

**POST FELLOWSHIP TRAINING PROGRAMME  
 IN TRAINING ASSESSMENT FORM**

**Trainee Information**

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

Assessment Type:  Mid Term  End of Term

Days Absent: \_\_\_\_\_ Reason:  Annual Leave  Exam  Sick  Study Other: \_\_\_\_\_

**Hospital Information**

Hospital Name: \_\_\_\_\_ Unit Name: \_\_\_\_\_

No. of Consultants: \_\_\_\_\_ Supervisor: \_\_\_\_\_

*Name and position of members of the unit consulted for this Assessment*

<b>Name</b>	<b>Position</b>

**Overall Assessment and Signature**

Performance Rating:  Satisfactory  Unsatisfactory

Logbook Rating:  Satisfactory  Unsatisfactory

Research project progress:

- Project proposal not yet submitted for approval
- Project approved and in progress
- Project completed and awaiting response re publication/presentation
- Application for recognition of completion of research requirement form submitted to Training Committee
- Application for recognition of completion of research requirement approved by the Training Committee



Manuscript review progress:

- 1st Review       2nd Review       3rd Review       4th Review  
 5th Review       6th Review       7th Review       8th Review

Mandatory PBA completion progress:

- 1st PBA       2nd PBA       3rd PBA       4th PBA

**Signature – Head of Unit**

I have sighted the assessment and I am satisfied the Trainee has participated in the assessment process

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Signature – Supervisor**

I hereby verify that all consultants on the unit have contributed to this assessment and that the assessment and logbook data has been discussed with the Trainee.

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Signature - Trainee**

I have sighted the assessment on this form:

Yes  No

I have discussed the assessment with my co-ordinator

Yes  No

I agree with the assessment on this form:

Yes  No

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Assessment

N- Not Competent	B- Borderline	C- Competent	E – Excellent	Rating
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### Medical Expertise – Access and apply relevant knowledge to clinical practice

N, B, C, or E

<ul style="list-style-type: none"> <li>- Poor knowledge base</li> <li>- Significant deficiencies or poor perspective</li> <li>- Allows deficiencies to persist</li> </ul>	<ul style="list-style-type: none"> <li>- Needs direction to study</li> <li>- Struggles to correctly/accurately apply scientific knowledge to patient care</li> </ul>	<ul style="list-style-type: none"> <li>- Maintains currency of knowledge</li> <li>- Applies scientific knowledge to patient care</li> <li>- Reads appropriately, asks for information, and follows up</li> <li>- Recognises and solves real life problems</li> </ul>	<ul style="list-style-type: none"> <li>- Outstanding knowledge</li> <li>- Knows common areas in depth</li> <li>- Aware of the unusual</li> <li>- Excellent application of knowledge in clinical situation</li> </ul>	<p><b>N B C E</b> (Please circle)</p>
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### Technical Expertise – Safely and effectively perform appropriate surgical procedures

