3 Milestone: Through a systematic and integrated approach, including the use of clinical reasoning skills, the learner formulates a prioritized list of diagnoses and a working diagnosis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Formulate an initial plan of investigation based on the diagnostic hypotheses
 (This milestone domain aligns with Direct Observation form 4)

	N/A	Not on Track	On Track
*End of Year 3 Milestone: The learner selects a series of tests to refine the differential diagnosis for a clinical presentation using an evidence informed approach that will guide management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Interpret results of common diagnostic and screening tests
 (This domain aligns with Direct Observation form 5)

	N/A	Not on Track	On Track
*End of Year 3 Milestone: The learner recognizes the implications of normal and abnormal diagnostic and screening test results and responds appropriately to these results.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Formulate and implement an appropriate care plan
 (This milestone domain aligns with Direct Observation form 6)

	N/A	Not on Track	On Track
*End of Year 3 Milestone: The learner proposes, and where appropriate, implements a care plan based on a rational and evidence based approach for commonly encountered presentations and diagnoses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Present oral and written reports that document a clinical encounter
 (This milestone domain aligns with Direct Observation form 7)

	N/A	Not on Track	On Track
*End of Year 3 Milestone: The learner presents a concise and organized summary, orally and/or in written form, including pertinent positives and negatives of a clinical encounter to members of the team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Recognize a patient requiring urgent or emergent care, seek help, and begin stabilization
 (This milestone domain aligns with Direct Observation form 9)

	N/A	Not on Track	On Track
*End of Year 3 Milestone: The learner recognizes a patient who requires urgent or emergent care, urgently seeks help and begins appropriate stabilization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communicator/Collaborator

Provide and receive the handover in transitions of care
 (This milestone domain aligns with Direct Observation form 8)

	N/A	Not on Track	On Track
*End of Year 3 Milestone: The learner participates in safe transitions of care, both as a provider and receiver, with members of the health care team to ensure that pertinent information related to a specific patient is clearly conveyed and understood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communicate care plan with patients and their caregivers in an empathetic manner
 (This milestone domain aligns with Direct Observation form 10)

	N/A	Not on Track	On Track
*End of Year 3 Milestone: The learner communicates with patients and their caregivers in an empathetic manner that reflects understanding of the patient's perspective and fosters shared decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communicate respectfully and collegially with all health care providers
 (This milestone domain aligns with Direct Observation form 11)

	N/A	Not on Track	On Track
*End of Year 3 Milestone: The learner communicates with all members of the healthcare team in a manner that reflects understanding of the roles of each provider.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional

Participate in health quality improvement initiatives
(This milestone domain aligns with Direct Observation form 12)

	N/A	Not on Track	On Track
*End of Year 3 Milestone: The learner actively participates in safety and quality processes in systems of care. This could include recognition of medical errors or avoidable adverse events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reliability

	N/A	Not on Track	On Track
*End of Year 3 Milestone: The learner is aware of and abides by the University/FoM codes of professional conduct and fulfills their responsibility to patients and their families, and to colleagues and other health professionals. They respond to pages, patient and team needs in a timely manner; arranges for the care of their patients during absence. The learner demonstrates honesty, integrity and conscientiousness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Capacity for Self-Assessment

	N/A	Not on Track	On Track
*End of Year 3 Milestone: The learner is aware of their capabilities and limitations, acting only within the limits of their competence (patient welfare as the highest priority), seeking assistance when necessary. They listen to, reflect on and act on feedback, and recognize and accept the need for self-care and personal development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Health Care Advocate

Educate patients on disease management, health promotion, and preventive medicine
(This milestone domain aligns with Direct Observation form 13)

	N/A	Not on Track	On Track
*End of Year 3 Milestone: The learner counsels patients on disease management, risk factor modification, and health promotion adapted to meet the clinical context using evidence-based information. They do so independently where appropriate, or in collaboration with other members of the health care team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scholar

Use of Learning Materials, Preparation and Knowledge Base

	N/A	Not on Track	On Track
*End of Year 3 Milestone: The learner actively and effectively searches for information from multiple, credible sources, reads recommended material in anticipation of learning opportunities/sessions and demonstrates basic science and clinical knowledge base	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ASSESSMENT OF OVERALL PERFORMANCE

*Please select one of the options below:

Not on Track:* Based on one or both of the following criteria the learner is 'not on track' to achieve the above milestone domains by the end of Year 3.

On Track: The learner is on track to achieve the above milestone domains by the end of year 3.

If you select **Not On Track**, please check one or both of the following criteria that apply.

3 or more milestone domains indicate that the learner is 'Not on Track'

I am concerned about the learner's professional behaviour or academic performance

NARRATIVE COMMENTS (Required)

Your narrative comments are highly valued by the learner and the Regional Students Promotions Subcommittee (RSPS) (where applicable).

***FORMATIVE FEEDBACK:** Please elaborate on your guidance for improvement:

*If you select 'Not On Track' the student will be referred to the Regional Students Promotions Subcommittee (RSPS) for review and support. Please note that referral to the RSPS does not lead to an automatic failure of the rotation

***SUMMATIVE FEEDBACK:** Please provide your specific comments for the Medical Student Performance Record (MSPR) which is a part of the student's CaRMs Residency application package. Guidelines for completing EOR evaluations to include comments for the MSPR can be found on the [Faculty Development](#) website.

Students:

If you have experienced mistreatment please visit the Faculty of Medicine [Mistreatment Help](#) website. If you are not in agreement with this assessment, please contact your site clerkship director.

(Please refer to [UBC FOM Policy 004, Assessment, Grading and Standards of Achievement](#) , on Entrada if you disagree with this assessment for further direction and next steps)

The following will be displayed on forms where feedback is enabled...

(for the evaluator to answer...)

***In addition to filling out this form, was this feedback also discussed with the student directly (in person or via phone/videoconference)?**

Yes

No

(for the evaluatee to answer...)

***Was the feedback also discussed with you by your preceptor/supervisor (in person or via phone/videoconference)?**

Yes

No

***I have received mid-rotation feedback.**

Yes

No

Please enter any comments you have(if any) on this evaluation.