ITARs and ITERs: **Sample Ratings**

**How to use this resource:**

Use this resource when building In-training Assessment Reports (ITARs) or In-training Evaluation Reports (ITERs) [[1]](#footnote-1) and when developing Rotation Plans[[2]](#footnote-2). (See also [ITAR template including sample](http://cbme.postmd.utoronto.ca/?ddownload=851))

This file provides ***sample wording*** for ratings in each CanMEDS Role gathered from various resources, including the *CanMEDS Collaborator Toolkit[[3]](#footnote-3)* and previous developed ITERs and ITARs. Some items are labeled: ‘**Generic**’ ratings and likely apply across training years/stages; ‘**More Jr**’ ratings likely apply to early training years/stages and ‘**More Sr**’ ratings likely apply to later training years/stages. These sample ratings may be used as is or refined if needed to suit the specific specialty or program.

1. **Medical Expert:** Very few programs use the Medical Expert section of this tool given that this section is usually well defined by other program expectations regarding Medical Expert. Occasionally, programs include Medical Expert when creating a generic ITAR or ITER for electives.
2. **Communicator:** There are new and additional aspects of the Communicator Role that are not well captured in many current ITERs. It is also important to note that the CanMEDS framework considers talking to patients and written documentation to be the Communicator Role, while talking to colleagues is considered the Collaborator Role. This section provides the full range of CanMEDS communication competencies, including breaking bad news, overcoming anger or communication challenges, use of interpreters, and dealing with ethical conduct. For documentation, samples includes an item that addresses consult notes and being clear about the responsibilities between the specialist and the referring doctor. Note that some items are labeled (**Generic**), some as (more jr), and some as (more sr). These might be considered for residents at different points on their training.
3. **Collaborator:** This section provides the full range of CanMEDS collaborator competencies and includes managing conflict, developing management plans with input from the team, appropriate consultations, contributing to team meetings, and Handover. Note that some items are labeled (**Generic**), some as (more jr), and some as (more sr). These might be considered for residents at different points on their training.
4. **Leader:** The Leader section includes items related to use of resources, triaging and prioritizing, time management, leading teams, organizing the team’s workload, and consensus-building.
5. **Health Advocate:** This section includes items related to advocating for patients, utilizing appropriate resources, recognizing and addressing various determinants of health, and addressing disease prevention.
6. **Scholar:** Research or a scholarly project should not be included in every Rotation Plan. A sample Rotation Plan and Scholarly Project ITAR or ITER is available for this activity. The Scholar role includes teaching activities, reading around cases, being knowledgeable about their own patients, critical appraisal, and using evidence-based medicine.
7. **Professional:** Many of the items in this section are broad and cover ethical practice, adhering to legal or regulatory requirements, and exhibiting professional behaviour. There are also items related to demonstrating insight and being responsive to feedback. Other items relate to maintaining boundaries, composure under stress, and disclosing an adverse event or medical error.

| **MEDICAL EXPERT**  | **1** | **2** | **3** | **4** | **5** | **N/A** |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Demonstrates the basic scientific and clinical knowledge relevant to <<INSERT SPECIALTY>> and is generally able to relate it appropriately to patient care
 | ○ | ○ | ○ | ○ | ○ |  |
| 1. Demonstrates knowledge, skills and attitudes for provision of safe, high-quality patient care. Aware of their limitations and seeks help when appropriate.
 |  |  |  |  |  |  |
| 1. Demonstrates basic <<???>>> skills for routine case
 |  |  |  |  |  |  |
| 1. Applies knowledge of medicine, basic medical sciences and clinical science into clinical decision making
 |  |  |  |  |  |  |
| 1. Performs routine and complex <<???>> with minimal supervision.
 |  |  |  |  |  |  |
| 1. Completes accurate and well-organized history and physical examinations and recognizes all major significant findings.
 |  |  |  |  |  |  |
| 1. Recognizes and manages patients appropriately with complex problems and multi-system disease.
 | ○ | ○ | ○ | ○ | ○ |  |
| 1. 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.
 | ○ | ○ | ○ | ○ | ○ |  |
| 1. Recognizes and manages emergency conditions (extremely ill patient) resulting in prompt and appropriate treatment; diagnostic tests and therapeutic interventions are appropriate and consultative services are usually appropriately consulted. Remains calm, acts in a timely manner and prioritizes correctly
 | ○ | ○ | ○ | ○ | ○ |  |
| 1. Is proficient in pre-operative and post-operative patient management. Indications for surgical intervention are sound. Competent in post-operative patient care and is able to generally recognize and manage post-operative complications.
