



## GUIDELINES FOR TRAINERS ON COMPLETING RITA FORMS FOR CSTEM TRAINEES

- The candidate's details in the first section should be completed by candidate.
- When assessing the trainee you should keep in mind the year of the trainee and the trainee's performance in all of the domains in which he or she works, i.e. elective work on the wards, emergency work (on-call), and work in the out-patients clinic, operating theatre, and specialist areas.
- In determining how to score a candidate i.e. **1 – 5**, the following directions should be used for guidance purposes:

**Inadequate** indicates the candidate is deficient when compared to other doctors at this level and there are significant weak areas or under performance for this job level that will require targeted training

**Below average** indicates the candidate is slightly below average at this aspect of their work without it interfering with their overall performance.

**Satisfactory** indicates the candidate is average when compared to other doctors at this level and achieves a sufficiently high standard for this job level. Most candidates would be expected to mostly score at this level.

**Excellent** indicates the candidate is above average when compared to other doctors at this level and displays distinctive strengths for this job level.

- The following guidelines should be used when assessing the candidate's performance in each category.

Irish Committee for Emergency Medicine Training

ATTRIBUTES	Inadequate / Below Average (1/2)	Satisfactory (3)	Above Average / Excellent (4/5)
<b>CLINICAL TRAINING</b>			
<b>Diagnostic Skills</b>	Fails to interpret and synthesise symptoms, signs and investigations	Competent clinician. Good knowledge with a logical approach to diagnosis.	Outstanding diagnostician. Excellent clinical memory.
<b>Clinical Judgement</b>	Deficient assessments of patient status. Does not recognise own limitations. Does not call for help.	Recognises the sick patient. Sound patient assessments. Knows when to call for help	Outstanding clinician who is aware of his / her limits. Always knows when to call for help.
<b>Emergency Management</b>	Unable to deal satisfactorily with emergencies.	Remains calm and organised at time of crises.	Handles crises situations very well. Calm demeanour. Inspires other team members.
<b>Use of investigations</b>	Inadequate or inappropriate investigations. Uses investigations in place of adequate history and examination	Appropriate use of investigations	Only orders necessary investigations this will affect clinical decision
<b>Record keeping</b>	Incomplete, inaccurate, poorly recorded.	Usually complete, orderly and systematic	Precise, perceptive, 'can spot the rarity'
<b>Referral decisions.</b>	Disorganised referrals with inadequate work up. Fails to refer in a timely fashion. Tendency towards over or under referral.	Makes appropriate referrals in a timely fashion	Succinct referrals on clinical grounds in a timely fashion.
<b>Practical skills</b>	Not able to undertake routine practical skills without supervision. No initiative to acquire practical skills experience	Competent at most of the practical skills needed to work in an Emergency Department.	Able to undertake all the routine practical skills unsupervised. Keen to perform and learn new practical skills.
<b>TEACHING</b>			
<b>Attendance and Motivation</b>	Poor attendance and motivation	Good attendance. Enthusiastic.	Avails of all teaching opportunities. Always keen to constructively contribute to teaching
<b>Teaching skills</b>			
<b>AUDIT/ RESERACH</b>			
<b>Motivation and initiative</b>	No inclination to be involved. Fails to deliver on allocated tasks.	Has undertaken an audit or case presentations	Highly motivated. Has completed an audit cycle and made several presentations.
<b>Work completed</b>	Poorly completed or none	Completed first cycle of audit. and case presentation	Completed audit cycle. Several case presentations
<b>MANAGEMENT</b>			
<b>Time management</b>	Poor ability to manage time, set goals or identify priorities. Often late for shifts.	Manages time well – demonstrates consistent ability to plan and allocate their time and identify and manage priorities.	Outstanding at planning and allocating time, scheduling activities and prioritising and setting goals.
<b>Administrative ability</b>	Constantly disorganised. Does not identify priorities. Always behind in workload.	Manages priorities well in face of excessive workloads. Meets timelines	Very good handling of stress and workload. Prioritises appropriately. Delegates or seeks help when necessary.

Irish Committee for Emergency Medicine Training

ATTRIBUTES	Inadequate / Below Average (1/2)	Satisfactory (3)	Above Average / Excellent (4/5)
<b>PROFESSIONAL</b>			
<b>Professionalism</b>	Displays poor levels of commitment, integrity, professional reflection, accountability and honesty.	Sound levels of clinical reasoning, integrity, honesty and accountability. Demonstrates ability to engage in professional reflection and awareness of ethical issues.	Displays exceptional levels of altruism, accountability, awareness of ethical issues, professional reflection, integrity and honesty in daily practice for the benefit of the patient.
<b>Communication skills</b>	Does not communicate satisfactorily with patients, relatives or other team members.	Good communicator.	Pays great attention to importance of good communications skills. Regularly seeks feedback that his / her message has been understood.
<b>Reliability</b>	Unreliable. Forgets to do things to the possible detriment of patients	Dependable. Conscientious in patient care. Does not need reminding.	Highly conscientious. Anticipates problems.
<b>Teamwork</b>	Poor team player. Works alone. Does not contribute to team performance.	Good team player. Understands importance of teamwork and leadership role	Good understanding of team roles of his / her role on team. Demonstrates leadership qualities
<b>Relationship with medical colleagues</b>	Fails to get on with seniors, contemporaries or juniors.	Good rapport with colleagues. Trusted, easy to work with.	Always willing to help even if personally inconvenient. Would be regarded as "an excellent colleague".
<b>Relationship with nursing and other staff</b>	Treats them with disdain. Generates as opposed to solving problems. Rude	Sound and professional yet approachable. Treats others with respect.	Inspires enthusiasm. Exceptional communication skills.
<b>Relationship with patients and relatives</b>	Increases patient's and relatives anxieties. Bad listener & communicator	Sound caring attitude. Can allay fears of patients and relatives. Takes time. Listens well. Explains well.	Inspires confidence. Establishes excellent rapport. Patients delighted to be looked after by him / her
<b>Attendance &amp; performance at conferences</b>	No interest in giving papers or making presentations within the hospital or at clinical meetings.	Keen to give presentations which are well illustrated and well delivered.	Fully researched original ideas. Enthusiastic presenter. Answers questions lucidly.
<b>Commitment &amp; motivation</b>	No inclination to organise work. Needs to be 'pushed' constantly	Able to organise working routine without supervision. Looks for opportunities to learn.	Constantly pro-active, always prepared to accept additional opportunities to advance.