

* indicates a mandatory response

YEAR 4 END OF ELECTIVE ASSESSMENT (In Province)

The designated Assessor must complete this form at the end of the rotation or elective block.

Please use information received through departmental feedback to complete this Assessment. The overall performance or performance in the domains on this form will not be transferred to the learner's Medical Student Performance Record (MSPR) which is part of the CaRMS application package.

Note to the Assessor:

Please complete and submit this form within two weeks of the end of the elective block.

ASSESSMENT OF DOMAINS

Please take the time to evaluate the learner in the following individual domains. A brief description of the UBC exit competencies expected of a final year medical student for each domain is provided to facilitate your assessment.

Based on information available through departmental feedback, check one of the following in each domain listed:

- **Meets Competency:** The learner has achieved this milestone as it pertains to this Elective.
- **Does not meet Competency:** The learner has NOT achieved this milestone as it pertains to this Elective/Rotation.
- **N/A:** Specific competency is not applicable to your elective.

Medical Expert

Competency

	N/A	Does not meet Competency	Meets Competency
<p>*Electives involving direct patient care</p> <p>a. The learner obtains a history in a prioritized, organized and patient centered manner.</p> <p>b. The learner conducts a respectful physical examination and differentiates between normal and abnormal findings.</p> <p>c. The learner uses clinical reasoning skills to formulate a prioritized list of diagnoses and a working diagnosis.</p> <p>d. The learner uses an evidence informed approach to select appropriate tests and refine the differential diagnosis.</p> <p>e. The learner recognizes the implications of and responds appropriately to normal and abnormal test results.</p> <p>f. The learner proposes, and where appropriate, implements an evidence-based care plan.</p> <p>g. The learner recognizes a patient who requires urgent or emergent care and seeks help appropriately.</p> <p>h. The learner is able to explain effective health promotion strategies and their underlying biological bases to patients, families, etc.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Electives NOT involving direct patient care (including research)</p> <p>a. The learner integrates reported medical history and physical examination findings to generate a prioritized differential diagnosis.</p> <p>b. The learner uses clinically relevant knowledge from the foundational sciences, including recent scientific advances.</p> <p>c. The learner interprets results of common diagnostic and screening tests.</p> <p>d. The learner is able to explain effective health promotion strategies and their underlying biological bases to patients, families, etc.</p>			

Narrative comments

If the learner does not meet the competency and would benefit from additional support, please provide a narrative explanation.

Communicator/Collaborator

Competency

	N/A	Does not meet Competency	Meets Competency
<p><u>*Electives involving direct patient care</u></p> <p>a. The learner presents a concise and organized oral and/or written summary a clinical encounter.</p> <p>b. The learner participates in safe transitions of care, both as a provider and receiver.</p> <p>c. The learner communicates with patients and caregivers in an empathetic and patient centered manner fostering shared decision making.</p> <p>d. The learner communicates respectfully and collegially with all members of the healthcare team.</p> <p>e. The learner accurately elicits relevant information and perspectives from patients, families and colleagues when assessing a patient and delivering care.</p> <p>f. The learner develops and maintains ethical and supportive relationships with patients and families.</p> <p>g. The learner diagnoses and manages a patient's illness in the context of the healthcare team by respecting professional boundaries and the expertise of colleagues.</p> <p>h. The learner prevents, negotiates and resolves conflict by working respectfully and diplomatically.</p> <p>i. The learner develops a shared plan of care with patients, families and other professionals.</p> <p><u>Electives NOT involving direct patient care (including research)</u></p> <p>a. The learner establishes and/or maintains an effective healthcare or research team through collaboration.</p> <p>b. The learner communicates with health care professionals in a collaborative, responsive and responsible manner.</p> <p>c. The learner prevents, negotiates and resolves conflicts by working respectfully and diplomatically.</p> <p>d. The learner effectively conveys oral and written information associated with a medical encounter or research project.</p> <p>e. The learner diagnoses and manages a patient's illness in the context of the healthcare team by respecting professional boundaries and the expertise of colleagues.</p>	○	○	○

Narrative comments

If the learner does not meet the competency and would benefit from additional support, please provide a narrative explanation.

Professional

Competency

	N/A	Does not meet Competency	Meets Competency
<p>*Electives involving direct patient care</p> <p>a. The learner is aware of and abides by the University / Faculty of Medicine codes of professional conduct and fulfills their responsibility to patients and their families, and to colleagues and other health professionals. They respond to pages, patients and team needs in a timely manner, arrange for the care of their patients during absence. The learner demonstrates honesty, integrity and conscientiousness.</p> <p>b. The learner is aware of their capabilities and limitations, acting only within the limits of their competence (patient welfare is 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.</p> <p>c. The learner provides high quality, safe and ethical patient care.</p> <p>d. The learner participates in the practice of medicine in a socially responsible manner that respects the medical, legal and professional obligations or belonging to a self-regulating body.</p> <p><u>Electives NOT involving direct patient care (including research)</u></p> <p>a. The learner demonstrated behaviour consistent with ethical and professional standards of physicians.</p> <p>b. The learner is aware of their capabilities and limitations, acting only within limits of their competence, seeking assistance when needed. They listen to, reflect on and act on feedback, and recognize and accept the need for self-care and personal development.</p>	○	○	○

Narrative comments

If the learner does not meet the competency and would benefit from additional support, please provide a narrative explanation.

