

EARLY SET Trainee Assessment Form

Trainee Information

Trainee Name: _____ Training Period: From _____ To: _____
SET Level: _____
Early SET 1 Rotation: 1 2 3 4
Early SET 2 Rotation: _____ Assessment Type: Mid-Term End of Term

Hospital Information

Hospital Name: _____
Surgical Supervisor: _____
Names of Surgical Trainers that contributed to this assessment:

Name	Name

Please list any Consultants away on leave below:

Signatures *(Forms will be deemed invalid if this section is not completed)*

Signature – Surgical Supervisor

I hereby verify that I have documented the contribution of all Surgical Trainers in the unit that have contributed to this assessment and the assessment and logbook data has been discussed with the Trainee.

Name: _____ Signature: _____ Date: _____

Signature – Trainee

Name: _____ Signature: _____ Date: _____

I have sighted the assessment on this form and discussed the assessment with my Supervisor: Yes No

I agree with the assessment on this form: Yes No

ASSESSMENT

A. MEDICAL EXPERTISE: ACQUISITION AND APPLICATION

Basic Science and clinical knowledge

	N	B	S	E	EARLY SET CRITICAL COMPETENCY
Poor reader of basic science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is developing a knowledge of anatomy, physiology, and pathology relating to the common disease processes of most common paediatric surgical conditions.
Poor knowledge of common paediatric surgical conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Basic knowledge of paediatric surgical conditions – can discuss key points of most conditions.
Lacks appropriate basic science knowledge to explain common elective paediatric surgical conditions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can explain the basic science basis for most common elective paediatric surgical conditions.
Struggles to accumulate knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates mechanisms to correct knowledge deficits, seldom says “I don’t know” to the same question when asked on another occasion.
Limited knowledge of texts or journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates familiarity with common paediatric surgical texts and journals during discussions with trainers.
Fails to apply knowledge to clinical problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Routinely utilises knowledge together with results of investigations to explain clinical manifestations of common elective paediatric surgical conditions.

Global Assessment of Basic Clinical Science Knowledge: Acquisition and Application

Tick the descriptor that best describes the Trainees overall global progress in Basic Clinical Science Knowledge

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not showing satisfactory aptitude for achieving Early SET One competencies In Clinical Science Knowledge	Showing progression towards critical competencies in Clinical Science Knowledge but needs further training and study	Has achieved all Early SET One critical competencies in Clinical Science Knowledge	Achieved Early SET One critical competencies and progressing well in Early SET Two in Clinical Science Knowledge	Achieved Early SET critical competencies and progressing in Mid-SET in Clinical Science Knowledge

A. MEDICAL EXPERTISE

	N	B	S	E	EARLY SET CRITICAL COMPETENCY
Verbal description of clinical assessment / Case Presentations					
History taking deficient, sketchy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Takes a comprehensive and pertinent history
Jumbled/Disorganised Much irrelevant information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Organised in standard format.
Inability to discuss relevance of signs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Able to discuss clinical relevance of clinical signs.
Written record of clinical assessment					
Inadequate, inaccurate or incomplete medical records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Maintains adequate, accurate and complete medical records
Illegible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Legible

Jumbled recording of thoughts and findings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Evidence of reasonable organisation of thoughts and findings
Eliciting Clinical Findings					
Superficial in examination, misses details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Thorough examination
Poor ability to elicit symptoms & signs in most situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Competent when eliciting symptoms and signs in a cooperative patient in a controlled environment.
Demonstrates no regard for cultural and social factors when taking a history	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Obtains clinical information in a manner cognisant of cultural and social factors
Demonstration of Clinical Competence in Diagnosis					
Poor interpretation of clinical features. Fails to associate and prioritise details in straightforward situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Good interpretation of clinical features. Readily recognises and manages straightforward clinical situations.
Fails to learn from experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has situational awareness of having encountered new clinical situations.
Fails to apply knowledge in analysis of clinical findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses knowledge to analyse clinical findings
Fails to recognise common paediatric surgical issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognises most common issues of paediatric surgical significance
Post-operative care					
Lacks interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fully involved in post-op care
Late to notice complications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognises complications early
Happy to leave post-operative care to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	"Hands-on" approach to post-operative care
Inappropriate /deficient involvement of other relevant personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Appropriate co-ordination and use of other personnel

