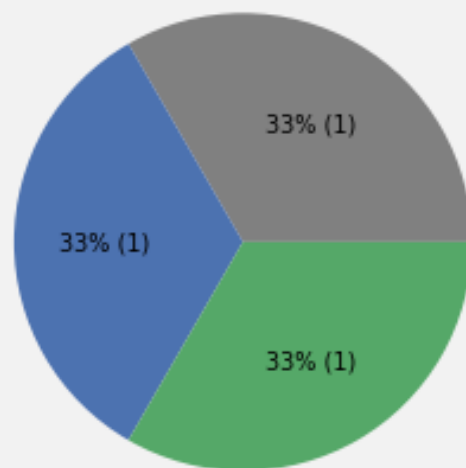


Esha Zahid

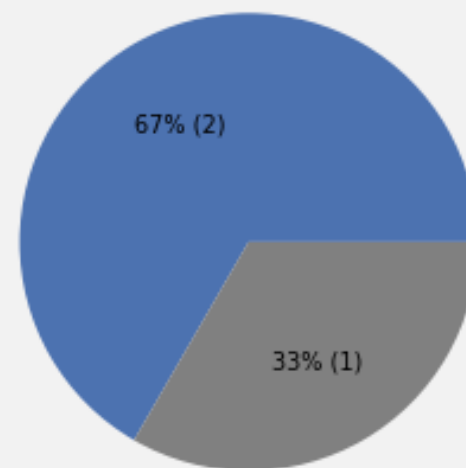
Number of forms: 3

- Completed with substantial assistance
- Completed with minimal assistance
- Completed independently (competent)
- No basis for evaluation

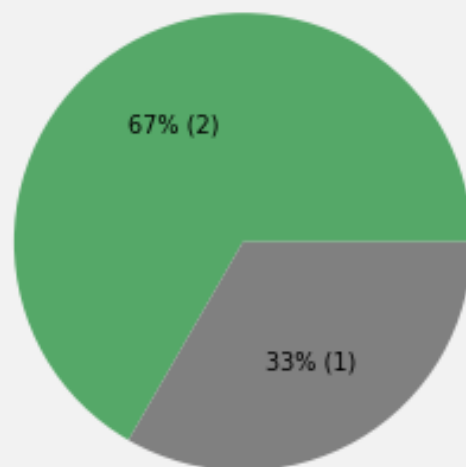
1.1 Identifying and understanding a patient's expectations, desires and attitudes when planning and delivering specialist treatment.



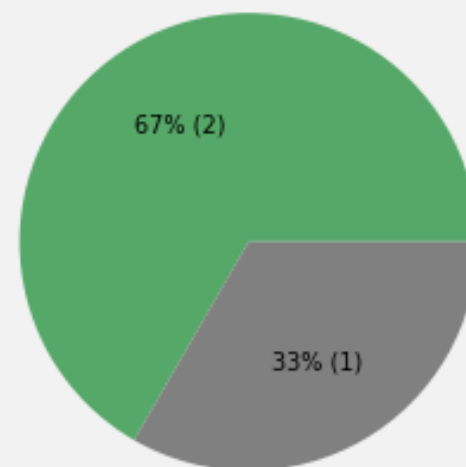
1.2 Communicating effectively with patients in a manner that takes into account factors such as their age, social and cultural background.



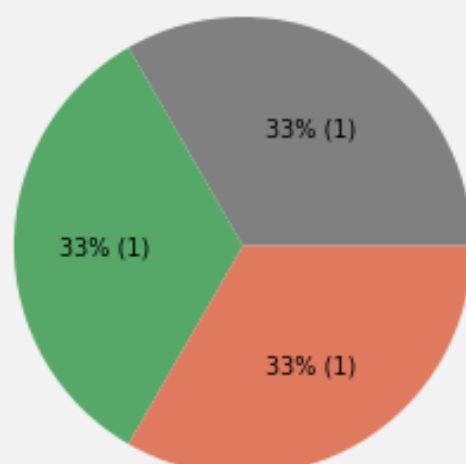
2.1 Comprehensive patient evaluation with history taking including medical, family/social and specific history relating to symptoms and/or condition, of patient.