 |  |  |  |  |  |  |
| 1. Overall is proficient and efficient in technical and procedural skills. Minimizes risks and discomforts to the patient. Handles instruments appropriately and carefully. Handles the tissues carefully and minimizes tissue trauma. Understands the operation and performs the operation proficiently and efficiently with supervision.
 |  |  |  |  |  |  |
| 1. Reviews and analyzes information from a junior trainee to develop a thorough understanding of a patient’s history and physical examination, and verify this information appropriately as necessary.
 |  |  |  |  |  |  |
| 1. Determines which patients can be safely observed and which patients required urgent attention
 |  |  |  |  |  |  |
| 1. Obtains informed consent, providing sufficient information regarding risks and benefits of treatment alternatives
 |  |  |  |  |  |  |
| 1. Reviews and analyzes information from a junior trainee to develop a thorough understanding of a patient’s history and physical examination, and verify this information appropriately as necessary. (more sr)
 |  |  |  |  |  |  |

| **COMMUNICATOR**  | **1** | **2** | **3** | **4** | **5** | **N/A** |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Exhibits effective and timely verbal and written communication skills, including: communicating with patients and families, documentation and consult letters, and use of EMR systems. (**Generic**)
 | ○ | ○ | ○ | ○ | ○ |  |
| 1. Communicates effectively and empathetically with patients and their families. Maintains accurate, concise & legible patient records. (**Generic**)
 |  |  |  |  |  |  |
| 1. Communicates effectively and empathetically with patients and their families, recognizing the high level of anxiety associated with <<???>>. Communicates their level of training and involvement in patient care with patients. (**Generic**)
 |  |  |  |  |  |  |
| 1. Gathers case information and develop differential diagnoses. Communicates findings in a timely manner. (**Generic**)
 |  |  |  |  |  |  |
| 1. Establishes a therapeutic relationship with patients and communicates well with family. Provides clear and thorough explanations of diagnosis, investigation, and management. Demonstrates empathy and sensitivity. (**Generic**)
 |  |  |  |  |  |  |
| 1. Communicates to the patient and/or family member(s) diagnostic conclusions reached and the treatment options available. (**Generic**)
 |  |  |  |  |  |  |
| 1. Includes other relevant sources of information from the patient's family, caregivers and other professionals when appropriate, and encourages patients and families to participate in shared decision making (**Generic**)
 |  |  |  |  |  |  |
| 1. Establishes a therapeutic relationship with patients and communicates well with family. Provides clear and thorough explanations of diagnosis, investigation and management in a professional manner. Demonstrates empathy and sensitivity to racial, gender, and cultural issues. (**Generic**)
 |  |  |  |  |  |  |
| 1. Discusses the patient's beliefs, concerns, illness experience and specifically focuses on the patient's expectations in terms of pain relief and improved function
 |  |  |  |  |  |  |
| 1. Uses voice, body language, translators to good effect. (**Generic**)
 |  |  |  |  |  |  |
| 1. Provides patients and families with sufficient information regarding the risks and benefits of treatment alternatives (**Generic**)
 |  |  |  |  |  |  |
| 1. Written orders, progress notes and consult notes are well organized, timely and legible. Uses EMR appropriately. (**Generic**)
 |  |  |  |  |  |  |
| 1. Demonstrates skills in working with patients to overcome communication challenges including anger, confusion, sensory or cognitive impairment, socio-economic or ethno-cultural differences (**Generic**)
 |  |  |  |  |  |  |
| 1. Diagnostic and therapeutic plans are understandable to patients. (**Generic**)
 |  |  |  |  |  |  |
| 1. Maintains clinical notes that meet practice standards and capture the key points of the patient care, and can describe departmental and CPSO standards (**Generic**)
 |  |  |  |  |  |  |
| 1. Skillfully recognizes and manages communication challenges. (**Generic**)
 |  |  |  |  |  |  |
| 1. Communicates a succinct clinical impression and plan in a consultation letter, including clear delineation of responsibilities between the specialist and the referring physician in the ongoing care of the patient. (**Generic**)
 |  |  |  |  |  |  |
| 1. Utilizes appropriate interpersonal skills when dealing with patients and families particularly in cases of interpersonal conflict, ethical dilemmas and breaking bad news (**Generic**)
 |  |  |  |  |  |  |
| 1. Delivers “bad news” in a compassionate and sensitive manner that takes into account the patient’s special psychological and social needs. (**Generic**)
 |  |  |  |  |  |  |
| 1. Explains life-sustaining therapies in clear language and describe the expected outcome of such therapies in view of the patient’s and family’s wishes.
