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**National Institute for Health Specialties**

**Urology Program Information Form**

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| **Application Information** | | |
| Date: | Click or tap here to enter text. | |
| Application Type: | ☐ New (Initial Accreditation Application)  ☐ Renewal (Continued Accreditation Application) | |
| Program Name: | Click or tap here to enter text. | |
| Institution Name: | Click or tap here to enter text. | |
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| **1. INTRODUCTION** | | |
| **A. Duration of Education** | | |
| 1. What will be the length, in months, of the educational program? | Click or tap here to enter text. | |
| **2. INSTITUTIONS** | | |
| **A. Participating Sites** | | |
| Is the program based at the primary clinical site? | ☐ Yes | ☐ No |
| Explain if ‘NO’. (Limit 250 words)  Click or tap here to enter text. | | |
| Is there a program letter of agreement (PLA) between the program and all participating sites? | ☐ Yes | ☐ No |
| Explain if ‘NO’. (Limit 250 words)  Click or tap here to enter text. | | |
| Describe how the program ensures that each participating site offers significant educational opportunities to residents. (Limit 300 words).  Click or tap here to enter text. | | |
| Are any of the planned participating sites at such a distance from the primary clinical site that residents’ attendance at rounds and lectures is impractical? | ☐ Yes | ☐ No |
| If ‘YES’, explain how the program ensures that residents can access or attend rounds and lectures when assigned to these sites. (Limit 300 words).  Click or tap here to enter text. | | |

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| **3. PROGRAM PERSONNEL AND RESOURCES** | | | | | | | | |
| **A. Program Director** | | | | | | | | |
| If multiple sites are used, describe how the program director ensures that a unified educational experience occurs to each resident. (Limit 400 words).  Click or tap here to enter text. | | | | | | | | |
| **B. Associate Program Director(s)** | | | | | | | | |
| Will the program have associate program director(s)? | | | | | ☐ Yes | | ☐ No | |
| Explain if ‘NO’. (Limit 250 words).  Click or tap here to enter text. | | | | | | | | |
| If ‘YES’, describe the criteria for appointment as an associate program director. (Limit 300 words)  Click or tap here to enter text. | | | | | | | | |
| Will the associate program director(s): | | | | | | | | |
| Dedicate at least 0.3 Full-Time Equivalent per week to the administration and educational aspects of the program. | | | | | ☐ Yes | | ☐ No | |
| Report directly to the program director. | | | | | ☐ Yes | | ☐ No | |
| Participate in educational programs to enhance their educational professional development. | | | | | ☐ Yes | | ☐ No | |
| Explain any ‘NO’ responses. (Limit 250 words):  Click or tap here to enter text. | | | | | | | | |
| **C. Faculty** | | | | | | | | |
| Do all faculty members hold appropriate qualifications in their field? | | | | | ☐ Yes | | ☐ No | |
| Explain if ‘NO’. (Limit 250 words):  Click or tap here to enter text. | | | | | | | | |
| Will the faculty: | | | | | | | | |
| Dedicate time for administration and education as per the requirements of the NIHS? | | | | | ☐ Yes | | ☐ No | |
| Participate in faculty development activities? | | | | | ☐ Yes | | ☐ No | |
| Explain if ‘NO’. (Limit 250 words):  Click or tap here to enter text. | | | | | | | | |
| Will the program director identify Subspecialty Education Coordinators (SECs) for each of the required subspecialties? | | | | | ☐ Yes | | ☐ No | |
| Explain if ‘NO’. (Limit 250 words):  Click or tap here to enter text. | | | | | | | | |
| If ‘YES’, indicate the SECs by completing the table below. Add rows as needed. Site #1 is the primary clinical site. | | | | | | | | |
| **Subspecialty Education Coordinator’s Name** | | **Based Primarily at Site #** | | **Specialty/Field** | | | **Currently Board Certified** | |
|  | |  | |  | | | ☐ Yes ☐ No | |
|  | |  | |  | | | ☐ Yes ☐ No | |
