University of Toronto - Department of Surgery - Division of General Surgery
St. Michael's Hospital: PGY1-2 General Surgery Rotation
Trauma, Acute Care, Colorectal, Breast Oncologic, Bariatric and Foregut Surgery
In-Training Evaluation Report (ITER)

Rotation Service: ____________________________
Period: ____________________________
Trainee: ____________________________
Teacher/Supervisor: ____________________________
Hospital/Site: ____________________________

Goals & Objectives

The completion of this ITER is based upon resident level specific goals and objectives described in the Goals and Objectives document:

http://generalsurgery.utoronto.ca/edu/residency/goals.htm

Click the Back button to return to the evaluation form.

Preamble

Service and Duration:

[ ] Colorectal, perianal, IBD surgery
[ ] Minimally invasive bariatric and foregut surgery
[ ] Ambulatory surgery including breast cancer surgery
[ ] Trauma and acute care general surgery

Attendance:

How many days was the trainee absent?

For this rotation, please FOCUS the evaluation on the following CanMEDS roles: Medical Expert, Communicator, Professional.

The following sources of information were used for this evaluation:

[ ] Feedback from health care professionals
[ ] Input from senior residents and fellows
[ ] Completion of a scholarly project or question
[ ] Formal presentations made at rounds
[ ] Oral examination
[ ] Performance at quality assurance and other rounds
[ ] Written examination or assessment
[ ] Clinical observations from faculty - in the OR
[ ] Clinical observations from faculty - ambulatory clinic
[ ] Clinical observations from faculty - on-call
[ ] Clinical observations from faculty - on the wards

Rating Scale:

1 - Below Expectations for Training Level:

- Unacceptable knowledge or skills in understanding of the issues, to interpret or manage common problems
- Not trustworthy
- Not anticipated to meet level specific criteria for promotion

3 - Meets Expectations for Training Level:

- Handles common or straightforward situations and presentations competently
- Solid, teachable resident, improves with instruction
- Anticipated to meet level specific criteria for promotion

5 - Exceeds Expectations for Training Level:

- Proactively initiates development and improvements
- Dynamic learner, synthesizing beyond training level and improves the performance of other team members
- Responsive and reflective in enabling effective outcomes patients, team and self
- Anticipates what is needed
- Anticipated to exceed level specific criteria for promotion

Note: A Rating of 3 is considered a "Pass".
### MEDICAL EXPERT

<table>
<thead>
<tr>
<th>Knowledge:</th>
<th>Below expectations for training level</th>
<th>2</th>
<th>Meets expectations for training level</th>
<th>4</th>
<th>Exceeds expectations for training level</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiology and Pathobiology of disease: Appropriate fund knowledge of normal physiology pathobiology of disease.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinical Skills:</th>
<th>Below expectations for training level</th>
<th>2</th>
<th>Meets expectations for training level</th>
<th>4</th>
<th>Exceeds expectations for training level</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>History, Physical Examination and Interpretation of Ancillary Tests: Relevant, precise, concise, organized; appropriate and accurate exam. Able to integrate information appropriately into care plans.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Clinical Diagnoses/Differential/Decision Making: Analyzes and integrates relevant data to formulate correct diagnoses and therapeutic plans</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>Pre-operative Planning and Post-operative Care: Plans are documented, organized and well executed. Diligent post-operative care that includes attention to wound management, organ dysfunction, infections complications, avoidance of complications, psychosocial issues and discharge planning.</td>
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### Operating Room Skills:

<table>
<thead>
<tr>
<th>Operating Room Skills:</th>
<th>Below expectations for training level</th>
<th>2</th>
<th>Meets expectations for training level</th>
<th>4</th>
<th>Exceeds expectations for training level</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Surgical Anatomy and Surgical Procedures: Understands surgical anatomy, indications, contraindications, conduct of the operation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Tissue Handling/ Time and Motion Efficiency: Respect for tissues, appropriate use of instruments Performed the steps with some guidance.</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Demonstrates appropriate technical competency for level of training: Is able to complete parts of operations or operations as described in the Goals and Objectives.</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Operating room demeanor and leadership: Courteous, Interacts professionally with team members. Demonstrates competency with briefings, checklist and debriefing.</td>
<td>0</td>
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<td>0</td>
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</tbody>
</table>

### COMMUNICATOR

| Communicator: | Below expectations for training level | 2 | Meets expectations for training level | 4 | Exceeds expectations for N/A |
|---------------|---------------------------------------|---|--------------------------------------|---|-----------------------------|-----|
Patients/Families: Communicates effectively with patients and families. Uses voice, body language, translators to good effect.

