PORTFOLIO FACULTY DEVELOPMENT

CREATING A COMMUNITY OF PRACTICE: PROGRESS REVIEW COACHING FOR THE ACADEMY SCHOLAR

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DISCLOSURE

- Relevant relationships with commercial entities
  - None
- Potential for conflicts of interest within this presentation
  - None
- Steps taken to review and mitigate potential bias
  - N/A

SESSION OBJECTIVES

By the end of this session, you will be able to:

- Define your role as coach during the one-on-one progress review meetings
- Review the MD Program Learner Chart and its utility for the progress review meetings
- Describe key elements of the R2C2 model of facilitated feedback for coaching
- Create a community of practice within which to share challenges and successes that arise during progress review meetings as they relate to CBME, supporting student wellness and career development

SESSION OUTLINE

- Introduction to Progress Review Meetings
  - Defining your role as a coach
  - Preparing for the progress review meetings
  - MD Learner Chart overview
- R2C2 model
- Career development and electives
- Supporting student wellness

ARE YOU A:

(A) Academy Scholar

(B) Junior Scholar

HAVE YOU LED PROGRESS REVIEWS IN THE PAST?

(A) Yes, I have led progress reviews before

(B) No, this is my first time

INTRODUCTION TO THE PROGRESS REVIEW MEETINGS

YOUR ROLE

In the **small group sessions,** you are a **facilitator**

- Listen openly to the students share their experiences and reflect in a non-judgmental, open environment

During the **progress review meetings**, you advise and **coach** the students

- Build a relationship with the student
- Explore their reactions and goals for learning
- Coach for performance change

HOW THE PROGRESS REVIEW MEETINGS WORK

Who:

- Academy Scholar and individual student

When:

- Twice yearly in Y1-3; once in Y4
  - Y1: Jan 26 and Feb 2; April 13 and 20
  - Y2: Dec 1; April 13
  - Y3: Nov 6; March 12
  - Y4: Feb 26
- 30-minute meetings
- Specified date(s), but some flexibility

Where:

- Virtual or in-person

PURPOSE OF THE PROGRESS REVIEW MEETINGS

- During the progress reviews, you act as a **coach** and **mentor** to:
  - Review performance and progress in MD program thus far
  - Check-in with the student regarding their wellness and career development
  - Explore challenges, brainstorm strategies for improvement, review goals

PREPARING FOR THE PROGRESS REVIEW MEETINGS

Students will:	**Scholars** will:
• Prepare a progress review report: written reflection **and** personal learning plan • Submit these documents on OASES prior to meeting	• Set up the Zoom meeting if meeting virtually • Review the student documents on OASES and prepare feedback • Review the Learner Chart • Complete MedSIS small-group meeting evaluations

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PROGRESS REVIEW REPORT: WRITTEN REFLECTION

- Reflect on your **personal experience of the medical school journey**
- Reflect on your **academic performance data**, using the assessments in the MD Program Learner Chart
- Using your assessment data in the MD program Learner Chart, in addition to other feedback you may have received, **describe your strengths and opportunities for growth**, using the CanMEDS roles as a framework

Personal Learning Plan Template (You must include this chart with your report)