|  | |  | |  | | | ☐ Yes ☐ No | |
|  | |  | |  | | | ☐ Yes ☐ No | |
| Will the SECs be accountable to the program director for coordination of the residents’ subspecialty educational experiences to accomplish the goals and objectives in the subspecialty? | | | | ☐ Yes | | | ☐ No | |
| Explain if ‘NO’. (Limit 250 words):  Click or tap here to enter text. | | | | | | | | |
| **D. Other Program Personnel** | | | | | | | | |
| Is there a dedicated coordinator who has sufficient time to fulfil the responsibilities essential in meeting the educational goals and administrative requirements of the program? | | | | ☐ Yes | | | ☐ No | |
| Explain if ‘NO’. (Limit 250 words):  Click or tap here to enter text. | | | | | | | | |
| **E. Resources** | | | | | | | | |
| Indicate resources provided at the planned clinical sites by completing the table below. *Site #1 is the primary clinical site.* | | | | | | | | |
| **Does the Institution provide:** | **Institution #1** | | **Institution #2** | **Institution #3** | | **Institution #4** | | **Institution #5** |
| Endourology (Cystoscopy, Ureteroscopy, Percutaneous Renal Surgery). | ☐ Yes ☐ No | | ☐ Yes ☐ No | ☐ Yes ☐ No | | ☐ Yes ☐ No | | ☐ Yes ☐ No |
| LASER In Urology (Holmium, Thulium). | ☐ Yes ☐ No | | ☐ Yes ☐ No | ☐ Yes ☐ No | | ☐ Yes ☐ No | | ☐ Yes ☐ No |
| (MIS) Laparoscopy, Robotic | ☐ Yes ☐ No | | ☐ Yes ☐ No | ☐ Yes ☐ No | | ☐ Yes ☐ No | | ☐ Yes ☐ No |
| (Office based procedures) Urodynamic Studies. | ☐ Yes ☐ No | | ☐ Yes ☐ No | ☐ Yes ☐ No | | ☐ Yes ☐ No | | ☐ Yes ☐ No |
| Renal Transplant. | ☐ Yes ☐ No | | ☐ Yes ☐ No | ☐ Yes ☐ No | | ☐ Yes ☐ No | | ☐ Yes ☐ No |
| Haemodialysis | ☐ Yes ☐ No | | ☐ Yes ☐ No | ☐ Yes ☐ No | | ☐ Yes ☐ No | | ☐ Yes ☐ No |
| Imaging studies (i.e. radionuclide, ultrasound, fluoroscopy, angiography, computerized tomography, and magnetic resonance imaging) | ☐ Yes ☐ No | | ☐ Yes ☐ No | ☐ Yes ☐ No | | ☐ Yes ☐ No | | ☐ Yes ☐ No |
| Other: | ☐ Yes ☐ No | | ☐ Yes ☐ No | ☐ Yes ☐ No | | ☐ Yes ☐ No | | ☐ Yes ☐ No |
| Describe any additional resources not indicated above. (Limit 300 words)  Click or tap here to enter text. | | | | | | | | |
| **4. RESIDENTS APPOINTMENT** | | | | | | | | |
| **A. Resident Appointment and Eligibility Criteria** | | | | | | | | |
| Describe how the program will ensure that there will be a minimum of 6 residents enrolled and participating in the educational program at all times. (Limit 300 words).  Click or tap here to enter text. | | | | | | | | |
| Describe the eligibility criteria for residents and resident selection criteria. (Limit 400 words).  Click or tap here to enter text. | | | | | | | | |
| **5. EDUCATIONAL PROGRAM** | | | | | | | | |
| **A. Regularly Scheduled Didactic Sessions** | | | | | | | | |
| Using the format provided, please complete Appendix A., Formal Didactic Sessions by Academic Year, and attach to submission. | | | | | | | | |
| Describe how the didactic program will be based upon the core knowledge content of Urology. (Limit 400 words).  Click or tap here to enter text. | | | | | | | | |
| Describe how the program will provide opportunities for residents to interact with other residents and faculty in educational sessions at a frequency sufficient for peer-peer and peer-faculty interaction.  (Limit 400 words).  Click or tap here to enter text. | | | | | | | | |
| Will patient-based teaching: | | | | | | | | |
| Include direct interaction between residents and attending physicians. | | | | ☐ Yes | | | ☐ No | |
| Include bedside teaching | | | | ☐ Yes | | | ☐ No | |
| Include discussion of pathophysiology | | | | ☐ Yes | | | ☐ No | |
| Include use of current evidence in diagnostic and therapeutic decisions | | | | ☐ Yes | | | ☐ No | |
| Be formally conducted on all inpatient services | | | | ☐ Yes | | | ☐ No | |
| Be formally conducted on all consultative services | | | | ☐ Yes | | | ☐ No | |
| Explain any ‘NO’ responses. (Limit 250 words):  Click or tap here to enter text. | | | | | | | | |