Global Assessment of Medical Expertise

Tick the descriptor that best describes the Trainees overall global progress in Medical Expertise:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not showing satisfactory aptitude for achieving Early SET One competencies In Medical Expertise in Paediatric Surgery	Showing progression towards critical competencies In Medical Expertise but needs further training and study	Has achieved all Early SET One critical competencies in Medical Expertise	Achieved Early SET One critical competencies and progressing well in Early SET Two in Medical Expertise	Achieved Early SET critical competencies and progressing in Mid-SET in Medical Expertise

B. JUDGEMENT – CLINICAL DECISION-MAKING

Application of knowledge, clinical information, and signs elicited to form a management plan

	N	B	S	E	EARLY SET CRITICAL COMPETENCY
Clinical Judgement					
Fails to grasp significance of findings. Appears out-of-depth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognises significance of clinical findings. Appropriately seeks guidance to manage the clinical situation.
Unable to distinguish specific paediatric needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognises and responds to needs specific in paediatric patients
Unaware of limitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Aware of limitations
Inappropriate reaction to emergencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Appropriate reaction to emergencies, can initiate first response to most common paediatric surgical emergencies.
Reluctant to seek advice appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Seeks advice appropriately
Use of investigations					
Inappropriate selection and use of investigative tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Protocol-appropriate selection and use of investigative tools
Exhibits no regard for patient needs in planning investigations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Aware of how the usefulness of most common investigations can be limited by commonly evident patient factors.
Limited ability to interpret	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can interpret common investigations, seeks expert mentoring of interpreting unfamiliar investigations
Clinical Care					
Fails to develop a management plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A structured management plan is always put forward.
Poor understanding of treatment options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Aware of treatment options used for common paediatric elective surgical presentations.
Reluctant to admit patient complications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Prompt flagging of patient complications
Unaware of patient needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Manages patients with sensitivity to physical, social, cultural and psychological needs
Unable to recognise risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifies and manages risks by seeking appropriate advice and authorisation.

Global Assessment of Clinical Judgement

Tick the descriptor that best describes the Trainees overall global progress in Clinical Judgement

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not showing satisfactory aptitude for achieving Early SET One competencies in Clinical Judgement in Paediatric Surgery	Showing progression towards critical Competencies In Clinical Judgement but needs further training and study	Has achieved all Early SET One critical competencies in Clinical Judgement	Achieved Early SET One critical competencies and progressing well in Early SET Two in Clinical Judgement	Achieved Early SET critical competencies and progressing in Mid-SET in Clinical Judgement

C. TECHNICAL SKILLS					
	N	B	S	E	EARLY SET CRITICAL COMPETENCY
Operative Ability					
Lacks interest Reluctant to be taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Highly motivated Learns avidly
Does not ensure that team and equipment are ready. Often arrives to theatre late.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensures team works efficiently by organising activities in a timely manner
Fails to learn techniques shown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Able to deconstruct observed technical skills and cognitively rehearse and then practice them.
Poor hand-eye co-ordination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Competent hand-eye co-ordination
No effort made to understand procedure prior to surgery. Does not have necessary information for safe conduct of procedure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Excellent pre-operative preparation and demonstrates procedural knowledge of most elective procedures encountered.
Fails to observe standard protocols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Follows theatre protocols
No appreciation of how different techniques can produce the same outcome.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifies that different techniques are observed and notes the advantages and disadvantages of differing approaches.
Slow and inefficient Appears to struggle surgically Ergonomically inefficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can sequentially talk through the steps of common elective procedures and anticipate the instruments required for each
Rough tissue handling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Delicate with tissue handling
Ties knots poorly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All knot tying secure
Little attention to detail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Meticulous technique while still making progress. Understands that most operations are well-performed simple skills applied in a sequential pattern.
No ability to adapt skills to operative requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognises the level of skill required differs in different stages of a procedure and differs in different patients according to anatomy, pathology and comorbidity.
Shows poor knowledge of anatomy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Safe and constantly improving knowledge of anatomy of common elective procedures
Poor surgical judgement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Verbally demonstrates improved surgical judgement during procedures
Does not seek assistance appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Seeks assistance appropriately
Panics in emergency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	In control of self in emergency
Unable to complete surgical tasks when under pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Able to maintain surgical judgement and safely complete surgical procedures under pressure while supervised
Poor situational awareness. Unable to accept that a deviation to the operative plan might be desirable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Can follow and understand changes in operative plan made by Consultant and can readily discuss factors contributing to the need for a change in plan.