N, B, C, or E

<ul style="list-style-type: none"> <li>- Fails to acquire appropriate skills despite repeated instruction or practice</li> <li>- Too hasty or too slow</li> <li>- Rough with tissue</li> </ul>	<ul style="list-style-type: none"> <li>- Is inconsistent in retaining procedural knowledge/skills</li> <li>- Lacks attention to detail</li> <li>- Hesitant</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently demonstrates acquisition, practice, and retention of sound procedural knowledge, surgical skills and techniques for level of training</li> </ul>	<ul style="list-style-type: none"> <li>- Excellent and specialist abilities in procedures and techniques</li> <li>- Excellent pre-operative preparation</li> </ul>	<p><b>N B C E</b> (Please circle)</p>
<ul style="list-style-type: none"> <li>- Poor manipulative skills</li> <li>- Poor hand-eye coordination</li> </ul>	<ul style="list-style-type: none"> <li>- Slow in learning new skills</li> <li>- Lapses in dexterity</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates manual dexterity required to carry out procedures</li> <li>- Good hand-eye coordination</li> </ul>	<ul style="list-style-type: none"> <li>- Outstanding technician</li> <li>- Fluent and always in control</li> <li>- Meticulous</li> </ul>	<p><b>N B C E</b> (Please circle)</p>
<ul style="list-style-type: none"> <li>- Unable to adapt skills and techniques</li> </ul>	<ul style="list-style-type: none"> <li>- Ongoing weaknesses</li> <li>- Struggles to adapt skills to different contexts</li> </ul>	<ul style="list-style-type: none"> <li>- Adapts their skills in the context of each patient and procedure</li> </ul>	<ul style="list-style-type: none"> <li>- Extremely good at adapting skills for varying operative situations</li> <li>- Excellent surgical judgement</li> </ul>	<p><b>N B C E</b> (Please circle)</p>
<ul style="list-style-type: none"> <li>- Lacks enthusiasm and/or initiative to participate and/or learn</li> </ul>	<ul style="list-style-type: none"> <li>- Fails to improve skills and/or learn from experience</li> </ul>	<ul style="list-style-type: none"> <li>- Maintains skills</li> <li>- Effective in learning new skills</li> </ul>	<ul style="list-style-type: none"> <li>- Seeks opportunities to learn new skills</li> </ul>	<p><b>N B C E</b> (Please circle)</p>
<ul style="list-style-type: none"> <li>- Lacks care and diligence in approach</li> <li>- 'Near enough is good enough' approach</li> </ul>	<ul style="list-style-type: none"> <li>- Requires close supervision</li> </ul>	<ul style="list-style-type: none"> <li>- Approaches and carries out procedures with due attention to safety of patient, self, and others</li> </ul>	<ul style="list-style-type: none"> <li>- Outstanding clinician</li> <li>- Constantly aware and responds to patient, self, and team members</li> </ul>	<p><b>N B C E</b> (Please circle)</p>
<ul style="list-style-type: none"> <li>- As surgical assistant fails to follow operation</li> </ul>	<ul style="list-style-type: none"> <li>- Has lapses in concentration</li> </ul>	<ul style="list-style-type: none"> <li>- Follows the operation with guidance from the operator</li> </ul>	<ul style="list-style-type: none"> <li>- Anticipates the needs of the operator and responds accordingly</li> </ul>	<p><b>N B C E</b> (Please circle)</p>
<ul style="list-style-type: none"> <li>- Ignores/fails to follow up problematic performance</li> <li>- Little recognition of deficiencies in skills or techniques</li> </ul>	<ul style="list-style-type: none"> <li>- Occasionally acknowledges/follows up on problematic performance</li> <li>- Ignores feedback</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently analyses their own clinical performance for continuous improvement</li> <li>- Learns from feedback</li> </ul>	<ul style="list-style-type: none"> <li>- Accurate in self appraisal</li> <li>- Excellent insight</li> <li>- Seeks and accepts criticism and responds appropriately</li> <li>- Aware of own skill limitations</li> </ul>	<p><b>N B C E</b> (Please circle)</p>

### Judgement – Make informed and timely decisions regarding assessment and management

N, B, C, or E

<ul style="list-style-type: none"> <li>- Incomplete or inaccurate</li> <li>- Poor basic skills</li> </ul>	<ul style="list-style-type: none"> <li>- Hesitant or inconsiderate of patient</li> <li>- Lacks attention to detail</li> </ul>	<ul style="list-style-type: none"> <li>- Takes a history, performs an examination, and arrives at a well reasoned diagnosis</li> <li>- Efficiently and effectively examines the patient</li> </ul>	<ul style="list-style-type: none"> <li>- Precise, thorough and perceptive</li> </ul>	<p><b>N B C E</b> (Please circle)</p>
<ul style="list-style-type: none"> <li>- Incomplete/inaccurate recognition of significant symptoms</li> <li>- Significant errors/omissions in diagnosis</li> <li>- Frequent inaccuracies history, signs, or diagnosis</li> </ul>	<ul style="list-style-type: none"> <li>- Poor presentation/discussion of clinical cases</li> <li>- Occasional inaccuracies in diagnosis</li> <li>- Sometimes confuses priorities</li> </ul>	<ul style="list-style-type: none"> <li>- Recognises symptoms, accurately diagnose, and manages common disorders</li> <li>- Differentiates those conditions amenable to operative and non-operative treatment</li> <li>- Concise and correct on clinical details</li> <li>- Arrives at appropriate conclusions in case presentations</li> </ul>	<ul style="list-style-type: none"> <li>- Accurate and efficient</li> <li>- Considers a wide range of symptoms and factors</li> <li>- Insightful perspective in case discussions</li> </ul>	<p><b>N B C E</b> (Please circle)</p>