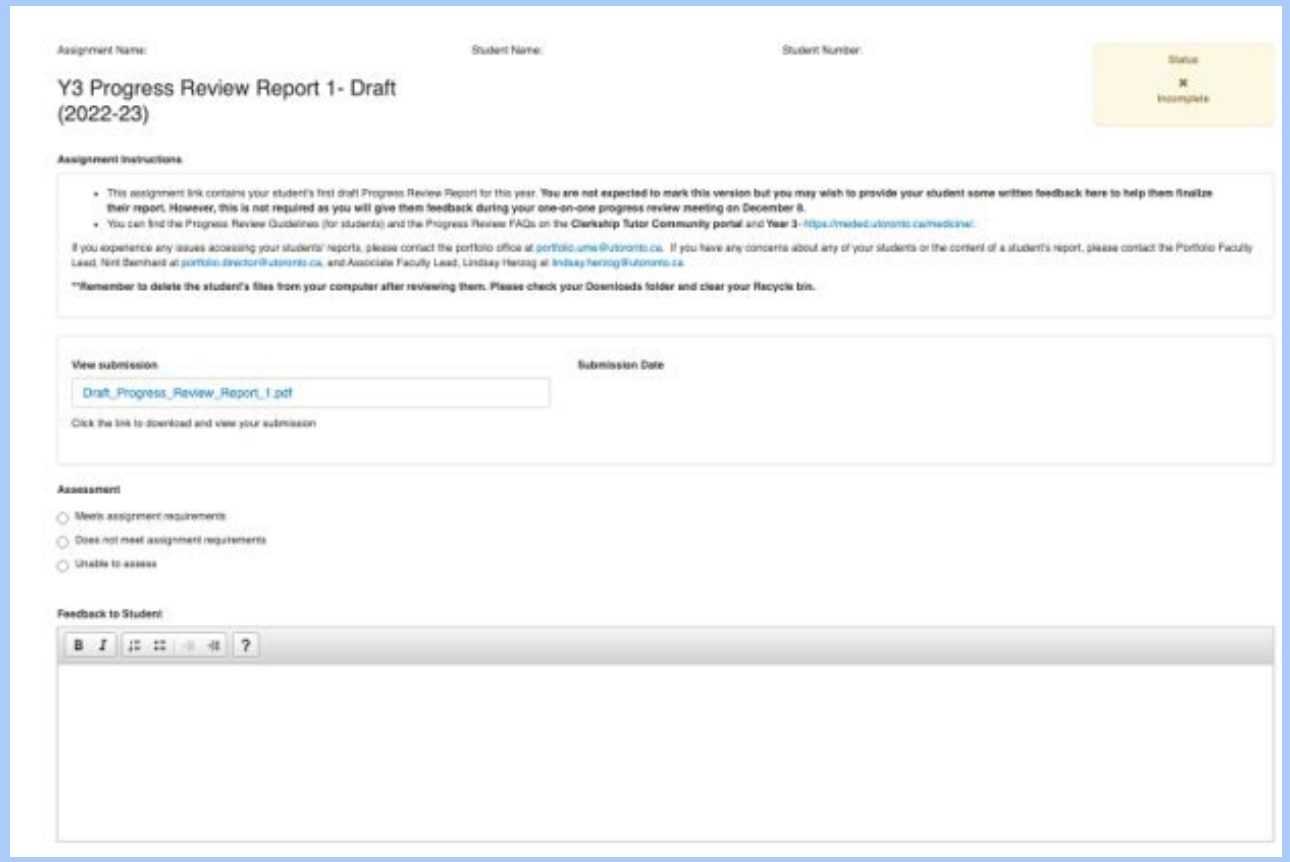
Learning Goals – minimum 3 (What key knowledge, skills and attitudes do you plan on acquiring? Think about immediate, medium and long term timelines)	**Learning Resources and Strategies** (How are you going to learn it?)	**Evidence** (How will you know that you have learned it? Consider specific and measurable outcomes)
1.		
2.		
3.		

PROGRESS REVIEW REPORT:

PERSONAL LEARNING PLAN

MD Program
UNIVERSITY OF TORONTO

PROGRESS REVIEW REPORTS: ACCESSING OASES



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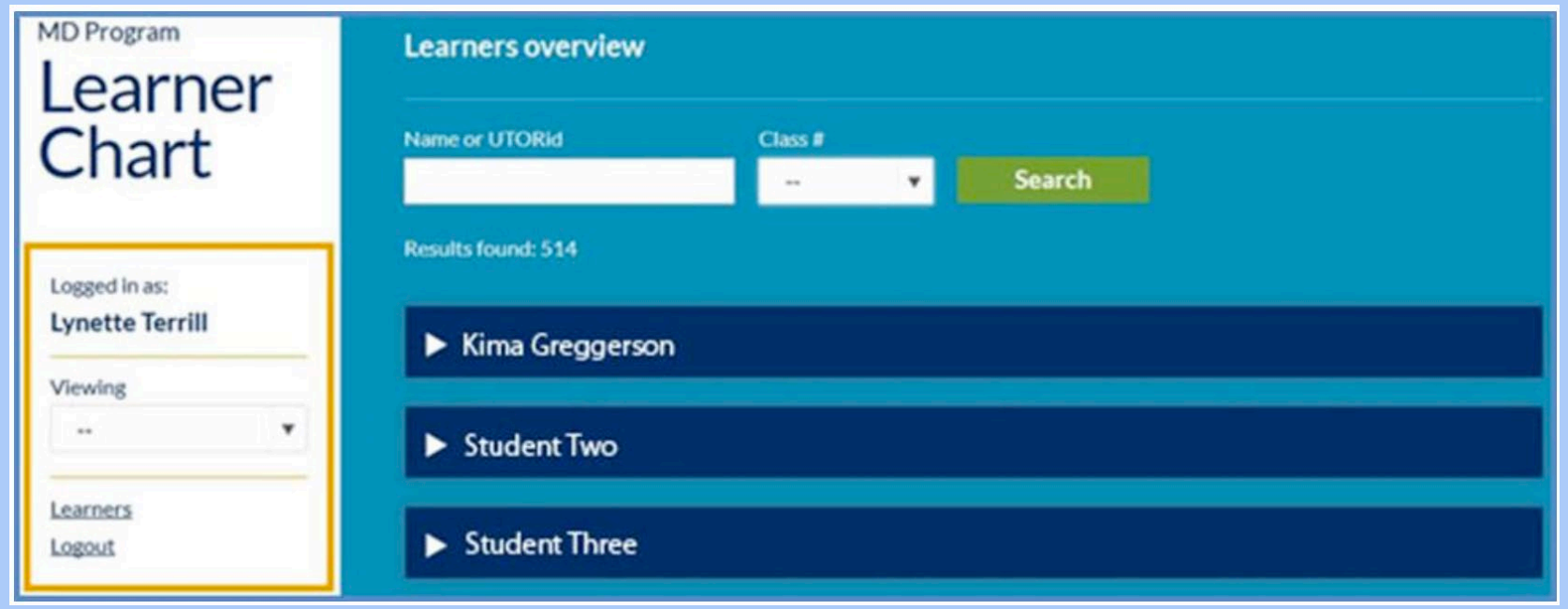
LEARNER CHART

https://learnerchart.medicine.utoronto.ca/



- Contains all student assessment data
- Tells the student's story of how they are achieving competency according to the CanMEDS roles
- Strictly confidential

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YOUR ROLE AS A COACH IN THE PROGRESS REVIEW MEETINGS

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YOUR ROLE AS A COACH IN THE PROGRESS REVIEW MEETINGS

- Will provide feedback and guide the student through further reflection on their academic journey
- Will also help coach the student on strategies that can be integrated into their personal learning plan
- After the meeting, the student will update their progress review report and their personal learning plan, to reflect the mutually agreed upon learning goals
- After the meeting, the student will submit the revised report which will be reviewed by you

R2C2 MODEL FOR FACILITATED FEEDBACK

The R2C2 Facilitated Feedback Model

1. Build rapport and **relationship**
2. Explore **reactions** to and perceptions of the data/report
3. Explore understanding of the **content** of the data/ report
4. **Coach** for performance change

Sargeant, et al. (2015) *Academic Medicine*

Phase 1: Build rapport and RELATIONSHIP

Goal: Engage the student, build relationship, learn about their context

- Explain the purpose of the Progress Review session and the meeting
- Outline the agenda to:
  - Review assessment data and gaps;
  - Discuss their reactions to the data and what it means to them;
  - Develop an action plan / personal learning plan from the data

"Tell me about your experience completing this review"
"I'd like to hear about med school, challenges, what you enjoy"
"What would you hope to get out of this Progress Review Meeting?"

Sargeant, et al. (2015) *Academic Medicine*

Phase 2: Explore REACTIONS to and perceptions of the data

Goal: For the students to feel understood and to know their views are heard and respected

"What were your initial reactions? Anything particularly striking?"
"Did anything in your Learner Chart surprise you? Tell me more about that…."
"How do these data compare with how you think you were doing? Any surprises?"
"Based on your reactions, is there a particular part that you would like to focus on?"

- Be prepared for expression of negative reactions and validate
  - *"It's difficult to hear feedback that disconfirms how we see ourselves"*

Sargeant, et al. (2015) *Academic Medicine*

Phase 3: Explore student understanding of the CONTENT of the data

Goal: For the student to be clear about what the data mean for their learning and the opportunities for change suggested by the data

"Was there anything in the learner chart that didn't make sense to you?"
"Anything that you'd like to explore further or comment on?"
"Anything that struck you as something to focus on"
"Do you recognize a pattern?"