Global Assessment of Technical Competencies

Tick the descriptor that best describes the Trainees overall global progress in Technical Competencies

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not showing satisfactory aptitude for achieving Early SET One technical competencies in Paediatric Surgery	Showing progression towards critical technical competencies but needs further training and study	Has achieved all Early SET One critical technical competencies	Achieved Early SET One critical competencies and progressing well in Early SET Two with technical competencies	Achieved Early SET critical competencies and progressing in Mid-SET with technical competencies

D. SCHOLAR AND TEACHER

	N	B	S	E	EARLY SET CRITICAL COMPETENCY
Teaching and Learning					
Willing to teach basic principles and skills already acquired	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates a genuine interest in ad hoc and structured teaching
Poorly prepared and delivered presentations (e.g. mandatory presentations in workbook)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Well prepared presentations delivered clearly and logically
Shows no interest in preparing for the RACS Clinical Examination					Clear study plan and preparation for the RACS Clinical Examination
Shows no interest in preparing for the Anatomy and Embryology Examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Clear study plan and preparation for the Anatomy and Embryology Examination
Unable to supervise junior medical officers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognises performance gaps in junior medical officers
Unable to reflect on performance and determine what can be improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reflects on own performance and improvement and demonstrates this to mentors by inquiry and seeking feedback
Research Ability					
Exhibits no interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shows and interest in learning through research
Unaware of research influence on clinical practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognises value of research knowledge applied to clinical practice
No inclination/skills shown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Flair to research
Needs help throughout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shows initiative and independence
Does not complete project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completes project
Poor grasp of statistics and research method	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Good grasp of statistics and research method
Publications					
No publication in preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Active in publication
Little interest in audit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Conscientious with audit
Reluctant to present at meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Keen to present at meetings

Global Assessment of Scholar and Teacher Competency

Tick the descriptor that best describes the Trainees overall global progress in Scholar and Teacher

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not showing satisfactory aptitude for achieving Early SET One Scholar and Teacher competencies in Paediatric Surgery	Showing progression towards critical competencies in Scholar and Teacher but needs further training and study	Has achieved all Early SET One critical competencies in Scholar and Teacher	Achieved Early SET One critical competencies and progressing well in Early SET Two in Scholar and Teacher	Achieved Early SET critical competencies and progressing in Mid-SET in Scholar and Teacher

E. MEDICAL COMMUNICATION SKILLS

	N	B	S	E	EARLY SET CRITICAL COMPETENCY
Poor listener	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attentively listens to patients and their families, peers and colleagues.
Rarely picks up cues of concern from patient or family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sensitive to verbal and non-verbal cues received from patients and families especially regarding their serious concerns and can relay these to their senior colleagues
Reluctant/inappropriate in communication with patient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Communicates with children in a way appropriate to developmental level
Unable to obtain informed consent for procedures documented in Early SET One workbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides information enabling informed consent for procedures in Early SET One workbook and appropriate Early SET conditions

F. COLLABORATION AND TEAMWORK

	N	B	S	E	EARLY SET CRITICAL COMPETENCY
Refuses to help out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Always willing to help, even if personally inconvenient
Poor relationship with peers, and may undermine others. Magnifies and allows misunderstandings to escalate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Good rapport with peers, initiates resolution of misunderstanding
Poor relationship with junior staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Supportive and good relationship with junior staff
Often creates problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Skilled at defusing problems in surgical team
Unaware of opinions and involvement of nursing and ancillary staff caring for own patients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Actively seeks opinions of nursing and ancillary staff about concerns for patients

G. MANAGEMENT AND LEADERSHIP

	N	B	S	E	EARLY SET CRITICAL COMPETENCY
Can only work alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Functions well as member of team, takes responsibility for allocated role
No consultation with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Consults well with colleagues and other professionals
Unable to prioritise patient care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is able to review ward patients and be ready for theatre on time.
Wasteful of resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses resources effectively for patient care and balances them with patient needs