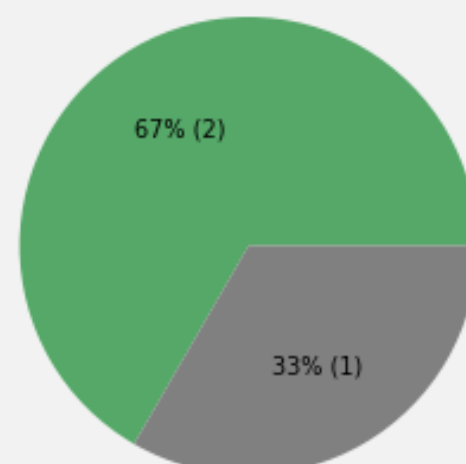
2.2 Conduct a thorough and accurate clinical examination.



2.3 Demonstration of diagnostic skills: range of investigative techniques, imaging, laboratory procedures and interpretation of findings.

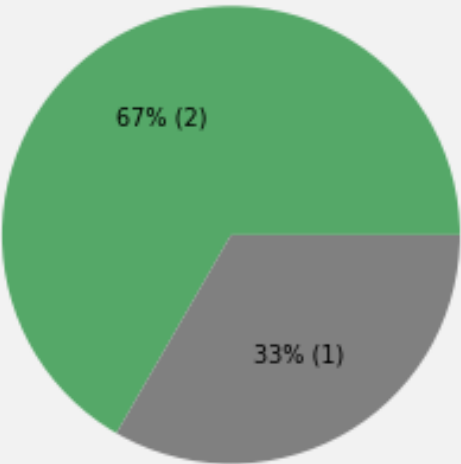


2.4 Ability to develop a comprehensive and logically sequenced, individualized treatment plan for range of prosthodontic cases.

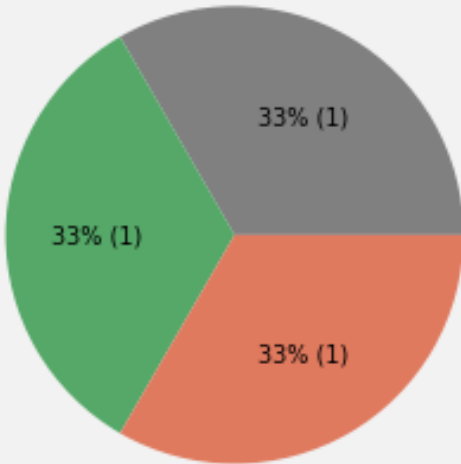


- Completed with substantial assistance
- Completed with minimal assistance
- Completed independently (competent)
- No basis for evaluation

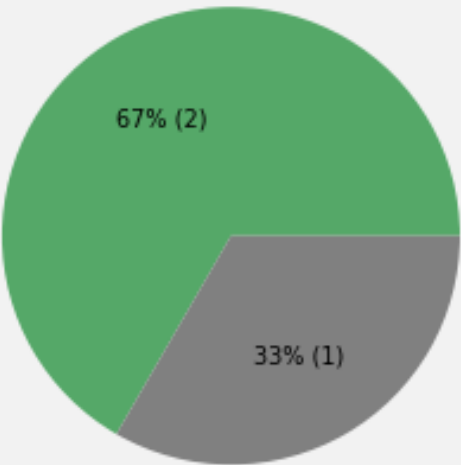
2.5 Management and treatment planning with multidisciplinary engagement for complex cases.



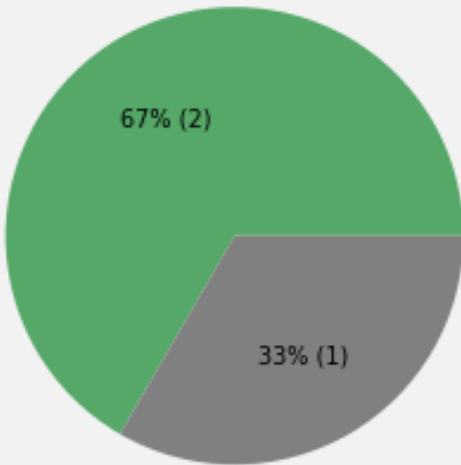
2.6 Applying decision-making, clinical reasoning, treatment justification, and judgement to develop a comprehensive diagnosis and treatment plan by interpreting and correlating findings from the history, clinical examination, imaging and other diagnostic tests.