Sargeant, et al. (2015) *Academic Medicine*

Phase 4: COACH for performance change

Goal: For the student to engage in "change talk" and develop an action plan that they feel is achievable

- Consider coaching as:
  - guiding the development of goals and activities to achieve them
  - supporting self-directed learning
  - the "skill of offering solutions."
  - ensuring a concrete plan is developed

"When we meet for our next progress review, is there anything you would like to see changed?"

"What actions will you have to take?"

"Who/what might help you with this change?

"What might get in the way?

"Do you think you can achieve it?

(Sargeant, et al. Academic Medicine, 2015)

The R2C2 Facilitated Feedback Model

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R2C2 VIDEOS

- R2C2: A Primer for Portfolio Academy Scholars on Facilitated Feedback
- Role play of student and senior scholar engaging in a facilitated feedback discussion (Part 2)
- Feedback on Role Play (Part 3)

SUPPORTING STUDENTS DURING THE PROGRESS REVIEWS

CAREER ADVISING IN THE MD PROGRAM

MD Program
UNIVERSITY OF TORONTO | Office of Faculty Development

HOW TO COUNSEL SECOND AND THIRD YEAR STUDENTS ON CAREERS AND ELECTIVES

A Guide for Faculty

RESOURCES

DO'S & DON'T'S

Do acknowledge the anxiety, uncertainty and stress associated with decisions around careers and electives.

Do remind students in the foundations years to balance their career exploration efforts with their medical expert learning and personal interests and wellness.

Do refer to and reinforce existing MD Program resources (listed to the right). Encourage students to seek out guidance and supports from the career counsellors at OHPSA.

Do remind students that it is normal for them to be unsure of what specialty they want to pursue, even in third year.

Don't minimize the emotions students may be feeling about the electives and CaRMS process. Electives have become a competitive and strategic process.

Don't provide false reassurance. The strategies previously used for electives and CaRMS may no longer be relevant.

Don't make assumptions about the electives or CaRMS process. If in doubt, refer the student to the Electives or OHPSA offices

Don't provide advice in absolutes.
"You must do this elective."
"Go to this site."
"Meet this individual."

Don't belittle, insult or minimize any career choice or specialty – even in jest.

Don't use the term "backing up" when speaking about parallel planning. This makes it sounds like the second specialty of interest holds less importance and sends the wrong message.

WELLNESS & DEALING WITH STUDENTS IN DISTRESS

Principles:

- Do not take a history
- You are not in a clinical role with the student
- Do not offer therapy
- Do not promise absolute confidentiality
- Determine if the situation is, urgent, emergent, non-urgent
- Reach out to Portfolio Leadership if you are unsure or have questions

Learner Mistreatment

We are here for you, feel free to contact us if you want to discuss, disclose, or report something that has happened.

Meet Our Team

Online Submission

MD Program
UNIVERSITY OF TORONTO

Student Assistance

OLA

Core Services

- Career Counselling
- Personal Support
- Academic and Clinical Skills Enhancement
- Service Learning, Diversity Outreach, and Student Events/Clubs

OLA liaises with other networks

- COMMUNITY OMA – PHP
- CaRMS
- UNIVERSITY OF TORONTO
- TEMERTY FACULTY OF MEDICINE
- MEDICAL EDUCATION
- MAA
- LEARNER LEADERSHIP