 |  |  |  |  |  |  |
| 1. Completes appropriate documentation clearly and on time with minimal assistance (more jr)
 |  |  |  |  |  |  |
| 1. Demonstrates the ability to develop a basic plan for the patient that incorporates the input of the patient (more jr)
 |  |  |  |  |  |  |
| 1. Demonstrates the ability to develop a comprehensive or complex plan for the patient that incorporates the input of the patient (more sr)
 |  |  |  |  |  |  |
| 1. Independently coordinates and completes clear, timely and comprehensive documentation (more sr)
 |  |  |  |  |  |  |
| 1. Demonstrates an understanding of the consent requirements for communication with third party agents and provide effective oral and written communication with such agents (e.g. WSIB, Insurance Companies, disability insurers)
 |  |  |  |  |  |  |
| 1. Demonstrates knowledge of the Ontario laws dealing with the ability to consent to treatment and the determination of capacity (Mental Health Act and the Health Care Consent Act).
 |  |  |  |  |  |  |

| **COLLABORATOR**  | **1** | **2** | **3** | **4** | **5** | **N/A** |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Establishes and maintains effective working relationships with colleagues and other health care professionals. Presents relevant information to supervisors in a clear, concise manner. Consults effectively and provides appropriate transition of care with other physicians and health care professionals. Participates effectively on health care teams. (**Generic**)
 |  |  |  |  |  |  |
| 1. Establishes and maintains effective working relationships with colleagues and other health care professionals particularly in the <<LOCATION>>. Consults effectively with other physicians and health care professionals. Works effectively with colleagues and ancillary personnel in a busy <<LOCATION>> to ensure optimal patient care in a stressful environment. (**Generic**)
 |  |  |  |  |  |  |
| 1. Establishes and maintains effective working relationships with colleagues and other health care professionals. Consults effectively and provides appropriate transition of care (**Generic**)
 |  |  |  |  |  |  |
| 1. Establishes good relationships with peers and other health professionals. Effectively provides and receives information. Handles conflict situations well. (**Generic**)
 |  |  |  |  |  |  |
| 1. Consistently communicates clearly and respectfully in a timely manner with other health care professionals, including physician colleagues, involved in the care of the patient (**Generic**)
 |  |  |  |  |  |  |
| 1. Recognizes own role in contributing to differences and acts to professionally negotiate or resolve them. (**Generic**)
 |  |  |  |  |  |  |
| 1. Recognizes own limitations and appropriately seeks help when necessary (**Generic**)
 |  |  |  |  |  |  |
| 1. Participates effectively and appropriately in an interprofessional healthcare team. Collaborates with community agencies (as required) and other professionals. (**Generic**)
 | ○ | ○ | ○ | ○ | ○ |  |
| 1. Demonstrates an understanding of role in team. Contributes to team effectiveness. Manages differences and resolves conflict. Asks for assistance appropriately. (**Generic**)
 |  |  |  |  |  |  |
| 1. **Handover:** Provides thorough handover of all patients being transferred <<out of the Intensive Care Unit; to a different ward/service; to the next shift; other>>
 |  |  |  |  |  |  |
| 1. Explains diagnostic and therapeutic plans clearly and concisely to other health care personnel including other consultants. (more jr)
 |  |  |  |  |  |  |
| 1. Effectively coordinates routine patient care with the referring physician, family physician and other consultants (more jr)
 |  |  |  |  |  |  |
| 1. Shares knowledge effectively to formulate a health care plan (more jr)
 |  |  |  |  |  |  |
| 1. Respectfully listens to the viewpoints of other team members during meetings (more jr)
 |  |  |  |  |  |  |
| 1. Identifies relevant social/rehabilitation concerns with patients (more jr)
 |  |  |  |  |  |  |
| 1. Demonstrates a working knowledge of the resources available through other physicians and allied health care professionals and of community resources (more jr)
 |  |  |  |  |  |  |
| 1. Effectively and clearly communicates basic management plans to other medical staff, allied health care professionals, community resources (more jr)
 |  |  |  |  |  |  |
