| Resident Evaluation by Faculty: Overall Performance compared to others at same PGY level linked to ITER ratings |
|---|---|---|---|---|---|
|  | Overall Performance | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|  | - Consistently absent for work  - Failure to respond to feedback  - Inability to manage workload expected for level of training  - Baseline knowledge and/or diagnostic ability significantly below expected for level of training | - Several unexcused absences during rotation  - Inability to show effort to improve despite mid-rotation feedback  - Deficits in baseline knowledge and diagnostic ability | - Is punctual for work and arrives prepared  - Is receptive to feedback and consistently pleasant to all colleagues, including technical staff  - Shows active desire to improve  - At the expected level for baseline medical knowledge and diagnostic ability | - Substantially contributes to efficient team functioning  - Finishes assigned tasks in a timely and efficient manner  - Baseline medical knowledge and diagnostic ability greater than expected for level of training | - Successfully integrates clinicopathologic information in assessments of cases  - Communicates well with both pathology and clinical colleagues  - Ready to practice surgical pathology independently |

**NAME:**

**ROTATION:**

**BLOCK (DATE):**

**SUPERVISOR:**
At the completion of the three-month block in hospital autopsy in PGY1 and PGY2, residents should be able to:

<table>
<thead>
<tr>
<th>CanMEDS Roles (CBD)</th>
<th>1 Below expectations*</th>
<th>2 Partially meets expectations*</th>
<th>3 Meets expectations</th>
<th>4 Sometimes exceeds expectations</th>
<th>5 Always exceeds expectations</th>
<th>Not applicable</th>
</tr>
</thead>
</table>

**A. MEDICAL EXPERT**

1. Demonstrate understanding of the importance of quality and patient safety in the practice of anatomical pathology.

1.1. Understand the technical aspects of a good H&E stain

1.2. With respect to immunohistochemical studies, be able to discuss the theory and practice of:
   - positive and negative controls
   - optimization and validation
   - predictive and prognostic factors
   - Type I and Type II markers
   - the importance of pre-analytic factors in the reliability and reproducibility of IHC results.

1.3. If applicable, participate in optimization, validation, and troubleshooting of immunohistochemical processes

2. Demonstrate understanding of the professional/diagnostic/analytic aspects of QA/QC in anatomical pathology, including:
   - the fundamental requirements needed for quality and patient safety in the laboratory

2.1. Understand important aspects of reporting, including:
   - how to handle a critical result/diagnosis
   - how to handle a potential specimen mix-up

2.2. Understand the importance of second review of cases before signout

2.3. With respect to diagnostic discrepancies, be able to:
<table>
<thead>
<tr>
<th>3</th>
<th>Understand that a patient safety-related culture is important in quality improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Be aware of the regulatory bodies and their roles in quality assurance in pathology</td>
</tr>
<tr>
<td>5</td>
<td>Describe basic aspects of root cause analysis</td>
</tr>
<tr>
<td>6</td>
<td>Describe the basic framework of a quality improvement project, framed along the lines of 'plan-do-study-act'</td>
</tr>
</tbody>
</table>

**B. COMMUNICATOR**

<table>
<thead>
<tr>
<th>1</th>
<th>Understand the elements of an accurate and complete pathology report</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Define addendum report, amended reports, and the situations in which each report type is acceptable</td>
</tr>
<tr>
<td>3</td>
<td>Communicate clearly with technical, clerical, and professional staff</td>
</tr>
<tr>
<td>4</td>
<td>Be aware of disclosure and apology legislation in Ontario</td>
</tr>
</tbody>
</table>

**C. COLLABORATOR**

| 1 | Collaborate well with technical and administrative staff |

**D. MANAGER/LEADER**

<table>
<thead>
<tr>
<th>1</th>
<th>Understand how to utilize resources effectively, and learn the costs of various tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Understand hospital and laboratory organizational structure</td>
</tr>
</tbody>
</table>

**E. HEALTH ADVOCATE**

<table>
<thead>
<tr>
<th>1</th>
<th>Understand the concept of a just culture and appropriate accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Advocate for best practices as supported by the literature in anatomical pathology</td>
</tr>
</tbody>
</table>

**F. SCHOLAR**

<table>
<thead>
<tr>
<th>1</th>
<th>Be familiar with selected literature and working guidelines important in Ontario</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Be able to conduct a literature search</td>
</tr>
<tr>
<td>3</td>
<td>Understand what continuing professional development is, and know several mechanisms to maintain this</td>
</tr>
</tbody>
</table>

**G. PROFESSIONAL**
1. Understand what it means to deliver high-quality care
2. Practice medicine in a manner ethically and legally consistent with a physician's obligations
3. Be punctual and courteous
4. Communicate with staff for organization for work
5. Recognize his/her limits and demonstrates insight into own habits and work processes
6. Seeks out and acts on constructive criticism.

**H. OVERALL COMPETENCE**

<table>
<thead>
<tr>
<th>Overall competence</th>
</tr>
</thead>
</table>

If you give a "2" or less rating, please comment in the box under the likert scale.

**Must provide explanation.**

General Comments: Provide a general impression of the trainee’s level of competency. Please emphasize strengths and areas that require improvement.

*Did you have an opportunity to meet with this trainee to discuss their performance at anytime during the rotation?*

- Yes □
- No □
Was a verbal feedback given at mid-rotation?

Yes □
No □

If no, reason why verbal feedback was not given at mid-rotation.

_______________________________________________________________

Was feedback given at the end of each sign-out and other clinical activities

Yes □
No □

*Did you provide career counseling to the residents (i.e. fellowship opportunity, job opportunities etc.)?

Yes □
No □

1. Did the resident meet the objectives for this rotation?

Yes □
□ Fully
□ Partially (please explain):

No □
□ Due to unsatisfactory performance (please explain):

□ Due to absence (please explain):
Due to other reasons (please explain): ____________________________

2. The assessment of this trainee’s performance on this rotation is based on:
   - Informal observation throughout rotation
   - Formal direct observation (eg. STACER, OSATS, mini-CEX etc.)
   - Written exam
   - Oral exam
   - Other ie: presentations

3. Summary of strengths: __________________________________________

4. Summary of areas needing improvement: ____________________________

5. Recommendations for ongoing improvement
   _______________________________________________________________
   _______________________________________________________________

RESIDENTS:

Was the learning environment safe and positive, and free of harassment or intimidation?

Yes □
No  □
If the answer is no, please comment or speak with the Program Director.

Program Director  □

No Comment:  □
Comment: 

Please, comment on the strength and the area that needs improvement for this rotation:

Please answer the following question(s) as doing so will facilitate the feedback process.

Did you have a face to face exit interview with your section head/supervisor.

Yes □
No □

*Are you in agreement with this assessment?

Yes □
No □

Please enter any comments you have (if any) on this evaluation:

__________________________________________________________________________

__________________________________________________________________________