



MSc Physician Associate Studies

Record of Practice

2017/18

Programme Leader:

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Physician Associate Student~ Learning Agreement

plan assessments; identify opportunities; preparation for practice (as applicable)

Student name	
Clinician Supervisor	
Specialty	
Assessments to be undertaken	
Case Based Discussion (CBD) (at intervals outlined in Clinical Placement Handbook)	
Week commencing for CBD	
Mini-CEX (at intervals outlined in Clinical Placement Handbook)	
Week commencing for Mini-CEX	
Practical Skills competencies	
Suggestions or aims for practical skills competencies to be undertaken. <i>Identify formative opportunities to practice competencies in preparation for practice</i>	
Professionalism Behaviour and Attitudes & End of Placement sign off	

Start of placement discussion: Student Personal Learning Objectives

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Supervisor ~ Learning opportunity suggestions for rotation review of core competencies, learning outcomes & conditions matrix

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Start of Placement discussion date:.....

Student signature	Clinical Supervisor signature
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NB: Mini-CEX assessments should only be conducted by clinicians who have been trained in assessment & feedback methodology

First Name			
Last Name			
ID Number		Date	
Assessor			
Position/ Grade			

Rotation Area and Placement Location

Patient Case

Overall Judgement of Integrated Performance	Enter one X
Unsatisfactory <input type="checkbox"/> Borderline <input type="checkbox"/> Satisfactory <input type="checkbox"/> Excellent <input type="checkbox"/>	

	Main focus(es) of this assessment	Enter one X for each element				
		Unsatisfactory	Borderline	Satisfactory	Excellent	Not assessed
History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clinical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Global Judgement: observed professional skills and behaviour demonstrated by student (see criteria overleaf for guidance)	Enter one X
Unsatisfactory <input type="checkbox"/> Borderline <input type="checkbox"/> Satisfactory <input type="checkbox"/> Excellent <input type="checkbox"/>	

Feedback
Please comment on what the student does well and what they could improve (see criteria overleaf).

Assessor signature:

	Unsatisfactory	Borderline	Satisfactory	Excellent
History & Examination Has the student gathered all the relevant information and identified the important features?	Unfocused or inaccurate presentation which may miss significant areas. Fails to make link between history and examination. Fails to identify gross physical signs.	Student has some deficiency or deficiencies that make you feel unsure whether they are good enough to pass or poor enough to fail.	Clear history with key points identified. Examination identifies relevant findings.	Concise, accurate presentation of the history. Understanding of the relevance of physical signs.
Clinical Reasoning Has the student related the clinical evidence to the underlying disease processes to develop a differential diagnosis?	Poor attempt at developing a reasonable differential diagnosis		Clear differential diagnosis with appropriate ranking. Appropriate investigations.	Comprehensive differential with clear explanation of the rationale for the ranking. Explicit links back to basic science.
Management Plan Has the student related the evidence to modern treatments and proposed a reasonable management plan?	Imprecise management plan. Inappropriate therapeutic interventions.		Reasonable management plan. Key therapeutic interventions identified. Strategy to review progress.	Clear, precise, negotiated management plan. Optimal therapeutic plan.
Identification of Uncertainty Has the student been able to discuss the limitations of the evidence and propose further relevant investigations?	Fails to appreciate uncertainties related to diagnosis investigations and management. Inappropriate investigations proposed.		Some appreciation of uncertainties, related to diagnosis, investigation and management.	Fully appreciates uncertainties related to diagnosis, investigation and management. Identifies own uncertainties and anxieties and manages them.
Professionalism Are the professional skills and behaviour demonstrated by the student consistent with the PA "Competence and Curriculum Framework: Professional Behaviour & Probity".	Student does not demonstrate politeness and respect OR Concern for dignity OR Treat/consider the patient as an individual OR Sensitivity to needs and feelings OR respects ethical issues e.g. patient's right to privacy, confidentiality and consent		Student does not consistently demonstrate politeness and respect, maintain patient's dignity, treatment/consideration of patient as an individual, sensitivity to needs and feelings OR respects ethical issues e.g. patient's right to privacy, confidentiality and consent	Student is polite and respectful showing concern for dignity, treating/considering the patient as an individual, whilst addressing patient's needs and feelings and respects ethical issues e.g. patient's right to privacy, confidentiality and consent

NB: CBD assessments should only be conducted by clinicians who have been trained in assessment & feedback methodology

First Name			
Last Name			
ID Number		Date	
Assessor			
Position/ Grade			

Rotation Area and Placement Location

Patient Case and Focus of clinical encounter:

Global decision
Unsatisfactory <input type="checkbox"/> Borderline <input type="checkbox"/> Satisfactory <input type="checkbox"/> Excellent <input type="checkbox"/>

This assessment should be based on the student's performance. It should be negotiated with the student but the decision is ultimately yours as clinical teacher	Unsatisfactory	Borderline	Satisfactory	Excellent
History and examination: has the student gathered all the relevant information and identified the important features? NB This aspect should include some interaction with the patient which is observed by you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clinical reasoning: has the student related the clinical evidence to the underlying disease processes to develop a differential diagnosis?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management plan: has the student related the evidence to modern treatments and proposed a reasonable management plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identification of uncertainty: has the student been able to discuss the limitations of the evidence and proposed further relevant investigations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professionalism: has the students behaviour been consistent with the PA "Competence & Curriculum Framework: Professional Behaviour & Probity" NB This aspect should include some interaction with the patient which is observed by you. Please cross in 'N/A' box if not observed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please give detailed **feedback** to the student, particularly where you feel they are unsatisfactory or borderline. Please provide suggestions for improvement

Assessor signature:

	Unsatisfactory	Borderline	Satisfactory	Excellent
<p>A</p> <p>History & Examination</p> <p>Has the student gathered all the relevant information and identified the important features?</p>	Unfocused or inaccurate presentation which may miss significant areas. Fails to make link between history and examination. Fails to identify gross physical signs.	Student has some deficiency or deficiencies that make you feel unsure whether they are good enough to pass or poor enough to fail.	Clear history with key points identified. Examination identifies relevant findings.	Concise, accurate presentation of the history. Understanding of the relevance of physical signs.
<p>B</p> <p>Clinical Reasoning</p> <p>Has the student related the clinical evidence to the underlying disease processes to develop a differential diagnosis?</p>	Poor attempt at developing a reasonable differential diagnosis		Clear differential diagnosis with appropriate ranking. Appropriate investigations.	Comprehensive differential with clear explanation of the rationale for the ranking. Explicit links back to basic science.
<p>C</p> <p>Management Plan</p> <p>Has the student related the evidence to modern treatments and proposed a reasonable management plan?</p>	Imprecise management plan. Inappropriate therapeutic interventions.		Reasonable management plan. Key therapeutic interventions identified. Strategy to review progress.	Clear, precise, negotiated management plan. Optimal therapeutic plan.
<p>D</p> <p>Identification of Uncertainty</p> <p>Has the student been able to discuss the limitations of the evidence and propose further relevant investigations?</p>	Fails to appreciate uncertainties related to diagnosis investigations and management. Inappropriate investigations proposed.		Some appreciation of uncertainties, related to diagnosis, investigation and management.	Fully appreciates uncertainties related to diagnosis, investigation and management. Identifies own uncertainties and manages them.
<p>E</p> <p>Professionalism</p> <p>Has the student demonstrated behaviour consistent with 'Professional Behaviour & Probity'?</p>	Significant deviation from principles of 'Professional Behaviour & Probity'.		Minor deviation only.	Fully adherent to principles of 'Professional Behaviour & Probity'.

Colleague multi source feedback (MSF)

Name of Physician Associate Student:

Date:

	I have concerns	below expectations	Good	Outstanding	u/c*
1. Medical knowledge and clinical skills					
2. Performance of practical/technical procedures					
3. Management of complex clinical problems					
4. Appropriate use of evidence base					
5. Conscientiousness and reliability					
6. Time management					
7. Spoken English					
8. Team player skills					
9. Communication with colleagues					
10. Communication with patients, families and carers					
11. Is polite, considerate and respectful to patients					
12. Is polite, considerate and respectful to Colleagues of all levels					
13. Compassion and empathy towards patients and their relatives					
14. Values the skills and contributions of multi-disciplinary team members					
15. Takes responsibility for their own learning					
16. Do you have any concerns about the Probity or Health (physical or mental) of this physician associate student that may impact on patient care? (if yes please specify in the text box below) <input type="checkbox"/> Yes <input type="checkbox"/> No					

Please use the text box to give examples of observable behaviour to illustrate your answer. If you have answered any of the statements above with a 'I have concerns' rating you **must** give specific examples. This is a very important and useful part of the appraisal process. **All your comments will be anonymous** but will be fed-back verbatim so there is a risk of your identification from the nature of your comments.

* u/c - unable to comment

Please send back to Alexander3.stevens@uwe.ac.uk