

**Women's College Hospital: General Surgery Residency Training Program  
Ambulatory Care Surgery: Breast, Endocrine and General 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:**

**Name of Resident:**

**PGY level: I, II, III, IV, V, VI,**

**Scoring metric**

- 1 – Fails to meet expectation for training level, unsatisfactory, unacceptable, poor, not competent
- 2 – Marginal performance; often fails to meet expectation for training level
- 3 – Meets expectations for training level, satisfactory, acceptable, competent
- 4 – Exceeds expectations for training level
- 5 – Superior performance consistently exceeding expectations for training level, excellent, expert, superb

**Medical Expert**

1   2   3   4   5   N/A

<b>Knowledge of Physiology and Pathobiology of Breast and Endocrine Surgery</b> Appropriate fund knowledge of physiology, disease mechanisms, and pathologic processes							
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<b>Clinical Skills:</b> Related to Breast, Endocrine and General Surgery							
<b>History and Physical Examination</b> Relevant, precise, concise, organized; appropriate and accurate exam							
<b>Interpretation of Ancillary Tests</b> Effective use, able to integrate information appropriately into care plans							
<b>Clinical Diagnoses/Differential/Decision Making</b> Analyzes and integrates relevant data to formulate correct diagnoses and therapeutic plans							
<b>Pre-operative Planning</b> Plans are documented, organized and well executed							
<b>Post-Operative Care</b> Diligent post operative care that includes attention to wound issues, post-operative pain control, medications, psychosocial issues and follow-up and home care planning							
<b>Management of Ambulatory/Clinic Patients</b> Recognizes important aspects in the care of ambulatory patients (e.g. suitability for ambulatory surgery, post-operative preparation for early discharge, need for preoperative consultations )							

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1 2 3 4 5 N/A

<b>Operating Room Skills: Related to Breast, Endocrine and General Surgery</b>						
<b>Knowledge of Anatomy and Surgical Procedures</b> Understands indications, contraindications and conduct of the operation						
<b>Tissue Handling and Dissection</b> Respect for tissues, appropriate use of instruments						
<b>Time and Motion Efficiency</b> 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> Is able to complete parts of operations or operations as described in the G+O						
<b>Intra-Operative judgment</b> Knows when slow down, recognizes unexpected findings and responds appropriately						
<b>Operating room demeanor and leadership</b> Courteous , interacts professionally with team members and demonstrates competency with briefing, checklist and debriefing						
<b>Stress</b> Manages stresses of the operating room environment appropriately						

**Communicator**

1 2 3 4 5 N/A

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

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

**Collaborator**

1 2 3 4 5 N/A

<b>Recognizes and understands the roles and expertise of other health professionals and collaborates effectively to provide optimal patient care, education and research</b>						
<b>Leads the health care team when appropriate</b>						

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**Manager**

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> Allocates effectively division of resources for clinic and OR coverage, rounds presentations						

**Health Advocate**

1 2 3 4 5 N/A

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

**Professional**

1 2 3 4 5 N/A

<b>Exhibits responsibility, honesty, accountability, integrity, empathy and compassion for patients and team members</b>						
<b>Demonstrates insight and self assessment skills</b> Recognizes own limitation and seeks advice when necessary; accepts advice and responds appropriately						
<b>Provides care in accordance with Medical Ethics and Code of Conduct</b> Demonstrates respect for ethical conduct						
<b>Recognizes and responds to others' unprofessional behavior in practice</b>						
<b>Provides patient care in a compassionate and ethical manner, reflecting an understanding of issues related to age, gender, culture and ethnicity</b>						

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**Overall Competence**

- 1 – Performance is observably lower than expected for PGY level in most/all domains; proficiency not achieved for most learning objectives; expected that deficiencies will require formal remediation in order to address.
- 2 – Performance is lower than expected for PGY level; proficiency not consistently achieved for many learning objectives; poor or marginal performance generally failing to meet expectations in key domains (Medical Expert, Manager, Professional); significant deficiencies that would be expected to result in formal remediation.
- 3 – Performance meets expectations for PGY level with occasional lapses in a key domain (Medical Expert, Manager, Professional); proficiency achieved for learning objectives; minimal deficiency that could be improved without a formal period of remediation; overall pass for the rotation.
- 4 – Exceeds expectations in key domains (Medical Expert, Manager, Professional); proficiency consistently achieved for all learning objectives .
- 5 – Consistently superior performance in all domains; performance exceeds PGY level learning objectives .

<b>Overall</b>						
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**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? (Communicator, Collaborator, Professionalism)	Yes	No
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

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**Strengths (provide narrative)**

**Weaknesses (provide narrative)**