

Physician Assistant Program In Training Assessment Form

Please complete this final student evaluation on the performance in CANMEDs. If you have question and want to be contacted before completing this then please email: clinical.pa@nosm.ca.

Most student should be at 'meet expectations' for most rotations. The comment section is the most important aspect to provide feedback to the student.

This form will be seen by the student and the Physician Assistant Competency Committee who will ultimately decide the student's progress

A. Medical Expert						
Criteria	Unsatisfactory	Below Expectations	Meets Expectations	Exceeds Expectations	Outstanding	N/A, Not Observed
History Taking	Incomplete or major omissions.	Often misses several aspects of history, or provides cursory detail, or the student is poorly organized.	Usually complete, accurate, and organized.	Thorough, logical, complete, and elicits some subtle points	Comprehensive, accurate problem identification and characterization, excellent interviewing skills.	
Physical Examination	Incomplete, misses major findings, or has technical deficiencies.	Examination skills are often less than adequate or often unable to elicit most of the relevant findings.	Carefully done, most findings detected, with an organized approach.	Complete examination, detects some subtle findings, sensitive to patient.	Very thorough, well-organized, all important findings detected, often discovers subtle findings.	
Problem Formulation and	Assessments usually incomplete or inaccurate. Great difficulty generating differential diagnosis.	Assessments often incomplete or inaccurate. Limitations in ability to integrate data and arrive at differential diagnosis.	Able to solve common problems and generate reasonable differential diagnosis and management plan.	Consistently accurate and thorough in generating differential diagnosis and proposing a plan. Able to integrate more complex issues and solve some uncommon problems.	Exceptional judgment. Able to generate differential diagnosis and most likely diagnosis	
Management Plan	Diagnostic and therapeutic plans incomplete and/or not logically derived from data.	Difficulty deriving diagnostic and therapeutic plans.	Able to generate reasonable management plans.	Consistently accurate and thorough generation of management plan.	Exceptional ability to provide a thorough plan of management even for complex problems.	

B. Communicator						
Criteria	Unsatisfactory	Below Expectations	Meets Expectations	Exceeds Expectations	Outstanding	N/A, Not Observed
Verbal communication, and oral reports	Remote, insensitive, with little rapport, or; incomplete, disorganized, confusing reports, or; presentations are disorganized and/or incomplete	Often has difficulty in establishing rapport with patients.	Conveys interest and concern for patients. Empathetic and respectful. Uses non-verbal skills effectively.	Very effective in establishing rapport. Complete, logical, very clear, and easy to follow discussions and oral reports.	Exceptionally empathetic. Outstanding, conscientious, organized oral reports.	
Written records	Written reports are disorganized and/or incomplete	Notes/reports are often incomplete or disorganized.	Generally complete, accurate, and organized records and reports	Complete, logical, very clear, and easy to follow records	Outstanding, conscientious, organized, and accurate record keeping	

Criteria	Unsatisfactory	Below Expectations	Meets Expectations	Exceeds Expectations	Outstanding	N/A, Not Observed
C. Collaborator						
Contribution within Interdisciplinary Team	Uncooperative and a poorly integrated team member.	Often uncooperative and/or poorly integrated into the team.	Generally, functions well as a team member.	Consistently makes an extra effort to be part of the team in the provision of care.	Consistently offers to take on extra tasks to help the team provide effective care.	

D. Leader						
Awareness of Healthcare Resources	Unaware of appropriate use of health care resources or how to go about to find them in a new community.	Often unaware of appropriate use of health care resources, or how to go about to find them in a new community.	Appropriately aware of the generally available health care resources and knows how to access these.	Consistently aware of the generally available health care resources and employs them in appropriate situations.	Exceptionally wise stewardship of available resources in the context of resource allocation and individual patient care.	

E. Health Advocate						
Patient Advocacy	Does not advocate for patients when appropriate situations arise.	Often misses the opportunity to provide	Usually advocates on behalf of patients in an appropriate manner and in	Consistently advocates on behalf of patients in an appropriate	Exceptional ability to advocate on behalf of patients in an	

		patient advocacy.	the right situations.	manner and in the right situations.	appropriate manner and in the right situations.	
--	--	-------------------	-----------------------	-------------------------------------	---	--

F Scholar

Self-Directed Learning	Does not assume responsibility for learning. Resists or fails to respond to constructive feedback. Unaware of own inadequacies.	Generally lacking in responsibility for own learning. Not very receptive to constructive feedback.	Assumes responsibility for own learning. Shows adequate insight. Requests and accepts constructive feedback and reads around cases.	Keenly interested in learning. Consistently learns around cases. Consistently requests, accepts, and acts on feedback.	Exceptional interest in learning. Solicits and receives criticism. Able to effect change with consistent effort at self-improvement.	
-------------------------------	---	--	---	--	--	--

G. Professionalism

Professional Domains and Criteria	Significant deficiencies in many of these domains	Student has some minor deficiencies	Meets most criteria with only minor deficiencies	Meets most criteria and is exemplary in some areas	Consistently meets all criteria and exemplary in many areas	N/A, Not Observed
Altruism <ul style="list-style-type: none"> Demonstrates sensitivity to patients and others 						
Reliability and Responsibility <ul style="list-style-type: none"> Informs colleagues when tasks are incomplete, mistakes or medical errors are made, or when faced with a conflict of interest Provides appropriate and timely reasons for lateness or absence Fulfills call duties (if applicable) Prepared for academic and clinical encounters 						
Self-improvement and Adaptability						

<ul style="list-style-type: none"> • Accepts and incorporates feedback • Recognizes own limits & seeks appropriate help 						
Respect for Others <ul style="list-style-type: none"> • Maintains appropriate boundaries • Dresses in an appropriate manner 						
Honour and Integrity <ul style="list-style-type: none"> • Uses appropriate language in discussions • Respects confidentiality • Respects diversity of race, gender, religion, sexual orientation, age, disability, intelligence, and socio-economic status 						

Comments
Strengths:
Suggestions for improvement:

Recommendation by preceptor * Competency committee to decide student progress
<input type="checkbox"/> Pass <input type="checkbox"/> Fail

By typing my name and placing a date in the boxes below, I confirm that I have discussed this evaluation with the student on the date indicated

Name: _____

Date: _____