

Surgery in-training assessment

The Board of Study in Surgery

Postgraduate Institute of Medicine
University of Colombo, Sri Lanka



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Acknowledgements

The Board of Study in Surgery (BoS) of the Postgraduate Institute of Medicine (PGIM), Colombo, Sri Lanka gratefully acknowledges the use of the General Surgery Milestone Project of the American Board of Surgery (ABS) and the Accreditation Council for Graduate Medical Education (ACGME) - July 2015, as the basis for this document. The BoS has made modifications where appropriate to suit the Sri Lankan postgraduate surgical training program and healthcare system.

Surgery in-training assessment

This document presents milestones designed to be used in the review of surgical trainee performance and reporting to the Board of Study in Surgery (BoS) of the Postgraduate Institute of Medicine (PGIM), Colombo, Sri Lanka. Milestones are knowledge, skills, attitudes and other attributes for competencies organized in a developmental framework from less to more advanced. They are descriptors and targets for trainee performance as they progress from entry into training through to board certification. The BoS will review milestone performance data as a key element in the assessment of progression during the Pre-MD & Post-MD (Sri Lankan & overseas) phases of surgical training and of successful board certification.

For each reporting period, review and reporting will involve selecting the level of milestones that best describes a trainee's current performance level in relation to milestones, using evidence from multiple methods, such as direct observation, multi-source feedback, tests, and record reviews, etc. Milestones are arranged into numbered levels. **These levels do not correspond to the post-graduate year of education.**

Selection of a level implies that the trainee substantially demonstrates the milestones in that level, as well as those in lower levels (See the diagram on page v). A general interpretation of levels for general surgery is below:

Critical Deficiencies: These learner behaviors are not within the spectrum of developing competence. Instead they indicate significant deficiencies in a trainee's performance.

Level 1: The trainee demonstrates milestones expected of a new first year registrar.

Level 2: The trainee is advancing and demonstrates additional milestones and is performing at a mid-training phase registrar level.

Level 3: The trainee continues to advance and demonstrate additional milestones; the trainee demonstrates the majority of milestones targeted for a Pre-MD Surgery registrar in this sub-competency.

Level 4: The trainee has advanced so that he or she now substantially demonstrates the milestones targeted for higher surgical training. This level is designed as the Post-MD Surgery senior registrar target.

Additional Notes

Level 4 is designed as the board certification *target* and does not necessarily represent a board certification *requirement* by itself. The decision regarding board certification will be made at the pre-board certification assessment (PBCA) and this document will form an integral component of the portfolio presented by the trainee at the PBCA.

Some milestones may exceed current expectations, eg. PBLI3 levels 3 and 4, which include expectations for the trainee to review his or her own surgical results and medical care outcomes and to identify opportunities for improvement. These specific milestones are included to prepare senior registrars and trainees at PBCA level for outcomes review and practice improvement in their specialist practice.

The diagram below presents an example set of milestones for one sub-competency in the same format as the milestone report worksheet. For each reporting period, a trainee’s performance on the milestones for each sub-competency will be indicated by:

- selecting the level of milestones that best describes the trainees’s performance in relation to the milestones
- or
- selecting the “Critical Deficiencies” response option
- or
- selecting the “Not Yet Assessable” response option

Practice Domain	Competency	Critical Deficiencies	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4						
Care for Diseases and Conditions (CDC)	INTERPERSONAL AND COMMUNICATION SKILLS (ICS1)	<p>This trainee is not able to clearly, accurately, and respectfully communicate with patients and families.</p> <p>This trainee fails to effectively communicate basic healthcare information to patients and families.</p>	<p>This trainee uses a variety of techniques to ensure that communication with patients and their families is understandable and respectful.(e.g. non-technical language, teach back, appropriate pacing, and small pieces of information).</p> <p>This trainee effectively communicates basic health care information to patients and families.</p>	<p>This trainee customizes communication, taking into account patient characteristics (e.g. age, literacy, cognitive disabilities, culture).</p> <p>This trainee provides timely updates to patients and families during hospitalizations and clinic visits.</p>	<p>The trainee is capable of delivering bad news to patients and families sensitively and effectively.</p>	<p>This trainee can customize emotionally difficult information, for example, when participating in end of life discussions.</p> <p>This trainee is capable of negotiating and managing conflict among patients and families.</p>						
							<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
							Comments:					Not Yet Assessable <input type="checkbox"/>

