

1
00:00:01,100 --> 00:00:02,815
Oswald and myself, Andrew Hall, are

2
00:00:02,900 --> 00:00:04,615
really excited to have you all with

3
00:00:04,940 --> 00:00:05,940
us today.

4
00:00:06,680 --> 00:00:07,820
Just by way of introductions.

5
00:00:08,610 --> 00:00:10,031
I'm an Emergency physician at

6
00:00:10,392 --> 00:00:12,199
Queens University, where I work as

7
00:00:12,200 --> 00:00:13,640
our competency based education lead

8
00:00:13,670 --> 00:00:14,940
and also has,

9
00:00:15,860 --> 00:00:16,860
as a clinician

10
00:00:17,870 --> 00:00:18,919
educator at the Royal College,

11
00:00:18,920 --> 00:00:20,149
focussed on programme evaluation

12
00:00:20,150 --> 00:00:21,150
related to CBD. Anna?

13
00:00:23,230 --> 00:00:24,725

Thanks, Andrew. So I'm Dr. Anna

14

00:00:24,790 --> 00:00:26,559

Oswald. I'm a Rheumatologist at the

15

00:00:26,560 --> 00:00:28,390

University of Alberta, where I work

16

00:00:28,420 --> 00:00:30,129

as the director for implementation

17

00:00:30,820 --> 00:00:31,820

for CBME for our faculty.

18

00:00:31,900 --> 00:00:33,489

And I'm also a clinician educator at

19

00:00:33,490 --> 00:00:34,479

the Royal College and I'm really

20

00:00:34,480 --> 00:00:36,309

excited about our programme

21

00:00:36,310 --> 00:00:37,600

evaluation form today.

22

00:00:48,320 --> 00:00:49,339

Next slide. Ok! So I want to get

23

00:00:49,340 --> 00:00:50,179

just a little bit of an

24

00:00:50,180 --> 00:00:51,846

introduction, some of you may have

25

00:00:52,100 --> 00:00:54,245

joined us for our previous CBME

26

00:00:54,590 --> 00:00:55,999
Programme Evaluation Forum

27

00:00:56,990 --> 00:00:58,819
session in January and then

28

00:00:58,820 --> 00:01:00,709
we had a very impromptu

29

00:01:01,550 --> 00:01:03,409
change of topic in our session

30

00:01:03,440 --> 00:01:05,359
in April in response to

31

00:01:05,360 --> 00:01:06,389
the COVID-19 pandemic

32

00:01:07,340 --> 00:01:08,340
situation.

33

00:01:09,560 --> 00:01:10,789
But really what we're hoping for

34

00:01:10,790 --> 00:01:12,289
this, is we've brought together

35

00:01:12,290 --> 00:01:14,299
three different presenters to give

36

00:01:14,300 --> 00:01:15,300
you some takes

37

00:01:16,250 --> 00:01:17,791
on programme evaluation in the round

38

00:01:17,792 --> 00:01:19,879

coaching and feedback.

39

00:01:19,970 --> 00:01:21,380

And really what we want,

40

00:01:21,800 --> 00:01:23,689

is to have a space where we can

41

00:01:24,020 --> 00:01:25,392

hear some interesting topics

42

00:01:26,180 --> 00:01:27,649

around programme evaluation and then

43

00:01:27,650 --> 00:01:29,218

we've dedicated a fair amount of

44

00:01:29,270 --> 00:01:30,480

time at the end of this call.

45

00:01:30,500 --> 00:01:32,117

Over half an hour for sharing and

46

00:01:32,330 --> 00:01:34,459

discussion to allow for potential

47

00:01:34,460 --> 00:01:35,991

collaboration between people who are

48

00:01:36,620 --> 00:01:37,620

on this webinar.

49

00:01:38,930 --> 00:01:40,099

And we're really hoping that people

50

00:01:40,100 --> 00:01:41,570

can find collaborators through

51
00:01:42,290 --> 00:01:43,910
through this forum.

52
00:01:44,960 --> 00:01:46,909
We will be providing a link for you

53
00:01:46,910 --> 00:01:48,349
to consider

54
00:01:48,950 --> 00:01:50,019
signing up with your e-mail.

55
00:01:50,060 --> 00:01:51,229
We would never distribute your

56
00:01:51,230 --> 00:01:52,549
e-mail based on the registration.

57
00:01:52,580 --> 00:01:54,139
But if you would like to add

58
00:01:54,140 --> 00:01:55,806
yourself to a contact list, we are

59
00:01:55,910 --> 00:01:57,478
happy to facilitate some of that

60
00:01:57,620 --> 00:01:58,459
collaboration.

61
00:01:58,460 --> 00:01:59,650
So handed over to you, Andrew.

62
00:01:59,690 --> 00:02:00,690
Next slide?