| 1. Attends and contributes appropriately to team meetings (more jr)
 |  |  |  |  |  |  |
| 1. Plays an active role in collaborative team meetings, identifying patient needs and resources to meet those needs, including community-based resources (more jr)
 |  |  |  |  |  |  |
| 1. Demonstrates rapport with others while planning and providing care (more jr)
 |  |  |  |  |  |  |
| 1. Contributes to discharge planning (more jr)
 |  |  |  |  |  |  |
| 1. Explains own role on the team to another learner or team member. (more jr)
 |  |  |  |  |  |  |
| 1. Seeks the advice of other professions in the care of the patient (more jr)
 |  |  |  |  |  |  |
| 1. Demonstrates an understanding of how community resources affect the care of the patient (more jr)
 |  |  |  |  |  |  |
| 1. Works collaboratively with other professions in home, in-patient, outpatient and community settings (more jr)
 |  |  |  |  |  |  |
| 1. Demonstrates knowledge of team dynamics, comes to meetings prepared and follows through on commitments (more jr)
 |  |  |  |  |  |  |
| 1. Consistently contributes creative ideas and positive energy to the team (more jr)
 |  |  |  |  |  |  |
| 1. Takes responsibility when starting a new service to learn the ground rules of that team (more jr)
 |  |  |  |  |  |  |
| 1. Recognizes when to organize meetings with patients and their families (more jr)
 |  |  |  |  |  |  |
| 1. Works effectively with other health care professionals (more jr)
 |  |  |  |  |  |  |
| 1. Demonstrates the ability to accept, consider and respect the opinions of other team members (more jr)
 |  |  |  |  |  |  |
| 1. Demonstrates an understanding of the importance of communicating clearly and respectfully in a timely manner with other health care professionals, including physician colleagues, involved in the care of the patient (more jr)
 |  |  |  |  |  |  |
| 1. Respectfully communicates and collaborates with senior colleagues. (more jr)
 |  |  |  |  |  |  |
| 1. Demonstrates a willingness to receive both positive and negative feedback from colleagues, other health care workers and patients and their families (more jr)
 |  |  |  |  |  |  |
| 1. Is open to being wrong and taking responsibility(more jr)
 |  |  |  |  |  |  |
| 1. Develops a discharge summary with a clear outline of patient’s course in hospital, results of investigations, medication changes and a clear follow up plan (more sr)
 |  |  |  |  |  |  |
| 1. Identifies and implements strategies for safe handovers and transfer of accountability for ongoing patient care issues during periods of absence. (more sr)
 |  |  |  |  |  |  |
| 1. Demonstrates knowledge of roles and responsibilities of the members of a health care team and is able to teach other about them. (more sr)
 |  |  |  |  |  |  |
| 1. Explains to another learner or team member the roles of others on the team (more sr)
 |  |  |  |  |  |  |
| 1. Independently consults with the appropriate health care professional (more sr)
 |  |  |  |  |  |  |
| 1. Actively seeks the opinions of other health care professionals to optimize the care of the patient (more sr)
 |  |  |  |  |  |  |
| 1. Creates management plans that reflect recognition of the value of other health care professionals (more sr)
 |  |  |  |  |  |  |
| 1. Actively collaborates with other health care professionals and medical staff to coordinate the patient’s care (more sr)
 |  |  |  |  |  |  |
| 1. Shares relevant information with the right person at the right time (more sr)
 |  |  |  |  |  |  |
| 1. Effectively coordinates comprehensive or complex patient care with the referring physician, family physician and other consultants (more sr)
 |  |  |  |  |  |  |
| 1. Effectively and clearly communicates comprehensive or complex management plans to other medical staff, allied health care professionals and community resources (more sr)
 |  |  |  |  |  |  |
| 1. Empowers other team members to contribute to the team process (more sr)
 |  |  |  |  |  |  |
| 1. Consistently recognizes the roles and expertise of other professions and consults them in the management of the patient (more sr)
 |  |  |  |  |  |  |
| 1. Elicits and synthesizes the contributions of all team members in the provision of care (more sr)
 |  |  |  |  |  |  |
| 1. Delegates responsibilities to others respectfully and appropriately (more sr)
 |  |  |  |  |  |  |