Health care advocate

Competency

	N/A	Does not meet Competency	Meets Competency
<p><u>*Electives involving direct patient care</u></p> <p>a. The learner helps the patient access the most appropriate and best available health care resources according to the unique physical and psychosocial needs of the patient, with particular attention to vulnerable and marginalized populations, specifically including First Nations, Inuit and Metis.</p> <p>b. The learner participates in activities that improve the health of a community or vulnerable populations, including First Nations, Inuit and Metis with due consideration to social and structural determinants of health.</p> <p>c. The learner educates individual patients and their families or supporters about their illnesses, and strategies for disease management, health promotion and disease prevention</p> <p>d. The learner maintains personal health and wellbeing such that the healthcare that one provides is sustainable</p>			
<p><u>Electives NOT involving direct patient care (including research)</u></p> <p>a. The learner communicates the need for further diagnostic testing.</p> <p>b. The learner helps the patient access the most appropriate and best available health care resources according to the unique physical and psychosocial needs of the patient, with particular attention to vulnerable and marginalized populations, specifically including First Nations, Inuit and Metis.</p> <p>c. The learner participates in activities that improve the health of a community or vulnerable populations, including First Nations, Inuit and Metis with due consideration to social and structural determinants of health.</p> <p>d. The learner educates individual patients and their families or supporters about their illnesses, and strategies for disease management, health promotion and disease prevention</p> <p>e. The learner maintains personal health and wellbeing such that the healthcare that one provides is sustainable.</p>	○	○	○

Narrative comments

If the learner does not meet the competency and would benefit from additional support, please provide a narrative explanation.

Leader

Competency

	N/A	Does not meet Competency	Meets Competency
<p>*Electives involving direct patient care</p> <p>a. The learner actively participates in safety and quality processes in systems of care. This could include recognition of medical errors of avoidable adverse events.</p> <p>b. The learner manages time effectively.</p> <p>c. The learner makes decisions considering the efficient, effective and equitable allocation of finite health care resources.</p> <p>d. The learner employs information and communication technologies to apply, organize and acquire information for the purposes of scholarly inquiry, self-directed learning and collaborative knowledge exchange.</p> <p>e. The learner maintains a healthy work-life balance.</p> <p>f. The learner assists patients, families and communities in accessing and utilizing different parts of the Canadian health care system needed for required healthcare delivery, consistent with the principles of the Canada Health Act.</p>	○	○	○
<p>Electives NOT involving direct patient care (including research)</p> <p>a. The learner contributes to a culture of safety and improvement.</p> <p>b. The learner manages time effectively.</p> <p>c. The learner employs information and communication technologies to apply, organize and acquire information for the purposes of scholarly inquiry, self-directed learning and collaborative knowledge exchange.</p> <p>d. The learner maintains a healthy work-life balance.</p> <p>e. The learner makes decisions considering the efficient, effective and equitable allocation of finite health care resources.</p> <p>f. The learner assists patients, families and communities in accessing and utilizing different parts of the Canadian health care system needed for required healthcare delivery, consistent with the principles of the Canada Health Act.</p>			

Narrative comments

If the learner does not meet the competency and would benefit from additional support, please provide a narrative explanation.

Scholar

Competency

	N/A	Does not meet Competency	Meets Competency
<p>*Electives involving direct patient care</p> <p>a. The learner applies a scholarly inquiry approach to learning and patient care, reads recommended material in anticipation of learning opportunities and demonstrates basic science and clinical knowledge base.</p> <p>b. The learner develops and implements a plan for continual personal learning.</p> <p>c. Facilitates the learning of others as part of professional responsibility.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Electives NOT involving direct patient care (including research)</p> <p>a. The learner applies a scholarly inquiry approach to learning and patient care, reads recommended material in anticipation of learning opportunities and demonstrates basic science and clinical knowledge base.</p> <p>b. The learner develops and implements a plan for continual personal learning.</p> <p>c. Facilitates the learning of others as part of professional responsibility.</p> <p>d. The learner employs the ethical principles of research.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Narrative comments

If the learner does not meet the competency and would benefit from additional support, please provide a narrative explanation.

ASSESSMENT OF OVERALL PERFORMANCE

*Based on information available through departmental feedback, does this learner meet the overall competencies expected for a final year medical student?

Does not meet competency: The learner does NOT meet the overall competencies for the elective that are expected of a final year medical student”

· 3 or more EOE objective domains indicate that learner “does not meet competency”

· The Educational Lead/ Head Assessor is concerned about the student’s academic performance including issues with professional behavior.

Please note that a student who “does not meet competency” in the same competency domain on 2 EOE forms on separate electives will also not meet the overall competency expected. This will be tracked by the UGME Provincial Learner Assessment Team (PLAT) and communicated to the relevant site assessment administrators.

Meets competency: The learner meets the overall competencies for the elective that are expected of a final year medical student”

NARRATIVE COMMENTS (Required)

***Formative Feedback: Narrative comments**

Please elaborate on the learner’s strengths and areas for improvement. Specific examples and guidance for improvement are helpful for the learner.

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) (for the evaluator)

Yes

No

(for the evaluatee to answer...)

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

Yes

No