Certification in   
Obstetrical and Gynaecological Ultrasound (COGU)

Formative Appraisal Report (FAR)



# Trainee Details

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| Full Name |  | Year Training Commenced |  |
| Current Year Level | 1 2 3 | Semester | 1 2 |
| Training Supervisor |  | Training Unit |  |
| NZ/ AU State |  | Three Month Period | to |
| Full/ Part Time | F/T P/T FTE 0.5 – 1.0 | Date of the Most Recently Signed Training Assessment Record (TAR) |  |

Important

As a Trainee, you must submit this Formative Appraisal Report (FAR) within four weeks of the relevant training period's completion and AFTER the appraisal discussion with your Training Supervisor.

* The Trainee self-assessment must be typed in full sentences. Bullet points acceptable.
* The Trainee must provide strengths and challenges for EACH competency listed. No section of the self-assessment should be left blank.

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| Clinical Expertise – every competency must be addressed before meeting with training supervisor | | |
| Competencies | Description | Trainee self-assessment of strengths and challenges and how any challenges could be addressed |
| Demonstrates responsibility, reliability and initiative in undertaking clinical and other duties and follow up | Demonstrates an ability to:   * prioritise urgent and other tasks * deals with allotted duties * organise appropriate testing and follow up of tests results * provides a safe and effective management plan * work independently * be readily available when on duty |  |
| Manages clinical load effectively in consultation with other members of the multidisciplinary team | Demonstrates an ability to:   * consult effectively with the multidisciplinary team where necessary * manage workload effectively in different clinical settings consult with and manage multi- disciplinary health care services |  |
| Demonstrates appropriate procedural and surgical skills | Demonstrates an ability to:   * proficiently manage and technically   perform routine procedures, in particular ultrasound related procedures (e.g. Sonohysterography, HyCo Sy, CVS and amniocentesis)   * identify and proficiently manage complications and seek assistance from appropriate colleagues |  |
| Demonstrates appropriate ultrasound skills | Demonstrates an ability to:   * identify, understand the function of and utilise the various components of the ultrasound machine * demonstrate anatomical structures pertinent to the scan * take appropriate measurements * record relevant data explain findings |  |
| Demonstrates appropriate documentation and organisational skills | Demonstrates an ability to:   * take a relevant history * write legible and clear records * organise and prioritise urgent tasks give an effective clinical handover |  |
| Demonstrates continued improvement in medical expertise, clinical reasoning, and judgment | Demonstrates an ability to:   * access, interpret, and apply knowledge to make accurate diagnoses * apply effective clinical reasoning * provide effective and ethical diagnostic, therapeutic and surgical management * consider cost-effectiveness in clinical decision-making * use agreed clinical protocols and procedures * balance risks and benefits accept appropriate responsibility for the sequelae of decisions made in patient management |  |

Training Supervisors Comments Including Any Actions to Address Identified Areas of Improvement

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| Clinical Expertise – every competency must be addressed before meeting with training supervisor | | |
| Competencies | Description | Trainee self-assessment of strengths and challenges and how any challenges could be addressed |
| Demonstrates appropriate theoretical knowledge, knowledge of literature and principles of evidence-based medicine | Demonstrates an ability to:   * actively seek information * critically appraise sources * interpret the results of research * apply evidence-based medicine |  |
| Demonstrates appropriate skills in all aspects of clinical research | Demonstrates an ability to:   * design and conduct an appropriate research project * effectively analyse the results of clinical research * adequately report on research findings |  |
| Demonstrates teaching at both undergraduate and postgraduate level | Demonstrates an ability to:   * apply apprenticeship learning principles * provide guidance, advice, and feedback to junior staff, including mentoring, supervision, appraisal, and workplace- based assessment * seek opportunities to teach in clinical situations * tailor learning experiences to address own and others knowledge deficiencies and learning needs * Use varied teaching strategies appropriate to audience and context (including one-to-one, small and large groups, formal lectures) |  |
| Demonstrates attendance and participation at continuing education meetings | Demonstrates an ability to:   * consistently attend and participate in hospital timetabled education meetings * participate effectively in organised educational activities * consistently attend tumour board meetings |  |