| 1. Effectively and clearly communicates management plans to other medical staff, other health care professionals, community resources. (more sr)
 |  |  |  |  |  |  |
| 1. Contributes constructively to positive team dynamics (more sr)
 |  |  |  |  |  |  |
| 1. Demonstrates skills in both being a team member and leading a team (more sr)
 |  |  |  |  |  |  |
| 1. Demonstrates abilities in building team consensus and preventing misunderstanding (more sr)
 |  |  |  |  |  |  |
| 1. Is able to negotiate and resolve differences with other services regarding resources (more sr)
 |  |  |  |  |  |  |
| 1. Takes a leadership role in creating a safe environment for sharing information and expertise (more sr)
 |  |  |  |  |  |  |
| 1. Demonstrates ability to accept, consider and respect the opinions of other team members, while contributing specialty-specific expertise (more sr)
 |  |  |  |  |  |  |
| 1. Respectfully communicates and collaborates with junior colleagues (more sr)
 |  |  |  |  |  |  |
| 1. Demonstrates skills in working with other providers to overcome communication challenges including anger (more sr)
 |  |  |  |  |  |  |
| 1. Proactively works with others to prevent misunderstandings, manage differences and resolve conflicts (more sr)
 |  |  |  |  |  |  |
| 1. Offers and accepts apologies when necessary (more sr)
 |  |  |  |  |  |  |
| 1. Actively seeks out and acts upon both positive and negative feedback from colleagues, other health care workers and patients and their families (more sr)
 |  |  |  |  |  |  |
| 1. Reflects on how team is functioning and able to proactively help team to meet its priorities (more sr)
 |  |  |  |  |  |  |
| 1. Empowers team to focus on immediate concerns (more sr)
 |  |  |  |  |  |  |
| 1. Ensures all team members are able to openly share their opinions and perspectives (more sr)
 |  |  |  |  |  |  |
| 1. Dictates a letter to a service that has consulted the <<insert>> service where the pre hospital care can be improved, in order to demonstrate the skill of sending useful feedback to non plastic surgery colleagues. (more sr)
 |  |  |  |  |  |  |
| 1. Openly engages in thoughtful conversations involving different perspectives on complex issues while maintaining composure and avoiding becoming angry or hurt. (more sr)
 |  |  |  |  |  |  |

| **LEADER** | **1** | **2** | **3** | **4** | **5** | **N/A** |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Carries out appropriate clinical services in the context of limited resources, limited expected lengths of stay, and limited time available for the resident. (**Generic**)
 | ○ | ○ | ○ | ○ | ○ |  |
| 1. Demonstrates knowledge of how limitations in [XX] resources may affect selection and timing of diagnostic testing for a given patient.
 |  |  |  |  |  |  |
| 1. Demonstrates an understanding of the costs of testing to the healthcare system and uses this knowledge to guide allocation of finite resources when requesting tests, while balancing patient care needs.
 |  |  |  |  |  |  |
| 1. Coordinates the use of medical devices such as, orthotics and braces, in a fiscally responsible manner
 |  |  |  |  |  |  |
| 1. Effectively leads or contributes to the health care team; delegates and distributes tasks fairly; uses time wisely
 |  |  |  |  |  |  |
| 1. Demonstrates time management skills to reflect and balance priorities for patient care, sustainable practice, and personal life
 |  |  |  |  |  |  |
| 1. Makes cost effective use of health care resources based on sound judgement, balancing resources to maximize benefits to all patients, including managing waiting lists
 |  |  |  |  |  |  |
| 1. Demonstrates an understanding of the principles of practice management.
 |  |  |  |  |  |  |
| 1. Builds on others’ opinions. Supports consensus-building efforts.
 |  |  |  |  |  |  |
| 1. Sets agenda and provides structure to team meetings. Takes on extra tasks if necessary.
 |  |  |  |  |  |  |
| 1. Provides effective direction and coaching to junior learners.
 |  |  |  |  |  |  |
| 1. Recognizes own contribution to differences and acts professionally to resolve them. Reflects on actions.
 |  |  |  |  |  |  |
| 1. Participates in systemic quality process evaluation and improvement, such as patient safety initiatives.
 |  |  |  |  |  |  |
| 1. Participates in activities that contribute to the effectiveness of their healthcare organizations and systems.
