

Clinician Investigator Program Attachment #15
Assessment Tools (*see attached*)

**CIP
IN-TRAINING EVALUATION REPORT:**

Rotation Location _____

Resident Name _____

Start Date _____ Stop Date _____

Length of Rotation (in blocks) _____

All 7 CanMEDS roles are being assessed

- Medical Expert
- Communicator
- Collaborator
- Leader
- Advocate
- Scholar
- Professional

The following sources of information were used for this evaluation:

- engagement in or completion of a research project
- other evaluations

Ratings:

- 1) Consistently Below Expectations for Training Level
- 2) Occasionally Below Expectations for Training Level
- 3) Meets Expectations for Training Level
- 4) Occasionally Exceeds Expectations for Training Level
- 5) Consistently Exceeds Expectations for Training Level



Note to raters: A rating of 3 is a “pass”.

Medical Research Expert	1	2	3	4	5	N/A
1. Integrates CanMEDS Roles to conduct ethical research						
2. Effectively manages activities for career development, including integration of clinical and research activities.						

Communicator	1	2	3	4	5	N/A
3. Communicates clearly with research participants, peers and other professionals to establish rapport, trust and ethical relationships.						
4. Effectively writes research proposals, reports, grant proposals and manuscripts						
5. Effectively presents own work orally at lab meetings, research seminars, thesis advisory committee meetings, scientific meetings, and able to defend and discuss the presentation in an articulate and polished manner						

Collaborator	1	2	3	4	5	N/A
6. Participates effectively and appropriately in interprofessional research teams, including working with others to prevent misunderstandings, manage differences and resolve conflicts..						
7. Forms effective collaborative relationships within the scientific community, where appropriate.						

Leader	1	2	3	4	5	N/A
8. Effectively and efficiently manages research project and resources (financial & materials)						
9. Serves in administration and leadership roles, as appropriate to their research career						

Health Advocate	1	2	3	4	5	N/A
10. Demonstrates appreciation of social economic and biologic factors that impact health research						
11. Advocates for the best interest for subjects/participants involved in research. Demonstrates concern that research subjects have access to appropriate supports, information, and services.						
12. Promotes research knowledge translation to patients, populations, communities, other stakeholders, as appropriate						



Scholar	1	2	3	4	5	N/A
13. Establishes and maintains knowledge and understanding of general principles and fundamentals of research, including research ethics						
14. Establishes and maintains knowledge and understanding of the specialized topics in the specific area of research						
15. Elicits, synthesizes, and critically evaluates information and applies it appropriately to research						
16. Demonstrates overall competence in techniques required for the research project (i.e. experimental design, data collection and management, and analysis)						
17. Demonstrates overall competence in analyzing and interpreting the results of an experiment						
18. Consults appropriately for feedback on knowledge and performance						

Professional	1	2	3	4	5	N/A
19. Demonstrates commitment to profession, society, research participants, patients and collaborators through absolute objectivity, honesty, and adherence to ethical standards in the conduct and reporting of research						

	1	2	3	4	5	N/A
20. OVERALL RATING for this stage of research training						

Evaluation of the Program Advisory Committee (PAC) (also termed Thesis Committee)

- 1) The PAC was conducted in a collegial and supportive manner
 - a. Yes
 - b. No
- 2) The CIP trainee is being coached in a constructively critical manner
 - a. Yes
 - b. No
- 3) The supervisor meets regularly with the CIP trainee and provides useful feedback
 - a. Yes
 - b. No
- 4) Do the answers to questions 1-3, above, reflect a consensus among members of the Program Advisory Committee
 - a. Yes
 - b. No
- 5) Comments

Additional Comments by Committee

- 1) Does this report reflect the consensus of the whole thesis/research advisory committee?
 - a. Yes
 - b. No
- 2) If no, will other notes be submitted separately?
 - a. Yes
 - b. No
 - i. If no, please comment



Please list the thesis advisory committee members who contributed to this evaluation

- 1) Name and area of expertise (fill in field)
 - a. Was present at the Thesis/Research Advisory Committee meeting?
- 2) Name and area of expertise (fill in field)
 - a. Was present at the Thesis/Research Advisory Committee meeting?
- 3) Name and area of expertise (fill in field)
 - a. Was present at the Thesis/Research Advisory Committee meeting?
- 4) Name and area of expertise (fill in field)
 - a. Was present at the Thesis/Research Advisory Committee meeting?

Complete for FINAL evaluation ONLY

- 1) The Committee has reviewed the thesis. The student's final thesis draft has been read and proofed by all committee members. It is acceptable, in terms of content, quality of writing, and presentation. The thesis is ready for presentation at a formal oral examination.
 - a. Yes
 - b. No
- 2) The Committee has tested the student's presentation and oral defence of work. The student's presentation of the thesis was well organized, comprehensive and focuses. The student's ability to field questions related to the background and significance of research, general knowledge, and specific issues related to the thesis has been appropriately tested. The student is ready to defend the thesis at a formal oral examination.
 - a. Yes
 - b. No
- 3) The Committee has tested the student's general and specific knowledge related to research. The student has completed appropriate graduate courses for degree completion. The minimum degree requirements have been met. The student's basic scientific knowledge has been appropriately tested and is acceptable for thesis defence.
 - a. Yes
 - b. No

NOTE TO STUDENTS

The CIP office would appreciate receiving, via email to uoft.cip0@utoronto.ca, an updated list of any accepted publications pertaining to your CIP research



SAMPLE CIP SEMINAR SERIES

Building an Educational Portfolio as an Academic Clinician

Pre -Test Questionnaire

Name: _____

- 1) How likely are you to record educational activities on your current CV?

