**The Royal College of Physicians and Surgeons of Canada**

**Public Health and Preventive Medicine - University of Toronto**

**Introduction to Public Health**

**In-Training Assessment Report (ITER)**

**[July 2015]**

Trainee Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rotation Start/End Dates: Start \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ End\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rotation Length: \_\_\_\_\_\_\_\_\_ blocks (=4weeks)

Teacher/Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rotation Site/Service: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This ITER must be completed in conjunction with the resident’s rotation objectives and activities (Rotation Learning Plan). In order for the rotation to be considered complete, an updated Rotation Learning Plan (objectives and activities) must be submitted to the program along with this ITER.

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**What are the goals of the ITER?**

This ITER has been designed to serve the following purposes:

1. To provide a framework for assessment of the resident’s skills and performance in relation to the rotation objectives.

2. To facilitate feedback to the resident by the supervisor, using other sources of feedback wherever possible.

3. To serve as a record of the resident’s demonstration of competencies and areas for future focus across Royal College, program and personal objectives, and CanMEDS roles. This record may be used by the resident, the Program Director, and the Residency Program Committee (if required following the rotation and for input into the FITER).

**Guidelines for ranking performance**

The evaluation should be completed by the supervisor with the expectations for the resident's level of training in mind. For instance, one would not expect a PGY3 to have the same knowledge or skill level as a PGY5. A judgment should be made as to whether the resident is at an acceptable stage on their developmental trajectory.

**Outstanding**- A resident’s achievement in this category would be described as outstanding or clearly exceptional. The quality of the resident’s performance consistently exceeds the level normally expected for trainees in this postgraduate year. The expectation is that relatively few residents should fall in this category, eg < 5%.

**Exceeds expectations**- A resident’s achievement in this category would be described as superior. Quality of performance can be generally described as above average relative to the level normally expected for trainees in this postgraduate year. The expectation is that about 10- 20% of residents should fall in this category.

**Meets expectations**- Quality of performance in this category is consistent with the level normally expected for trainees in this postgraduate year. A resident in this category is competent and is on track for the successful completion of residency. The expectation is that most residents should fall in this category.

**Needs improvement**- This aspect of the resident’s performance is lower than the level expected for trainees in this postgraduate year and levels of proficiency relating to relevant educational objectives have not been fully achieved. Deficiencies are not extreme and it is anticipated that acceptable levels of performance can be achieved within the regular program. Deficiencies should be brought to the resident's attention and a process for facilitating improvement initiated. A resident’s performance in this category would be described as somewhat less than adequate. The expectation is that few residents should fall in this category. \*Specific written feedback is required for this category.

**Unsatisfactory**– This aspect of performance is significantly lower than the level normally expected for trainees in this postgraduate year. Most or all objectives related to this category have not been achieved. Deficiencies identified would likely not be remediable within the regular program. The expectation is that only in exceptional cases (<5%) will residents be classified as unsatisfactory. \*Specific written feedback is required for this category.

N/A ratings- Should be recorded where the resident has not had the opportunity to acquire and/or demonstrate skills and knowledge in this category

**When and why should the supervisor and resident add comments?**

Space is provided at the end of the ITER for comments to be added by the supervisor to provide an overall sense of the performance of the resident and to provide specific examples of achievements, deliverables, and competencies demonstrated. The comments are a critical as they are a means to provide the resident and the Program Director with additional insight into what the resident achieved during the rotation, his/her strengths (including notable achievements) and areas that require further attention. In addition, space is provided for the resident to add his/her comments.

The resident and supervisor should aim to collate feedback from multiple sources for the evaluation including resident self assessment, supervisor assessment, team members’ feedback, evaluations from presentations, publications, practice exams, etc.

**MEDICAL EXPERT**

ACTIVITIES:

The following activities were undertaken by the resident as part of this rotation:

* Meetings with directors/managers/supervisors from various PHU areas of activity.
* Field site experiences and participation in the delivery of services with environmental health, communicable disease, family health, policy and planning and others.
* Review of policies and procedures related to each PHU area.
* Review and discussion of HPPA, OPHS and other key documents.
* Gather information related to the health status of the population served by the health unit.
* Participated in decision-making related to cases in the PHU.

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| **ASSESSMENT** | **Unsatisfactory** | **Needs Improvement** | **Meets Expectations** | **Exceeds Expectations** | **Outstanding** | **N/A** |
| **1** | **2** | **3** | **4** | **5** | **N/A** |
| 1. Demonstrates an understanding of the activities and service delivery models across all public health unit areas of operation. | O  | O  | O  | O  | O  | O  |
| 2. Understand the scope, method and details of the services delivered at the local PHU level. | O  | O  | O  | O  | O  | O  |
| 3. Demonstrates knowledge/skills related to the epidemiology, diseases, risk factors and behaviours of the population served by the health unit. | O  | O  | O  | O  | O  | O  |

**COMMUNICATOR**

ACTIVITIES:

The following activities were undertaken as part of this rotation:

* Met with members of the PHU communication team.
* Participate in reviewing or drafting of written communications material.

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| **ASSESSMENT** | **Unsatisfactory** | **Needs Improvement** | **Meets Expectations** | **Exceeds Expectations** | **Outstanding** | **N/A** |
| **1** | **2** | **3** | **4** | **5** | **N/A** |
| 1. Develops rapport, trust, and professional relationships with other professionals appropriate to the setting and issue. | O  | O  | O  | O  | O  | O  |
| 2. Listens and seeks clarification when appropriate | O  | O  | O  | O  | O  | O  |
| 3. Communicates effectively – oral and in writing | O  | O  | O  | O  | O  | O  |

**COLLABORATOR**

ACTIVITIES:

The following activities were undertaken as part of this rotation:

* Participated in team meetings in a variety of settings.
* Review documents relating to collaboration and partnerships between local public health and other organizations.

