

**Sunnybrook Health Sciences Centre: General Surgery Residency Training Program  
Trauma, Acute Care, Colorectal, Hepatobiliary**

**Of**

**University of Toronto, In-training Evaluation Report – Senior (PGY 3, 4, 5, 6) General Surgery Residents**

**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, IV, V, VI

**Service**

- Colorectal Oncology
- Hepatobiliary Oncology
- Acute Care General Surgery
- Trauma

**Duration:** \_\_\_\_\_ months

<b>Attendance</b>	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**
- Leader**
- 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 <b>1</b>	<b>2</b>	• Meets Expectations For Training Level <b>3</b>	<b>4</b>	• Exceeds Expectations For Training Level <b>5</b>
<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 of knowledge of normal physiology/pathobiology of disease						

<b>Clinical Skills:</b>						
<b>2. Clinical Diagnoses/Differential/Decision Making</b>						
Demonstrates ability to develop and execute therapeutic plans Level specific degree of synthesis; integrates all relevant information into care plans						
<b>3. Pre-operative planning and post-operative care</b>						
Uses all of the pertinent information to arrive at complete and accurate clinical decisions; orders the appropriate investigations and develops an appropriate therapeutic plan that reflects current standards of practice for patients in the pre and post operative settings.						
<b>4. Management of Emergency Situations</b>						
Recognizes and manages emergency conditions (extremely ill patient) resulting in prompt and appropriate treatment; diagnostic tests and therapeutic interventions that are appropriate and consultative services are appropriately consulted. Remains calm, acts in a timely manner and prioritizes correctly						

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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 atraumatic dissection Is efficient in time and motion Performs level specific operations as described in G&O and promotion criteria						
<b>6. Intra-operative judgment</b> Knows when to slow down, recognizes unexpected findings and responds appropriately. Recognizes limitations of personal skills and asks for help as needed.						
<b>7. Operating room demeanor and leadership</b> 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>8. Patients/Families</b> Exhibits effective and timely verbal and written communication skills, including: communicating with patients and families, verbal presentation of consultations, documentation and consult letters, and use of EMR systems. Demonstrates ability to obtain informed consent in emergency setting in critically ill patients.						
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**Collaborator**

1 2 3 4 5 N/A

<b>9. Collaborator</b> Participates effectively and appropriately in an interprofessional healthcare team. Collaborates with community agencies (as required) and other professionals. Interacts courteously and professionally with team members in the Operating Room. Demonstrates competency with briefing, checklist and debriefing						
<b>10. Demonstrates excellence in handover skills</b> Provides accurate and complete handover of all patients in person -Sign out lists are complete and accurate						

**Leader**

1 2 3 4 5 N/A

<b>11. Organization of work and time</b> Demonstrates time management skills to reflect and balance priorities for patient care, sustainable practice, and personal life						
<b>12. Leads the health care team where appropriate</b> Effectively leads and contributes to the health care team; delegates and distributes tasks fairly; uses time wisely.						
<b>13. Practice reflection and quality improvement</b> Participates in quality process evaluation and improvement (including morbidity and mortality conferences), such as patient safety initiatives. Reflects critically on practice limitations and promotes strategies for systematic improvement						

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**Health Advocate**

1   2   3   4   5   N/A

<b>14. Health promotion and risk factor identification</b> Supports health of patients/families by appropriate referrals, support and information on health maintenance, lifestyle, community/home resources						

**Scholar**

1   2   3   4   5   N/A

<b>15. Demonstrates a scholarly attitude towards long life learning</b> Maintains and enhances professional activities through ongoing learning. Critically evaluates medical information and its sources, and applies this appropriately to practice domains. Enables the success of others through attitudes and actions						

**Professional**

1   2   3   4   5   N/A

<b>16. Exhibits responsibility, honesty, accountability, integrity</b> Demonstrates respect for medical code of conduct and ethical behaviour						
<b>17. Demonstrates insight and self-assessment skills</b> Recognizes own limitation and seeks advice when necessary; accepts critical feedback and responds appropriately						
<b>18. Discloses an adverse event or medical error in appropriate circumstances</b>						

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<b>19. 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 small bowel resection with anastomosis (PGY3), colon resection with anastomosis (PGY4), laparotomy for peritonitis (PGY5) with some 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)**