Shift Report ⓘ

TRAINEE DATA

Trainee First Name: _____
Trainee Last Name: _____
Trainee ACEM ID: _____
Hospital: _____

ASSESSOR DATA

Assessor First Name: _____
Assessor Last Name: _____
Assessor ACEM ID: _____
Date of Assessment: _____

COMPONENT ASSESSMENT

Based on this **observation**, if a **similar shift occurred,** the **involvement of a senior clinician with this trainee should be:**

Select the **ONE** option that best represents the **minimum senior clinician involvement** required for the **component** to be performed **at the level of a new FACEM.**

Please rate as many of the following components as observed. AT LEAST THREE components must be rated.

Component	Senior clinician performs; trainee assists	Trainee performs; senior clinician instructs	Trainee performs; senior clinician directly observes	Trainee performs; senior clinician checks prior, during, upon completion	Trainee performs; senior clinician checks prior and upon completion	Trainee performs; senior clinician checks upon completion	Trainee performs; senior clinician available to check in-person	Trainee performs; senior clinician available to advise via telephone	Trainee performs; senior clinician not required	Did not observe enough to make a judgment.
ⓘ Medical Expertise	○	○	○	○	○	○	○	○	○	○
Comments:										
ⓘ Prioritisation and Decision Making	○	○	○	○	○	○	○	○	○	○
Comments:										
ⓘ Communication	○	○	○	○	○	○	○	○	○	○
Comments:										
ⓘ Teamwork and Collaboration	○	○	○	○	○	○	○	○	○	○
Comments:										
ⓘ Leadership and Management	○	○	○	○	○	○	○	○	○	○
Comments:										
ⓘ Scholarship and Teaching	○	○	○	○	○	○	○	○	○	○
Comments:										
ⓘ Health Advocacy	○	○	○	○	○	○	○	○	○	○
Comments:										
ⓘ Professionalism	○	○	○	○	○	○	○	○	○	○
Comments:										

GLOBAL ASSESSMENT

Based on this **observation**, if a **similar shift occurred,** the **involvement of a senior clinician with this trainee should be:**

Select the **ONE** option that best represents the **minimum senior clinician involvement** required for the **shift to be managed at the level of a new FACEM.**

Senior clinician performs; trainee assists	Trainee performs; senior clinician instructs	Trainee performs; senior clinician directly observes	Trainee performs; senior clinician checks prior, during, upon completion	Trainee performs; senior clinician checks prior and upon completion	Trainee performs; senior clinician checks upon completion	Trainee performs; senior clinician available to check in-person	Trainee performs; senior clinician available to advise via telephone	Trainee performs; senior clinician not required
○	○	○	○	○	○	○	○	○

SHIFT DETAILS

Shift Complexity
Select the **ONE BEST** option as applies to local context

ⓘ Average Complexity	ⓘ Above Average Complexity	ⓘ High Complexity
○	○	○

Trainee Responsibility
Select the **ONE BEST** option

Trainee **in charge** of shift	Trainee **not** in charge of shift
○	○

Shift Report ⓘ

Areas of strength:

>

Areas for development:

>

Agreed learning goals for next encounter:

>

Any other comments about this assessment:

>

<div align="right"><strong style="color:red">(end of assessment)</div>

EVALUATION OF SHIFT REPORT

Time taken for observation: [Hours] [Minutes]

Assessor time utilised for observation: ○ Clinical Time ○ Clinical Support Time ○ Other ○ Mixed

Time taken for feedback: [Hours] [Minutes]

Assessor time utilised for feedback: ○ Clinical Time ○ Clinical Support Time ○ Other ○ Mixed

Interval between observation and post-assessment feedback: [Days] [Hours] [Minutes]

Trainee satisfaction with Shift Report:

○	○	○	○	○	○	○	○	○	○
1 (Not at all)	2	3	4	5	6	7	8	9	10 (Highly)

Assessor satisfaction with Shift Report:

○	○	○	○	○	○	○	○	○	○
1 (Not at all)	2	3	4	5	6	7	8	9	10 (Highly)

ⓘ INFORMATION

Shift Report

A Shift Report involves a trainee being directly observed at multiple points throughout the duration of a clinical shift. The assessor rates and provides structured feedback on the trainee's performance during the specific shift. The trainee may or may not be in charge of the floor for the Shift Report assessment. The assessor is to advise the trainee at least one day prior to the shift that assessment will occur. Towards the end of the shift a feedback session of 5-10 minutes should be provided.

