



ITER - Intensive Care

General Information

ITER Discipline:	ITER – Intensive Care	Trainee Name:
Hospital:		Trainee Status:
Term Dates:		Supervisor Name:
Stage of Training:		Supervisor Status:
		Days Leave taken:

Description

The journey from Novice trainee to ICU Fellow occurs longitudinally across the duration of training. Feedback linked to assessment criteria during training is key to assisting trainees to learn and change their performance.

Section 1 of the ITER reflects this longitudinal journey.

Section 2 of the ITER provides feedback on the trainee’s performance in relation to their stage of training.

Medical Expert

Ratings	Novice Trainee	Intermediate Trainee	ICM Fellow
Completes an appropriate patient assessment			
<input type="checkbox"/> Not Observed <input type="checkbox"/> Does not demonstrate basic safe practice/performance			
Initiates appropriate investigations			
<input type="checkbox"/> Not Observed <input type="checkbox"/> Does not demonstrate basic safe practice/performance			
Interprets clinical findings and data appropriately			
<input type="checkbox"/> Not Observed <input type="checkbox"/> Does not demonstrate basic safe practice/performance			
Demonstrates comprehensive knowledge base			
<input type="checkbox"/> Not Observed <input type="checkbox"/> Does not demonstrate basic safe practice/performance			
Adapts treatment plan appropriately with changing information/circumstances			
<input type="checkbox"/> Not Observed <input type="checkbox"/> Does not demonstrate basic safe practice/performance			
Collaboratively sets realistic short and long term goals			
<input type="checkbox"/> Not Observed <input type="checkbox"/> Does not demonstrate basic safe practice/performance			

Medical Expert (cont.)

Performs procedures safely and effectively

Not Observed

Does not demonstrate basic safe practice/performance

Supervisor Comment

Communicator

Ratings

Novice Trainee

Intermediate Trainee

ICM Fellow

Communicates effectively

Not Observed

Does not demonstrate basic safe practice/performance

Demonstrates effective documentation

Not Observed

Does not demonstrate basic safe practice/performance

Manages process of end of life care

Not Observed

Does not demonstrate basic safe practice/performance



Provides accurate and succinct hand over

Not Observed


Does not demonstrate basic safe practice/performance

Supervisor Comment


Collaborator

Ratings	Novice Trainee	Intermediate Trainee	ICM Fellow
Works effectively within teams and as a leader			
<input type="checkbox"/> Not Observed	<input type="checkbox"/> Does not demonstrate basic safe practice/performance		
Manages conflict appropriately			
<input type="checkbox"/> Not Observed	<input type="checkbox"/> Does not demonstrate basic safe practice/performance		
Supervisor Comment		<input type="text"/>	

Manager

Ratings	Novice Trainee	Intermediate Trainee	ICM Fellow
Undertakes quality assurance activities			
<input type="checkbox"/> Not Observed	<input type="checkbox"/> Does not demonstrate basic safe practice/performance		
Supervisor Comment		<input type="text"/>	

Health Advocate

Ratings	Novice Trainee	Intermediate Trainee	ICM Fellow
Effectively advocates for patients			
<input type="checkbox"/> Not Observed	<input type="checkbox"/> Does not demonstrate basic safe practice/performance		
Supervisor Comment		<input type="text"/>	

Scholar

Ratings	Novice Trainee	Intermediate Trainee	ICM Fellow
Demonstrates commitment to learning <input type="checkbox"/> Not Observed <input type="checkbox"/> Does not demonstrate basic safe practice/performance			
Sources and critically evaluates relevant literature to answer clinical questions <input type="checkbox"/> Not Observed <input type="checkbox"/> Does not demonstrate basic safe practice/performance			
Facilitates the learning of others <input type="checkbox"/> Not Observed <input type="checkbox"/> Does not demonstrate basic safe practice/performance			
Supervisor Comment	<div style="border: 1px solid black; height: 80px;"></div>		