| Describe how the program will ensure that patient-based teaching will occur with a frequency and duration sufficient to ensure a meaningful and continuous teaching relationship between the teaching attending’s and residents. (Limit 400 words).  Click or tap here to enter text. | | | | | | | | |
| **B. Clinical Experiences** | | | | | | | | |
| Complete the table below to indicate the number of months of clinical experiences planned in each year of the program for each area indicated (to be supported by Appendix B. Residency Program Block Diagram/Schedule). | | | | | | | | |
| **Clinical experience** | | **Year 1 and 2**  **26 blocks** | | **Years 3 to 5**  **39 blocks** | | | **Year 6**  **13 blocks** | |
| General Urology | | # | | # | | | # | |
| General surgery | | # | | # | | | # | |
| Critical care | | # | | # | | | # | |
| Vascular surgery | | # | | # | | | # | |
| Emergency/ Trauma | | # | | # | | | # | |
| Plastic surgery | | # | | # | | | # | |
| Nephrology | | # | | # | | | # | |
| Radiology | | # | | # | | | # | |
| Pathology | | # | | # | | | # | |
| Paediatric Urology/Surgery | | # | | # | | | # | |
| Endo-urology | | # | | # | | | # | |
| Transplantation (kidney) | | # | | # | | | # | |
| Onco-urology (MIS) | | # | | # | | | # | |
| Andrology | | # | | # | | | # | |
| Urology (Reconstructive) | | # | | # | | | # | |
| Female Urology (incot.) | | # | | # | | | # | |
| Elective | | # | | # | | | # | |
| Describe how the educational program is structured to allow residents to have clinical experiences in all of the medical subspecialties? (Limit 500 words).  Click or tap here to enter text. | | | | | | | | |
| Do all rotations have clearly defined written rotation-specific goals and objectives utilizing the NIHS competencies? | | | | ☐ Yes | | | ☐ No | |
| Explain if ‘NO’. (Limit 250 words):  Click or tap here to enter text. | | | | | | | | |
| Will residents be able to perform all Urological, diagnostic, and surgical procedures considered essential for the area of practice at completion of training? | | | | | | | | |
| Endo-urology. | | | | ☐ Yes | | | ☐ No | |
| Major open flank and pelvic surgery. | | | | ☐ Yes | | | ☐ No | |
| Minimally invasive intra-abdominal and pelvic surgical techniques including, laparoscopy and robotics. | | | | ☐ Yes | | | ☐ No | |
| Perineal and genital surgery | | | | ☐ Yes | | | ☐ No | |
| Urologic imaging including fluoroscopy, and ultrasound and Urodynamic. | | | | ☐ Yes | | | ☐ No | |
| Explain any ‘NO’ responses. (Limit 250 words):  Click or tap here to enter text. | | | | | | | | |
| Outpatient (clinics/procedures): number of Urology clinics per week?  (Describe the amount of exposure and responsibilities please):  Click or tap here to enter text. | | | | | | | | |
| Inpatient:  (Describe the amount of exposure and responsibilities please):  Click or tap here to enter text. | | | | | | | | |
| Operating theatre: number of operating theatres (major/minor) per week for Urology?  (Describe the amount of exposure and responsibilities please):  Click or tap here to enter text. | | | | | | | | |
| On-calls:  Describe on-call responsibilities/coverage/and frequency please:  Click or tap here to enter text. | | | | | | | | |
| **C. Residents’ Scholarly Activities** | | | | | | | | |
| Do all residents engage in a scholarly activity under faculty supervision? | | | | ☐ Yes | | | ☐ No | |
| Explain if ‘NO’. (Limit 250 words)  Click or tap here to enter text. | | | | | | | | |
| Describe how the program ensures that all resident research projects are published or presented at institutional, local, regional or national meetings. (Limit 300 words).  Click or tap here to enter text. | | | | | | | | |
| Describe how resident research projects are evaluated. (Limit 300 words).  Click or tap here to enter text. | | | | | | | | |
| **D. Duty Hour and Work Limitations** | | | | | | | | |
| Are all residents working duties compliant with duty-hour regulations: | | | | | | | | |
| Duty hours are limited to 80-hours per week averaged over 4-weeks. | | | | ☐ Yes | | | ☐ No | |
