

**In-training Assessment Report (ITAR) for Faculty of Medicine  
Clinician Investigator Program ITAR for First Phase, PGY2 or higher**

The appropriate program advisory committee meetings were held during this period	Yes	No	In Progress
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**Please review the Phase Plan and HINTS before completing the form. These can be found by clicking the links below:**

[Link to Hints for completing an ITAR](#)

[Link to phase plan](#)

**Please Note: 3 or higher is a pass.**

Below Expectations For Training Level	2	Meets Expectations For Training Level	4	Exceeds Expectations For Training Level	NA
1	2	3	4	5	NA
<ul style="list-style-type: none"> <li>• Quality of performance in many aspects is lower than expected for trainees in this postgraduate level;</li> <li>• Deficiencies are extreme and will not be remediable within the regular program.</li> </ul>		<ul style="list-style-type: none"> <li>• Quality of performance is consistent with expectations for trainees in this postgraduate level</li> <li>• Performance is consistent with educational objectives.</li> </ul>		<ul style="list-style-type: none"> <li>• Quality of performance is outstanding and consistently exceeds expected for trainees in this postgraduate level</li> <li>• Performance consistently exceeds levels of proficiency defined by the education objectives.</li> </ul>	

IN THIS CIP–FIRST PHASE KEY OBJECTIVES	1	2	3	4	5	N/A
1. Effectively writes research award proposals or research fellowship proposals	○	○	○	○	○	○
2. Establishes and maintains knowledge and understanding of general principles and fundamentals of research, including research ethics	○	○	○	○	○	○
3. Establishes and maintains knowledge and understanding of the specialized topics in the specific area of research	○	○	○	○	○	○
4. Elicits, synthesizes, and critically evaluates information and applies it appropriately to research	○	○	○	○	○	○
5. Demonstrates initial skills in analyzing and interpreting the results of an experiment	○	○	○	○	○	○
6. Consults appropriately for feedback on knowledge and performance	○	○	○	○	○	○
7. Demonstrates initial skills in techniques required for the research project (i.e., experimental design, data collection and management, and analysis)	○	○	○	○	○	○
8. Effectively and efficiently manages research project and resources (financial & materials)	○	○	○	○	○	○
9. Participates effectively and appropriately in interprofessional research teams, including working with others to prevent misunderstandings, manage differences and resolve conflicts.						
10. Effectively presents own work orally at lab meetings, thesis advisory committee meetings, and able to defend and discuss the presentation in an articulate and polished manner						

<b>PROGRESS IN TRAINING – Learner handover</b> Consider this section a review of the CanMEDS competencies displayed by the resident during the phase. It is intended to capture <b>overall</b> performance related to the CanMEDS Role. It should reflect on the Key Objectives listed above, as well as items described below for each CanMEDS role.	<b>Acceptable</b>	
MEDICAL EXPERT COMPETENCIES including: Effectively manages activities for career development, including integration of clinical and research activities.	<b>Yes</b>	<b>No</b>
COMMUNICATOR COMPETENCIES including: Communicates clearly with research participants, to establish rapport, trust, and ethical relationships.	<b>Yes</b>	<b>No</b>
COLLABORATOR COMPETENCIES including: Begins to form effective collaborative relationships within the scientific community, where appropriate. Communicates clearly with peers and other professionals to establish rapport, trust, and ethical relationships.	<b>Yes</b>	<b>No</b>
LEADER COMPETENCIES including: Serves in administration and leadership roles, as appropriate to their research career.	<b>Yes</b>	<b>No</b>
HEALTH ADVOCATE COMPETENCIES including: Demonstrates appreciation of social economic and biologic factors that impact health research. Advocates for the best interest for subjects/participants involved in research. Demonstrates concern that research subjects have access to appropriate supports, information, and services.	<b>Yes</b>	<b>No</b>
SCHOLAR COMPETENCIES including: Promotes research knowledge translation to patients, populations, communities, other stakeholders, as appropriate	<b>Yes</b>	<b>No</b>
PROFESSIONAL COMPETENCIES including: 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. Conducts research in a non-fraudulent manner.	<b>Yes</b>	<b>No</b>

Is the resident on an appropriate trajectory for this point in training?	<b>Yes</b>	<b>No</b>
Needs: Are there any areas that need focused work in the next phase? If yes, describe below in "Actions or Areas for Improvement"	<b>Yes</b>	<b>No</b>

**Overall Performance related to this phase**

**Please Note: 3 or higher is a pass**

	<b>Below Expectations</b> For Training Level		<b>Meets Expectations</b> For Training Level		<b>Exceeds Expectations</b> For Training Level
<b>OVERALL</b> performance related to this educational experience	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

<b>Feedback &amp; Comments</b>
Describe Strengths
Actions or Areas for Improvement <ul style="list-style-type: none"> <li>○ Concerns identified may be forwarded to the phase coordinator of the resident's next phase</li> </ul>
Other Comments

**After the faculty member submits the ITAR, when the resident opens the ITAR, there are 2 standard questions that Residents must complete:**

1. I received detailed verbal feedback on my performance at or near the end of the phase.
  - Yes
  - No
2. In general this evaluation accurately reflects my performance.
  - Yes
  - No