

LICD Clerkship In-Training Evaluation Reports (ITERS)  
Preceptor and Learner Roles and Responsibilities



FACULTY OF MEDICINE

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ITERS	<ul style="list-style-type: none"> <li>• <b>Formative</b> and <b>summative</b> evaluations of learner performance</li> </ul>
Formative ITER	<ul style="list-style-type: none"> <li>• Mandatory, opportunity to adjust teaching and learning to help meet learning outcomes</li> <li>• LICD Co Preceptor and Site Director submits and reviews formative ITER with learner</li> <li>• Comments noted on ITER's are very important for Dean's letter, which is used in CaRMS applications</li> </ul>
Summary ITER	<ul style="list-style-type: none"> <li>• Assistant Dean Clinical Education (DMNB or Assistant Undergraduate Dean-Clerkship DMNS), submits ITER indicating they have reviewed the formative ITERs, student logbooks, project presentation, and a remediation plan (if applicable) and assigns the student a grade of Pass or Fail</li> </ul>
Who is involved?	<ul style="list-style-type: none"> <li>• Learners, Co Preceptors, Primary Preceptors, Site Directors and Assistant Dean Clinical Education (DMNB or Assistant Undergraduate Dean-Clerkship DMNS)</li> </ul>
Why are these critical?	<ul style="list-style-type: none"> <li>• Key indicators of learner strengths and areas requiring further development</li> <li>• Opportunity for learner and faculty to establish a safe learning environment</li> <li>• Identify objectives that have not yet been completed allowing opportunity to do so</li> </ul>
How does the ITER process occur?	<p style="text-align: center;"><b>Responsibility of Learner and Preceptor</b></p> <ul style="list-style-type: none"> <li>• Become familiar ITER tool, process, and purpose</li> <li>• <u>Shared early organization</u> of a plan for review of ITER</li> <li>• <u>Shared accountability to organize time(s)</u> to review ITER</li> <li>• Together establish a communication process to seek out and receive ongoing feedback</li> </ul> <p><b>Preceptor (s):</b></p> <ul style="list-style-type: none"> <li>• Action to complete ITER by required due date. Failure to do so results in lack of feedback and opportunity for learners to develop as required</li> <li>• Establish a time and quiet location that allows privacy to discuss ITER feedback</li> </ul> <p><b>Learner:</b></p> <ul style="list-style-type: none"> <li>• Expectation of seeking ongoing informal and formal feedback from Preceptor(s)</li> <li>• Follow up with Preceptors with a reminder to complete any incomplete ITER's</li> <li>• Timely sign off and submission of ITER</li> </ul>
Where are ITER's located?	<ul style="list-style-type: none"> <li>• ITER evaluations are located within an electronic evaluation program, One45</li> <li>• Clerks and Preceptors are provided with password access to One45 at the beginning of the rotation</li> <li>• Preceptors are prompted when it is time to complete an ITER via email with a link to the ITER</li> </ul>
How to prepare to give and receive ITER feedback?	<p style="text-align: center;"><b>Responsibility of Learner and Preceptor</b></p> <ul style="list-style-type: none"> <li>• Prior to the meeting reflect on clinical encounters</li> <li>• prepare a list of what was done well and what requires further improvement</li> <li>• Highlight specific examples during feedback encounter</li> </ul> <p><b>Preceptor:</b></p> <ul style="list-style-type: none"> <li>• Highlight specific examples, what challenges did you note and what could have been done differently?</li> <li>• How can you, <b>as preceptor</b> support your learner moving forward? Bring these ideas to the feedback session.</li> </ul> <p><b>Learner:</b></p> <ul style="list-style-type: none"> <li>• Identify challenges you faced and what would you do differently?</li> <li>• Discuss how can <b>you as learner</b> work with your preceptor to meet your learning needs</li> </ul>