 |  |  |  |  |  |  |
| 1. Demonstrates knowledge of the factors affecting organ availability, and the principles of managing this limited resource.
 |  |  |  |  |  |  |
| 1. Demonstrate thoughtful and responsible use of resources in the provision of patient care, allowing for comprehensive and necessary evaluation while avoiding unnecessary interventions.
 |  |  |  |  |  |  |
| 1. Demonstrates an understanding of prioritization of patients <for investigations / for surgery / on the ward>. Organized; uses time efficiently.
 |  |  |  |  |  |  |
| 1. Demonstrates an understanding of allocation of resources in the perioperative period. Demonstrates an understanding of prioritization of surgical emergency patients
 |  |  |  |  |  |  |
| 1. Handles cases in a timely manner with available resources.
 |  |  |  |  |  |  |
| 1. Organizes daily workload of <<LOCATION>> unit.
 |  |  |  |  |  |  |
| 1. Conducts practice to optimize patient flow through the system
 |  |  |  |  |  |  |
| 1. Supervises junior learners. Takes initiative, helps to manage the caseload.
 |  |  |  |  |  |  |
| 1. Takes appropriate safety precautions for self and others. Identify gaps in knowledge by seeking feedback.
 |  |  |  |  |  |  |
| 1. Carries out appropriate clinical services in the context of limited resources, limited expected lengths of stay, and limited time available for the resident.
 |  |  |  |  |  |  |
| 1. Triages referrals, both inpatient and outpatient, and utilizes appropriate referral practices
 |  |  |  |  |  |  |

| **HEALTH ADVOCATE** | **1** | **2** | **3** | **4** | **5** | **N/A** |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Supports health of patients/families by appropriate referrals, support and information on health maintenance, lifestyle, community/home resources (**Generic**)
 | ○ | ○ | ○ | ○ | ○ |  |
| 1. Assesses all patients for risk factors for surgical conditions. Demonstrates familiarity with the important determinants of health affecting patients, such as smoking, obesity and advises appropriate lifestyle or other preventative measures.
 |  |  |  |  |  |  |
| 1. Advocates effectively for the biopsychosocial needs of patients and their families within the health care system and community
 |  |  |  |  |  |  |
| 1. Demonstrates understanding of the implications of the diagnosis of malignancy on subsequent therapeutic options, and the role of advocating for specific testing to determine the value of targeted therapies.
 |  |  |  |  |  |  |
| 1. Intervenes on behalf of patients or the community with respect to the social, economic and biologic factors that may impact on their health.
 |  |  |  |  |  |  |
| 1. Recognizes when end-stage XYZ is present, and arranges for appropriate palliative care when further active interventions have no reasonable possibility of benefit.
 |  |  |  |  |  |  |
| 1. Recognizes hazards posed by infections such a TB, B. cepacia, HIV, influenza and febrile respiratory illness, and utilizes personal protective equipment and environmental control measures to protect oneself, the health care team and other patients.
 |  |  |  |  |  |  |
| 1. Recognizes the importance of various determinants of health affecting <<insert specialty>> patients and their clinical problem, demonstrates an understanding of the principles and data supporting preventative medicine, and assists in prevention of primary and secondary illness and morbidity
 |  |  |  |  |  |  |
| 1. Develops and supports constructive relationships with management and administrators of the hospital and demonstrates an understanding of the triage waitlist system for <<INSERT APPROPRIATELY surgery, cancer care, dialysis, transplantation, etc.)
 |  |  |  |  |  |  |
| 1. Demonstrates the sensitivity to meet the non-physical as well as the physical needs of the patient and organizes appropriate hospital resources such as chaplaincy, dietician, social service, psychology, occupational health and physiotherapy.
 |  |  |  |  |  |  |
| 1. Identifies opportunities for disease prevention & health promotion. Advocates for the needs of <<TYPE OF PATIENT>> patients.
 |  |  |  |  |  |  |
| 1. Advocates for safe and effective peripartum experience for the parturient
 |  |  |  |  |  |  |
| 1. Demonstrates an ability to identify opportunities for disease prevention & health promotion. Demonstrates an understanding of surgical patient safety: surgical time out, antibiotic prophylaxis.
 |  |  |  |  |  |  |
| 1. Supports health of community/family by appropriate referrals.