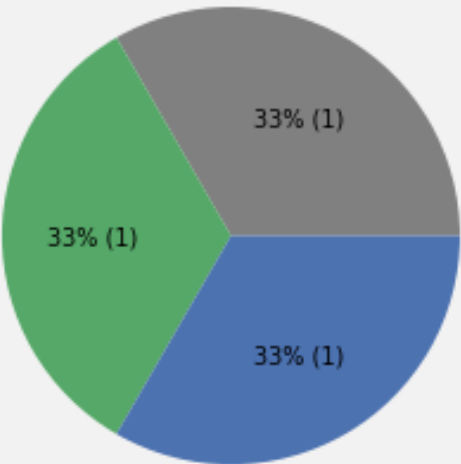
2.7 Appropriate and quality laboratory preparation prior to the clinical procedure.



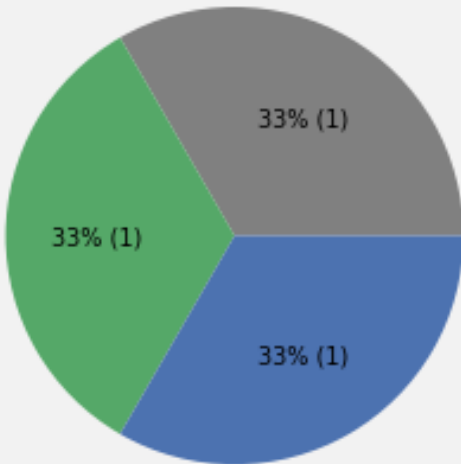
2.8 Undertaking the planned clinical procedure to appropriate standards.



2.9 Demonstration of appropriate technical skills and understanding.

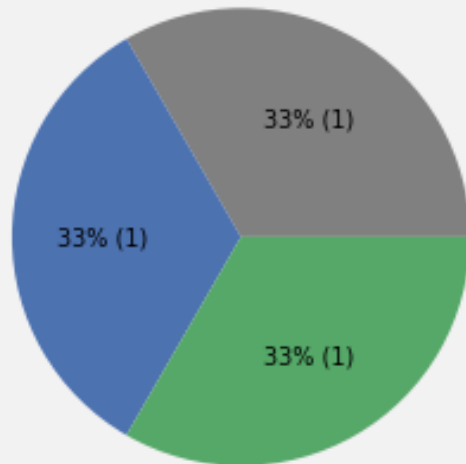


2.10 Attention to details and identification of areas of improvements.

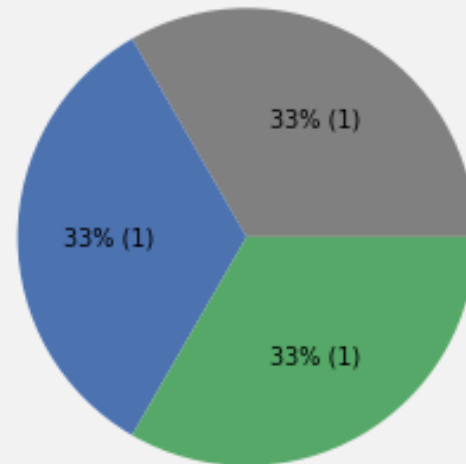




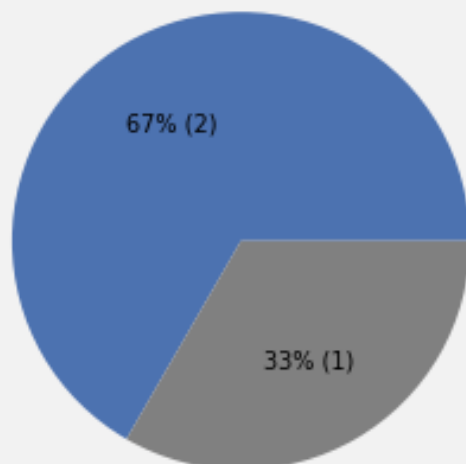
3.1 Recognising the personal limitations and scope of the speciality and knowing when to refer or seek advice appropriately.