TEMERTY FACULTY OF MEDICINE
UNIVERSITY OF TORONTO

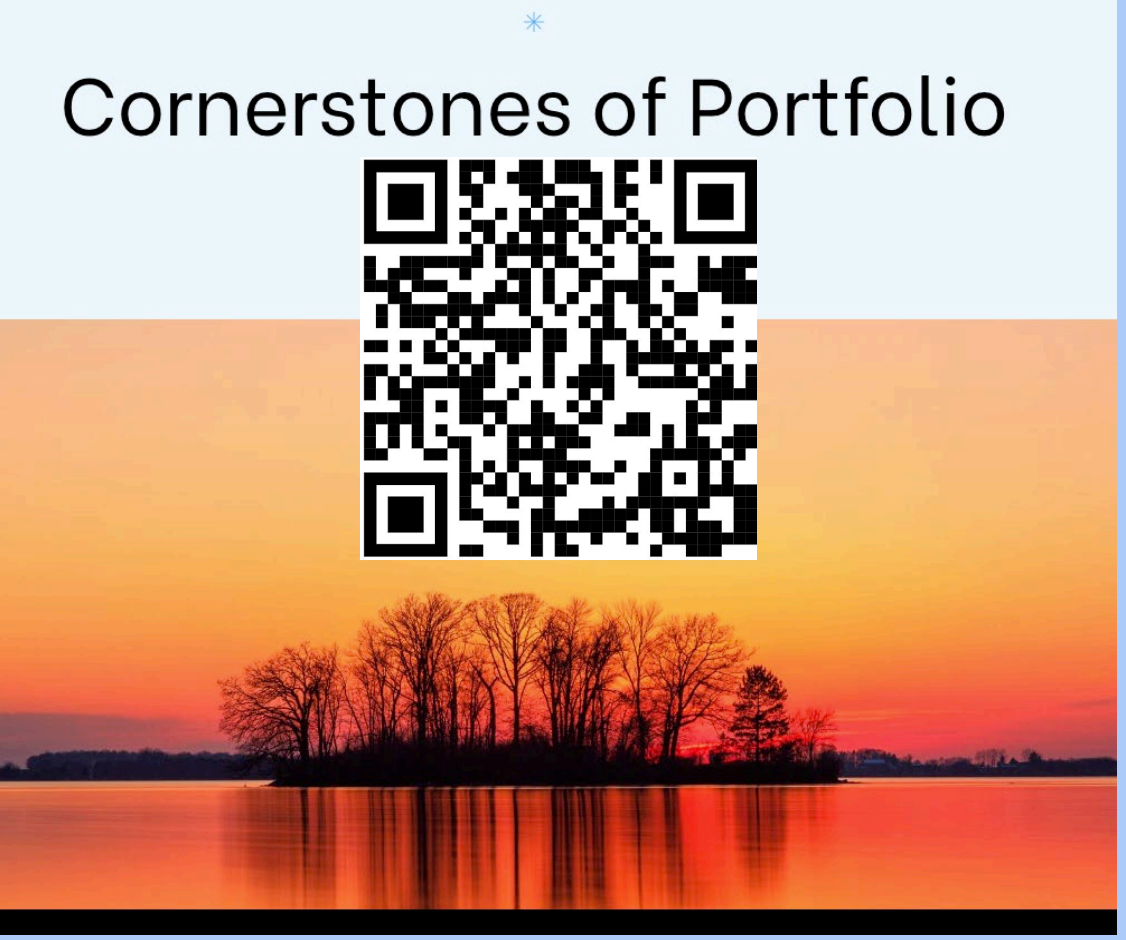
Office of Learner Affairs

Credit to: Dr. Heather Flett

Navigate. Elevate. Advocate.

We're with you

PORTFOLIO FACULTY DEVELOPMENT RESOURCES



Preparing for Your Progress Review Meetings for Senior Academy Scholars

This component includes resources to help you prepare for your one on one progress review meetings with the students, including accessing the Learner Chart, guidelines for the progress review report, and a primer and videos on a facilitated feedback model (R2C2).

To access any of the resources, select and click on a link on the right.

- Preparing for Progress Reviews: Faculty Development Presentation
- Accessing the Learner Chart
- Progress Review Report Guidelines
- Primer - Portfolio Academy Scholars: Facilitated Feedback
- Primer & Video - R2C2 and Feedback on Role Play

Additional Portfolio Scholar Resources

- Careers and Electives
- Office of Learner Affairs
- Supporting Students
- Portraying Social Identities
- Learner Mistreatment - Primer for Teachers
- Learner to Learner Mistreatment
- Assessing Student Professionalism
- Professionalism and Attendance in the MD Program

Online module containing everything you need to know to be an excellent Portfolio Scholar

Additional Faculty Development materials on **Elentra** and on the Portfolio Scholar Faculty Development website

QUESTIONS OR COMMENTS?

Please reach out to us at any time with questions, comments, feedback, or simply to chat

We love getting to know our Portfolio community and are grateful for all that you do!