



Teacher in the clinical setting

ASSESSMENT OPPORTUNITIES

Field notes: Regular recordings of observed performance to confirm what the resident does well, and identify areas requiring improvement. All team members should be included in generating field notes (staff, faculty, other health professional staff, and educators, etc.; see **Figure 3** for a field note example).

Portfolios: A collection of learner's various documents and assessments throughout residency that reflect their professional development over time. Can be used as both a formative learning tool and summative assessment.

IPE Component in a Clinical Placement—Flexible Activity 1: Participation in Interprofessional team Education: www.ipe.utoronto.ca/download/224/TRI%20Web%20Manual-%20Full%20Document%20%281-6%29.pdf?redirect=node/233

Objective Structured Clinical Exam (OSCE): An assessment method based on direct observation of learner performance during planned/standardized clinical encounters or test stations. The preceptor's assessment can be facilitated by checklists of observable behaviours.

Example of OSCE for the Collaborator Role—Royal College CanMEDs Teaching and Assessment Tools Guide: http://canmeds.royalcollege.ca/uploads/en/collaborator/Collaborator_A5%20Objective%20Structured%20Clinical%20Exam%20for%20the%20Collaborator%20Role.pdf

Simulation: Refers to a variety of different learning and evaluation tools that attempt to imitate real clinical scenarios. Many different formats exist: paper-based patient care problems, anatomical models, virtual reality environments, standardized patients, and combinations.

Examples of simulation assessment for the Collaborator Role include the Interprofessional Collaboration Scale: <https://nexusipe.org/advancing/assessment-evaluation/interprofessional-collaboration-scale-ics>

Validated team assessment tool: Useful for interprofessional clinical placements.

- IpAC Program Assessment Tool: www.ecu.edu.au/_data/assets/pdf_file/0010/297415/IPL-assessment-tool-for-4-Days-or-less-v4.pdf
- iTOFT (individual Teamwork Observation and Feedback Tool) Basic and advanced versions—designed in Australia and intended to facilitate observation and engagement of learners in feedback and review during and following teamwork and team-based activities. Download from: www.olt.gov.au/project-work-based-assessment-teamwork-interprofessional-approach-2012
- iCAR (Interprofessional Collaborator Assessment Rubric)—intended for use in assessing interprofessional collaborator competencies as defined by the Canadian National Interprofessional Education Competency Framework (not restricted to medicine). Dimensions are not intended to coincide with a specific year or level of learner: www.med.mun.ca/getdoc/b78eb859-6c13-4f2f-9712-f50f1c67c863/ICAR.aspx