1 (very unlikely)	2	3	4	5 (very likely)
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- 2) How likely are you to seek out opportunities to teach?

1 (very unlikely)	2	3	4	5 (very likely)
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- 3) Name 3 elements that go on your teaching dossier.

1)

2)

3)

- 4) Name 3 qualities of being an effective mentor.

1)

2)

3)

- 5) Give an example of educational research.

Building an Educational Portfolio as an Academic Clinician

Post -Test Questionnaire

Name: _____

- 1) How likely are you to record educational activities on your current CV?

1 (very unlikely)	2	3	4	5 (very likely)
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- 2) How likely are you to seek out opportunities to teach?

1 (very unlikely)	2	3	4	5 (very likely)
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- 3) Name 3 elements that go on your teaching dossier.

4)

5)

6)

- 4) Name 3 qualities of being an effective mentor.

1)

2)

3)

- 5) Give an example of educational research.

CIPCorEd Quiz Sample

Collaboration in Research Quiz

⚠ This is a preview of the published version of the quiz

Started: Jul 28 at 11:06am

Quiz Instructions



Question 1

3 pts

Question

Indicate which of the following are examples of collaboration in research. (Indicate true/false. Note: points are deducted for incorrect selections).

a. A psychologist working with a geriatric physician to assess depression in the elderly

[Choose] ▾

b. A physiotherapist paid by an orthopaedic surgeon to teach specific exercises to patient with back pain, as part of a study.

[Choose] ▾

c. A basic scientist is studying diabetes to mouse models. He has assisted in developing a research plan with a company which has created a new diabetes drug.

[Choose] ▾

Question 2

4 pts

Scenario

A trainee who has a 3-month research block begins a project with one of the staff physicians. After returning to clinical rotations for six months he finds out that another resident has taken over the project and will assume first authorship.

Question

What are the reasons for the failure of this collaboration? (Select four. Note: points are deducted for incorrect selections).

- A clear focus of activity was not defined.
- Lack of monitoring of progress.
- Insufficient clarity in expectation.
- Team member may lack integrity.
- Poor team communication.
- Project has insufficient resources.

Question 3

1 pts

Scenario

A trainee is approached to participate in a research project. The trainee is a cardiology resident in 2nd year of training. The dietitian who works on the team asks if the trainee would participate in a project investigating cholesterol intake in patients with congenital heart disease.

Question

What should NOT be part of the consideration of whether to agree to participate?

- What will be the trainee's responsibilities?
- Will the timeline of the project match the timeline of training?
- What will be the trainee's role in conceptualizing the project?
- What will be the financial remuneration for the trainee's participation?

Question 4

3 pts

Scenario

A trainee notices an interesting finding in one patient. The faculty suggests that the trainee evaluate a number of other patients with the same condition to see if this is common. The trainee obtains ethics approval for the clinic nurse to recruit the patients. The nurse refuses and the trainee does not have time to complete this task so cannot complete the study.

Question

What are the reasons for the failure of this collaboration? **(Select three. Note: points are deducted for incorrect selections).**

- A clear focus of activity was not defined.
- Lack of monitoring of progress.
- No clear definition of expectation of collaborators.
- One collaborator lacks research integrity.
- Poor communication among collaborators.
- The project did not have sufficient resources.

Question 5

2 pts

Scenario

The staff researcher asked the trainee to participate in data entry for a large cohort study. He says the trainee can be an author on one of the papers and later changes his mind.

Question

What are the primary reasons for the lack of collaboration? **(Select two. Note: points are deducted for incorrect selections).**

- A clear focus of activity was not defined.
- Lack of monitoring of progress.
- No clear definition of expectation of collaborators.
- One collaborator lacks research integrity.
- Poor communication among collaborators.
- The project did not have sufficient resources.

Question 6

4 pts

Scenario

Although each research project has unique features, certain core issues are common to most of them.

Question

What are the main issues that should be pre-addressed by collaborators? **(Select four. Note: points are deducted for incorrect selections).**

- What are the scientific issues, goals, and anticipated outcomes or products of the collaboration?
- Are members of the research team always available for the supervisor?
- What are the expected contributions of each participant?
- What will be the criteria and the process for assigning authorship and credit?
- How and by whom will data be managed?
- Will the research student be compensated for travel to work?

Question 7

3 pts

Scenario

Although successful collaborations depend on explicit communication, such communication can be difficult as participants.

Question

Select the option in each set of statements that best describes effective collaboration practices.

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1. It is important to put everything in writing.
2. Some people consider a verbal agreement to be binding, so that is quite adequate.
3. Relevant issues should be explicitly addressed, although it is not necessary to put everything in writing.

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1. Authorship and credit should be reserved only for those who have made the most quantitative contribution to the study.
2. Assigning credit depends on several factors including expertise and qualitative contribution to the study.
3. Authorship and credit belongs to the most senior members of the group.

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1. Remind trainees about who makes decisions when there is a dispute.
2. Hold regular meetings with trainees to avoid lapses in communication.
3. Treat trainees with professional courtesy only when you think they deserve it.