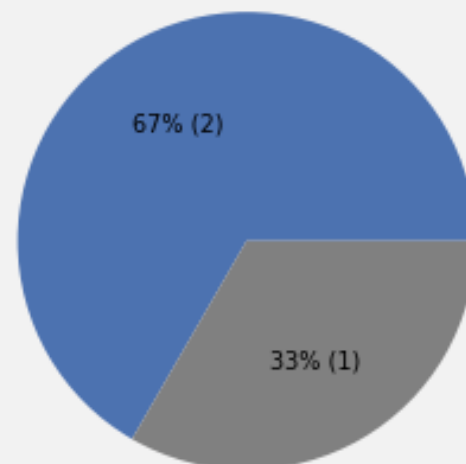
3.2 Seeks appropriate faculty advice.



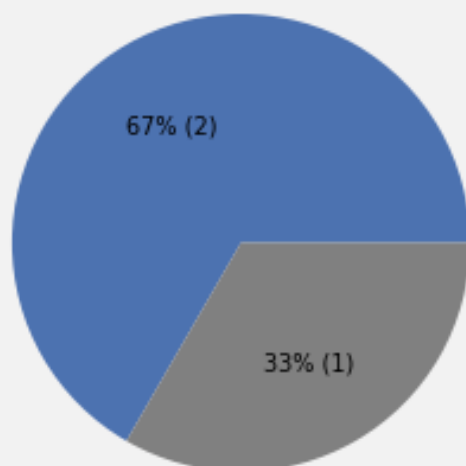
3.3 Alters behaviour based on faculty advice.



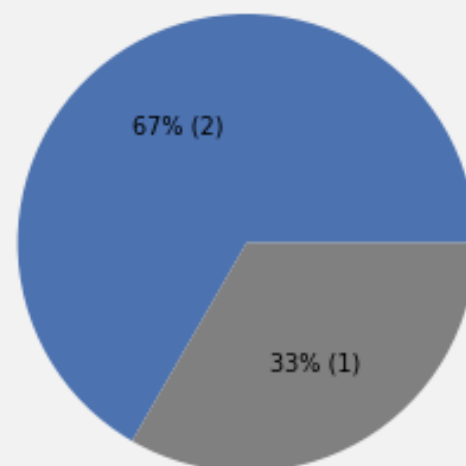
3.4 Practicing with personal and professional integrity, honesty and trustworthiness.



3.5 Displaying appropriate professional behaviour and communication towards all members of the clinical team and referring health practitioner/s.