| Residents have one day off in seven free from all clinical and educational duties, averaged over 4-weeks. | | | | ☐ Yes | | | ☐ No | |
| A minimum of 10-hours off in between all duty periods. | | | | ☐ Yes | | | ☐ No | |
| Explain if ‘NO’. (Limit 250 words).  Click or tap here to enter text. | | | | | | | | |
| Describe how the program ensures compliance with duty-hour regulations. (Limit 300 words).  Click or tap here to enter text. | | | | | | | | |
| Describe how faculty provides appropriate supervision to residents in patient care activities. (Limit 400 words)  Click or tap here to enter text. | | | | | | | | |
| **6. CORE COMPETENCIES** | | | | | | | | |
| **A. Patient Care** | | | | | | | | |
| How will all graduating residents demonstrate the ability to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health? Describe how this will be evaluated. (Limit 300 words)  Click or tap here to enter text. | | | | | | | | |
| How will all graduating residents demonstrate proficiency in a variety of roles including serving as the direct provider, the leader or member of a multi-disciplinary team or providers, a consultant to other physicians, and a teacher to the patient and other physicians. (Limit 400 words).  Click or tap here to enter text. | | | | | | | | |
| How will all graduating physicians demonstrate proficiency in the prevention, counselling, detection and diagnosis, and treatment of gender-specific diseases? (Limit 400 words).  Click or tap here to enter text. | | | | | | | | |
| How will all graduating physicians demonstrate proficiency in managing patients in a variety of health care settings, including the inpatient ward, the critical care unit, and the emergency setting?  (Limit 400 words).  Click or tap here to enter text. | | | | | | | | |
| How will all graduating physicians demonstrate proficiency in managing patients across the spectrum of clinical disorders as seen in the practice of general Urology, including subspecialties of Urology and non-Urology specialties? (Limit 400 words).  Click or tap here to enter text. | | | | | | | | |
| How will all graduating physicians demonstrate proficiency in:  Using clinical skills of interviewing and physical examination  Using the laboratory and imaging techniques appropriately  Providing care for a sufficient number of undifferentiated acutely and severely ill patients.  Describe how proficiency will be assessed in each of the areas above. (Limit 300 words).  Click or tap here to enter text. | | | | | | | | |
| **B. Medical Knowledge** | | | | | | | | |
| How will all graduating residents demonstrate proficiency in their knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioural sciences, as well as the application of this knowledge to patient care? Describe how these traits will be evaluated. (Limit 400 words).  Click or tap here to enter text. | | | | | | | | |
| How will all graduating residents demonstrate proficiency in their knowledge of:  Common Urological and surgical conditions.  Treating Urological conditions commonly managed by general Urologist.  Performing basic urological procedures.  Interpreting basic clinical tests and images.  Recognizing and providing initial management of urgent and emergent Urological problems including Urological trauma.  Using common pharmacotherapy.  Appropriately using and performing diagnostic and therapeutic procedures.  Describe how proficiency will be assessed in four of the seven areas listed above. (Limit 400 words)  Click or tap here to enter text. | | | | | | | | |
| **C. Practice-Based Learning and Improvement** | | | | | | | | |
| How will graduating residents demonstrate their ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning? Describe how these will be evaluated. (Limit 300 words).  Click or tap here to enter text. | | | | | | | | |