 |  |  |  |  |  |  |
| 1. Supports health of patients/families by appropriate referrals, support and information on health maintenance, lifestyle, community/home resources
 |  |  |  |  |  |  |
| 1. Recognizes situations where non-accidental injury is a concern and acts appropriately.
 |  |  |  |  |  |  |
| 1. Demonstrates an understanding of injury prevention.
 |  |  |  |  |  |  |
| 1. Contributes to health-maintenance advocacy for children, including such areas as immunizations, “back to sleep”, car seats, helmet use, breastfeeding, anticipatory guidance.
 |  |  |  |  |  |  |

| **SCHOLAR**  | **1** | **2** | **3** | **4** | **5** | **N/A** |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Maintains and enhances professional activities through ongoing learning. Critically evaluates medical information and its sources, and applies this appropriately to practice domains. (**Generic**)
 | ○ | ○ | ○ | ○ | ○ |  |
| 1. Effectively uses evidence in day-to-day clinical work. Reads around cases and is knowledgeable about own patients.
 |  |  |  |  |  |  |
| 1. Demonstrates ability to teach others.
 |  |  |  |  |  |  |
| 1. Pursues self-directed learning and demonstrates the spirit of continuous improvement
 |  |  |  |  |  |  |
| 1. Demonstrates an understanding of and a commitment to the need for continuous learning. Develops and implements an ongoing and effective personal learning strategy.
 |  |  |  |  |  |  |
| 1. Critically appraises medical information by asking relevant questions and determining which information is reliable. Successfully integrates information from a variety of sources.
 |  |  |  |  |  |  |
| 1. Effectively facilitates learning of physicians in training in the knowledge areas unique to general internal medicine including – didactic teachings sessions, case-based discussions, bedside teaching
 |  |  |  |  |  |  |
| 1. Demonstrates an understanding of the principles of adult learning and helps others learn by providing guidance, teaching and by giving constructive feedback.
 |  |  |  |  |  |  |
| 1. Facilitates the learning of medical students and other trainees through collaborative goal setting, teaching, observation, and feedback.
 |  |  |  |  |  |  |
| 1. Demonstrates an awareness of personal limitations, seeking advice when necessary. Accepts advice graciously.
 |  |  |  |  |  |  |
| 1. Facilitates the learning of students or junior residents, as appropriate.
 |  |  |  |  |  |  |
| 1. Identifies a gap in knowledge relevant to three cases/month, indicates these to a staff member, and rectifies this by self-study. Presents the new knowledge in the form of a brief three-minute discussion of the topic to a staff member.
 |  |  |  |  |  |  |
| 1. Implements an effective personal learning strategy with respect to improving knowledge of the pathological correlates of XYZ disease
 |  |  |  |  |  |  |
| 1. Facilitates the education of other health professionals by providing knowledge of clinical context to pathological findings.
 |  |  |  |  |  |  |
| 1. Incorporates evidence-based medicine into clinical practice. Well-developed approach to self-directed learning. Requests feedback.
 |  |  |  |  |  |  |
| 1. Retrieves relevant information from appropriate sources. Demonstrates a well-developed approach to self-directed learning. Requests feedback. Engages in ongoing enhancement of competencies.
 |  |  |  |  |  |  |
| 1. Uses evidence based medicine in interpreting and formulating differential and diagnosis and management plan
 |  |  |  |  |  |  |
| 1. Initiates scholarly activity including teaching, research and publication.
 |  |  |  |  |  |  |
| 1. Demonstrates an appreciation of the importance of disease-specific guidelines, best practice measures, and issues related to patient safety and quality improvement.