63
00:02:03,360 --> 00:02:05,459

Great! So the rules

64

00:02:05,460 --> 00:02:06,809
of engagement for this session is

65

00:02:06,810 --> 00:02:08,459
we're going to ask everyone to kind

66

00:02:08,460 --> 00:02:09,478
of be very respectful in a

67

00:02:09,479 --> 00:02:10,379
collaborative approach.

68

00:02:10,380 --> 00:02:11,489
This is meant to be a sharing

69

00:02:11,490 --> 00:02:12,749
environment, to share thoughts and

70

00:02:12,750 --> 00:02:13,750
ideas

71

00:02:14,940 --> 00:02:15,869
related to competency based

72

00:02:15,870 --> 00:02:17,519
education and in this case, coaching

73

00:02:17,520 --> 00:02:19,800
and feedback and assessment.

74

00:02:21,750 --> 00:02:22,739
We'll encourage anyone to share

75

00:02:22,740 --> 00:02:24,210
their ideas at the end when we

76

00:02:24,570 --> 00:02:26,010
get into conversations,

77

00:02:26,880 --> 00:02:28,289
including early thoughts or early

78

00:02:28,290 --> 00:02:29,902
data, really methodologies would be

79

00:02:29,940 --> 00:02:30,940
great.

80

00:02:31,620 --> 00:02:32,879
Ask everyone to be respectful of

81

00:02:32,880 --> 00:02:34,019
each other's academic intellectual

82

00:02:34,020 --> 00:02:35,359
property. And if you hear something

83

00:02:35,360 --> 00:02:36,509
that you think is really cool that

84

00:02:36,510 --> 00:02:37,706
someone brings up or mentions,

85

00:02:38,100 --> 00:02:39,449
that's a great opportunity to reach

86

00:02:39,450 --> 00:02:40,450
out to those people.

87

00:02:40,650 --> 00:02:42,599
And and we would encourage

88

00:02:42,600 --> 00:02:43,600

that to happen.

89

00:02:44,790 --> 00:02:46,499

And this

90

00:02:46,650 --> 00:02:47,939

I think the QR code is active.

91

00:02:48,310 --> 00:02:50,279

I confirm that the QR code is active

92

00:02:50,310 --> 00:02:52,259

with our with our folks.

93

00:02:57,280 --> 00:02:58,780

Ok! So I believe that it is

94

00:02:59,160 --> 00:03:00,489

and this is a mechanism for us to

95

00:03:00,490 --> 00:03:01,490

share our

96

00:03:02,920 --> 00:03:04,537

emails and lists to be circulated

97

00:03:04,930 --> 00:03:05,799

to other attendees who are

98

00:03:05,800 --> 00:03:06,998

interested to collaborate.

99

00:03:06,999 --> 00:03:07,999

Next slide?

100

00:03:10,520 --> 00:03:11,892

So we're going to have three

101
00:03:11,990 --> 00:03:13,399
presentations and Anna is going to

102
00:03:13,400 --> 00:03:14,610
introduce our presenters.

103
00:03:14,660 --> 00:03:15,739
We're really lucky to have with us

104
00:03:15,740 --> 00:03:17,269
today. I'm just super excited to

105
00:03:17,270 --> 00:03:18,270
hear from them.

106
00:03:18,680 --> 00:03:20,820
After all these presentations,

107
00:03:21,350 --> 00:03:22,500
we'll have a question period.

108
00:03:23,100 --> 00:03:24,319
And what I'd ask you to do is feel

109
00:03:24,320 --> 00:03:25,429
free to write questions in the

110
00:03:25,430 --> 00:03:26,430
question box on your

111
00:03:27,470 --> 00:03:29,569
webinar, go to webinar control

112
00:03:29,570 --> 00:03:30,570
panel. We'll be moderating those

113
00:03:31,040 --> 00:03:32,755

questions and what we're gonna hold

114

00:03:32,780 --> 00:03:33,780

them till the end.

115

00:03:34,610 --> 00:03:35,610

And then

116

00:03:37,250 --> 00:03:39,379

during at the end,

117

00:03:39,950 --> 00:03:41,179

when we get into questions, we can

118

00:03:41,180 --> 00:03:42,180

use the raise hand function, and

119

00:03:42,950 --> 00:03:44,217

then we can select you and unmute

120

00:03:44,340 --> 00:03:45,789

you if you've raised your hand then

121

00:03:45,790 --> 00:03:47,149

you can actually you verbalize a

122

00:03:47,150 --> 00:03:48,019

question.

123

00:03:48,020 --> 00:03:49,245

So first point during the

124

00:03:49,730 --> 00:03:51,109

presentation, feel free to write in

125

00:03:51,110 --> 00:03:52,110

questions in the question box.

126
00:03:52,190 --> 00:03:53,689
We can ask those of our presenters

127
00:03:54,050 --> 00:03:55,099
and then two, once again the

128
00:03:55,100 --> 00:03:56,100
discussion, we'll use the raise hand

129
00:03:56,510 --> 00:03:58,310
function and then I can

130
00:03:58,550 --> 00:03:59,550
we can select that we unmute you.