| How will graduating residents demonstrate that they have developed skills and habits to be able to meet the following goals:  identify strengths, deficiencies, and limits in one’s knowledge and expertise  set learning and improvement goals  identify and perform appropriate learning activities  systematically analyse clinical practice using quality improvement methods, and implement changes with the goal of practice improvement  incorporate formative evaluation feedback into daily practice  locate, appraise, and assimilate evidence from scientific studies related to their patients’ health problems  use information technology to optimize learning  participate in the education of patients, families, students, residents, and other health professionals  Provide an example of how skills will be assessed in five of the eight areas listed above. (Limit 500 words)  Click or tap here to enter text. | | | | | | | | |
| **D. Interpersonal and Communication Skills** | | | | | | | | |
| How will graduating residents demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and other health professionals? Describe how these skills will be evaluated. (Limit 300 words)  Click or tap here to enter text. | | | | | | | | |
| How will graduating residents demonstrate their ability to:  Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds.  Communicate effectively with physicians, other health professionals, and health-related agencies.  Work effectively as a member or leader of a health care team or other professional group.  Act in a consultative role to other physicians and health professionals.  Maintain comprehensive, timely, and legible medical records.  Provide an example of how these skills will be assessed in three of the five areas listed above. (Limit 300 words)  Click or tap here to enter text. | | | | | | | | |
| **E. Professionalism** | | | | | | | | |
| How will graduating residents demonstrate a commitment to fulfilling their professional responsibilities and to adhering to ethical principles? Describe how these will be evaluated. (Limit 300 words)  Click or tap here to enter text. | | | | | | | | |
| How will graduating residents demonstrate:  Compassion, integrity, and respect for others  Responsiveness to patient needs that supersedes self-interest  Respect for patient privacy and autonomy  Accountability to patients, society, and the profession  Sensitivity and responsiveness to a diverse patient population, including to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation  Provide an example of how traits will be assessed in three of the five areas listed above. (Limit 300 words)  Click or tap here to enter text. | | | | | | | | |
| **F. Systems-Based Practice** | | | | | | | | |
| How will graduating residents demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care?  Describe how these skills will be evaluated. (Limit 300 words)  Click or tap here to enter text. | | | | | | | | |
| How will graduating residents demonstrate their ability to:  Work effectively in various health care delivery settings and systems relevant to their clinical specialty  Coordinate patient care within the health care system relevant to their clinical specialty  Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care as appropriate  Advocate for quality patient care and optimal patient care systems  Work in inter-professional teams to enhance patient safety and improve patient care quality  Participate in identifying system errors and implementing potential systems solutions  Provide an example of how skill will be assessed in four of the six areas listed above? (Limit 400 words)  Click or tap here to enter text. | | | | | | | | |
| **7. APPENDIX** | | | | | | | | |
| **A. Formal Didactic Sessions by Academic Year** | | | | | | | | |