Selecting a response box in the middle of a level implies that milestones in that level and in lower levels have been substantially demonstrated.

Selecting a response box on the line in between levels indicates that milestones in lower levels have been substantially demonstrated as well as **some** milestones in the higher level(s).

Practice Domain	Competency	Critical Deficiencies	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
Care For Diseases and Conditions (CDC)	PATIENT CARE (PC1)	This trainee is not able to perform an efficient and accurate initial history and physical examination for patients admitted to the hospital.	This trainee performs a focused, efficient, and accurate initial history and physical examination of a full spectrum of patients admitted to the hospital, including critically-ill patients.		This trainee accurately diagnoses <i>many</i> "core" surgical conditions in the curriculum and initiates appropriate management for <i>some</i> "core" conditions. This trainee can develop a diagnostic plan and implement initial care for patients seen in the Emergency Department (ED).		This trainee accurately diagnoses <i>most</i> "core" conditions in the curriculum and <i>some</i> "advanced" conditions and initiates appropriate management for <i>most</i> "core" and some "advanced" surgical conditions independently.		This trainee can lead a team that cares for patients with "core" and "advanced" conditions in the curriculum and delegates appropriate clinical tasks to other health care team members. This resident recognizes <i>atypical</i> presentations of a large number of the aforementioned conditions.	
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	Comments:	Not Yet Assessable <input type="checkbox"/>								
Care For Diseases and Conditions (CDC)	PATIENT CARE (PC2)	This trainee is unable to recognize or manage common post-operative problems such as fever, hypotension, hypoxia, confusion, and oliguria.	This trainee recognizes and manages common post-operative problems such as fever, hypotension, hypoxia, confusion, and oliguria with the assistance of senior trainees or staff members who are physically present.		This trainee recognizes and manages common post-operative problems such as fever, hypotension, hypoxia, confusion, and oliguria with the assistance of senior trainees or staff members who are available for consultation, but not physically present.		This trainee recognizes and manages complex post-operative problems such as sepsis, systemic inflammatory response syndrome, and multiple system organ failure independently.		This trainee can lead a team and provide supervision in the evaluation and management of complex post-operative problems such as sepsis, systemic inflammatory response syndrome, and multiple system organ failure.	
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Practice Domain	Competency	Critical Deficiencies	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4			
Performance of Operations and Procedures (POP)	PATIENT CARE (PC3)	This trainee lacks basic surgical skills such as airway management, knot tying, simple suturing, suture removal, administration of local anaesthetic, universal precautions and aseptic techniques (eg. surgical scrub, gowning & gloving) and is unable to reliably perform basic procedures, including venepuncture, arterial puncture, incision and drainage, minor skin and subcutaneous lump excisions, placement of an IV drip, nasogastric tube, or urinary catheter.	This trainee has basic surgical skills such as airway management, knot tying, simple suturing, suture removal, administration of local anaesthetic, universal precautions and aseptic techniques (eg. surgical scrub, gowning & gloving) and is able to reliably perform basic procedures, including venepuncture, arterial puncture, incision and drainage, minor skin / subcutaneous lump excisions, placement of an IV drip, nasogastric tube, or urinary catheter. This resident can perform basic operative steps in "core" operations/procedures.	This trainee has respect for tissue, and is developing skill in instrument handling. This trainee moves through portions of common operations without coaching and makes straightforward intra-operative decisions. This resident performs <i>some</i> of the "core" operations with minimal assistance.	This trainee demonstrates proficiency in the handling of most instruments and exhibits efficiency of motion during procedures. This trainee moves through the steps of <i>most</i> operations without much coaching and makes intra-operative decisions. This trainee performs <i>many</i> of the "core" operations and is beginning to gain experience in the "advanced" operations.	This trainee demonstrates proficiency in use of instruments and equipment required for "essential" operations, guides the conduct of most operations and makes independent intra-operative decisions. This resident can perform <i>most</i> of the "core" operations and has significant experience in the "advanced" operations. This trainee can effectively guide other trainees in "core" operations.			