Rating Scales

Senior clinician performs; trainee assists	Trainee performs; senior clinician instructs	Trainee performs; senior clinician directly observes	Trainee performs; senior clinician checks prior, during, upon completion	Trainee performs; senior clinician checks prior and upon completion	Trainee performs; senior clinician checks upon completion	Trainee performs; senior clinician available to check in-person	Trainee performs; senior clinician available to advise via telephone	Trainee performs; senior clinician not required
Senior clinician performs required actions, reasoning and/or behaviours and directs trainee to assist.	Senior clinician directs and supplements required actions, reasoning and/or behaviours.	Senior clinician determines if/when to provide real-time in-person input.	Senior clinician determines if/when to provide prompt in-person input.	Senior clinician determines if/when to provide in-person input. Trainee determines if/when to request input during.	Senior clinician determines if/when to provide post-hoc in-person input. Trainee determines if/when to request input prior and during.	Trainee determines if/when to ask senior clinician to provide in-person input.	Trainee determines if/when to contact senior clinician to provide telephone input.	Trainee does not require senior clinician involvement.
Senior clinician will: • Demonstrate tasks; • Direct trainee to assist with tasks; • Describe own clinical reasoning; • Discuss trainee's thinking; • Exhibit and direct appropriate communication and professional behaviours.	Senior clinician will: • Direct trainee how to complete tasks; • Discuss and enhance trainee's thinking; • Direct and augment appropriate communication and professional behaviours.	If input is needed, senior clinician may: • Direct trainee how to complete tasks; • Assist trainee to complete tasks; • Explore trainee's thinking; • Assist trainee to make a plan; • Request trainee to seek further information; • Request repetition of trainee's actions; • Supplement trainee's behaviours; • Take over the tasks.	If input is needed, senior clinician is most likely to: • Direct trainee how to complete tasks; • Assist trainee to complete tasks; • Explore trainee's thinking; • Assist trainee to make a plan; • Request trainee to seek further information; • Request repetition of trainee's actions; • Supplement trainee's behaviours.	If input is needed, senior clinician is most likely to: • Advise trainee on tasks; • Explore trainee's thinking; • Assist trainee to make a plan; • Request trainee to seek further information; • Request repetition of trainee's actions; • Advise trainee's behaviours.	If input is needed, senior clinician is most likely to: • Advise trainee on tasks; • Explore trainee's thinking; • Assist trainee to revise plan; • Request trainee to seek further information; • Request repetition of trainee's actions; • Advise trainee's behaviours.	If input is needed, senior clinician is most likely to: • Advise trainee on tasks; • Explore trainee's thinking; • Advise trainee on planning; • Request trainee to seek further information; • Advise trainee's behaviours.	If input is needed, senior clinician is most likely to: • Advise trainee on tasks; • Explore trainee's thinking; • Advise trainee on planning. If required/possible, senior clinician may also return to provide in-person input.	Trainee may seek collegiate support from other clinicians.

Components

Please rate as many of the following components as observed. AT LEAST THREE components must be rated.

Medical Expertise	Demonstrates focused and structured patient assessment and safe patient management.
Prioritisation and Decision Making	Demonstrates clear clinical reasoning and efficient development and implementation of management plans. Demonstrates situational awareness.
Communication	Demonstrates clear communication in all required formats (e.g. verbal, non-verbal, written) that is adapted for the needs of the audience (e.g. patients / carers, other healthcare professionals) and task (e.g. consultation, handovers).
Teamwork and Collaboration	Demonstrates a team-based approach to patient care and safety, allocation of roles and responsibilities, and conflict resolution.
Leadership and Management	Demonstrates situational awareness across area / department, patient flow, time management, and matching department resources to patient needs.
Scholarship and Teaching	Effectively utilises teaching and learning opportunities in the workplace. Demonstrates contemporary best practice in clinical care.
Health Advocacy	Effectively utilises opportunities to advocate for their patient/s, including screening, intervention and /or health promotion to protect and enhance patient wellbeing.
Professionalism	Demonstrates respect for others, patient-centred care, and punctuality. Projects self as a competent, caring and honest doctor.

Shift Complexity

AVERAGE complexity shifts include one or more of the following:
- Average (or below average) number of patient presentations.
- Few cases of high complexity.
- Minimal hospital/departmental issues (e.g. staffing, resources, bed availability).

ABOVE AVERAGE complexity shifts include one or more of the following:
- Above average number of patient presentations.
- Some cases of high complexity.
- Some hospital/departmental issues (e.g. staffing, resources, bed availability).

HIGH complexity shifts include one or more of the following:
- High number of patient presentations (incl. surge/disaster).
- Many cases of high complexity.
- Significant hospital/departmental issues (e.g. staffing, resources, bed availability).