

**Senior Resident**

<Learner.Picture>

**In Training Assessment Report During COVID-19**

Learner: **<Learner.Last\_Name>, <Learner.First\_Name>**

Learner Program / Level: **<Learner.Trainee\_Program> / <Learner.Tr\_Level>**

Rotation / Program: **<Activity.Rotation> / <Activity.Rotation\_Program>**

Location: **<Activity.Rotation\_Location>**

Supervisor: **<Supervisor.Last\_Name>, <Supervisor.First\_Name>**

Assessment Trigger / Period: **<Assessment.Trigger\_Type> / <Activity.Period>**

Legend:

N/A - **Non Applicable**

1 - **Unsatisfactory**: Performs significantly lower than level of training 2 - **Provisional Satisfactory**: Performs lower than level of training

1. - **Satisfactory**: Meets expectations at level of training
2. - **Very Good**: Exceeds expectations for level of training
3. - **Outstanding**: Significantly exceeds expectations for level of training

NOTE: If the learner functions at their training level, then the learner should obtain a score of Satisfactory.

Medical Expert

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Unsatisfactory****1** | **Provisional****Satisfactory 2** | **Satisfactory****3** | **Very Good****4** | **Outstanding****5** | **N/A** |
| Able to institute appropriate infection control measures based on risk assessment of COVID 19 | O | o | o | o | o | o |
| Able to interpret COVID 19 test results in the context of clinical and epidemiological risk factors | O | o | o | o | o | o |
| Able to generate an appropriate differential diagnosis and order appropriate investigations | O | o | o | o | o | o |
| Able to use all information presented and guide a comprehensive management plan for all identified clinical problems | O | o | o | o | o | o |
| Able to effectively triage patients referred from the ER and on wards | O | o | o | o | o | o |
| Able to assess and start initial management in acute emergencies | O | o | o | o | o | o |
| Monitors therapy and response to therapy and reconsiders diagnoses as necessary | O | o | o | o | o | o |

Communicator

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Unsatisfactory****1** | **Provisional****Satisfactory 2** | **Satisfactory****3** | **Very Good****4** | **Outstanding****5** | **N/A** |
| Able to establish trust and professional rapport taking into account wishes of patients and family within a supervisory role  | o | o | o | o | o | o |
| Able to communicate effectively with patient or care giver around serious or terminal illness including resuscitation at a time when resources may be limited by a pandemic | o | o | o | o | o | o |
| Clear, concise and legibleproblem-oriented medical records; able to summarize information provided by junior housestaff | o | o | o | o | o | o |

Collaborator

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Unsatisfactory****1** | **Provisional****Satisfactory 2** | **Satisfactory****3** | **Very Good****4** | **Outstanding****5** | **N/A** |
| Recognizes the role of Infection Control and collaborates effectively around removing isolation precautions | o | o | o | o | o | o |
| Able to recognize if juniors require help and provide what is needed | o | o | o | o | o | o |

Leader

**Unsatisfactory**

**Provisional**

**Satisfactory 2**

**Satisfactory Very Good Outstanding**

**1**

**3**

**4**

**5**

**N/A**

Can effectively integrate into teams in redeployment settings such as ICU/ER

care of all patients on the team with appropriate time management skills

o

o

o

o

o

o

Identifies and addresses issues

related to discharge planning; ensures all prescriptions and follow-up plans are appropriate

o

o

o

o

o

o

Provides safe and effective patient care while supervising juniors, considering the juniors’ ability and autonomy

o

o

o

o

o

o

Health Advocate

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Unsatisfactory****1** | **Provisional****Satisfactory 2** | **Satisfactory****3** | **Very Good****4** | **Outstanding****5** | **N/A** |
| Recognizes the just allocation of health resources in a pandemic, balancing effectiveness, efficiency and access for optimal patient care | o | o | o | o | o | o |

Aware of how access to clinical trials may impact delivery of care in a pandemic situation

o

o

o

o

o

o

Demonstrates commitment to patients, profession and society while balancing personal/professional priorities to ensure personal health

o

o

o

o

o

o

Scholar

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Unsatisfactory****1** | **Provisional****Satisfactory 2** | **Satisfactory****3** | **Very Good****4** | **Outstanding****5** | **N/A** |
| Can demonstrate critical appraisal skills and the uses and limitations of EBM in the setting of rapidly changing literature around a pandemic | o | o | o | o | o | o |

Professional

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Unsatisfactory****1** | **Provisional****Satisfactory 2** | **Satisfactory****3** | **Very Good****4** | **Outstanding****5** | **N/A** |
| Recognizes limitations and seeks advice and consultation when needed | o | o | o | o | o | o |
| Reports facts accurately, including own errors | o | o | o | o | o | o |
|   |  |  | o | o |  o |  o |  o |  o |
|  |  |  |  |  |  |

Able to access and incorporates federal, provincial and local public health guidelines around the pandemic into their practice

OVERALL COMPETENCE (FOR LEVEL OF TRAINING)

|  |  |
| --- | --- |
|  | **Incomplete Unsatisfactory Provisional Satisfactory****Satisfactory****1 2 3 4** |
|  Please check the appropriate box for the overall competency ofthis learner`s training level. o o o oWas input sought from other faculty, allied health professionals, or o Yes o No patients and their family members? *(If yes, please specify in the comment box below)* |
| Comments |
|   |
|  |
| **Summative Comments***(Any item assessed above or below a 3, must include comments and examples to justify the rating)* |
|  |

**Formative Comments**

*(Please provide 1-2 items for the resident to improve upon in order to progress along the competency continuum)*

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