

Faculty Guidelines for Completion of Transcript Comments

Programs depend on comments for the final assessment. There are 2 sections: one section is just for the student and contains comments that can help them form learning plans to address challenging areas, the second is the narrative that appears on the student's CaRMS transcript.

Ideally the narrative comments should:

Summarize key areas of student performance in areas where the student has: 1) excelled, 2) shown growth, 3) needs to continue to work on. An example would be: "Susan's overall knowledge and ability to integrate knowledge into the care of her patients exceeded expectations" OR "Susan has worked hard during this rotation and has made progress in her ability to acquire new knowledge and apply it in developing patients issues and management plans." OR "Susan was encouraged to continue to work on taking her theoretical knowledge and applying it to patient situations."

Ensure that any "exceptional" or "below expectations" marks are clearly explained in the comments **any numeric score at or below a 4 needs a corresponding comment******

Comment on domains/skills that are not explicitly referred to in the assessment categories. Examples:

- procedural skills
- student's abilities to interpret and use evidence base resources

Give one to 3 notable preceptor or team comments:

E.g.: "patients and their families commented that Susanna always kept them up to date with the treatment plans and goals. She demonstrated clear communication strategies."

Some quick reference Do's and Don'ts:

DO:

- Write out examples of behaviours that you observed that support your evaluation **(this is essential for "Borderline" or "Below Satisfaction" ratings and strongly suggested for "Exceeds Expectations" or "Exceptional" ratings)**
- For the final evaluation, summarize the numeric rankings in the 10 domains as the narrative summary is all that appears on the student's final transcript.

- Feel free to comment on the student's professionalism, work ethic, collegiality – provide specific examples to make your point even stronger.

DON'T:

- Include exam marks or comparative rankings (i.e., "This student is in the top x% of student's I have worked with.)
- Comment on a student's disability or accommodations the student required for a disability (this may be considered discrimination).
- Comment on a student's suitability for a particular specialty (i.e., "This student would make a wonderful Internist") – save that for the reference letter.

Example:

John's patient assessments were satisfactory, particularly for these patients presenting with internal medicine problems. John was responsive to feedback to take a more holistic approach to patient problems and emphasize the full biopsychosocial patient-centered model of assessment and management. His medical knowledge base and clinical reasoning exceeded expectations. He was respectful to colleagues and patients.