Professional

Ratings	Novice Trainee	Intermediate Trainee	ICM Fellow
Demonstrates ethical and legal practice <input type="checkbox"/> Not Observed <input type="checkbox"/> Does not demonstrate basic safe practice/performance			
Demonstrates sensitivity to cultural and individual differences <input type="checkbox"/> Not Observed <input type="checkbox"/> Does not demonstrate basic safe practice/performance			
Recognises limitations and seeks appropriate assistance <input type="checkbox"/> Not Observed <input type="checkbox"/> Does not demonstrate basic safe practice/performance			
Complies with professional expectations of behaviour <input type="checkbox"/> Not Observed <input type="checkbox"/> Does not demonstrate basic safe practice/performance			
Demonstrates insight and responds to feedback <input type="checkbox"/> Not Observed <input type="checkbox"/> Does not demonstrate basic safe practice/performance			
Supervisor Comment	<div style="border: 1px solid black; height: 80px;"></div>		

Additional Feedback

Supervisor Comment

Global Rating

Relative to their stage of training, the overall performance of the trainee in this rotation was

(Unsatisfactory; Limited; Adequate/At expected level; Good; Excellent)

Has the trainee made sufficient progress during this term?

Yes

No

If no, please provide comment

Should this term be accredited for training?

Yes

No

If no, please provide comment

Is there a need to refer the trainee to the College for additional support?

Yes

No

If yes, please provide comment

This ITER contains information based on a formal consensus view expressed by the specialist staff at a meeting on

Trainee acknowledged that he/she has opted not to complete a self-assessment

Yes

No

Outcome of discussion

This ITER was discussed with the trainee on

Discussion comments?

SAMPLE

Ratings

Novice trainee

- Limited knowledge, used without reference to context
- Displays gaps or inaccuracies in fundamental knowledge and skills
- Limited ability to weigh or prioritise information
- Limited level of discretionary judgment
- Inconsistent performance
- Close supervision/direction required

Intermediate trainee

- Increasing knowledge applied with reference to context
- Deliberate planning with ability to prioritise simple tasks
- Intermittent supervision required
- Improving level of consistency of performance

ICU Fellow

- Extensive knowledge
- Skilful application of knowledge and skills
- Holistic grasp of complex situations
- Intuitive decision making
- Consistent performance
- Independent no supervision required – consults with others as appropriate

Performance Indicators for Items

Medical Expert

Completes an appropriate patient assessment

- Effectively elicits information from patient, relatives and other sources
- Performs a comprehensive examination appropriate to the clinical setting
- Identifies and clarifies inconsistencies

Initiates appropriate investigations

- Outlines test methodology and predictive value
- Balances risk of investigation with yield
- Accurately interprets results
- Recognises uncertainty and plans further investigation

Interprets clinical findings and data appropriately

- Ascribes meaning and priority to physical symptoms and signs
- Formulates an accurate differential diagnosis
- Refines diagnostic probabilities based upon investigation

Demonstrates comprehensive knowledge base

- Applies scientific and evidence based knowledge to practice
- Displays an in depth understanding of causes and management of organ failure
- Displays a working knowledge of acute medical illness
- Displays a working knowledge of acute surgical illness
- Recognises and understands common chronic diseases and their impact on ICU management

Adapts treatment plan appropriately with changing information/circumstances

- Reviews diagnostic probabilities as information evolves
- Continually assesses response to therapy and reacts appropriately
- Undertakes further investigation when indicated
- Predicts complications and takes appropriate measures to minimise these
- Consults with other specialists as required

Collaboratively sets realistic short and long term goals

- Identifies and weighs treatment options
- Details preferred management plan and goals
- Understands probable ICU course, outcome and potential variation
- Discusses therapeutic options, potential outcomes and recommended action with patients / relatives and jointly sets management plan
- Provides appropriate longitudinal consultation with patient / relatives

Performs procedures safely and effectively

- Recognises indications and contraindications of a procedure
- Ensures appropriate preparation, including consent when relevant
- Performs procedures adeptly
- Recognises and responds to complications appropriately
- Acts appropriately upon information obtained