131
00:04:02,630 --> 00:04:03,630
That's great! Next slide?

132
00:04:07,670 --> 00:04:08,809
Ok! So

133
00:04:09,580 --> 00:04:10,989
as Andrew was saying, this is a

134
00:04:10,990 --> 00:04:12,411
recorded presentation for the

135
00:04:12,490 --> 00:04:13,959
presentation section, but not the

136
00:04:13,960 --> 00:04:14,960
discussion sections, so the

137
00:04:15,100 --> 00:04:16,359
presentations will be shared

138
00:04:16,690 --> 00:04:18,609

afterward, if anybody is

139

00:04:18,970 --> 00:04:19,970

wondering.

140

00:04:20,350 --> 00:04:21,939

We have three great speakers lined

141

00:04:21,940 --> 00:04:22,940

up today.

142

00:04:23,110 --> 00:04:24,249

As you can see, Dr. Denise

143

00:04:24,250 --> 00:04:25,250

Richardson

144

00:04:26,170 --> 00:04:27,869

is a Psychiatrist from Toronto and

145

00:04:27,870 --> 00:04:29,049

Clinician Educator at the Royal

146

00:04:29,050 --> 00:04:30,050

College.

147

00:04:30,610 --> 00:04:32,010

Dr. Stephanie Meeuwissen

148

00:04:33,130 --> 00:04:34,159

is a PhD candidate at

149

00:04:35,050 --> 00:04:36,579

Maastricht and she will be starting

150

00:04:36,580 --> 00:04:38,295

an Internal Medicine residency once

151
00:04:38,410 --> 00:04:39,579
she completes that work.

152
00:04:40,030 --> 00:04:41,950
And Dr. Chris Watling, who is

153
00:04:41,980 --> 00:04:43,209
as listed, the Director of the

154
00:04:43,210 --> 00:04:44,827
Centre of Education, Research and

155
00:04:44,920 --> 00:04:46,209
Innovation at

156
00:04:47,590 --> 00:04:48,639
Western University.

157
00:04:49,570 --> 00:04:50,570
Next slide, please!

158
00:04:53,790 --> 00:04:55,649
Ok! So I'm delighted to be

159
00:04:55,650 --> 00:04:56,650
introducing Dr. Richardson who will

160
00:04:57,120 --> 00:04:58,410
be our first presenter today.

161
00:04:58,770 --> 00:05:00,449
Each presenter has 10 minutes and

162
00:05:00,450 --> 00:05:01,709
we'll be giving them a one minute

163
00:05:01,710 --> 00:05:03,425

warning in the chat to try and keep

164

00:05:03,630 --> 00:05:04,649
ourselves on time.

165

00:05:04,920 --> 00:05:06,329
And then, as Andrew said, please

166

00:05:06,330 --> 00:05:07,799
feel free to type in your questions

167

00:05:07,800 --> 00:05:08,800
to the question box.

168

00:05:08,880 --> 00:05:09,779
We'll be monitoring them.

169

00:05:09,780 --> 00:05:11,039
But all questions will be held to

170

00:05:11,040 --> 00:05:12,689
the end of the three presentations.

171

00:05:13,950 --> 00:05:15,390
Denise, would you like to put your

172

00:05:15,930 --> 00:05:17,309
video on and I'll hand over to you?

173

00:05:17,700 --> 00:05:18,539
I just did.

174

00:05:18,540 --> 00:05:19,569
Thank you very much, Anna.

175

00:05:19,680 --> 00:05:20,879
Thanks for the very

176
00:05:21,720 --> 00:05:22,860
nice introduction.

177
00:05:23,490 --> 00:05:25,009
I won't take any more time with

178
00:05:25,080 --> 00:05:27,029
that, but I am very excited

179
00:05:27,030 --> 00:05:29,040
to be able to present some

180
00:05:29,940 --> 00:05:32,279
early programme evaluation

181
00:05:32,310 --> 00:05:34,529
results on a very practical

182
00:05:34,860 --> 00:05:35,860
initiative.

183
00:05:36,080 --> 00:05:38,009
It's evaluation results on

184
00:05:38,010 --> 00:05:39,839
an educational resource

185
00:05:39,870 --> 00:05:41,438
that we've created to facilitate

186
00:05:42,090 --> 00:05:43,680
the implementation of

187
00:05:43,950 --> 00:05:45,929
coaching within residency

188
00:05:45,930 --> 00:05:46,930

programmes.

189

00:05:48,510 --> 00:05:49,709

Next slide. Sorry, I forgot.

190

00:05:49,710 --> 00:05:50,710

I had to say that.