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Practice Domain	Competency	Critical Deficiencies	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
Care For Diseases and Conditions (CDC)	MEDICAL KNOWLEDGE (MK1)	This trainee does not have basic knowledge about common surgical conditions to which a medical student would be exposed in clerkship.	This trainee has a basic understanding of the symptoms, signs, and management of the "core" diseases in the curriculum and has basic knowledge about common surgical conditions to which a medical student would be exposed in clerkship.	This trainee has basic knowledge about <i>many</i> of the "core" diseases in the SCORE curriculum and can make a diagnosis and recommend appropriate initial management. This trainee can recognize variations in the presentation of common surgical conditions.	This trainee has significant knowledge about <i>many</i> "core" diseases in the curriculum and a basic knowledge of the "advanced" diseases in the curriculum, and can make a diagnosis and initiate appropriate initial management.	This trainee has a comprehensive knowledge of the varying patterns of presentation and alternative and adjuvant treatments for "core" diseases in the curriculum and can make the diagnosis and provide initial care for the "advanced" diseases in the curriculum.				
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Performance of Operations and Procedures (POP)	MEDICAL KNOWLEDGE (MK2)	This trainee does not have basic knowledge about the common "core" operations to which a medical student would be exposed in clerkship.	This trainee has a basic knowledge of the "core" surgical operations in the curriculum to which a medical student would be exposed in clerkship.	This trainee has basic knowledge of the operative steps, peri-operative care, and post-operative complications for <i>many</i> of the "core" operations in the curriculum.	This trainee has a significant knowledge of the operative steps, peri-operative care, and post-operative complications for <i>most</i> of the "core" operations in the curriculum and a basic knowledge of some of the "advanced" operations.	This trainee has a comprehensive level of knowledge of the operative steps, peri-operative care, and post-operative complications for the "core" operations in the curriculum and a basic knowledge of many of the "advanced" operations.				
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Practice Domain	Competency	Critical Deficiencies	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
Coordination of Care (CC)	SYSTEMS-BASED PRACTICE (SBP1)	This trainee does not have a basic understanding of the resources available in this hospital, regionally and nationally for coordinating patient care including: specialised medical services, nurse specialists (eg stoma & wound care), physical and occupational therapists.	This trainee has a basic understanding of the resources available in this hospital, regionally and nationally for coordinating patient care including: specialised medical services, nurse specialists (eg stoma & wound care), physical and occupational therapists..		This trainee knows the necessary resources to provide optimal coordination of care and how to access them. This trainee is aware of specialized services like pain clinics, medical nutrition clinics, alcohol / substance abuse clinics, prosthetic / orthotic workshops, rehabilitation centres		This trainee is able to efficiently arrange disposition planning for his or her patients and takes responsibility for preparing all materials necessary for discharge or transfer of his or her patients. The trainee is familiar with the patient's background, support system and facilities available in the region.		This trainee coordinates the activities of surgeons, nurses, and other health care professionals to provide optimal care to the patient at the time of discharge or transfer, and to provide post-discharge advice and referrals for care that is appropriate for the patient's particular needs.	
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Improvement of Care (IC)	SYSTEMS-BASED PRACTICE (SBP2)	This trainee does not demonstrate evidence that he or she considers how hospital and health care systems impact his or her practice. This trainee does not demonstrate awareness of variation in practice within or across health care systems.	This trainee has basic knowledge of how health systems operate. This trainee knows system factors that contribute to medical errors and is aware that variations in care occur.		This trainee understands how patient care is provided in his or her system and recognizes certain specific system failures that can affect patient care. This trainee follows protocols and guidelines for patient care.		This trainee makes suggestions for changes in the health care system that may improve patient care. This trainee reports problems with technology (e.g., devices and automated systems) or processes that could produce medical errors.		This trainee participates in work groups or performance improvement teams designed to reduce errors and improve health outcomes. This trainee understands the appropriate use of standardized approaches to care and participates in creating such protocols of care.	