Training Supervisor’s Comments Including Any Actions to Address Identified Areas of Improvement

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| Professional Qualities – every competency must be addressed before meeting with training supervisor | | |
| Competencies | Description | Trainee self-assessment of strengths and challenges and how any challenges could be addressed |
| Communicates effectively with patients and their families | Demonstrates an ability to:   * listen attentively and answer questions fully * form therapeutic relationships with patients, relatives, and colleagues * provide courteous and helpful guidance to patients * show empathy and sensitivity to cultural and linguistic diversity * communicate difficult information in an appropriate and sensitive manner * include patient in the management decision making process * respect the choice and rights of patients |  |
| Communicates effectively with colleagues | Demonstrates an ability to:   * communicate accurately, clearly, and promptly with relevant colleagues by means appropriate to the urgency of a situation (e.g. telephone, email, letter etc.) especially where responsibility for a patient’s care is transferred * respect the choice and rights of colleagues |  |
| Works as a member of a team | Demonstrates an ability to:   * relate appropriately and communicate effectively with other members of the health care team in different clinical settings * manage workplace differences and conflicts * foster a supportive and respectful environment where there is open and transparent communication between all team members |  |
| Demonstrates appropriate understanding and judgement of ethical issues | Demonstrates an ability to:   * deliver the highest quality healthcare * practice ethically responsible medicine consistent with professional obligations * recognise patient autonomy, confidentiality, and the legal and moral duties to women in their care * recognise duties regarding courts, legislative and regulatory bodies, and notification obligations |  |
| Accepts constructive feedback | Demonstrates an ability to:   * accept feedback from colleagues, allied health staff, patients, and their relatives * recognise limits of own expertise |  |
| Reviews and updates professional practice | Demonstrates an ability to:   * practice risk management * evaluate outcomes and re-assess the solutions through research, audit, and quality assurance activities * self-management: balance personal and professional roles and responsibilities |  |

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| Professional Qualities – every competency must be addressed before meeting with training supervisor | | |
| Competencies | Description | Trainee self-assessment of strengths and challenges and how any challenges could be addressed |
| Leadership and management responsibilities | Demonstrates an ability to:   * complete organisational tasks e.g. meetings, rosters * prioritise tasks, have realistic expectations of what can be completed by self and   others |  |
| Professionalism | Demonstrates an ability to:   * prepare for meetings – read agendas, understand minutes, action points and undertake background research on   agenda items |  |
| Health Advocacy | Demonstrates an ability to:   * identify opportunities to prevent ill health and disease in patients and other actions which will positively improve healthy and/or disease outcomes * identify patients’ ideas, concerns and health beliefs regarding screening and health promotion programs and can respond to these |  |

Training Supervisor’s Comments Including Any Actions to Address Identified Areas of Improvement

# Trainee checklist

Before submission of documents to the COGU Committee Chair, please use the following checklist to ensure all relevant areas have been completed. Failure to send correctly completed forms will result in a delay in processing and may result in the training period not being credited.

Formative Appraisal Report (FAR) form completed in full;

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Strengths and areas for improvement have been documented and discussed; and Formative Appraisal Report (FAR) has been signed by BOTH Training Supervisor and Trainee.

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Training Supervisor Signature

I have discussed this Formative Appraisal Report with the trainee

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Training Supervisor Name: …..……………………………………..…Signature: …………………………………………Date: ………………………..

Trainee Signature

I have discussed this Formative Appraisal Report with the trainee

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Training Supervisor Name: …..……………………………………..….. Signature: ……………………………………...Date: …………………………

# **Office Use Only**

Name: …..……………………………………..………………… Signature:…………………………………………………Date: …………………………

Chair, COGU Subspecialty Committee Signature