191

00:05:51,000 --> 00:05:52,274

So as many of you or maybe

192

00:05:52,860 --> 00:05:54,330

all of you are likely aware, a

193

00:05:54,600 --> 00:05:56,429

coaching model for CBD

194

00:05:56,430 --> 00:05:58,529

was developed based on available

195

00:05:58,530 --> 00:05:59,951

literature and drawing on the

196

00:06:00,240 --> 00:06:01,661

expertise of a diverse group,

197

00:06:02,190 --> 00:06:04,256

including clinicians, or residents.

198

00:06:04,350 --> 00:06:06,029

educational researchers

199

00:06:06,420 --> 00:06:07,979

and an executive coach.

200

00:06:08,760 --> 00:06:10,328

And this was created actually to

201
00:06:10,620 --> 00:06:12,569
facilitate the implementation

202
00:06:12,630 --> 00:06:14,639
of coaching within postgraduate

203
00:06:14,640 --> 00:06:16,949
programmes associated

204
00:06:16,950 --> 00:06:17,950
with the model.

205
00:06:18,840 --> 00:06:19,840
A coaching process

206
00:06:20,730 --> 00:06:21,810
was created.

207
00:06:22,550 --> 00:06:24,569
Our RX-OCR are as it was

208
00:06:24,570 --> 00:06:26,040
coined in conjunction with the

209
00:06:26,430 --> 00:06:28,139
CBD model.

210
00:06:28,980 --> 00:06:31,529
The RX-OCR process

211
00:06:31,950 --> 00:06:34,319
does outline specific

212
00:06:34,320 --> 00:06:35,999
steps. As you can see here,

213
00:06:36,330 --> 00:06:38,190

the initial R

214

00:06:38,220 --> 00:06:40,709

stands for establishing educational

215

00:06:40,710 --> 00:06:42,278

rapport between the resident and

216

00:06:42,720 --> 00:06:45,060

the clinician, or an educational

217

00:06:45,120 --> 00:06:46,799

alliance or a partnership.

218

00:06:47,550 --> 00:06:50,160

The X is for setting expectations

219

00:06:50,220 --> 00:06:52,439

of the coaching encounter, including

220

00:06:52,440 --> 00:06:54,299

discussing roles of each

221

00:06:54,300 --> 00:06:55,868

of the clinician and resident as

222

00:06:56,130 --> 00:06:57,360

well as learning goals.

223

00:06:57,870 --> 00:06:59,340

The 0 is for observation would

224

00:06:59,730 --> 00:07:01,620

be that direct or indirect

225

00:07:01,680 --> 00:07:03,899

observation and really is the key

226
00:07:03,900 --> 00:07:05,970
ingredient in coaching.

227
00:07:06,420 --> 00:07:07,988
Without observation, it's really

228
00:07:08,220 --> 00:07:09,480
difficult to coach.

229
00:07:09,990 --> 00:07:11,429
And the C is for a coaching

230
00:07:11,430 --> 00:07:13,109
conversation that occurs

231
00:07:13,410 --> 00:07:15,240
with the resident for the purpose

232
00:07:15,300 --> 00:07:17,370
of improvement of the work

233
00:07:17,400 --> 00:07:19,020
that was just observed.

234
00:07:19,470 --> 00:07:20,695
And then lastly, the R is

235
00:07:21,330 --> 00:07:23,549
for recording the summary

236
00:07:23,550 --> 00:07:25,380
of the encounter and

237
00:07:25,620 --> 00:07:27,139
the actionable steps that would

238
00:07:27,480 --> 00:07:29,429

have been arrived upon

239

00:07:29,790 --> 00:07:31,440
within that conversation.

240

00:07:33,250 --> 00:07:34,250
Next slide?

241

00:07:34,640 --> 00:07:36,439
So as part of the Royal College

242

00:07:36,440 --> 00:07:37,616
resources that are being

243

00:07:38,330 --> 00:07:39,949
put forth for coaching.

244

00:07:40,190 --> 00:07:42,019
We've created what we're calling the

245

00:07:42,050 --> 00:07:43,699
coaching to competence online

246

00:07:43,700 --> 00:07:44,700
modules.

247

00:07:45,230 --> 00:07:46,459
There are five interactive

248

00:07:46,460 --> 00:07:48,259
activities that allow you to

249

00:07:48,260 --> 00:07:50,049
practise applying the RX-OCR

250

00:07:51,230 --> 00:07:52,459
coaching process.

251
00:07:52,880 --> 00:07:54,139
And these activities have been

252
00:07:54,140 --> 00:07:55,970
created to help individuals,

253
00:07:56,210 --> 00:07:57,680
both clinicians and residents,

254
00:07:57,719 --> 00:07:58,719
identify

255
00:08:00,320 --> 00:08:02,209
gaps in their knowledge and

256
00:08:02,210 --> 00:08:03,949
skills related to coaching

257
00:08:04,280 --> 00:08:05,990
so that goals can be identified

258
00:08:06,620 --> 00:08:08,041
individually and then through

259
00:08:08,540 --> 00:08:10,670
further practise, reflection

260
00:08:10,700 --> 00:08:12,470
and other learning opportunities,

261
00:08:12,710 --> 00:08:14,329
these gaps can be addressed.