No interest in health services management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Willing to contribute to health services management
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Global Assessment of Medical Communication Skills

Tick the descriptor that best describes the Trainees overall global progress in Medical Communication Skills

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not showing satisfactory aptitude for achieving Early SET One Medical Communication competencies in Paediatric Surgery	Showing progression towards critical competencies in Medical Communication but needs further training	Has achieved all Early SET One critical competencies in Medical Communication	Achieved Early SET One critical competencies and progressing well in Early SET Two in Medical Communication	Achieved Early SET critical competencies and progressing in Mid-SET in Medical Communication

H. HEALTH ADVOCACY

	N	B	S	E	EARLY SET CRITICAL COMPETENCY
Unable to cope with the challenges presented by different value systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Consistently deals with the challenges presented by different value systems
Fails to inform patients and families as to their options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assists patients and families to consider options and make decisions
Unable to identify the need for family and carers to have information updates. May need prompting at times to do it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Keeps family and carers informed about current status and next steps. Advises families and patients on relevant risk factors.
Unable to identify gaps between management plan and patient wishes. Unable to effectively schedule and prioritise patients for surgery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognises the impact on families and carers of rescheduling surgery.
Fails to recognise key differences in culture and expression within the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognises key health issues arising from the different cultural values. Identifies vulnerable populations that may have limited access to health care resources.

Global Assessment of Health Advocacy Competency

Tick the descriptor that best describes the Trainees overall global progress in Health Advocacy

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not showing satisfactory aptitude for achieving Early SET One Health advocacy competencies in Paediatric Surgery	Showing progression towards critical health advocacy competencies but needs further training	Has achieved all Early SET One critical competencies in Health Advocacy	Achieved Early SET One critical competencies and progressing well in Early SET Two in Health Advocacy	Achieved Early SET critical competencies and progressing in Mid-SET in Health Advocacy

I. PROFESSIONALISM AND ETHICS					
	N	B	S	E	EARLY SET CRITICAL COMPETENCY
Self-Motivation					
Lacks initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Displays initiative
Late for sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Punctual
Behind with letters or summaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Up to date with work
Disorganised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Well organised
Difficult to obtain on call	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ready accessibility
Incomplete tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Always completes tasks on time
Unreliable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reliable and dependable
Inefficient in work practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Efficient, anticipates well
Has little interest in sick children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strong advocate for the sick child
Stress Response					
Copes poorly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Copes well
“Disappears” when problems arise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Responds well to problems
Does not seek help when required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Seeks help when required
Decompensates with critical situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	In control in critical situation
Tends to blame others for mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accepts responsibility for mistakes
Covers up mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Openly learns from errors
Professionalism					
Ethical ideals inconsistent with paediatric issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifies and applies ethical principles related to paediatric surgery
Little comprehension of medicolegal issues related to children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognises medicolegal implications of paediatric surgical issues
Cannot accept responsibility for own decisions/actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Readily accountable for own decisions/actions
Totally unable to accept criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Responds constructively to criticism
Completely self-focussed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Supports colleagues and junior staff
Has a totally inaccurate view of own performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates insight into own performance
Unaware of own limitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifies and applies ethical principles related to paediatric surgery

Does not recognise defects in work. Does not report information correctly. Covers up errors or blames others for problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Honest. Admits mistakes.
Does not realise significance of omission or mistake in clinical work or judgment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Keen to rectify deficiencies. Proactive in organising own remedial programme if needed. Minimises own mistakes
Repeats same errors or deficient performance through lack of insight into own performance. Fails to take action or advice to improve performance. Denies there is an issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates insight into own performance. Does not repeat errors and addresses issues when advised. Self-critical and incisive.
Does not attend to personal health issues that may impinge on patient safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates self-health advocacy and prioritises patient and personal safety

Global Assessment of Professionalism and Ethics Competency

Tick the descriptor that best describes the Trainees overall global progress in Professionalism and Ethics

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not showing satisfactory aptitude for achieving Early SET One Professionalism and Ethics competencies in Paediatric Surgery	Showing progression towards critical competencies in Professionalism and Ethics but needs further training	Has achieved all Early SET One Professionalism and Ethics competencies	Achieved Early SET One critical competencies and progressing well in Early SET Two in Professionalism and Ethics	Achieved Early SET critical competencies and progressing in Mid-SET in Professionalism and Ethics

H. OVERVIEW.COMMENTS

General Comments:

Please identify two positive attributes of the trainee:

1.