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Teaching (TCH)	PRACTICE- BASED LEARNING AND IMPROVEMENT (PBLI1)	This trainee does not communicate effectively as a teacher (eg. is disorganized, is inattentive, uses language unsuitable for the level of the learner, discourages and disregards questions).	<p>This trainee willingly imparts educational information clearly and effectively to medical students and other health care team members.</p> <p>This trainee uses media in presentations appropriately and effectively.</p>	<p>This trainee communicates educational material accurately and effectively at the appropriate level for learner understanding.</p> <p>This trainee accurately and succinctly presents patient cases in conferences.</p>	This trainee demonstrates an effective teaching style when asked to be responsible for a conference or formal presentation.	<p>This trainee recognizes teachable moments and readily and respectfully engages the learner.</p> <p>This trainee is a highly effective teacher with an interactive educational style and engages in constructive educational dialogue.</p> <p>This trainee facilitates conferences and case discussions based on assimilation of evidence from the literature.</p>			
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Self-directed Learning (SDL)	PRACTICE-BASED LEARNING AND IMPROVEMENT (PBLI2)	<p>This trainee does not engage in self-initiated, self-directed learning activities.</p> <p>This trainee does not complete simulation assignments. This resident is frequently absent for scheduled simulation exercises without a valid excuse.</p>	<p>This trainee completes learning assignments using multiple sources.</p> <p>This trainee participates in assigned skills curriculum activities and simulation experiences to build surgical skills eg basic surgical skills and basic laparoscopic skills workshops</p>	<p>This trainee independently reads the literature and uses sources (eg. peer-reviewed publications, practice guidelines, textbooks, library databases, and online materials) to answer questions related to patients.</p> <p>This trainee develops a learning plan based on feedback with some external assistance.</p> <p>This trainee identifies gaps in personal technical skills and works with faculty members to develop a skills learning plan.</p>	<p>This trainee looks for trends and patterns in the care of patients and reads and uses sources to understand such patterns.</p> <p>This trainee can select an appropriate evidence-based information tool to answer specific questions while providing care.</p> <p>This trainee independently practices surgical skills in a simulation environment to enhance technical ability.</p>	<p>This trainee participates in local, regional, and national activities, optional conferences, and/or self-assessment programs.</p> <p>This trainee demonstrates use of a system or process for keeping up with changes in the literature, and initiates assignments for other learners.</p> <p>This trainee leads surgical skills experiences for students and residents and participates in skills curriculum development.</p>								
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Practice Domain	Competency	Critical Deficiencies	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		
Improvement of Care (IC)	PRACTICE-BASED LEARNING AND IMPROVEMENT (PBLI3)	<p>This trainee does not demonstrate interest or ability in learning from the results of his or her practice.</p> <p>This trainee fails to recognize the impact of errors and adverse events in practice.</p>	<p>This trainee actively participates in Morbidity and Mortality (M&M) and/or other Quality Improvement (QI) conferences with comments, questions, and/or accurate presentation of cases.</p> <p>This trainee changes patient care behaviors in response to feedback from his or her supervisors.</p> <p>This trainee recognizes when and how errors or adverse events affect the care of patients.</p>		<p>This trainee evaluates his or her own surgical results and the quality and efficacy of care of patients through appraisal and assimilation of scientific evidence.</p> <p>This trainee uses relevant literature to support his or her discussions and conclusions at M&M and/or other QI conferences.