

CanMEDS Collaborator  
Assessment tool A2  
Encounter Form

**Collaborator Role encounter form[[1]](#endnote-1)**

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**Instructions for Assessor:**

* Collaborator competencies can be developed over time. Using the form below, please help this learner gain insight into his/her skills by completing this form
* Share your assessment and feedback in a timely manner

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | | | | | | PGY: | | | | |
| **Inter/Intra professional communication** | | | | | | | | | | |
| 1 | 2 | | 3 | | | 4 | 5 | | | n/a |
| Borders on rude. Authoritarian or differential in approach. Overly passive. Debates or is dismissive of feedback. |  | | Respectful, clear and timely communication. Responsive to others requests and feedback. | | |  | Skilfully works with others to coordinate patient’s care. | | |  |
| **Collaboration with patient/family** | | | | | | | | | | |
| 1 | | 2 | | 3 | 4 | | | 5 | | n/a |
| Does not inform patient/family of plans. Does not elicit patient/family perspective. Provides misinformation. | |  | | Recognizes when to organize patient. Recognizes when to organize patient/family meetings. Encourages shared decision-making. Provides clear patient information patient/family meetings. Shared decision-making. Provides clear patient information. |  | | | Independently coordinates and leads patient/family meetings. Confidently negotiates and manages patient/family difference. | |  |
| **Discharge planning** | | | | | | | | | | |
| 1 | | 2 | | 3 | 4 | | | 5 | | n/a |
| Passive. No initiative. Lacks awareness of appropriate team and community resources. | |  | | Actively seeks out appropriate resources and consults with patient/team/community resources. Formulates a d/c plan. |  | | | Independently facilitates and coordinates a comprehensive discharge plan, including follow-up. Delegates responsibility. | |  |
| **Team meeting** | | | | | | | | | | |
| 1 | | 2 | | 3 | 4 | | | 5 | | n/a |
| Consistently late or absent. Behaviour disruptive or non-contributory to team process. | |  | | Actively participates and contributes. Reliably performs assigned tasks. Able to co-chair or co-lead meetings. |  | | | Independently able to facilitate and coordinate meetings and follow-up. Actively moves meeting forward. Builds consensus, resolves differences, and provides direction. | |  |
| **Management of difference and conflict** | | | | | | | | | | |
| 1 | | 2 | | 3 | 4 | | | 5 | n/a | |
| Argumentative. Lacks awareness of own personal contributions to difference or conflict. Debates feedback. Does not listen. | |  | | Identifies and manages differences constructively. Listens to understand and for common ground. Demonstrates a willingness to act upon feedback. |  | | | Proactively assists in subverting and resolving conflict with other team/family members. Recognizes own role in contributing to differences and acts to professionally resolve. | |  |
| **Handover** | | | | | | | | | | |
| 1 | | 2 | | 3 | 4 | | | 5 | | n/a |
| Disorganized or incomplete handover. Not attentive in giving and receiving patient information, does not clarify. Not efficient or effective in teamwork. | |  | | Provides needed patient information Competent approach or use of structured tool. Understands role of team members and competently collaborates in handover. |  | | | Attentive in giving and receiving patient info. Uses structured approach/tools with ease and efficiency. Is attentive to and enables effective team handover assisting if/as needed. | |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **OVERALL EVALUATION** | | | | |
| 1 | 2 | 3 | 4 | 5 |
| Unsatisfactory |  | Solid performance |  | Superior |
| Below the minimally acceptable level for a trainee at specified training level. |  | Demonstrates a solid ability to perform competently. Does what is expected at the specified training level. |  | Significantly exceeds the benchmark for competence at the specified training level. |

|  |  |
| --- | --- |
| Describe STRENGTHS | Actions or areas for Improvement |

Comments:

1. Adapted from Glover Takahashi S, Martin D, Richardson D. Chapter 5 In *The CanMEDS Toolkit for Teaching and*

   *Assessing the Collaborator Role*. Ottawa: The Royal College of Physicians and Surgeons of Canada; 2012. Reproduced with permission. [↑](#endnote-ref-1)