| Formal Didactic Sessions by Academic Year  For each year of residency, please attach (Label: Appendix A) a list of all scheduled didactic courses (which includes discussion groups, seminars and conferences, grand rounds, basic science, skills labs, and journal club) at all participating sites attended by residents using the format below.   If attended by residents from multiple years, list in each year but provide a full description only the first time it is listed.  Number sessions consecutively from the first year through the final year so that the scheduled didactic sessions can be easily referenced throughout the application. Be brief and use the outline that follows.  Year in the program:  Number:                Title:  a)   Type of Format (e.g. - seminar, conference, discussion groups, etc.)  b)   Required or elective  c)   Brief description (three or four sentences)  d)   Frequency, length of session and total number of sessions  **Example:**   |  | | --- | | Y-1  01. Introduction to Urology  a)   Seminar  b)   Required Y-1  c)   Survey of contemporary methods and styles of Urology including approaches to clinical work with minority populations.  d)   Weekly, for 8 sessions.  02. Departmental Grand Rounds  a)   Discussion groups  b)   Required, Y-1, Y-2, Y-3; Elective Y-4  c)   Clinical case presentations, sponsored by each departmental division, followed by discussion and review of contemporary state of knowledge. Format includes resident presentations and discussions with additional faculty discussant.  d)   Twice monthly, 24 sessions | | | | | | | | | |
| 2.If attendance will be monitored, explain how this is accomplished and how feedback is given regarding non-attendance. (Limit 250 words).  Click or tap here to enter text. | | | | | | | | |

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| **B. Residency Program Block Diagram/Schedule** |

Provide block diagram for year 1 and 2:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Block YR1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Site |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Rotation name |  |  |  |  |  |  |  |  |  |  |  |  |  |
| % Outpatient |  |  |  |  |  |  |  |  |  |  |  |  |  |
| % Inpatient |  |  |  |  |  |  |  |  |  |  |  |  |  |
| % Operating theatre |  |  |  |  |  |  |  |  |  |  |  |  |  |
| % Teaching/research |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Block YR2 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Site |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Rotation name |  |  |  |  |  |  |  |  |  |  |  |  |  |
| % Outpatient |  |  |  |  |  |  |  |  |  |  |  |  |  |
| % Inpatient |  |  |  |  |  |  |  |  |  |  |  |  |  |
| % Operating theatre |  |  |  |  |  |  |  |  |  |  |  |  |  |
| % Teaching/research |  |  |  |  |  |  |  |  |  |  |  |  |  |

Provide block diagram for year 3,4,5,and 6:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Block YR3 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Site |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Rotation name |  |  |  |  |  |  |  |  |  |  |  |  |  |
| % Outpatient |  |  |  |  |  |  |  |  |  |  |  |  |  |
| % Inpatient |  |  |  |  |  |  |  |  |  |  |  |  |  |
| % Operating theatre |  |  |  |  |  |  |  |  |  |  |  |  |  |
| % Teaching/research |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Block YR 4 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Site |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Rotation name |  |  |  |  |  |  |  |  |  |  |  |  |  |
| % Outpatient |  |  |  |  |  |  |  |  |  |  |  |  |  |
| % Inpatient |  |  |  |  |  |  |  |  |  |  |  |  |  |
| % Operating theatre |  |  |  |  |  |  |  |  |  |  |  |  |  |
| % Teaching/research |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Block YR 5 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Site |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Rotation name |  |  |  |  |  |  |  |  |  |  |  |  |  |
| % Outpatient |  |  |  |  |  |  |  |  |  |  |  |  |  |
| % Inpatient |  |  |  |  |  |  |  |  |  |  |  |  |  |
| % Operating theatre |  |  |  |  |  |  |  |  |  |  |  |  |  |
| % Teaching/research |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Block YR 6 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Site |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Rotation name |  |  |  |  |  |  |  |  |  |  |  |  |  |
| % Outpatient |  |  |  |  |  |  |  |  |  |  |  |  |  |
| % Inpatient |  |  |  |  |  |  |  |  |  |  |  |  |  |
| % Operating theatre |  |  |  |  |  |  |  |  |  |  |  |  |  |
| % Teaching/research |  |  |  |  |  |  |  |  |  |  |  |  |  |