



CLINICAL FIELD ASSESSOR PRE- WORKSHOP CHECKLIST

By completing this checklist before the Assessor Training Workshop, you will gain sufficient program-based knowledge to ensure optimal use of limited in-person training time.

Questions? Contact UBC CPD at pra.assessors@ubc.ca.

Pre-Workshop Reading

- [PRA-BC Program Overview](#)

Clinical Field Assessment (CFA) Reporting Schedule

- [CFA Reporting Schedule: Spring 2022 Cohort](#)

Assessment Basics

- [Glossary of Terms](#)
- [Sentinel Habits](#)
- [Evaluation Objectives](#)
- [How to Give Effective Feedback](#)
- [Modified One-Minute Preceptor](#)
- [Connecting Sentinel Habits with CFPC and CanMeds Objectives](#)

Assessment Tips

- [Tips: Field Note](#)
- [Tips: Mini-CEX](#)
- [Tips: Multisource Feedback \(MSF\)](#)
- [Tips: Chart Review](#)
- [Tips: Chart-Stimulated Recall](#)
- [Tips: Clinical Field Assessment Report \(CFAR\)](#)



Assessors Responsibilities

- [CFA Site Orientation Checklist](#)
- [Canadian Medical Association \(CMA\) Code of Ethics](#)
- [College of Physicians and Surgeons \(CPSBC\) Professional Standards](#)

Online Training

- [PRA-BC Online Assessor Training Course \(OPTIONAL\)](#)

Please note that you are **required** to register with PRA-BC in order to access the PRA-BC Online Assessor Training learning portal. Kindly contact Ladan Takar at LadanT@prabc.ca for more information.

Additional Resources

- [List of Acronyms](#)

Supplementary Reading

Here are five articles of interest we shared with assessors who attended past training workshops. Those who reviewed them felt they were very helpful in preparing for the session that Dr. Theresa van der Goes will lead on feedback in the clinical setting. While it is not mandatory to review these articles now, you may wish to do so in the months to come as you assume the role of PRA-BC assessors. We recommend you start with the article by Broquet & Punwani first, followed by the piece by Dr. Joan Sargeant.

1. Broquet KE, Punwani M. Helping International Medical Graduates Engage in Effective Feedback. *Academic Psychiatry*. 2012;36:282-287.
2. Sargeant J, Eva KW, Armson H, et al. Features of assessment learners use to make informed self-assessments of clinical performance. *Medical Education*. 2011;45:636-647.
3. Watling C. Cognition, culture, and credibility: deconstructing feedback in medical education. *Perspectives on Medical Education*. 2014;3:124-128.
4. Telio S, Ajjawi R, Regehr G. The “Educational Alliance” as a Framework for Reconceptualizing Feedback in Medical Education. *Academic Medicine*. 2015;90:609-614.
5. Subha Ramani, Karen D. Könings, Shiphra Ginsburg & Cees P. M. van der Vleuten (2018) Twelve tips to promote a feedback culture with a growth mind-set: Swinging the feedback pendulum from recipes to relationships, *Medical Teacher*, DOI: 10.1080/0142159X.2018.1432850