</p> <p>This trainee performs basic steps in a QI project (e.g., generates a hypothesis, conducts a cause-effect analysis, creates method for study).</p> <p>This trainee understands how to modify his or her own practice to avoid errors.</p>		<p>This trainee evaluates his or her own surgical results and medical care outcomes in a systematic way and identifies areas for improvement.</p> <p>This trainee identifies probable causes for complications and deaths at M&M and/or other QI conferences with appropriate strategies for improving care.</p> <p>This trainee begins to recognize patterns in the care of his or her patients and looks for opportunities to systematically reduce errors and adverse events.</p>		<p>This trainee exhibits on-going self evaluation and improvement that includes reflection on practice, tracking and analyzing his or her patient outcomes, integrating evidence-based practice guidelines, and identifying opportunities to make practice improvements.</p> <p>This trainee discusses or demonstrates application of M&M and/or other QI conference conclusions to his or her own patient care.</p> <p>This trainee leads a QI activity relevant to patient care outcomes.</p>		
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Practice Domain	Competency	Critical Deficiencies	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
Care for Diseases and Conditions (CDC)	PROFESSIONALISM (PROF1)	This trainee displays undesirable behaviours, including not being polite or respectful, not respecting patient confidentiality and privacy, demonstrating lack of integrity, or failing to take responsibility for patient care activities.	<p>This trainee is polite and respectful toward patients, their families, and other health care professionals.</p> <p>This trainee demonstrates a commitment to continuity of care by taking personal responsibility for patient care outcomes.</p> <p>This trainee responds to calls and consultation requests promptly.</p> <p>This trainee is honest and trustworthy.</p> <p>This trainee consistently respects patient confidentiality and privacy.</p>	<p>This trainee maintains composure in accordance with ethical principles even in stressful situations.</p> <p>This trainee exhibits compassion and empathy toward patients and their families.</p> <p>This trainee recognizes the limits of his or her knowledge and asks for help when needed.</p>	<p>This trainee ensures patient care responsibilities are performed and continuity of care is maintained.</p> <p>This trainee accepts responsibility for errors in patient care and can initiate corrective action.</p> <p>This trainee consistently demonstrates integrity in all aspects of care and professional relationships.</p>	<p>This trainee serves as a role model for ethical behavior.</p> <p>This trainee positively influences others by assertively modeling professionalism.</p> <p>The trainee consistently places the interests of patients ahead of self interests when appropriate.</p>				
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Practice Domain	Competency	Critical Deficiencies	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
Maintenance of Physical and Emotional Health (MPEH)	PROFESSIONALISM (PROF2)	<p>This trainee's behavior and/or physical condition concern me.</p> <p>This trainee flagrantly and repeatedly violates duty hour requirements.</p>	<p>The trainee understands the institutional resources available to manage personal, physical, and emotional health (e.g., acute and chronic disease, substance abuse, and mental health problems).</p> <p>The trainee complies with duty hours standards.</p> <p>This trainee understands the principles of physician wellness and fatigue mitigation.</p>	<p>This trainee monitors his or her own personal health and wellness and appropriately mitigates fatigue and/or stress.</p> <p>This trainee effectively and efficiently manages his or her own time and assures fitness for duty.</p>	<p>This trainee sets an example by promoting healthy habits and creating an emotionally healthy environment for those working with him or her.</p> <p>The trainee models appropriate management of personal health issues, fatigue and stress.</p>	<p>The trainee promotes a healthy work environment.</p> <p>This trainee recognizes and appropriately addresses personal health issues in other members of the health care team.</p> <p>This trainee is proactive in modifying schedules or intervening in other ways to assure that those caregivers under his or her supervision maintain personal wellness and do not compromise patient safety (e.g., requires naps, counsels, refers to services, reports to program director).</p>				
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Practice Domain	Competency	Critical Deficiencies	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4			