Communicator

Communicates effectively

- Greets others appropriately
- Listens effectively and is sensitive to views expressed by others
- Questions effectively to gain appropriate information
- Provides clear instructions
- Demonstrates an appropriate range of communication styles to optimise patient/relative rapport and understanding
- Displays effective strategies to deal with misunderstanding, anger, delivering bad news and giving feedback
- Communicates complex issues appropriately with patients, families, staff and others as individuals or groups
- Reflects on, analyses and learns from interactions

Demonstrates effective documentation

- Writes accurate clinical notes with adequate detail to enable others to comprehend management and progress
- Writes legibly
- Is able to accurately summarise patient issues
- Accurately documents procedures
- Completes drug charts and therapeutic orders appropriately
- Constructs letters and reports appropriately

Manages process of end of life care

- Understands autonomy and identifies patient's wishes
- Recognises terminal illness and communicates this to other health care teams, patients and/or family
- Limits treatment and provides palliative care appropriately
- Demonstrates respect for other cultural practices when appropriate
- Communicates the concept of brain death effectively
- Identifies and appropriately manages the potential organ donor

Provides accurate and succinct hand over

- Distils relevant components of assessment and management
- Provides succinct transfer of information
- Addresses anticipated issues

Collaborator

Works effectively within teams and as a leader

- Understands the components of a team
- Works effectively with other professions to optimise services
- Analyses and addresses team dysfunction
- Debriefs and provides feedback appropriately
- Demonstrates appropriate skills in crisis resource management
- Leads and supports a team

Manages conflict appropriately

- Understands limitations of self and others
- Recognises potential conflict and uses strategies to reach mutual agreement
- Effectively deals with anger
- Effectively resolves conflict involving staff, patients or families

Manager

Undertakes quality assurance activities

- Recognises and analyses sources of medical error
- Implements measures to minimise error
- Demonstrates ability to run a quality improvement (QI) program
- Undertakes audits and case reviews
- Actively participates in morbidity and mortality (M&M) reviews

Health advocate

Effectively advocates for patients

- Develops an understanding of patients' needs and wishes
- Advocates for patients appropriately using ethical and legal principles
- Understands and promotes the role of Intensive Care in the hospital and community

Scholar

Demonstrates commitment to learning

- Displays enthusiasm to learn
- Seeks opportunities to meet learning needs
- Attends, contributes to and organises educational activities
- Educates patients, families and other health staff

Sources and critically evaluates relevant literature to answer clinical questions

- Identifies knowledge deficiencies
- Demonstrates ability to access and interpret relevant evidence
- Appropriately evaluates current medical literature
- Integrates new learning into clinical practice
- Evaluates the impact of any change in practice

Facilitates the learning of others

- Identifies effective learning strategies and teaching mechanisms to facilitate others' learning
- Demonstrate an effective lecture or presentation
- Personally reflects on and evaluate a learning and teaching encounter
- Seeks informal and formal feedback from multiple sources on teaching & supervision capacity as part of ongoing commitment to developing skills as an educator
- Demonstrates behaviours and initiatives to promote interprofessional learning and/or interprofessional practice
- Disseminates the findings of a study to an appropriate audience

Professional

Demonstrates ethical and legal practice

- Understands and practices with reference to relevant laws
- Understands and applies the principles of medical ethics

Demonstrates sensitivity to cultural and individual differences

- Understands and respects cultural and individual diversity
- Establishes rapport and communicates effectively with members of other cultures
- Demonstrates ability to research unfamiliar cultures or issues
- Understands the impact of cultural background on communication, comprehension of therapy and end of life care

Recognises limitations and seeks appropriate assistance

- Recognises limits of clinical abilities and seeks assistance prior to exceeding these
- Recognises personal limitations and seeks assistance prior to exceeding these
- Demonstrates appropriate stress management skills

Complies with professional expectations of behaviour

- Is punctual and reliable
- Arrives fit to work
- Observes appropriate dress code (including wears ID badge as appropriate)
- Behaves with integrity and compassion

Demonstrates insight and responds to feedback

- Demonstrates insight, reflects on learning experiences
- Responds appropriately to questions, suggestions and/or feedback