**Judgement – continued**

<b>N- Not Competent</b>	<b>B- Borderline</b>	<b>C- Competent</b>	<b>E – Excellent</b>	<b>Rating</b>
<ul style="list-style-type: none"> <li>- Inadequate or inappropriate, poor selection and/or interpretation</li> <li>- Disregards patient's needs or circumstances</li> </ul>	<ul style="list-style-type: none"> <li>- Unable to appropriately justify use of selected investigations</li> <li>- Occasional errors in interpretation that could lead to patient problems</li> <li>- Disregards system needs</li> </ul>	<ul style="list-style-type: none"> <li>- Selects appropriate investigative tools and monitoring techniques cost effectively</li> <li>- Appraises and interprets results of investigations against patient's needs in planning treatment</li> <li>- Critically evaluates the advantages and disadvantages of different investigative modalities</li> </ul>	<ul style="list-style-type: none"> <li>- Always selects optimal investigations</li> <li>- Excellent interpretation</li> <li>- Safe, efficient, and cost effective approach to use of investigations</li> </ul>	<p><b>N B C E</b> (Please circle)</p>
<ul style="list-style-type: none"> <li>- Unable to make a decision</li> <li>- Unable to suggest alternative interpretations</li> </ul>	<ul style="list-style-type: none"> <li>- Some suggested alternatives are inappropriate</li> <li>- Ignores data that does not fit interpretation</li> <li>- Presentation unclear and disorganised</li> </ul>	<ul style="list-style-type: none"> <li>- Formulates a differential diagnosis based on investigative findings</li> <li>- Evaluates the significance of data</li> <li>- Indicates appropriate alternatives in the process of interpreting investigations and in decision making</li> <li>- Clear and concise presentation of findings</li> </ul>	<ul style="list-style-type: none"> <li>- Precise, well organized, thorough, systematic, and focused presentation of findings</li> <li>- Indicates relevant alternatives</li> <li>- Decisions based on date</li> </ul>	<p><b>N B C E</b> (Please circle)</p>
<ul style="list-style-type: none"> <li>- Poor record keeping</li> <li>- Incomplete, disorganized, irrelevant, illegible, not up to date</li> </ul>	<ul style="list-style-type: none"> <li>- Records difficult for others to follow</li> </ul>	<ul style="list-style-type: none"> <li>- Contemporaneously maintains accurate and complete clinical records</li> <li>- Precise and focused</li> <li>- Complies with required organizational structure</li> </ul>	<ul style="list-style-type: none"> <li>- Perceptive of relevant information/data for documentation</li> <li>- Records very easily accessible</li> </ul>	<p><b>N B C E</b> (Please circle)</p>
<ul style="list-style-type: none"> <li>- Disinterested or indifferent approach to patients</li> <li>- Fails to grasp significance or respond accordingly</li> </ul>	<ul style="list-style-type: none"> <li>- Culturally incompetent</li> <li>- Ignores/overlooks some patient's needs</li> </ul>	<ul style="list-style-type: none"> <li>- Manages patients in ways that demonstrate sensitivity to their physical, social, cultural, and psychological needs</li> <li>- Considers all issues relevant to the patient</li> </ul>	<ul style="list-style-type: none"> <li>- Excellent and highly developed ability to manage and interact with patients and to anticipate and/or respond to their needs</li> </ul>	<p><b>N B C E</b> (Please circle)</p>
<ul style="list-style-type: none"> <li>- Copes poorly in situations of stress and/or complexity</li> <li>- Under or over reacts</li> </ul>	<ul style="list-style-type: none"> <li>- Can show signs of stress when managing trauma patients</li> </ul>	<ul style="list-style-type: none"> <li>- Effectively manages the care of patients with trauma including multiple system trauma</li> <li>- Maintains controlled approach and demonstrates sound judgement during times of stress/complexity</li> </ul>	<ul style="list-style-type: none"> <li>- Anticipates possible risks and/or complications</li> <li>- In stressful situations always maintains orderly approach and demonstrates sound judgement</li> </ul>	<p><b>N B C E</b> (Please circle)</p>
<ul style="list-style-type: none"> <li>- Inadequate planning</li> <li>- Inadequate involvement in pre and post operative care</li> <li>- Fails to grasp significance of symptoms or respond accordingly</li> </ul>	<ul style="list-style-type: none"> <li>- Slow to anticipate / manage complications</li> <li>- Slow to call for assistance</li> <li>- Under estimates complexity and/or risk factors</li> </ul>	<ul style="list-style-type: none"> <li>- Plans, and where necessary, implements a risk management plan</li> <li>- Conscientious and reliable follow up</li> <li>- Effectively manage complications, operative procedures and underlying disease process</li> <li>- Identifies and manages risk</li> <li>- Manages complexity and uncertainty</li> </ul>	<ul style="list-style-type: none"> <li>- Outstanding clinician who anticipates possible risks/complications</li> <li>- Identifies problems early</li> <li>- Follows up meticulously</li> <li>- Coordinates and uses other personnel effectively</li> </ul>	<p><b>N B C E</b> (Please circle)</p>