Informed consent: Obtains informed consent, providing sufficient information regarding risks and benefits of treatment alternatives.

Progress/Consultation/Clinic Notes and Discharge Summaries: Notes are well organized, timely and legible.

Operative Notes: Cohesive with appropriate detail of important issues, completed in a timely fashion.

<table>
<thead>
<tr>
<th>COLLABORATOR</th>
<th>Below expectations for training level</th>
<th>2</th>
<th>Meets expectations for training level</th>
<th>4</th>
<th>Exceeds expectations for training level</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates effectively and appropriately in an inter-professional healthcare team. Collaborates with community agencies (as required) and other professionals. Handles conflict situations well.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
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<table>
<thead>
<tr>
<th>MANAGER</th>
<th>Below expectations for training level</th>
<th>2</th>
<th>Meets expectations for training level</th>
<th>4</th>
<th>Exceeds expectations for training level</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Organization of work and time: Demonstrates time management skills to reflect and balance priorities for patient care, sustainable practice, and personal life. Ensures timely discharge of patients including timely completion of discharge summaries.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>N/A</td>
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<tr>
<th>HEALTH ADVOCATE</th>
<th>Below expectations for training level</th>
<th>2</th>
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<th>4</th>
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<th>N/A</th>
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<tbody>
<tr>
<td>Demonstrates patient advocacy skills: Provides patient care in a compassionate and ethical manner, reflecting an understanding of issues related to age, gender, culture and ethnicity. Ensures diagnostic tests are completed in a timely manner. Organizes resources to enable timely discharge from hospital.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>N/A</td>
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<tr>
<th>SCHOLAR</th>
<th>Below expectations for training level</th>
<th>2</th>
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<th>4</th>
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<th>N/A</th>
</tr>
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<tbody>
<tr>
<td>Demonstrates a scholarly attitude towards lifelong learning: Demonstrates motivation to improve knowledge; Develops and implements an ongoing effective personal learning strategy; Demonstrates the ability to teach UG students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
<td>N/A</td>
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</table>
**PROFESSIONAL**

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<thead>
<tr>
<th></th>
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<th>2</th>
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<tr>
<td><strong>Exhibits responsibility, honesty, accountability, integrity:</strong> Demonstrates respect for medical code of conduct. Demonstrates commitment to excellence in clinical care and personal ethical conduct.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
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</tr>
<tr>
<td><strong>Demonstrates Effective Handover skills:</strong> Provides accurate handover for all patients in person. Sign out lists are complete and accurate.</td>
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<tr>
<td><strong>Demonstrates insight and self assessment skills:</strong> Recognizes own limitation and seeks advice when necessary; accepts advice and responds appropriately.</td>
<td>0</td>
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**OVERALL COMPETENCE**

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Competence</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
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**COMMENTS**

**OVERALL COMMENTS:**

**Strengths (provide narrative):**

**Weaknesses (provide narrative):**

Were the goals and objectives provided to the trainee?
- O Yes
- O No

Was mid-rotation feedback provided?
- O Yes
- O No

The evaluation was completed with input from multiple faculty members?
- O Yes
- O No

Was 360 degree feedback incorporated into the evaluation?
- O Yes
- O No

Did the trainee's performance meet expectations in key domains?
- O Yes
- O No

Did the trainee's performance meet expectations in the operating room?
- O Yes
- O No

Can the Resident complete a simple appendectomy (PGY1 resident) or an uncomplicated cholecystectomy (PGY2 resident) with some assistance?
- O Yes
- O No

Did the trainee demonstrate sufficient progress in their performance of clinical skills over the rotation?
- O Yes
- O No

Please select other teachers/supervisors who contributed to this evaluation:
- X None