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](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**  

<table>
<thead>
<tr>
<th>Knowledge:</th>
<th>Acute Care, Colorectal Cancer, Bariatric and Foregut Surgery, Solid Organ, Abdominal Wall/Hernia Surgery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy</td>
<td>Appropriate fund of knowledge of surgical anatomy</td>
</tr>
<tr>
<td>Physiology</td>
<td>Appropriate fund knowledge of normal physiology</td>
</tr>
<tr>
<td>Pathobiology of Disease</td>
<td>Appropriate understanding of disease mechanisms, and physiologic effects of pathologic processes of disease</td>
</tr>
</tbody>
</table>

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

**Knowledge of Surgical Procedures**
- Understands indications, contraindications and conduct of the operation

**Tissue Handling and Dissection**
- Respect for tissues, appropriate use of instruments

**Time and Motion Efficiency**
- Performs the steps at the appropriate pace and is able to connect the steps of the operation

**Demonstrates appropriate technical competency for level of training**
- Is able to complete parts of operations or operations as described in the G+O

**Intra-Operative judgment**
- Knows when slow down, recognizes unexpected findings and responds appropriately

**Operating room demeanor**
- Courteous, interacts professionally with team members

**Operating room leadership**
- Demonstrates competency with briefing, checklist and debriefing

**Emergency Situations**
- Recognizes the need to intervene in critically ill patients

**Stress**
- Manages stresses of the operating room environment appropriately

### Communicator

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
</table>

#### Verbal Communication Skills

**Patients/Families**
- Listens well, establishes therapeutic bond

**Informed consent**
- Able to explain the operation, risk and benefits

**Physicians**
- Effective, collegial

**Health Professionals**
- Effective, collegial

### Written Communication Skills

**Progress/Consultation Notes**
- Legible, accurate, professional

**Discharge Summaries and Clinic Notes**
- Complete, accurate, timely

**Operative Notes**
- Cohesive with appropriate detail of important issues, completed in a timely fashion
### Collaborator

1. Recognizes and understands the roles and expertise of other health professionals
2. Consults and collaborates effectively to provide optimal patient care, education and research
   - Patients
   - Other physicians
   - Multidisciplinary team members
3. Leads the health care team when appropriate

### Health Advocate

1. Organization of work and time
2. Allocates finite health care resources responsibly

### Administrative Ability

- Allocates effectively division of resources for call schedules, holidays, OR, rounds presentations

### Health Advocate

1. Health Promotion and Risk Factor Identification
   - Recognizes and responds appropriately to opportunities for health promotion and prevention
2. Advocates appropriately for patients and families
3. Advocates appropriately for team members

### Scholar

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

| Exhibits responsibility, honesty, accountability | 1 | 2 | 3 | 4 | 5 | N/A |
| Exhibits empathy, integrity, compassion for patients and team members |
| Demonstrates insight and self assessment skills |
| Recognizes own limitation and seeks advice when necessary; accepts advice and responds appropriately |
| Medical Ethics and Code of Conduct |
| Demonstrates respect for ethical conduct |
| Recognizes and responds to others’ unprofessional behavior in practice |
| Provides patient care in a compassionate and ethical manner, reflecting an understanding of issues related to age, gender, culture and ethnicity |

### Summary of ITER

- Were the goals and objectives provided to the trainee? Yes □ No □
- Was mid-rotation feedback provided? Yes □ No □
- The evaluation was completed with input from multiple faculty members? Yes □ No □
- Was 360 degree feedback incorporated into the evaluation? Yes □ No □ (communicator, collaborator, professionalism)
- Did the trainee’s performance meet expectations in all domains? Yes □ No □
- Did the trainee’s performance meet expectations in the operating room? Yes □ No □
- Did the trainee demonstrate sufficient progress in their performance of clinical skills over the rotation? Yes □ No □
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 ☐