USask MPAS Program
PHYSICIAN ASSISTANT STUDENT — CLINICAL ROTATION ASSESSMENT
End-of-Rotation Summative Form

LEARNER & ROTATION INFORMATION

Learner Name:		**Rotation:**	*(choose: Emergency Medicine, Family Medicine (Urban), Internal Medicine, Mental Health & Addictions, Pediatrics, Rural LIC, Surgery, Women's Health, Elective)*
Preceptor Name:		**Clinical Site:**	
Start Date:		**End Date:**	

SECTION 1 — EPA RATING TRACKER (All 12 EPAs)

Rate each EPA observed. N/O = Not Observed.

1	2	3	4
Requires Direct Instruction Continuous guidance; cannot proceed without step-by-step prompting	**Developing** Frequent prompting needed; tasks started but often incomplete	**Progressing** Handles routine situations; may struggle with complexity	**Meeting** Minimal prompting; safe and efficient; appropriate help-seeking for level of training

IMPORTANT: PA Students are NEVER expected to work independently. Ratings reflect the level of supervision and trust required — not independence. A score of 4 means 'Meeting Competency at this stage under CPSS Level I supervision.'

#	EPA	CanMEDS-PA Role	1	2	3	4	N/O	Brief Note
1	Professional, Ethical & Culturally Safe Care	Professionalism & Advocacy	☐	☐	☐	☐	☐	
2	History-Taking & Physical Examination	Medical Expert	☐	☐	☐	☐	☐	
3	Diagnostic Investigations & Evidence Gathering	Medical Expert	☐	☐	☐	☐	☐	
4	Differential Diagnosis	Medical Expert	☐	☐	☐	☐	☐	
5	Management Planning	Medical Expert	☐	☐	☐	☐	☐	
6	Clinical Documentation	Communication	☐	☐	☐	☐	☐	
7	Team Collaboration & Transitions of Care	Collaboration	☐	☐	☐	☐	☐	
8	Recognition of Urgent / Emergent Patients	Medical Expert	☐	☐	☐	☐	☐	
9	Procedures (complete only if observed)	Medical Expert	☐	☐	☐	☐	☐	
10	Patient Education & Health Promotion	Communication, Leadership	☐	☐	☐	☐	☐	
11	Advocacy & Social Determinants of Health	Professionalism & Advocacy	☐	☐	☐	☐	☐	

#	EPA	CanMEDS-PA Role	1	2	3	4	N/O	Brief Note
12	Lifelong Learning & Quality Improvement	Scholarship	☐	☐	☐	☐	☐	

SECTION 2 — CLINICAL REASONING & PATIENT CARE (EPAs 2, 3, 4, 5, 8)

Strengths observed (specific example):

Areas for improvement (specific example):

One coaching recommendation for the learner:

SECTION 3 — COMMUNICATION & DOCUMENTATION (EPAs 6, 10, 11)

One communication skill demonstrated particularly well:

One communication skill to continue developing:

SECTION 4 — TEAMWORK, COLLABORATION & WORKFLOW (EPA 7)

Notable team contributions or areas of concern:

SECTION 5 — PROFESSIONALISM, ADVOCACY & SCHOLARSHIP (EPAs 1, 11, 12)

Professionalism observations (ethics, accountability, leadership, cultural safety, advocacy):

SECTION 6 — READINESS FOR NEXT STAGE OF TRAINING

Reminder: 'Yes' reflects trust within CPSS Level I supervised practice — not independent practice.

With the guidance of a supervising physician, I would trust this learner to:	Yes	With Guidance	Not Yet
Assess stable patients	☐	☐	☐
Present and justify management plans to the team	☐	☐	☐
Recognize and escalate unstable or urgent patients appropriately	☐	☐	☐
Function effectively and reliably within the healthcare team	☐	☐	☐

SECTION 7 — ROTATION-SPECIFIC CLINICAL SKILLS & PROCEDURES

Did the Learner demonstrate **Progressing** in all required procedures during this rotation? (Note: See Observed Activity Forms)

Yes / No

If No, please outline the targeted steps the Learner should take to demonstrate acceptable progress:

_____

SECTION 8 — FINAL RECOMMENDATION

A rating of 'Not Meeting Expectations' or 'Beginning to Meet Expectations' triggers immediate notification to the Assessment Director and Director of Faculty and Clinical Placements.

☐ Not Meeting Expectations *	☐ Beginning to Meet Expectations	☐ Meeting Expectations

Not Meeting Expectations – a majority of competencies not achieved

Beginning to Meet Expectations – some competencies achieved while others require further development

Meeting Expectations – majority of competencies achieved

Preceptor Name:		**Signature & Date:**	
Learner Name:		**Learner Signature:**	