**Communication – Communicate effectively with patients, families and colleagues. Operate with respect. N, B, C, or E**

<ul style="list-style-type: none"> <li>- Disliked by patients because of poor interpersonal skills</li> <li>- Bad listener</li> <li>- Poor communicator</li> <li>- Increases patient anxieties</li> <li>- Patients remain confused or unclear and/or unable to follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>- Limited discussion with patients around issues of informed consent and/or treatment options</li> </ul>	<ul style="list-style-type: none"> <li>- Trusted by patients</li> <li>- Listens well</li> <li>- Communicates with patients/family about procedures and risks associated with surgery, encouraging their participation in informed decision making</li> <li>- Communicates with patients/family the treatment options, potential complications, and risks associated with all treatment modalities</li> <li>- Recognises 'bad news'</li> </ul>	<ul style="list-style-type: none"> <li>- Possesses excellent interpersonal skills</li> <li>- Develops excellent rapport with patients and team members</li> <li>- Inspires confidence</li> <li>- Patients delighted to be looked after by this Trainee</li> <li>- Demonstrates empathy appropriately</li> </ul>	<p><b>N B C E</b> (Please circle)</p>
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**Communication – continued**

N- Not Competent	B- Borderline	C- Competent	E – Excellent	Rating
<ul style="list-style-type: none"> <li>- Unaware of patient's needs</li> <li>- Unable to communicate under varying conditions/situations</li> </ul>	<ul style="list-style-type: none"> <li>- Limited perception of patient's perspective or communication needs</li> </ul>	<ul style="list-style-type: none"> <li>- Appropriately adjusts the way they communicate with patients and relatives to accommodate cultural and linguistic differences and emotional status</li> </ul>	<ul style="list-style-type: none"> <li>- Always interacts effectively with patients according to their social and health needs</li> </ul>	<p><b>N B C E</b> (Please circle)</p>

**Management and Leadership – Inspire and lead by example. Effectively use resources to balance patient care and system demands**

N, B, C, or E

<ul style="list-style-type: none"> <li>- Unaware of management constraints and/or expectations</li> <li>- Reluctant to take on any management responsibility</li> <li>- Wasteful of resources</li> </ul>	<ul style="list-style-type: none"> <li>- Lacks insight into the impact of system demands</li> <li>- Poor interaction with and/or supervision of junior medical staff</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies and differentiates between resources of the health care delivery system and individual patient needs</li> <li>- Effectively assesses and manages systemic risk factors</li> <li>- Applies a wide range of information to prioritise needs and demands</li> <li>- Directs and supervises junior medical staff effectively</li> </ul>	<ul style="list-style-type: none"> <li>- Willing to contribute to health services management</li> <li>- Uses resources very effectively for patient care balanced with patient need</li> <li>- Excellent role model for junior medical staff</li> <li>- Always offers support for junior medical staff</li> </ul>	<p><b>N B C E</b> (Please circle)</p>
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**Collaboration – Work in collaboration with members of an interdisciplinary team to ensure safe and effective care delivery**