2.

Please comment on any specific learning points raised in last evaluation:

Not applicable

Please identify two areas in which the trainee may require improvement:

1.

2.

Please return form to:
Executive Officer, Board of Paediatric Surgery
Ph: +61 (0)3 9276 7416
Email: paediatric.board@surgeons.org Website: www.surgeons.org

Instructions (Do not submit instruction page with Assessments)

At all times refer to the Board of Paediatric Surgery Training Regulations

Instructions on Completing this Form - Supervisor

The Training Supervisor, or a delegate, must seek the input of all Surgical Trainers of the Unit to reach consensus in the assessment of each of the competencies listed on the form. Other Consultants/FRACS surgeons who have had contact with the Trainee may also be approached to contribute to the assessment. A dissenting view is permitted in these evaluations and should be documented; however Departmental members are encouraged to try to reach a consensus. The Supervisor must subsequently meet with the Trainee to discuss the assessment and to review the logbook data.

Supervisors are asked to place an "X" in the box for each specified attribute that best reflects the trainees' performance in one of the four marking columns taking into account the Trainee's level of training (**N,B,S,E**). It is expected that the vast majority of Trainees would fall into the 'satisfactory' category (i.e. achieving the expected competencies of their year of training).

The Global Assessment box for each competency area must be completed to aid planning of training goals and determine progression in training.

Clear progression with critical competencies at Early SET One level must be evident by end of six months in order for the Board to allocate an Early SET Two training post for the following year. This decision will be made in conjunction with consideration of Early SET Two compulsory assessments, courses, examinations and required competencies. Achievement of all required Early SET One competencies will be required by the end of the Early SET One year in order for the trainee to progress to Early SET Two.

The overview comments section should be filled in as descriptively and accurately as possible. The filling in of attribute boxes will be supported by these comments. Precision in comments will aid the trainee by encouraging progress, recording exceptional attributes and/or identifying areas which can be addressed with remedial or performance learning plans. Lack of significant improvement in performance or behaviour despite formative feedback and assessment, or a recurrence of poor performance or behaviour after a period of improvement should be reflected in the assessment.

Responsibilities of Training Supervisor in Managing Trainees

Training Supervisors play a crucial role in the continuing formative assessment of trainees. If a Supervisor is concerned about a trainee they are advised to record these concerns early and to ensure that both major and minor incidents are contemporaneously recorded so that any emerging pattern may be identified. Supervisors are obliged to inform a Trainee at an early stage of any concerns. Supervisors should discuss their concerns with the Trainee in a matter-of-fact and confidential manner, and record the outcome of any discussions or interviews they might conduct. The outcome of such discussions or interviews should be a written plan of action to remedy the identified area(s) of concern, signed by both the Supervisor and Trainee. If the Trainee does not participate in any discussion/ /plan of action in a timely fashion the Supervisor must convey their concerns in writing to the Trainee, to the Head of Unit and to the Chairman of the Board.

Early SET One Summative Assessments

Early SET One Trainees do not have mid-term formative assessments and instead have four summative assessments. The summative assessment is aimed at indicating whether a Trainee has demonstrated satisfactory performances in the listed competencies. The assessment will be used to determine if the term may be accredited towards training.

Early SET Two End-of-Term Assessment versus Mid-Term Assessment

The mid-term in-training assessment is **formative**, aimed at identifying areas of good performance and areas of performance that require further improvement to reach competency. Formative assessments do not determine the final outcome of the term but provide opportunities to improve performance. Trainees are required to fully participate in the mid-term assessment and failure to adhere to this process will result in non-accreditation of the term.

The end of term in-training assessment is **summative**, aimed at indicating whether a Trainee has demonstrated satisfactory performances in the listed competencies. The assessment will be used to determine if the term may be accredited towards training.