

<Learner.Picture>

In Training Evaluation Report

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>
 Evaluation Trigger / Period: <Evaluation.Trigger_Type> / <Activity.Period>

Medical Expert

	Level 1 (Novice) 1	Level 2 (Beginner) 2	Level 3 (Intermediate) 3	Level 4 (Advanced) 4	Level 5 (Competent) 5	N/A
Practices within scope	0 Has an awareness of and can act on key parts of high-volume routine cases, common situations and straight forward problems on their own. Demonstrates awareness of complicated situations and problems.	0	0 Handles high-volume routine cases, common situations and straight forward problems on their own. Acts on complicated situations and problems with support. Prioritizes with increasing efficiency.	0	0 Handles complex and complicated situations and problems on their own and guides or supports others. Manages with various concurrent priorities. Develops judgement/ wisdom to decide between various courses of action.	0

Collaborator

	Level 1 (Novice) 1	Level 2 (Beginner) 2	Level 3 (Intermediate) 3	Level 4 (Advanced) 4	Level 5 (Competent) 5	N/A
Hands over care to facilitate patient safety	0 Disorganized or incomplete handover. Not attentive in giving and receiving patient information, does not clarify. Not efficient or effective in teamwork.	0	0 Provides needed patient information. Competent approach or use of structured tool. Understands roles team members and competently collaborates in handover.	0	0 Attentive in giving and receiving patient information. Uses structured approach/ tools with ease and efficiency. Is attentive to and enables effective team handover assisting if needed.	0

Scholar

	Level 1 (Novice) 1	Level 2 (Beginner) 2	Level 3 (Intermediate) 3	Level 4 (Advanced) 4	Level 5 (Competent) 5	N/A
Facilitate the Teaching of Others	0 Demonstrates	0	0 Exhibits some	0	0 Chooses	0

basic skills in teaching others, including peers.

Completely teacher-centered; focused on perception of what needs to be taught rather than the learning needs of the students.

learner-centered teaching behaviors, but remains mostly teacher-centered.

Able to identify a few of the discrete qualities of effective teaching behaviors.

Teaching methods and repertoire are expanding.

appropriate content, teaching format, and strategies tailored to a specific educational context.

Consistently demonstrates a learner-centered approach to teaching.

Understands and seeks new information regarding teaching and learning.

Seen as a dedicated teacher.

Integrates best evidence into practice

Inconsistently reads material that is readily available to learn more about common problems in patients.

Does not ask questions or access literature or previous knowledge when developing management plans.

Consistently reads around patients seen during the rotation and consults resources beyond readily available materials.

Displays active questioning, analysis and application of evidence in developing rationale for care plan.

Addresses clinical scenarios based on current and prior experiences and approaches identified knowledge gaps by accessing multiple evidence resources.

Displays elaborate questioning and critical analysis of complex care evidence in developing rationale for patient management.

OVERALL COMPETENCE (FOR LEVEL OF TRAINING)

	Incomplete	Unsatisfactory	Provisional Satisfactory	Satisfactory
	1	2	3	4
Please check the appropriate box for the overall competency of this learner's training level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was input sought from other faculty, allied health professionals, or patients and their family members? <i>(If yes, please please specify in the comment box provided immediately below)</i>			<input type="radio"/> Yes	<input type="radio"/> No
Comments	<hr/>			
Summative Comments	<hr/>			
Formative Comments <i>(Please provide 1-2 items for the learner to improve upon in order to progress along the competency continuum)</i>	<hr/>			