**Shape

Description automatically generated with medium confidence**

**Clinician Investigator Program - In-Training Evaluation Report (ITER)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Trainee Name:** Click or tap here to enter text.  **Date:** Click or tap to enter a date. | **CIP Year:** Click or tap here to enter text.  **Yearly ITER 1** or  **ITER 2** (active trainees only) | | | |
| **CanMEDS Competency** | Requires complete hands-on guidance | Able to perform task, but requires constant direction | Demonstrates some independence, but requires intermittent direction | Independent for graduate level |
| **Medical Research Expert** |  | | | |
| Demonstrates expertise in the clinical content area applicable to the research project. |  |  |  |  |
| Appropriately recognizes limits of own expertise and seeks discussion and input from others (ex: supervisors, committee, lab colleagues, etc.). |  |  |  |  |
| **Communicator** |  | | | |
| Develops rapport, trust and ethical relationships with research subjects, peers, other professionals. |  |  |  |  |
| Effectively presents own work at lab meetings, research seminars, thesis advisory committee meetings, scientific meetings. |  |  |  |  |
| **Collaborator** |  | | | |
| Participates effectively in research teams. |  |  |  |  |
| Demonstrates an ability to prevent, negotiate and/or resolve interprofessional conflicts in research settings. |  |  |  |  |
| **Leader** |  | | | |
| Successfully leads research project and manages resources. |  |  |  |  |
| Demonstrates understanding of how trainee’s research may improve health care delivery in teams, organizations, and systems. |  |  |  |  |
| **Health Advocate** |  | | | |
| Participates in ethical health research, with appreciation of social, cultural, economic, biologic factors. |  |  |  |  |
| Able to articulate how the research will impact patients at an individual level and why sustainability of the research program is important. |  |  |  |  |
| **Scholar** |  | | | |
| Establishes a foundation of knowledge, skills, and attitudes to support a research program. |  |  |  |  |
| Demonstrates understanding of knowledge gaps in the field and identifies appropriate research questions. |  |  |  |  |
| Demonstrates proficient and appropriate research skills and uses effective experimental methods. |  |  |  |  |
| Accurately synthesizes and interprets relevant research information. |  |  |  |  |
| Effectively prepares scientific presentations, grant proposals, publications, and other communications. |  |  |  |  |
| Contributes to creation, dissemination, application and translation of new knowledge and practices. |  |  |  |  |

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| --- | --- | --- | --- | --- |
| **Professional** |  | | | |
| Engages in professional development activities relevant to a clinician investigator. |  |  |  |  |
| Demonstrates effective follow up and completion of tasks. |  |  |  |  |
| Demonstrates commitment to clinician investigator health and well being. |  |  |  |  |

**Comments** (text boxes will expand as text is added)

* **Describe at least two strengths of this trainee as relevant to a developing clinician scientist.**Click or tap here to enter text.
* **Describe at least two areas in need of further development as relevant to a developing clinician scientist.**Click or tap here to enter text.
* **Is the trainee on track to defend their graduate studies in the expected timeline? If not, please provide details.**Click or tap here to enter text.

**Supervisor: I have reviewed this feedback with my trainee.** Yes  No

Signature of Supervisor(s) Date: Click or tap to enter a date.

Signature of Trainee Date: Click or tap to enter a date.

*\*Please additionally upload a copy of the minutes from the thesis advisory committee meeting to the CIP SharePoint when available.*