262
00:08:15,110 --> 00:08:17,329
Activity one is an introductory

263
00:08:17,390 --> 00:08:18,694

overview of the RX-OCR's

264

00:08:19,460 --> 00:08:20,796
process as a whole, while,

265

00:08:21,530 --> 00:08:23,779
activity two through five

266

00:08:23,840 --> 00:08:25,610
offer a deeper dive into

267

00:08:25,700 --> 00:08:27,290
each of the elements of the

268

00:08:27,560 --> 00:08:29,300
RX-OCR process,

269

00:08:29,750 --> 00:08:31,489
and each of the five activities were

270

00:08:31,490 --> 00:08:32,666
intentionally created so

271

00:08:33,440 --> 00:08:35,359
that they're are not only eligible

272

00:08:35,360 --> 00:08:36,830
for Section two maintenance of

273

00:08:37,190 --> 00:08:38,929
certification credits,

274

00:08:39,169 --> 00:08:40,999
but also Section three,

275

00:08:41,000 --> 00:08:42,169
and that's the performance

276
00:08:42,200 --> 00:08:44,239
assessment Section

277
00:08:44,570 --> 00:08:45,570
MOC credits, and as

278
00:08:46,460 --> 00:08:48,080
a result, as you can see there,

279
00:08:48,110 --> 00:08:50,179
there's a coaching to competence

280
00:08:50,180 --> 00:08:52,039
certificate that would be

281
00:08:53,030 --> 00:08:55,129
granted after completion of

282
00:08:55,130 --> 00:08:56,600
the module and the

283
00:08:57,860 --> 00:08:59,089
evaluation survey.

284
00:08:59,480 --> 00:09:00,480
Next slide?

285
00:09:01,610 --> 00:09:03,500
So from the onset, we

286
00:09:04,100 --> 00:09:05,570
made sure we had an evaluation

287
00:09:05,780 --> 00:09:07,970
strategy in place for

288
00:09:08,030 --> 00:09:09,589

the modules.

289

00:09:10,250 --> 00:09:11,570

The evaluation strategy

290

00:09:12,080 --> 00:09:13,879

encompasses not only elements

291

00:09:13,970 --> 00:09:15,293

of the programme evaluation

292

00:09:15,860 --> 00:09:17,575

of these modules themselves for the

293

00:09:17,720 --> 00:09:19,549

purpose of future

294

00:09:19,550 --> 00:09:21,559

improvement, but also

295

00:09:21,680 --> 00:09:23,101

for assessment of outstanding

296

00:09:23,870 --> 00:09:26,269

development needs of the clinicians

297

00:09:26,300 --> 00:09:28,429

and potentially residents, in terms

298

00:09:28,430 --> 00:09:29,998

of the knowledge and skill areas

299

00:09:30,260 --> 00:09:32,419

associated with coaching

300

00:09:32,420 --> 00:09:33,590

that they identify.

301
00:09:34,250 --> 00:09:36,049
So we're tracking the number of

302
00:09:36,050 --> 00:09:37,700
unique views online.

303
00:09:37,910 --> 00:09:39,859
We're compiling and analysing

304
00:09:39,860 --> 00:09:41,477
the answers that are given in the

305
00:09:41,600 --> 00:09:43,489
evaluation survey for each

306
00:09:43,490 --> 00:09:44,960
of the five activities.

307
00:09:45,410 --> 00:09:46,879
We're tracking the number of

308
00:09:46,880 --> 00:09:48,252
evaluation surveys that have

309
00:09:48,740 --> 00:09:49,769
been answered and the

310
00:09:50,580 --> 00:09:52,490
certificate that have been claimed.

311
00:09:52,880 --> 00:09:54,088
And we're planning a follow-up

312
00:09:54,290 --> 00:09:55,564
survey with users who have

313
00:09:56,210 --> 00:09:58,250

agreed to participate in the same.

314

00:09:59,330 --> 00:10:00,330

Next slide, please?

315

00:10:02,660 --> 00:10:04,539

So what we've learned so far, we've

316

00:10:04,550 --> 00:10:06,409

actually collected quantitative and

317

00:10:06,410 --> 00:10:07,519

qualitative data.