 |  |  |  |  |  |  |

| **PROFESSIONAL** | **1** | **2** | **3** | **4** | **5** | **N/A** |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Demonstrates a commitment to patients and their families, as well as to their profession and to society, through ethical practice. (**Generic**)
 | ○ | ○ | ○ | ○ | ○ |  |
| 1. Adheres to legal and ethical codes of practice, including confidentiality, informed consent, mandatory reporting (**Generic**)
 |  |  |  |  |  |  |
| 1. Demonstrates a commitment to excellence in personal ethical conduct. Exhibits proper professional behaviour. Including adhering to legal and ethical codes of practice. (**Generic**)
 |  |  |  |  |  |  |
| 1. Demonstrates a commitment to excellence in personal ethical conduct. Exhibits proper professional behaviour. (**Generic**)
 |  |  |  |  |  |  |
| 1. Demonstrates insight into their limitations. Responsive to constructive feedback. (**Generic**)
 |  |  |  |  |  |  |
| 1. Exhibits proper professional behavior. Is punctual, prepared, reliable, honest, and completes responsibilities in a timely fashion (**Generic**)
 |  |  |  |  |  |  |
| 1. Exhibits proper professional behavior: is punctual, reliable, and honest. Fulfills educational and service obligations. Demonstrates a commitment to confidentiality and patient safety, and an understanding of need for full and honest disclosure of adverse events. (**Generic**)
 |  |  |  |  |  |  |
| 1. Is punctual (e.g. meeting deadlines) (**Generic**)
 |  |  |  |  |  |  |
| 1. Exhibits proper professional behaviour, demeanor and attire. (**Generic**)
 |  |  |  |  |  |  |
| 1. Exhibits proper professional behavior: punctual, reliable, and honest. Fulfills educational and service obligations. Demonstrates a commitment to confidentiality and patient safety, and an understanding of need for full and honest disclosure of adverse events. Demonstrates an understanding of legal & ethical aspects of consent for surgery
 |  |  |  |  |  |  |
| 1. Demonstrates knowledge of the ethical principles surrounding organ allocation.
 |  |  |  |  |  |  |
| 1. Communicates with the patient the parameters and terms of their professional relationship (i.e. sets boundaries), such as role clarity, after-hour care, availability or lack of availability via telephone and email correspondence
 |  |  |  |  |  |  |
| 1. Demonstrates the ability to respectfully delineate the parameters of the doctor-patient office relationship, including policies on after-hours care, availability of the physician via telephone or e-mail correspondence, missed appointments, and fees for non-insured services.
 |  |  |  |  |  |  |
| 1. 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.
 |  |  |  |  |  |  |
| 1. Respects personal/professional boundaries with patients, residents, faculty.
 |  |  |  |  |  |  |
| 1. Discloses an adverse event or medical error in appropriate circumstances
 |  |  |  |  |  |  |
| 1. Maintains composure under stress.
 |  |  |  |  |  |  |
| 1. Maintains and completes a procedural case log that accurately reflects the resident’s surgical experience.
 |  |  |  |  |  |  |
| 1. Meets deadlines, is punctual, monitors patients and provides follow up.
 |  |  |  |  |  |  |
| 1. Takes complete responsibility for assigned tasks
 |  |  |  |  |  |  |
| 1. Applies ethical principles to decision-making in patients with advanced malignancy, including end-of-life decision making.
 |  |  |  |  |  |  |
| 1. Conducts research in a non-fraudulent manner
 |  |  |  |  |  |  |
| 1. Is respectful of patient perspectives when presenting treatment options
 |  |  |  |  |  |  |
| 1. Practices respectful boundary setting when confronted with dramatic behavior from patients
 |  |  |  |  |  |  |
| 1. Describes their own concerns about caring for patients in pain
 |  |  |  |  |  |  |
| 1. Recognizes how their own personal experiences of pain influence their attitudes
 |  |  |  |  |  |  |
| 1. Discusses methods of managing their own stress associated with caring for patients suffering from continuing pain
 |  |  |  |  |  |  |
| 1. Uses effective coping strategies to deal with the stressors of decision-making and prioritizing interventions in a leadership role. Supports team members dealing with grief, or anxiety experienced during emotionally charged resuscitations through debriefing, coping strategies, and access to other resources
 |  |  |  |  |  |  |

| **OVERALL RATING** | **1** | **2** | **3** | **4** | **5** |
| --- | --- | --- | --- | --- | --- |
| **OVERALL RATING:** Possesses knowledge, skills, and attitudes for satisfactory completion of this rotation | ○ | ○ | ○ | ○ | ○ |
| **COMMENTS** |  |  |  |  |  |

1. Link: [ITAR template including sample](http://cbme.postmd.utoronto.ca/?ddownload=851) [↑](#footnote-ref-1)
2. Link: [Rotation Plan Template](http://cbme.postmd.utoronto.ca/?ddownload=849) [↑](#footnote-ref-2)
3. Glover Takahashi, S., D. L. Richardson and D. Martin (2012). The CanMEDS Collaborator Toolkit. Ottawa, ON, RCPSC. [↑](#footnote-ref-3)