N, B, C, or E

<ul style="list-style-type: none"> <li>- Refuses to facilitate team function</li> <li>- Does not acknowledge the contributions of others</li> <li>- May undermine team members or function</li> </ul>	<ul style="list-style-type: none"> <li>- Poor relationship with peers and other professionals</li> <li>- Reluctant to offer assistance to other team members</li> </ul>	<ul style="list-style-type: none"> <li>- Good rapport with nursing and other medical staff</li> <li>- Willing to help</li> <li>- Employs a consultative approach with colleagues and other professionals</li> <li>- Communicates effectively with and coordinates surgical teams to achieve an optimal surgical environment</li> </ul>	<ul style="list-style-type: none"> <li>- Always willing to help even if personally inconvenient</li> <li>- Excellent working relationship with other professionals</li> <li>- Always supports colleagues and junior staff</li> </ul>	<p><b>N B C E</b> (Please circle)</p>
<ul style="list-style-type: none"> <li>- Causes disruption/problems</li> <li>- Fails to recognize own disruptive behaviour</li> </ul>	<ul style="list-style-type: none"> <li>- Ignores or fails to acknowledge misunderstandings</li> </ul>	<ul style="list-style-type: none"> <li>- Initiates the resolution of misunderstandings or disputes with peers, colleagues, and others</li> </ul>	<ul style="list-style-type: none"> <li>- Effectively diffuses any problems in the surgical team</li> </ul>	<p><b>N B C E</b> (Please circle)</p>
<ul style="list-style-type: none"> <li>- Reluctant/unable to work as a multi-discipline team member</li> <li>- Unreliable</li> <li>- Fails to seek assistance with issues of patient care</li> <li>- Ignores or is unaware of their own limitations</li> </ul>	<ul style="list-style-type: none"> <li>- Lacks understanding of contributions of other professionals to patient care</li> <li>- Works effectively with some team members but not others</li> <li>- Slow in referring patients to other professionals</li> </ul>	<ul style="list-style-type: none"> <li>- Respectful of and appreciates different kinds of knowledge and expertise which contribute to effective functioning of a clinical team</li> <li>- Develops a patient care plan in collaboration with members of an interdisciplinary team</li> <li>- Collaborates with other professionals in the selection/use of various treatments assessing the effectiveness of options</li> <li>- Recognises and facilitates referral of patients to other professionals</li> </ul>	<ul style="list-style-type: none"> <li>- Excellent team member</li> <li>- Extremely knowledgeable about the contribution of different fields of care</li> <li>- Aware of and seeks the contribution of different fields and refers patients in a timely and appropriate manner</li> </ul>	<p><b>N B C E</b> (Please circle)</p>

**Health Advocacy – Identifies and responds to health needs of patients, families and colleagues**

N, B, C, or E

N- Not Competent	B- Borderline	C- Competent	E – Excellent	Rating
<ul style="list-style-type: none"> <li>- Ignores/jeopardizes own or colleagues health or well being</li> </ul>	<ul style="list-style-type: none"> <li>- Poor care of own health</li> </ul>	<ul style="list-style-type: none"> <li>- Promotes health maintenance of colleagues</li> <li>- Looks after own health</li> </ul>	<ul style="list-style-type: none"> <li>- Possesses excellent – Maintains high level of fitness and encourages others</li> </ul>	<p><b>N B C E</b> (Please circle)</p>

- Takes little interest in patient health beyond surgery	- Limited knowledge of casual issues relating to patient health	- Advocates patient health - Discusses causal health issues with patient	- Very knowledgeable and active in advocating patient health including preventative measures	<b>N B C E</b> <i>(Please circle)</i>
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**Scholar and Teacher** – Recognise the value of knowledge and research, and its application to clinical practice N, B, C, or E

- Little evidence of reading texts or journals - Needs direction to study	- Reading of research/ texts is undirected - Has difficulty applying knowledge to practice	- Assumes responsibility for own learning - Draws on different kinds of knowledge in order to weigh up patient's problems – context, issues, needs and consequences - Critically appraises new trends in Upper GI surgery	- Always keen to discover new knowledge - Takes extra courses and learning opportunities	<b>N B C E</b> <i>(Please circle)</i>
- Avoids teaching if possible - Poorly prepared and poorly delivered	- Ineffective as a teacher	- Facilitates the learning of others - Competent and well prepared in teaching others	- Enthusiastic/inspiring teacher - Logical and clear - Excellent teaching skills	<b>N B C E</b> <i>(Please circle)</i>

**Professionalism** – Demonstrate commitment to the profession through the ethical practice of surgery N, B, C, or E

- Behaviour inconsistent with ethical ideals	- Little knowledge/ interest in ethical or medico-legal issues	- Consistently applies ethical principles - Identifies ethical expectations that impinge on common medico-legal issues	- Highly conscientious - Anticipates areas where medico-legal issues may arise	<b>N B C E</b> <i>(Please circle)</i>
- Late, idle, unreliable, forgetful - Off-loads work onto others	- Occasionally difficult to contact or leaves tasks incomplete	- Acts responsibly - Dependable, conscientious - Always completes tasks	- Applies self beyond the 'call of duty'	<b>N B C E</b> <i>(Please circle)</i>
- Copes poorly under stress - Disappears when problems arise	- Pays little regard to clinical audit	- Regularly participates in clinical audit - Willing to undergo close scrutiny - Responds appropriately to stress	- Anticipates and remains efficient "when the going gets tough" - Seems to thrive on pressure	<b>N B C E</b> <i>(Please circle)</i>
- Has problems acknowledging/ recognizing mistakes	- Only accepts criticism from some	- Acknowledges and learns from mistakes - Accountable for decisions/actions - Recognises and acknowledges their limits	- Prompt response to criticism - marked improvement and positive change	<b>N B C E</b> <i>(Please circle)</i>
- Has inaccurate view of own performance	- Over confident	- Employs a critically reflective approach	- Has great insight into their level of performance	<b>N B C E</b> <i>(Please circle)</i>

