

 University of British Columbia PG-Pain Medicine-SSP	Evaluated By : <b>evaluator's name</b> Evaluating : <b>person (role) or moment's name (if applicable)</b> Dates : <b>start date to end date</b>
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\* indicates a mandatory response

# Pain Medicine Rotation Evaluation Form: Cancer Pain

## Medical Expert Role

	N/A	Below expectations	Meets most expectations	Meets all expectations	Exceeds expectations
1. Able to describe the management of common cancers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Able to describe therapies in cancer treatment such as use of radiation therapy, chemotherapy/hormonal therapy, nerve blocks and surgery, including the side-effects resulting from such treatments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Able to describe oncological approaches to management of bony metastases, spinal cord compression, superior vena cava syndrome, intrathoracic malignancy, brain metastases, and advanced pelvic malignancy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Able to describe the role of chemotherapy/ hormonal therapy in breast cancer, non-small cell lung cancer, colorectal cancer, and prostate cancer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Able to describe the etiology, pathophysiology, classification, and characteristics of cancer pain and incorporate this knowledge into taking a pain history, assessing, and monitoring pain.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Demonstrates competency in taking a pain history in the cancer patient, and performing a complete and appropriate physical examination.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Demonstrates the elements of a comprehensive and practical cancer pain medicine consultation, including approaches to dealing with psychosocial and existential factors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Demonstrates knowledge of opioid pharmacology, classification, dosing and titration, routes of administration, side effects and toxicities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Able to describe the use of adjuvant agents in pain management. Consider various approaches and modify treatment to specific cancer pain problems such as neuropathic pain, bony pain, incident pain, and cancer-related headache.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Able to appraise the prevalence of pain in different types and stages of cancer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Able to provide effective pain management service in a variety of settings including: acute care hospitals, cancer centres, surgical units, palliative care units, and community/home settings including hospices.	<input type="radio"/>				
12. Able to modify approach to care according to site and consider organizational arrangements for the seamless delivery of pain management in specific settings, e.g. long term care facilities.	<input type="radio"/>				
13. Negotiate systems for the care of people with advanced cancer, including the interface of home, cancer centre, hospital and hospice.	<input type="radio"/>				
14. Recognizes the role of formal and informal caregivers at home and the impact of hospitalization.	<input type="radio"/>				
15. Able to describe the differences in providing cancer pain management for children and their families, as compared with adults.	<input type="radio"/>				
16. Able to describe the differences in providing cancer pain management for the frail elderly and their families.	<input type="radio"/>				
17. Able to describe the differences in providing cancer pain management for cognitively impaired people and their families.	<input type="radio"/>				

### Communicator Role

	n/a	Below expectations	Meets most expectations	Meets all expectations	Exceeds expectations
1. Demonstrates effective communication skills in dealing with seriously ill patients and their families, including in specific scenarios, e.g. breaking bad news, running a family meeting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Able to identify barriers to effective communication, and modify approach to minimize these barriers. Realize that empathy and caring can be expressed through both verbal and non-verbal communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Demonstrates effective verbal and written communication among members of the interdisciplinary medical care team, and other health care professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Prepares and delivers formal presentations for journal clubs and rounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Collaborator Role

	N/A	Below expectations	Meets most expectations	Meets all expectations	Exceeds expectations
1. Able to realize the importance of collaboration and assess the stages of					

team formation and development. Recognize the unique roles of members of the interdisciplinary care team.	<input type="radio"/>				
2. Demonstrates effective collaboration among members of the interdisciplinary care team, and other health professionals.	<input type="radio"/>				
3. Demonstrates effective conflict resolution skills, including the ability to identify the nature and causes of the conflict, and utilizing techniques to resolve or mediate the conflict.	<input type="radio"/>				

### Manager Role

	N/A	Below expectations	Meets most expectations	Meets all expectations	Exceeds expectations
1. Able to describe the roles, regulatory frameworks, responsibilities and professional capabilities of members of other professions involved in cancer pain management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Considers career options and be aware of practice management skill requirements for different career paths.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Uses mentors to explore career opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Health Advocate Role

	N/A	Below expectations	Meets most expectations	Meets all expectations	Exceeds expectations
1. Able to assess the current state of pain management in Canada, including barriers to providing better care, including geographical, cultural and financial barriers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Able to reflect on the psychosocial and spiritual issues of pain patients and their families. In particular, consider the impact on quality of life, and the nature of suffering.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Able to appraise ethical implications of different cultural perspectives, and demonstrate cultural competency in delivery of care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. able to reflect on the importance of support for caregivers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. able to modify approach to care to reflect differing perspectives of patients and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. able to reflect on the issues of euthanasia and physician assisted suicide with a view to understanding the arguments put forth by both advocates and opponents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Considers other ethical dilemmas in cancer pain management, e.g. whether to tell the patient the diagnosis in all cases, use of terminal sedation, balancing patient and family demands.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Scholar Role

	n/a	Below expectations	Meets most expectations	Meets all expectations	Exceeds expectations
1. able to incorporate evidence based decision making in caring for cancer pain patients and their families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Accesses the relevant literature in helping to solve clinical problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Participates actively in all academic division activities, eg Academic Half Day, Journal Club	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Applies critical appraisal skills to literature in cancer pain medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. able to describe the unique challenges of cancer pain management research and strategies to overcome barriers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. able to explain the principles and techniques of qualitative and quantitative research methodologies and outcome evaluation, including the statistical bases and limitations of current methods to assess the validity of cancer pain research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. able to identify current themes and trends in cancer pain research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Demonstrates knowledge of basic grant and proposal-writing techniques and funding sources nationally and provincially.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Provides clinical teaching and mentoring for more junior trainees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Professional Role

	N/A	Below expectations	Meets most expectations	Meets all expectations	Exceeds expectations
1. Recognizes the importance of a reflective practice by exploring personal experiences of suffering and in caring for cancer pain patients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Has become a role model by demonstrating skillful care of those in extreme pain.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Demonstrates integrity, honesty, and compassion in the care of patients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Able to consider the different approaches in caring for capable and incapable patients, including the ethical and legal roles of substitute decision-makers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Able to interpret the legal elements of consent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. able to review advanced care planning and advanced directives. Consider principles of biomedical ethics and the specific ethical issues relevant to severe cancer pain.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. able to reflect on the issues of euthanasia and physician assisted					

suicide with a view to understanding the arguments put forth by both advocates and opponents.	<input type="radio"/>				
Overall Performance:	<input type="radio"/>				

Comments (required if below expectations or exceeds expectations in any of above categories):

Reviewed with resident?

- No  
 Yes

Note: Some of the above goals will be expected to be acquired by the completion of the rotation ("by the end of the rotation, be able to...")

Other goals will be demonstrated throughout the rotation ("throughout the rotation")

**The following will be displayed on forms where feedback is enabled...**

*(for the evaluator to answer...)*

\*Did you have an opportunity to meet with this trainee to discuss their performance?

- Yes  
 No

*(for the evaluatee to answer...)*

\*Did you have an opportunity to discuss your performance with your preceptor/supervisor?

- Yes  
 No