

# In-Training Assessment Short Form

**ITA-SF**

Trainee's Name: \_\_\_\_\_ Hospital Name: \_\_\_\_\_

Select Current Training Year.

BTY1  BTY2

Assessor's Name: \_\_\_\_\_

ATY1  ATY2

OBSERVATION PERIOD

ATY3  PFP

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Number of times worked with the Trainee (approx.) \_\_\_\_\_

Attributes for each of the roles below should be assessed according to the stage of training. All ratings with asterisks should be supported with comments.

EXPECTATIONS					
Rarely meets*	Inconsistently meets*	Meets expectations	Sometimes exceeds	Consistently exceeds	Unable to comment

ROLE A: MEDICAL EXPERT					
<b>CLINICAL KNOWLEDGE:</b> Possesses the relevant knowledge and understanding pertaining to clinical practice.					
<b>PATIENT ASSESSMENT:</b> Assesses patients appropriately, identifies relevant issues and requirements.					
<b>PLANNING:</b> Formulates appropriate clinical plans.					
<b>TIME MANAGEMENT:</b> Uses time effectively and efficiently (prepares and prioritises) to optimise professional performance.					
<b>VIGILANCE:</b> Demonstrates vigilance in the workplace (i.e., awareness of the status of the patient including current and impending problems).					
<b>PROBLEM SOLVING/DECISION MAKING:</b> Manages problems effectively through sound judgment and decision making.					
<b>INSIGHT:</b> Demonstrates an awareness of own limitations and capabilities. Seeks advice, takes on clinical responsibility and shows initiative as appropriate.					
<b>TECHNICAL PROFICIENCY:</b> Demonstrates technical skills and procedural competence in the following:					
◆ Airway management					
◆ Neuraxial block					
◆ Other regional procedures					
◆ Resuscitation					
◆ Invasive monitoring procedures					

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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EXPECTATIONS					
Rarely meets*	Inconsistently meets*	Meets expectations	Sometimes exceeds	Consistently exceeds	Unable to comment

ROLE B: COMMUNICATOR					
<b>RELATIONSHIPS:</b> Establishes rapport, trust and ethical relationships with patients and families with parents and families.					
<b>PATIENT COMMUNICATION:</b> Elicits and conveys information in a clear and concise manner to promote a common understanding of issues and develop a shared plan of care.					
<b>STAFF COMMUNICATION:</b> Establishes appropriate working relationships with peers and other health professionals. Effectively provides and receives both information and advice.					
<b>DOCUMENTATION:</b> Documents accurately, concisely and legibly.					

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

ROLE C: COLLABORATOR					
<b>CONFLICT MANAGEMENT:</b> Prevents and manages interpersonal conflict. Assesses, understands and respects others' roles and capabilities.					
<b>TEAMWORK:</b> Participates effectively and appropriately in an interprofessional team.					

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

ROLE D: MANAGER					
<b>WORKLOAD:</b> Manages his/her workload and career effectively.					
<b>RESOURCE MANAGEMENT:</b> Identifies and utilises resources, and delegates tasks effectively.					
<b>COST EFFICIENCY:</b> Makes cost effective use of health care resources while maintaining optimal patient care.					

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Attributes for each of the roles below should be assessed according to the stage of training. All ratings with asterisks should be supported with comments.

EXPECTATIONS					
Rarely meets*	Inconsistently meets*	Meets expectations	Sometimes exceeds	Consistently exceeds	Unable to comment

ROLE E: HEALTH ADVOCATE					
<b>PATIENT FOCUS:</b> Recognises patients as individuals and represents their interests as required particularly with regard to their safety.					
<b>QA PARTICIPATION:</b> Participates in quality-assurance activities to maintain and improve own and institutional patient care outcomes.					

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

ROLE F: SCHOLAR					
<b>LEARNING:</b> Demonstrates a commitment to ongoing learning from clinical practice and application to ensure practice based on best available evidence.					
<b>TEACHING:</b> Understands the principles of adult learning and helps others learn through effective teaching, and by providing guidance, supervision and constructive feedback.					

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

ROLE G: PROFESSIONAL					
<b>INTEGRITY:</b> Demonstrates integrity, reliability, punctuality and conscientiousness.					
<b>EMPATHY:</b> Displays empathy, compassion and respect for the individual and for diversity.					
<b>ETHICAL BEHAVIOUR:</b> Possesses an understanding of medical ethics and applies this to clinical situations.					
<b>SELF CARE:</b> Demonstrates a strategy for maintaining own physical and mental wellbeing.					

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**GLOBAL ASSESSMENT**

Overall the trainee meets the expectations of his/her level of training: Yes  Borderline  No

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

## ITA Short Form (Notes)

1. Please complete the ITA-SF on the basis of what you have directly observed of the Trainee's performance, i.e., your ratings should not be based on behaviour, skills or attributes reported to you by others.

This may mean that you are not able to complete a rating for all attributes in every role. Use the '*Unable to Comment*' field in these cases.
2. You are asked to provide comments on each occasion that you select '*Rarely Meets*' or '*Inconsistently Meets*'.

Please consider your written comments carefully. Trainees and SOTs alike find comments with practical suggestions for change useful in planning appropriate goals for learning and remediation (if required).
3. When you have completed the form, please sign and date the form and send your response to the Supervisor of Training no later than one week after the end of the hospital term.

NOTE: Further details of the new ITA process can be found on the ANZCA website at [www.anzca.edu.au/trainees/faqs-for-the-new-ita.html](http://www.anzca.edu.au/trainees/faqs-for-the-new-ita.html).

If you have comments or suggestions for improving the ITA process or form please send an email to [ITA@anzca.edu.au](mailto:ITA@anzca.edu.au).