318

00:10:07,560 --> 00:10:09,200

And the quantitative data

319

00:10:09,560 --> 00:10:11,210

we've had just over

320

00:10:11,660 --> 00:10:13,580

1100 unique views

321

00:10:13,890 --> 00:10:15,079

where the number of people

322

00:10:15,080 --> 00:10:17,100

completing the survey

323

00:10:17,120 --> 00:10:18,590

and the activities can be seen

324

00:10:18,960 --> 00:10:20,570

there ranges from

325

00:10:20,810 --> 00:10:22,549

the newest release of the sea

326
00:10:22,550 --> 00:10:24,169
activity at fifty nine,

327
00:10:24,440 --> 00:10:25,440
but up to the

328
00:10:26,540 --> 00:10:28,760
353 people completing

329
00:10:28,820 --> 00:10:30,535
the activity, as well as the survey

330
00:10:31,100 --> 00:10:32,278
for the overall RX-OCR activity.

331
00:10:32,890 --> 00:10:33,890
And

332
00:10:35,390 --> 00:10:36,949
the number of people who have agreed

333
00:10:36,950 --> 00:10:38,420
to a follow up survey is quite

334
00:10:38,600 --> 00:10:39,979
incredible. It is

335
00:10:40,580 --> 00:10:41,580
just over 40%.

336
00:10:42,170 --> 00:10:43,170
Next slide?

337
00:10:44,530 --> 00:10:45,951
And qualitative, we have been

338
00:10:46,510 --> 00:10:48,429

very pleased, actually, this

339

00:10:49,060 --> 00:10:50,919
word doodle sort of represents

340

00:10:50,920 --> 00:10:52,929
some of the key

341

00:10:52,930 --> 00:10:54,549
words that have come up, but

342

00:10:54,550 --> 00:10:56,519
statements such as I think there

343

00:10:56,520 --> 00:10:58,088
should be mandatory teaching for

344

00:10:58,450 --> 00:11:00,309
all staff who work with medical

345

00:11:00,310 --> 00:11:01,307
students and residents has been

346

00:11:01,308 --> 00:11:02,308
stated.

347

00:11:03,580 --> 00:11:05,440
Another comment was very well done.

348

00:11:05,530 --> 00:11:06,910
I like the format and would

349

00:11:07,390 --> 00:11:09,339
enjoy more continuing

350

00:11:09,340 --> 00:11:11,055
professional development activities

351
00:11:11,380 --> 00:11:12,830
structured similarly.

352
00:11:13,420 --> 00:11:15,037
I will encourage my colleagues to

353
00:11:15,220 --> 00:11:16,780
complete this activity

354
00:11:17,260 --> 00:11:18,877
and I enjoyed the format with the

355
00:11:19,180 --> 00:11:21,310
simulated residents encounter.

356
00:11:21,610 --> 00:11:23,649
We're just a few of the comments

357
00:11:23,650 --> 00:11:25,360
that we've actually collected

358
00:11:25,750 --> 00:11:26,750
amongst the many.

359
00:11:27,360 --> 00:11:28,360
Next slide?

360
00:11:29,700 --> 00:11:31,679
And so we do have actually

361
00:11:31,920 --> 00:11:33,149
future plans,

362
00:11:33,810 --> 00:11:36,120
and these plans include

363
00:11:36,180 --> 00:11:38,460

not only looking at the impact

364

00:11:38,490 --> 00:11:40,349
on residents learning and the

365

00:11:40,350 --> 00:11:42,270
impact in critical features

366

00:11:42,360 --> 00:11:44,759
of this educational alliance

367

00:11:44,760 --> 00:11:46,524
or relationship building that's part

368

00:11:46,650 --> 00:11:47,650
of the RX-OCR.

369

00:11:48,390 --> 00:11:50,549
But also, as I mentioned, we're

370

00:11:50,550 --> 00:11:52,440
intending on sending out

371

00:11:52,500 --> 00:11:54,269
the follow up survey

372

00:11:54,570 --> 00:11:56,617
to learn really more about how

373

00:11:57,030 --> 00:11:59,490
RX-OCR is being applied,

374

00:11:59,760 --> 00:12:01,679
and even lessons that have

375

00:12:01,680 --> 00:12:03,297
been learned by those individuals

376
00:12:03,570 --> 00:12:05,280
who are applying it.

377
00:12:06,240 --> 00:12:07,950
And we've already

378
00:12:08,310 --> 00:12:10,499
mapped out further

379
00:12:10,530 --> 00:12:12,539
modules that we're going

380
00:12:12,540 --> 00:12:13,716
to develop, particularly

381
00:12:14,460 --> 00:12:16,500
with respect to the coaching

382
00:12:16,530 --> 00:12:17,530
over time role in

383
00:12:18,390 --> 00:12:20,909
the the CBD

384
00:12:21,360 --> 00:12:23,309
coaching model, you may remember

385
00:12:23,970 --> 00:12:25,799
from the actual model,

386
00:12:25,830 --> 00:12:26,943
which I didn't go over, there are

387
00:12:27,180 --> 00:12:28,860
two roles for coaches:

388
00:12:29,070 --> 00:12:30,660

coaching in the moment, which is

389

00:12:30,780 --> 00:12:32,820

more of a bedside

390

00:12:33,060 --> 00:12:34,334

type of role or a clinical

391

00:12:34,830 --> 00:12:36,202

environment type of role and

392

00:12:36,360 --> 00:12:37,732

coaching over time, which is

393

00:12:38,190 --> 00:12:39,960

more in keeping with

394

00:12:40,050 --> 00:12:41,999

a person who would have a

395

00:12:42,000 --> 00:12:43,649

lot more longitudinal

396

00:12:43,830 --> 00:12:45,239

coaching relationship with the

397

00:12:45,240 --> 00:12:46,401

residents and

398

00:12:47,760 --> 00:12:49,679

be looking at patterns of

399

00:12:49,680 --> 00:12:51,052

improvement and facilitating

400

00:12:52,080 --> 00:12:53,700

individual learning plans.

401
00:12:54,120 --> 00:12:56,039
And so another module will

402
00:12:56,250 --> 00:12:58,169
likely address learning plans

403
00:12:58,170 --> 00:12:59,340
or possibly difficult

404
00:13:00,720 --> 00:13:02,669
conversations that can come

405
00:13:02,670 --> 00:13:04,679
up when one is acting

406
00:13:04,680 --> 00:13:06,052
as a coach over time or some

407
00:13:06,660 --> 00:13:08,179
places are calling it a faculty

408
00:13:08,220 --> 00:13:09,450
advisor or

409
00:13:10,140 --> 00:13:11,399
academic advisor.

410
00:13:12,270 --> 00:13:14,220
But all of these things will be

411
00:13:14,520 --> 00:13:15,570
part of our

412
00:13:16,860 --> 00:13:18,419
continued development of

413
00:13:18,720 --> 00:13:21,210

more online modules.

414

00:13:21,690 --> 00:13:22,690

Next slide?

415

00:13:23,720 --> 00:13:25,529

And so just to finish off, I would

416

00:13:25,530 --> 00:13:27,419

actually like to say thank you

417

00:13:27,420 --> 00:13:29,249

for the opportunity of presenting

418

00:13:29,250 --> 00:13:30,720

this very early data, but also

419

00:13:31,440 --> 00:13:33,299

to acknowledge those people,

420

00:13:33,750 --> 00:13:34,750

including myself and

421

00:13:35,610 --> 00:13:37,259

the others who are listed there, who

422

00:13:37,260 --> 00:13:38,730

have been working very hard to

423

00:13:38,850 --> 00:13:40,500

develop these modules

424

00:13:40,890 --> 00:13:41,890

to this point.

425

00:13:42,030 --> 00:13:43,451

And we'll continue to develop

426
00:13:43,860 --> 00:13:45,036
the four further modules

427
00:13:45,750 --> 00:13:46,750
that I indicated.

428
00:13:53,330 --> 00:13:54,330
Thanks, Denise, that's great!

429
00:13:55,240 --> 00:13:57,229
We appreciate your presentation.

430
00:13:57,260 --> 00:13:58,609
There's really data related to your

431
00:13:58,610 --> 00:14:00,169
evaluation model to look at the

432
00:14:00,530 --> 00:14:01,530
RX-OCR model.

433
00:14:01,910 --> 00:14:03,289
We'll be great for us as a community

434
00:14:03,290 --> 00:14:05,179
to think about how we can measure

435
00:14:05,270 --> 00:14:06,723
the impact and the impact in change

436
00:14:07,220 --> 00:14:08,689
in coaching behaviours around the

437
00:14:08,690 --> 00:14:10,640
country since implementation of CBD.

438
00:14:11,120 --> 00:14:12,499

And how is a programme evaluation

439

00:14:12,500 --> 00:14:14,269

community we can think about

440

00:14:15,800 --> 00:14:16,800

how our coaching has

441

00:14:17,720 --> 00:14:19,059

been impacted from that and what it

442

00:14:19,070 --> 00:14:21,139

was and what the nature of coaching

443

00:14:21,140 --> 00:14:23,119

has been since its implementation.

444

00:14:23,180 --> 00:14:24,180

So thank you very much.

445

00:14:25,490 --> 00:14:27,110

So we'll next to invite

446

00:14:27,560 --> 00:14:29,179

Stephanie Mason on the line

447

00:14:30,170 --> 00:14:31,879

on video. And Denise, if you can use

448

00:14:31,880 --> 00:14:32,959

your video screen, that would be

449

00:14:32,960 --> 00:14:33,960

great.

450

00:14:36,000 --> 00:14:37,589

So Stephanie Meeuwissen is

451
00:14:38,040 --> 00:14:39,619
kindly joining us from Maastricht,

452
00:14:39,630 --> 00:14:41,394
where I'm not even sure what time it

453
00:14:41,450 --> 00:14:42,749
is there right now, but it's not the

454
00:14:42,750 --> 00:14:43,659
same time as here.

