

**Sunnybrook Health Sciences Centre: General Surgery Residency Training Program  
Breast and Melanoma Surgery Rotation**

**University of Toronto, In-training Evaluation Report  
PGY-3 Breast and Melanoma Rotation**

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: III, other**

	Yes	No	No. of days absent
Was the resident absent during this rotation?			
Reason(s):			

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 junior residents and fellows
- completion of a scholarly project or question
- formal presentations made at rounds
- clinical observations from faculty
  - in the OR
  - ambulatory clinic
  - on-call
  - on the wards
- oral examination
- performance at Quality assurance and other rounds
- written examination or assessment

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**Scoring metric**

• Below Expectations for Training Level		• Meets Expectations For Training Level		• Exceeds Expectations For Training Level
1	2	3	4	5
<ul style="list-style-type: none"> <li>Unacceptable knowledge or skills in understanding of the issues, to interpret or manage common problems</li> <li>Not trustworthy</li> <li>Not anticipated to meet level specific criteria for promotion</li> </ul>		<ul style="list-style-type: none"> <li>Handles common or straightforward situations and presentations competently.</li> <li>Solid, teachable resident, improves with instruction</li> <li>Anticipated to meet level specific criteria for promotion</li> </ul>		<ul style="list-style-type: none"> <li>Proactively initiates development and improvements</li> <li>Dynamic learner, synthesizing beyond training level and improves the performance of other team members</li> <li>Responsive and reflective in enabling effective outcomes patients, team and self</li> <li>Anticipates what is needed.</li> <li>Anticipated to exceed level specific criteria for promotion</li> </ul>

**Medical Expert**

1   2   3   4   5   N/A

<b>Knowledge:</b>						
<b>1. Physiology and Pathobiology of disease</b> Demonstrates an appropriate fund knowledge of normal physiology/pathobiology of breast cancer and melanoma						

<b>Clinical Skills:</b>						
<b>2. Clinical Diagnoses/Differential/Decision Making</b> Analyzes and integrates relevant pathological, imaging and clinical data to formulate diagnoses and therapeutic strategies (lumpectomy vs mastectomy, extent of nodal dissections) including referrals to genetics team, medical and radiation oncologists, plastic surgeons (breast reconstruction), psychology when appropriate						
<b>3. Pre-operative planning and post-operative Care</b> Indications for surgical intervention are sound. Competent in post-operative patient care and is able to generally recognize and manage post-operative complications, including management of wound healing, bleeding, infections, post-op pain, lymphedema and psychosocial issues						
<b>4. Management of emergency situations</b> Recognizes urgent situations and responds with prompt intervention and appropriate communication						

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1 2 3 4 5 N/A

<b>Operating Room Skills:</b>						
<b>5. Performance of operating room procedures</b> Demonstrates comfort with surgical anatomy, indications, contraindications and conduct of the operation Recognizes planes, conducts an atraumatic dissection Movements are both time and motion efficient Performs appropriate procedures, including lumpectomy and sentinel lymph node biopsy						
<b>6. Intra-operative judgment</b> Slows down, recognizes unexpected findings and responds appropriately Recognizes the need to intervene in critically ill patients Manages stresses of the operating room environment appropriately						

**Communicator**

1 2 3 4 5 N/A

<b>Verbal Communication Skills</b>						
<b>7. Patients/Families therapeutic relationship</b> Communicates effectively with patients and families. Uses voice, body language, translators to good effect. Provides clear and thorough explanation of diagnosis and plan for cancer treatment in lay language.						
<b>8.</b> Obtains informed consent, including an effective explanation of the rationale for the recommended surgical approach and its possible complications						
<b>9.</b> Delivers bad news in a compassionate and sensitive manner that takes into account the patient's unique psychological and social needs.						

<b>Written Communication Skills</b>						
<b>10. Progress/Consultation/Clinic Notes and Discharge Summaries</b> Notes are well organized, timely and legible						
<b>11. Operative Notes</b> Cohesive with appropriate detail of important issues, completed in a timely fashion						

**Collaborator**

1 2 3 4 5 N/A

<b>12. Physicians and Other Health Professionals</b> Effectively provides and receives information. Handles conflict situations well. Consults and collaborates effectively with other physicians and a multidisciplinary team of expert health care professionals to provide optimal patient care, education and research. Recognizes and understands the roles and expertise of other health professionals.						
<b>13. Operating room leadership</b> Interacts courteously and professionally with team members Demonstrates competency with briefing, checklist and debriefing						

**Manager**

1 2 3 4 5 N/A

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<b>14.</b> Uses health care resources appropriately and efficiently. Demonstrates effective time management skills and punctuality.						

*Health Advocate*

1   2   3   4   5   N/A

<b>15. Health promotion and risk factor identification</b> Demonstrates knowledge of primary and secondary prevention of diseases and advises appropriate interventions including weight loss, alcohol use, smoking and sunscreen use and use of tanning beds, and promotes breast cancer and skin screening						

*Scholar*

1   2   3   4   5   N/A

<b>16. Demonstrates a scholarly attitude towards long life learning</b> Develops and implements an on-going effective personal learning strategy. Interprets the medical literature and integrates best practice information into clinical practice.						

*Professional*

1   2   3   4   5   N/A

<b>17. Exhibits responsibility, honesty, accountability, integrity</b> Demonstrates respect for medical code of conduct and ethical practice.						
<b>18. Demonstrates insight and self-assessment skills</b> Recognizes own limitations and seeks advice when necessary; accepts critical feedback and responds appropriately.						
<b>19. Patient care boundaries</b> Maintains appropriate boundaries, including appropriate draping for a physical examination and appropriate presentation of a case to a group in the presence of the patient.						

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<b>20. Overall Competence</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?	Yes	No
Did the trainee's performance meet expectations in key domains?	Yes	No
Did the trainee's performance meet expectations in the operating room?	Yes	No
Is the resident able to perform a lumpectomy and sentinel lymph node biopsy with assistance?	Yes	No
Did the trainee demonstrate sufficient progress in their performance of clinical skills over the rotation?	Yes	No

**Strengths (provide narrative)**

**Weaknesses (provide narrative)**