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| **ASSESSMENT** | **Unsatisfactory** | **Needs Improvement** | **Meets Expectations** | **Exceeds Expectations** | **Outstanding** | **N/A** |
| **1** | **2** | **3** | **4** | **5** | **N/A** |
| 1. Participates effectively and appropriately in an inter-professional and interdisciplinary team and with other partners, including community partners and populations served. | O  | O  | O  | O  | O  | O  |
| 2. Lists and describes the role of public health system partners in Ontario including the role of Alpha, MOHLTC/CMOH, PHO and COMOH. | O  | O  | O  | O  | O  | O  |
| 3. Understand and explains the relationships between the PHU and various other health organization such as LHINs, PHUs, levels of government and other community stakeholders, organizations, agencies. | O  | O  | O  | O  | O  | O  |
| 4. Appreciates the importance of linkages between public health and primary care including physician outreach. | O  | O  | O  | O  | O  | O  |

**MANAGER**

ACTIVITIES:

The following activities were undertaken as part of this rotation:

* Review of governance, strategic plan and other key organization documents.
* Meet with director/manager in each program area.
* Review the processes and procedures related to quality assurance, evidence-based/informed decision making, and change management.

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| **ASSESSMENT** | **Unsatisfactory** | **Needs Improvement** | **Meets Expectations** | **Exceeds Expectations** | **Outstanding** | **N/A** |
| **1** | **2** | **3** | **4** | **5** | **N/A** |
| 1. Describes and understands the organization and operation of the public health unit, including familiarity with the role of a strategic plan. | O  | O  | O  | O  | O  | O  |
| 2. Compares and contrasts the structure, governance and delivery of public health services in various jurisdictions. | O  | O  | O  | O  | O  | O  |
| 3. Demonstrates knowledge of workforce development and the role of the PHPM Physician in this area. | O  | O  | O  | O  | O  | O  |

**ADVOCATE**

ACTIVITIES:

The following activities were undertaken as part of this rotation:

* Reviewed examples of advocacy initiatives undertaken by public health units and partner organizations.
* Read Public Health Unit policy and planning documents relevant to advocacy.

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| **ASSESSMENT** | **Unsatisfactory** | **Needs Improvement** | **Meets Expectations** | **Exceeds Expectations** | **Outstanding** | **N/A** |
| **1** | **2** | **3** | **4** | **5** | **N/A** |
| 1. Recognizes situations where advocacy may be required and describes strategies the public health unit used to affect the desired outcome. | O  | O  | O  | O  | O  | O  |

**SCHOLAR**

ACTIVITIES:

The following activities were undertaken as part of this rotation:

* Participated in educational activities offered at the health unit and partner organizations.
* Undertook brief evidence reviews relevant to public health unit activities that were observed or described.

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| **ASSESSMENT** | **Unsatisfactory** | **Needs Improvement** | **Meets Expectations** | **Exceeds Expectations** | **Outstanding** | **N/A** |
| **1** | **2** | **3** | **4** | **5** | **N/A** |
| 1. Demonstrates ability to access, critically appraise and synthesize information. | O  | O  | O  | O  | O  | O  |
| 2. Distinguishes evidence-informed and evidence-based approaches to public health program delivery and decision-making. | O  | O  | O  | O  | O  | O  |

**PROFESSIONAL**

ACTIVITIES:

The following activities were undertaken as part of this rotation:

* Engages and maintains respectful, professional and ethical relationships with health unit staff, supervisors, partner organizations and members of the public.

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| **ASSESSMENT** | **Unsatisfactory** | **Needs Improvement** | **Meets Expectations** | **Exceeds Expectations** | **Outstanding** | **N/A** |
| **1** | **2** | **3** | **4** | **5** | **N/A** |
| 1. Understand the role of the Medical Officer of Health and Associate MOHs in this and other local PHU’s. | O  | O  | O  | O  | O  | O  |
| 2. Explains how decisions/issues/challenges are dealt with in the PHU on a day-to-day basis. | O  | O  | O  | O  | O  | O  |
| 3. Demonstrates professional, ethical and respectful behavior during the rotation, including respect for diversity. | O  | O  | O  | O  | O  | O  |

**PERSONAL OBJECTIVES**

Please include three personal objectives met by the resident.

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| **ASSESSMENT** | **Unsatisfactory** | **Needs Improvement** | **Meets Expectations** | **Exceeds Expectations** | **Outstanding** | **N/A** |
| **1** | **2** | **3** | **4** | **5** | **N/A** |
| 1. | O  | O  | O  | O  | O  | O  |
| 2. | O  | O  | O  | O  | O  | O  |
| 3. | O  | O  | O  | O  | O  | O  |

**OVERALL EVALUATION**

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|  | **Unsatisfactory** | **Needs Improvement** | **Meets Expectations** | **Exceeds Expectations** | **Outstanding** | **N/A** |
| **1** | **2** | **3** | **4** | **5** | **N/A** |
| What is your overall rating for this resident’s performance on the Introduction to Public Health rotation? | O  | O  | O  | O  | O  | O  |

**COMMENTS**

General Comments:

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Development of resident skills/knowledge during the rotation:

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Resident’s strengths:

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Areas requiring improvement:

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Sources of Information: (Teachers/Supervisors who contributed to this evaluation):

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Portfolio Achievements (reports, media releases, videotapes etc):

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Other:

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