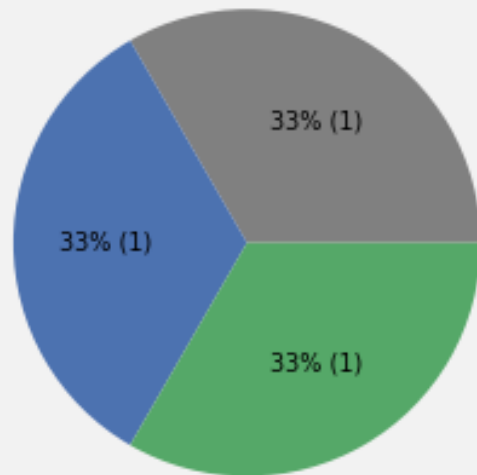


3.6 Speaks respectfully to patients.

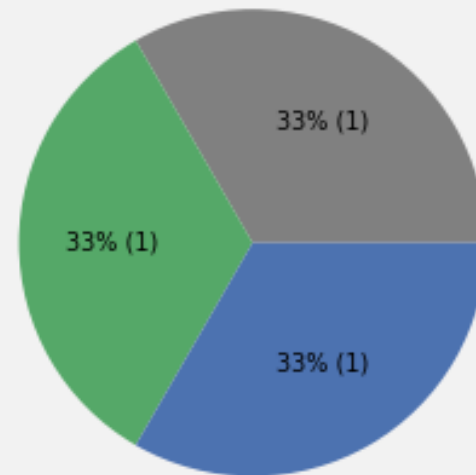


- ALWAYS
- OFTEN
- SOMETIMES
- RARELY
- NEVER
- Not graded

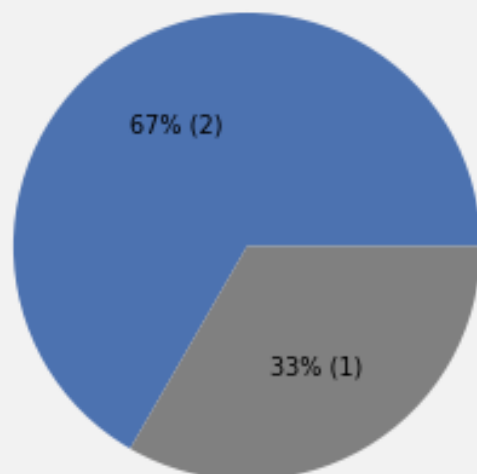
3.7 Self-evaluates clinical performance.



3.8 Punctual and prepared for clinic.

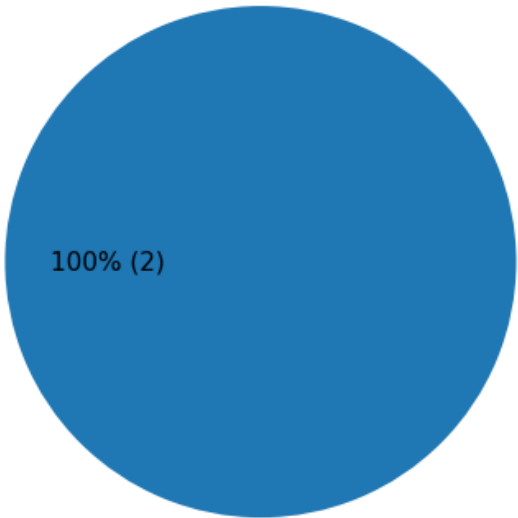


3.9 Appropriate professional attire and appearance.



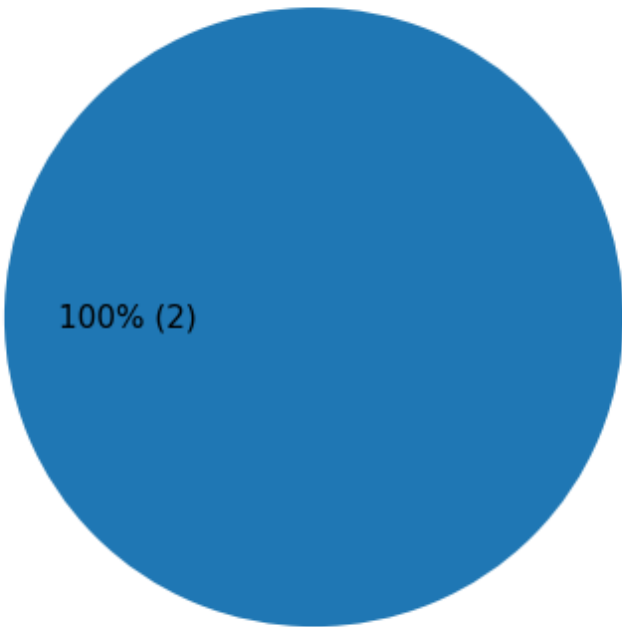
Time management Distribution

Lvl 2: Reaches a step (or point) in the procedures where it would be safe for the patient to leave the clinic.



Entrustment scale Distribution

Lvl 3: Student can be trusted to perform task with indirect supervision.



Reflect on the student's performance across the month - what are some strengths and areas you have identified for improvement.

Staff	Comments
Chen Chen	Competent clinically, but has difficulty making treatment decisions for herself. Asks questions without thinking about the answer first, and often has the means of answering it on her own, but lacks the ability or confidence to get there. Needs to think more and plan prior to treatment, rather than relying on supervision. Knows her limitations well, and is cautious with treatment.
John Pearson	Over the time Esher has been in clinic there has been a pleasing improvement in her clinical strengths and laboratory work.She is quite proficient in criticising her own work and effectively completes the corrections necessary.

Has a clinical incident occurred during this month while you were supervising this student?

Staff	Comments
Chen Chen	No
John Pearson	No