**Cultural competency** – Demonstrate a willingness to embrace diversity & respect differences. Promote health equity. N, B, C, or E

- Behaviour inconsistent with ideals	- Little knowledge/ interest in cultural issues - Poor understanding or willingness to acknowledge issues of bias	- Demonstrates respectful attitudes and behaviours to individuals with cultural backgrounds different to their own	- Highly sensitive to cultural issues - Values diversity and promotes inclusivity - Acknowledges and takes action to address bias	<b>N B C E</b> <i>(Please circle)</i>
- Fails to acknowledge and respond to individual needs	- Little knowledge/ interest in health inequity across different social and cultural groups	- Appreciates specific health issues and needs of different cultural groups	- Promotes measures to achieve equity in health outcomes	<b>N B C E</b> <i>(Please circle)</i>

### Assessment: Essential Criteria

U - Unsatisfactory	S - Satisfactory	Rating
<b>Communication</b>		U or S
- Bad listener or communicator - Disliked by patients and/or nursing staff - Increases patient anxieties	- Listens well - Explains well - Trusted by the patient and the nursing staff	<b>U or S</b> (please circle)
<b>Co - operation</b>		U or S
- Refuses to help out - Poor relationship with peers and nursing staff	- Good rapport with nursing and other medical staff - Willing to help - A team player	<b>U or S</b> (please circle)
<b>Self motivation</b>		U or S
- Idle - Lacking in any work enthusiasm - Behind with letters or summaries	- Hard working - Keen to learn - Self organizes waiting list	<b>U or S</b> (please circle)
<b>Work Ethic</b>		U or S
- Poor time management - Forgets to do things - Unreliable - Does not heed advice	- Dependable - Efficient in use of his/her time - Completes tasks and anticipates well	<b>U or S</b> (please circle)
<b>Ability to manage stress</b>		U or S
- Copes poorly - Disappears when problems arise - May show aggression towards junior medical or nursing staff	- Responds appropriately - Seeks help when needed - Copes very well - Always relaxed in a crisis - Never angry or aggressive	<b>U or S</b> (please circle)
<b>Honesty</b>		U or S
- Lies to cover defects in work - Does not report information correctly - Covers up errors or blames others for problems - Untrustworthy	- Honest - Admits mistakes - Trustworthy	<b>U or S</b> (please circle)
<b>Empathy</b>		U or S
- Relates poorly to patients and families - Arrogant	- Relates to patients and families in an appropriate manner	<b>U or S</b> (please circle)
<b>Teamwork</b>		U or S
- Fights with nursing staff or complains frequently received from nursing staff about the trainee - Does not work well with junior staff or peers	- Works well with medical staff - Regarded as a team player by nursing staff - Well respected by peers and junior medical staff	<b>U or S</b> (please circle)
<b>Insight / Self Awareness</b>		U or S
- Lacks insight into own poor performance - Fails to take action or advice to improve performance - Denies there is an issue	- Demonstrates insight into own performance - Addresses issues when advised - Self critical and incisive	<b>U or S</b> (please circle)

PLEASE NOTE: The AANZHPBA Training Committee considers satisfactory grades in the above non-technical criteria essential for a surgical career.

The receipt of a 'U' in any of the above categories will result in an interview between the Trainee and the AANZHPBA Training Committee to:

- Identify areas of concern
- Agree upon steps as to how the Trainee is to improve performance
- Determine performance outcomes as indicators of satisfactory performance
- Arrange for regular reviews to monitor progress

A discussion with the Director of Medical Services may be necessary to gain knowledge of any staff or patient complaints.

### Competency

Has the trainee been rated less than competent in any areas?  Yes  No

Has each of the areas been discussed with the Trainee?  Yes  No

**Please provide further comment about Fellow's progress**