Performance of Assignments and Administrative Tasks (PAT)	PROFESSIONALISM (PROF3)	This trainee consistently fails to meet requirements for timely performance of administrative tasks and/or requires excessive reminders, follow-up, etc.	This trainee completes his or her operative case logs and duty hour logs, performs other assigned and required administrative tasks in a timely fashion, and does not require excessive reminders or follow-up (eg. visa renewal, credentialing, obtaining a medical license).	This trainee is prompt in attending conferences, meetings, operations, and other activities. This trainee responds promptly to requests from faculty members and departmental staff members (eg. call responsiveness, contactability).	This trainee assures that others under his or her supervision respond appropriately to responsibilities in a timely fashion.	This trainee sets an example for conference attendance, promptness, and attention to assigned tasks.			
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Practice Domain	Competency	Critical Deficiencies	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
Care for Diseases and Conditions (CDC)	INTERPERSONAL AND COMMUNICATION SKILLS (ICS1)	<p>This trainee is not able to clearly, accurately, and respectfully communicate with patients and their families.</p> <p>This trainee fails to effectively communicate basic health care information to patients and families.</p>	<p>This trainee uses a variety of techniques to ensure that communication with patients and their families is understandable and respectful (e.g., non-technical language, teach back, appropriate pacing, and small pieces of information).</p> <p>This trainee effectively communicates basic health care information to patients and their families.</p>	<p>This trainee customizes communication, taking into account patient characteristics (e.g., age, literacy, cognitive disabilities, culture).</p> <p>This trainee provides timely updates to patients and their families during hospitalizations and clinic visits.</p>	<p>This trainee is capable of delivering bad news to patients and their families sensitively and effectively.</p>	<p>This trainee can customize emotionally difficult information (eg. when participating in end-of-life discussions).</p> <p>This trainee is capable of negotiating and managing conflict among patients and their families.</p>				
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Coordination of Care (CC)	INTERPERSONAL AND COMMUNICATION SKILLS (ICS2)	This trainee displays disrespectful or resentful behaviours when asked to evaluate a patient or participate in a care conference with other members of the health care team.	<p>This trainee willingly exchanges patient information with team members.</p> <p>This trainee responds politely and promptly to requests for consults and care coordination activities.</p> <p>This trainee performs face-to-face hand-overs of patients.</p>	<p>This trainee exhibits behaviour that invites information sharing with health care team members (eg. respect, approachability, active listening).</p> <p>This trainee performs hand-over best practices (eg. uses multiple forms of information transfer, confirms receipt of information, invites questions).</p>	<p>This trainee discusses care plans with the members of the health care team and keeps them up to date on patient statuses and care plan changes.</p> <p>This trainee delivers timely, complete, and well organized information to referring physicians and to providers of follow-up care at the time of patient care transitions.</p>	<p>This trainee assumes overall leadership of a health care team responsible for his or her patients, while at the same time seeking and valuing input from the members of the team.</p> <p>This trainee negotiates and manages conflict among care providers.</p> <p>This trainee takes responsibility for ensuring that clear hand-overs are given at transitions of care.</p>			
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Performance of Operations and Procedures (POP)	INTERPERSONAL AND COMMUNICATION SKILLS (ICS3)	This trainee does not communicate effectively with patients, hospital staff members, and/or the senior surgeon in the operating room.	This trainee communicates basic facts effectively with patients, hospital staff members, and the senior surgeon in the operating room.		This trainee effectively describes various aspects of the procedure and peri-operative care to the patient and his or her family and other operating room team members.		This trainee anticipates logistical issues regarding the procedure and engages members of the operating team to solve problems.		This trainee is capable of leadership when unexpected events occur in the operating room and is able to communicate effectively with the family when unexpected events occur in the operating room.	
			Comments: Not Yet Assessable <input type="checkbox"/>							

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