

**UHN-TWH Site: General Surgery Residency Training Program: Acute Care Surgery, Colorectal Surgery, Bariatric and Foregut Surgery, Solid Organ Surgery, Abdominal Wall/Hernia Surgery  
University of Toronto, In-training Evaluation Report**

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>

Period: \_\_\_/\_\_\_/\_\_\_ to \_\_\_/\_\_\_/\_\_\_ (dd/mm/yy)

Name of Resident: \_\_\_\_\_ PGY level: I  II  III  IV  V  VI

**Scoring metric**

- 
- 1 – Fails to meet expectation
  - 2 – Marginal performance; often fails to meet expectation
  - 3 – Meets expectation
  - 4 – Exceeds expectation
  - 5 – Superior performance consistently exceeding expectation
- 

**Medical Expert**

1   2   3   4   5   N/A

| <b>Knowledge:</b> Acute Care, Colorectal Cancer, Bariatric and Foregut Surgery, Solid Organ, Abdominal Wall/Hernia Surgery                    |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| <b>Anatomy</b><br>Appropriate fund of knowledge of surgical anatomy   |  |  |  |  |  |  |
| <b>Physiology</b><br>Appropriate fund knowledge of normal physiology  |  |  |  |  |  |  |
| <b>Pathobiology of Disease</b><br>Appropriate understanding of disease mechanisms, and physiologic effects of pathologic processes of disease |  |  |  |  |  |  |

| <b>Clinical Skills:</b> Acute Care, Colorectal Cancer, Bariatric and Foregut Surgery, Solid Organ, Abdominal Wall/Hernia Surgery  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| <b>History and Physical Examination</b><br>Relevant, precise, concise, organized; appropriate and accurate exam   |  |  |  |  |  |  |
| <b>Interpretation of Ancillary Tests</b><br>Effective use, able to integrate information appropriately into care plans  |  |  |  |  |  |  |
| <b>Clinical Diagnoses/Differential/Decision Making</b><br>Analyzes and integrates relevant data to formulate correct diagnoses and therapeutic plans  |  |  |  |  |  |  |
| <b>Pre-operative Planning</b><br>Plans are documented, organized and well executed  |  |  |  |  |  |  |
| <b>Post-Operative Care</b><br>Diligent post operative care that includes attention to wound management, organ dysfunction, infections complications, avoidance of complications, psychosocial issues and discharge planning |  |  |  |  |  |  |
| <b>Management of Emergency Situations</b><br>Recognizes urgent situations and responds with prompt intervention   |  |  |  |  |  |  |

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1 2 3 4 5 N/A

| <b><u>Operating Room Skills:</u> Acute Care, Colorectal Cancer, Bariatric and Foregut Surgery, Solid Organ, Abdominal Wall/Hernia Surgery</b>               |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| <b>Knowledge of Surgical Procedures</b><br>Understands indications, contraindications and conduct of the operation  |  |  |  |  |  |  |
| <b>Tissue Handling and Dissection</b><br>Respect for tissues, appropriate use of instruments  |  |  |  |  |  |  |
| <b>Time and Motion Efficiency</b><br>Performs the steps at the appropriate pace and is able to connect the steps of the operation                           |  |  |  |  |  |  |
| <b>Demonstrates appropriate technical competency for level of training</b><br>Is able to complete parts of operations or operations as described in the G+O |  |  |  |  |  |  |
| <b>Intra-Operative judgment</b><br>Knows when slow down, recognizes unexpected findings and responds appropriately  |  |  |  |  |  |  |
| <b>Operating room demeanor</b><br>Courteous , interacts professionally with team members  |  |  |  |  |  |  |
| <b>Operating room leadership</b><br>Demonstrates competency with briefing, checklist and debriefing   |  |  |  |  |  |  |
| <b>Emergency Situations</b><br>Recognizes the need to intervene in critically ill patients  |  |  |  |  |  |  |
| <b>Stress</b><br>Manages stresses of the operating room environment appropriately   |  |  |  |  |  |  |

*Communicator*

1 2 3 4 5 N/A

| <b><u>Verbal Communication Skills</u></b>                                   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| <b>Patients/Families</b><br>Listens well, establishes therapeutic bond      |  |  |  |  |  |  |
| <b>Informed consent</b><br>Able to explain the operation, risk and benefits |  |  |  |  |  |  |
| <b>Physicians</b><br>Effective, collegial                                   |  |  |  |  |  |  |
| <b>Health Professionals</b><br>Effective, collegial                         |  |  |  |  |  |  |

| <b><u>Written Communication Skills</u></b>  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| <b>Progress/Consultation Notes</b><br>Legible, accurate, professional   |  |  |  |  |  |  |
| <b>Discharge Summaries and Clinic Notes</b><br>Complete, accurate, timely                                     |  |  |  |  |  |  |
| <b>Operative Notes</b><br>Cohesive with appropriate detail of important issues, completed in a timely fashion |  |  |  |  |  |  |

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*Collaborator*

1 2 3 4 5 N/A

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| <b>Recognizes and understands the roles and expertise of other health professionals</b>  |  |  |  |  |  |  |
| <b>Consults and collaborates effectively to provide optimal patient care, education and research</b><br>Patients    Other physicians    Multidisciplinary team members |  |  |  |  |  |  |
| <b>Leads the health care team when appropriate</b>   |  |  |  |  |  |  |

1 2 3 4 5 N/A

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| <b>Organization of work and time</b>   |  |  |  |  |  |  |
| <b>Allocates finite health care resources responsibly</b>  |  |  |  |  |  |  |
| <b>Administrative Ability</b><br>Allocates effectively division of resources for call schedules, holidays, OR , rounds presentations |  |  |  |  |  |  |

*Health Advocate*

1 2 3 4 5 N/A

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| <b>Health Promotion and Risk Factor Identification</b><br>Recognizes and responds appropriately to opportunities for health promotion and prevention |  |  |  |  |  |  |
| <b>Advocates appropriately for patients and families</b>   |  |  |  |  |  |  |
| <b>Advocates appropriately for team members</b>  |  |  |  |  |  |  |

*Scholar*

1 2 3 4 5 N/A

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| <b>Self-directed learning</b><br>Motivated to improve knowledge , able to develop and implement an on-going effective personal learning strategy |  |  |  |  |  |  |
| <b>Critical appraisal skills</b><br>Able to interpret the medical literature and integrate best practice information into clinical practice      |  |  |  |  |  |  |
| <b>Teaching/Supervisory skills</b><br>Enables the success of others through attitudes and actions  |  |  |  |  |  |  |
| <b>Attendance and participation at educational fora</b><br>Attends and participates in the educational activities of the division                |  |  |  |  |  |  |



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**Overall Competence**

- 1 – Fails to meet expectations in most/all domains; overall severe fail for the rotation
- 2 – Poor or marginal performance generally failing to meet expectations in key domains (Medical Expert, Manager, Professional); overall fail for the rotation
- 3 – Generally meets expectations in most domains with occasional lapses or in a key domain (Medical Expert, Manager, Professional); overall pass for the rotation
- 4 – Exceeds expectations in key domains (Medical Expert, Manager, Professional)
- 5 – Consistently superior performance in all domains

**Strengths (provide narrative)**

**Weaknesses (provide narrative)**

**ITER Completed by:** \_\_\_\_\_ **Signature:** \_\_\_\_\_  
**Print Name**

**Discussed with Trainee: Yes**  **No**