

## University of Toronto, Department of Psychiatry Personalized Learning Experience (PLEX) – Clinical Rotation - PGY3-5 COD, TTP In-Training Assessment Report (ITAR)

**Rotation Service** : -----  
**Period** : -----  
**Trainee** : -----  
**Teacher/Supervisor** : -----  
**Location/Site** : -----

**Preamble**

**Please review the Rotation Plan and Hints before completing the form. These can be found by clicking links below:**

[PGY3-5 PLEX Clinical Rotation](#)

[Hints for completing an ITAR](#)

**Briefly describe the elective:** \_\_\_\_\_

The appropriate assessments were completed during this rotation (e.g. EPAS procedure logs, chart documentation assessment, MSF, rounds, assessment):

- Yes
- No
- In Progress
- Not Applicable

**This Rotation**

**Rating Scale Descriptors:**

**Please Note: 3 or higher is a pass.**

**1. Fails to Meet Essential Competencies:**

- Does not know limits or ask for assistance when needed
- Not responding to feedback
- Lacks flexibility

**3. Meets Essential Competencies:**

- Improved with minor intervention/attention
- Solid, teachable resident, improves with instruction
- Knowledge or skills in certain areas need modest development
- Adaptable

**5. Demonstrates Enhanced Competencies:**

- Proactively initiates development and improvements
- Dynamic learner, synthesizing beyond training level and improves the performance of other team members
- Responsive and reflective in enabling effective outcomes patients, team and self
- Anticipates what is needed

	<b>Fails to Meet Essential Competencies</b>	...	<b>Meets Essential Competencies</b>	...	<b>Demonstrates Enhanced Competencies</b>	<b>N/A</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
Conducts and organizes an appropriate interview for the purpose of synthesizing a diagnosis and developing an integrated treatment plan.	0	0	0	0	0	0
Performs an appropriate Mental Status Examination, as shown by a refined and thorough examination of mental phenomena, and demonstrates the ability to document, evaluate, organize, and interpret observations.	0	0	0	0	0	0
Uses psychiatric, psychological, and medical diagnostics and/or investigations appropriately.	0	0	0	0	0	0
Synthesizes a diagnosis according to DSM criteria. Uses specifiers accurately, when appropriate.	0	0	0	0	0	0

Demonstrates an understanding of the impact of social, cultural, and structural determinants of health on patients' health and well-being. Incorporates this understanding into the formulation, assessment and integrative treatment plan for patients. Advocates for patients needs and mobilizes resources to effect change when appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attends to psychiatric and medical emergencies: i.e. recognition of safety issues, including the management of the suicidal or homicidal patient, as well as early identification/management of risk factors for agitation/violence. Recognizes medically urgent issues and refers appropriately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applies the Mental Health or Child Care Legislation appropriately, including safe and effective use of forms, PHIPA compliance, competency assessments, CTO's etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishes a therapeutic relationship with patients and communicates well with families. Provides clear and thorough explanations of diagnosis, investigation and management in a professional manner. Demonstrates cultural safety and cultural competence and empathy and sensitivity to race and gender issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses appropriate psychotherapies (individual, family, group), pharmacotherapy, and brain stimulation therapies that is evidence-based and clinically appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Includes other relevant sources of information from collateral – patient's family, caregivers, other health professionals involved in patient's care, or other organizational involvement relevant to patient's presentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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### Progress In Training - Learner Handover

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**MEDICAL EXPERT COMPETENCIES** including: Demonstrates an overall effective level of knowledge and understanding of the basic science and clinical knowledge relevant to psychiatry.

**Acceptable?**

- Yes  
 No

**COMMUNICATOR COMPETENCIES** including: Conveys, to patients and family, an accurate, coherent account of the diagnoses, treatment plans, and prognoses. Listens effectively. Demonstrates skills in working with patients to overcome communication challenges including anger, confusion, sensory or cognitive impairment, speech impairments, language barriers, socio-economic differences, or ethno-cultural differences.

**Acceptable?**

- Yes  
 No

**COLLABORATOR COMPETENCIES** including: Establishes and maintains effective working relationships with colleagues and other health care professionals, recognizing their roles and responsibilities. Presents relevant information to supervisors in a clear, concise manner. Discusses appropriate information with the health care team. Consults effectively and provides appropriate transition of care with other physicians and health care professionals. Participates effectively on health care teams.

**Acceptable?**

- Yes  
 No

**LEADER COMPETENCIES** including: Effectively balances clinical and educational obligations. Sets realistic priorities and uses time effectively in order to optimize professional performance. Makes cost effective use of resources based on sound judgement. Applies practice management principles. Coordinates the efforts of the treatment team. Manages effectively the tasks of the Chief resident, if applicable.

**Acceptable?**

- Yes
- No

**HEALTH ADVOCATE COMPETENCIES** including: Aware of the structures of governance in mental health care. Aware of major regional, national, and international advocacy groups in mental health care. Identifies and demonstrates an understanding of the determinants of health affecting patients and communities. Recognizes the impact of societal inequities on health, and access to health care, and takes steps to advocate on behalf of patients. Directs patients to relevant community resources. Advocates effectively for the biopsychosocial needs of patients and their families within the health care system and community.

**Acceptable?**

- Yes
- No

**SCHOLAR COMPETENCIES** including: Demonstrates an understanding of, and a commitment to, the need for continuous learning. Develops and implements an ongoing and effective personal learning strategy. Critically appraises medical information. Successfully integrates information from a variety of sources. Conforms to evidence-based principles of practice. Participates in the educational program by helping other students and colleagues learn through guidance, teaching, and constructive feedback.

**Acceptable?**

- Yes
- No

**PROFESSIONAL COMPETENCIES** including: Demonstrates responsibility, dependability, self-direction, and punctuality. Demonstrates integrity, honesty, compassion, and respect for diversity. Fulfills the medical, legal and professional obligations of the psychiatrist. Has collaborative and respectful patient relationships that demonstrate gender and cultural awareness. Accepts and makes constructive use of supervision and feedback. Demonstrates the highest ethical standards in their work. Accepts responsibility for attendance and participation in educational opportunities including core lectures, local seminars, etc. Demonstrates an awareness and appropriate response to personal limitations. Effectively engages in self-care.

**Acceptable?**

- Yes
- No

**Is the resident on an appropriate trajectory for this point in training?**

- Yes
- No

**Needs:** Are there any areas that need focused work in the next rotation?

- Yes
- No

**If YES to needs focused work, describe below in "Actions or Areas for Improvement".**

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**Overall Performance related to this Rotation**

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**Please note: 3 or higher is a pass.**

	<b>Fails to Meet Essential Competencies</b>	<b>...</b>	<b>Meets Essential Competencies</b>	<b>...</b>	<b>Demonstrates Enhanced Competencies</b>	<b>N/A</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
<b>OVERALL</b> performance related to this educational experience.	0	0	0	0	0	0

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**Feedback and Comments**

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Describe Strengths:

Actions or Areas for Improvement:

Other Comments:

Please select other Teachers/Supervisors who contributed to this assessment:

None

Contributors not on the list can be added here: \_\_\_\_\_