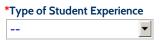* indicates a mandatory response

ICC CPR PROGRESS ASSESSMENT

Please provide your assessment of the student's progress to date. 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.

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.

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.

*Type of Student Experience

[-- ▼]

ASSESSMENT OF DOMAINS

Based on information available through departmental feedback and completed WBA Direct Observation forms, the ICC Site 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 WBA 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.	○	○	○

Perform a physical examination adapted to the patient's clinical situation
(This milestone domain aligns with WBA 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.	○	○	○

Formulate and justify a prioritized differential diagnosis
(This milestone domain aligns with WBA 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.	○	○	○

Formulate an initial plan of investigation based on the diagnostic hypotheses
(This milestone domain aligns with WBA 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.	○	○	○

Interpret results of common diagnostic and screening tests
(This domain aligns with WBA 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.	○	○	○

Formulate and implement an appropriate care plan
(This milestone domain aligns with WBA 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.	○	○	○

Present oral and written reports that document a clinical encounter
(This milestone domain aligns with WBA 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.	○	○	○

Recognize a patient requiring urgent or emergent care, seek help, and begin stabilization
(This milestone domain aligns with WBA 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. He/she urgently seeks help and begins appropriate stabilization.	○	○	○

Communicator/Collaborator

Provide and receive the handover in transitions of care
(This milestone domain aligns with WBA 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.	○	○	○

Communicate care plan with patients and their caregivers in an empathetic manner
(This milestone domain aligns with WBA 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 his/her understanding of the patient's perspective and fosters shared decision making.	○	○	○

Communicate respectfully and collegially with all health care providers
(This milestone domain aligns with WBA 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 his/her understanding of the roles of each provider.	○	○	○

Professional

Participate in health quality improvement initiatives
(This milestone domain aligns with WBA 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.	○	○	○

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 fulfils 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.	○	○	○

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.	○	○	○

Health Care Advocate

Educate patients on disease management, health promotion, and preventive medicine (This milestone domain aligns with WBA 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.	○	○	○

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	○	○	○

ASSESSMENT OF OVERALL PERFORMANCE

***Please select one of the options below:**

○ **Not on Track** : Based on the criteria in the following question*, 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

○ Not able to assess due to student absences

***If you selected Not On Track in the question above, please check all 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 Expert Panel (where applicable).

Your comments will not be used in the Medical Student Performance Record

*• Please elaborate on the learner's strengths and specific areas of difficulty that require improvement
• Please provide guidance for improvement

ICC STUDENT SUPPORT PROCESS (SEE EXPERT PANEL & STUDENT SUPPORT DOCUMENT)

1. The ICC Progress Assessment form and WBA Direct Observation form data will be reviewed at each six week Clinical Performance Review (CPR) by the Site Director with the student.
2. Areas of concern will prompt specific attention and monitoring on the part of the Site Director.
3. If follow up at subsequent CPR meetings indicate that concerns remain, a SADS meeting will be initiated by the Site Director to provide a more formal approach to support and remediation. The Site Expert Panel will be informed.
4. If serious concerns persist upon further review by the Site Director, the student will be referred to the RSPS.
• The earliest recommendation for failure can be made after 24 weeks from the initiation of formal support (i.e. SADS).

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.

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 evaluee to answer...)

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

⊙ Yes

⊙ No