455
00:14:43,660 --> 00:14:44,969
I think I've gotten blurry, so

456
00:14:44,970 --> 00:14:47,009
that'll hopefully correct

457
00:14:47,010 --> 00:14:48,010
itself here, anyways.

458
00:14:48,180 --> 00:14:49,429
No one needs to see me right now.

459
00:14:49,440 --> 00:14:50,460
So thank you for joining us,

460
00:14:50,740 --> 00:14:51,629
Stephanie is going to talk to us

461
00:14:51,630 --> 00:14:52,630
about multiple

462
00:14:53,490 --> 00:14:54,869
role mentoring, mentors,

463
00:14:54,870 --> 00:14:56,549

conceptualisations enactments and

464

00:14:56,550 --> 00:14:57,550

role conflicts.

465

00:14:57,660 --> 00:14:58,799

And we really appreciate having you.

466

00:14:58,830 --> 00:15:00,299

Thank you. We can advance a slice of

467

00:15:00,300 --> 00:15:01,300

the great.

468

00:15:03,850 --> 00:15:05,580

OK. Thank you for the introduction.

469

00:15:06,810 --> 00:15:07,810

So my name is Stephanie Meeuwissen

470

00:15:08,490 --> 00:15:10,589

and I conducted this

471

00:15:10,830 --> 00:15:12,570

research a few years ago.

472

00:15:12,870 --> 00:15:14,830

You can also read it in the article

473

00:15:14,840 --> 00:15:16,499

in Medical Education from last year.

474

00:15:16,650 --> 00:15:17,733

And it's entitled Multiple-Role

475

00:15:18,428 --> 00:15:19,436

Mentoring: mentors

conceptualisations, enactments

476

00:15:20,880 --> 00:15:22,388
and role conflicts.

477

00:15:22,740 --> 00:15:23,850
Next slide, please!

478

00:15:25,660 --> 00:15:26,983
So research findings showed

479

00:15:27,610 --> 00:15:29,949
that mentoring can positively

480

00:15:29,950 --> 00:15:31,420
impact: personal, educational

481

00:15:32,200 --> 00:15:33,035
and professional outcomes.

482

00:15:33,036 --> 00:15:35,160
So personal well-being,

483

00:15:35,560 --> 00:15:37,419
educational and group based

484

00:15:37,420 --> 00:15:38,530
learning and professional, for

485

00:15:39,120 --> 00:15:41,020
example, job positions and

486

00:15:41,080 --> 00:15:42,279
job satisfaction.

487

00:15:43,120 --> 00:15:44,829
And traditionally, a mentoring

488

00:15:44,830 --> 00:15:46,990
definition focussed on

489
00:15:47,620 --> 00:15:49,550
supporting students', learning and

490
00:15:49,570 --> 00:15:51,490
development and providing

491
00:15:51,910 --> 00:15:53,760
a non-judgemental relationship and

492
00:15:53,930 --> 00:15:55,930
a safe environment for students.

493
00:15:57,440 --> 00:15:59,204
Of course, we are transitioning into

494
00:15:59,220 --> 00:16:00,960
a more outcome-based approaches

495
00:16:01,490 --> 00:16:02,870
to medical education.

496
00:16:03,320 --> 00:16:05,119
And there is an inherent emphasis

497
00:16:05,210 --> 00:16:07,309
also on programmatic assessments,

498
00:16:07,730 --> 00:16:09,559
which aims to support the

499
00:16:09,580 --> 00:16:11,610
evaluation of students competence

500
00:16:11,630 --> 00:16:13,609
developments across

501

00:16:13,610 --> 00:16:15,830
contexts and over time.

502

00:16:16,490 --> 00:16:17,908
And this is supported through

503

00:16:18,740 --> 00:16:19,740
longitudinal assessments, portfolios

504

00:16:20,780 --> 00:16:21,860
and mentorships.

505

00:16:22,910 --> 00:16:24,899
Programmatic Assessment, PA on my

506

00:16:24,930 --> 00:16:26,799
slide is also characterized

507

00:16:26,800 --> 00:16:28,564
by the integration of both formative

508

00:16:29,080 --> 00:16:31,150
and summative assessment functions.

509

00:16:31,530 --> 00:16:33,520
And this means that, for example,

510

00:16:33,880 --> 00:16:35,740
in portfolios a lot of feedback

511

00:16:36,910 --> 00:16:38,590
cycles and outcomes are gathered

512

00:16:39,610 --> 00:16:41,529
that guide students'

513

00:16:42,310 --> 00:16:43,840
development processes,

514
00:16:44,290 --> 00:16:46,269
but also give inputs for

515
00:16:46,780 --> 00:16:48,669
summative decisions on

516
00:16:48,670 --> 00:16:50,139
students performances.

517
00:16:50,890 --> 00:16:52,749
And here the role of the mentor is

518
00:16:52,750 --> 00:16:54,820
actually key because the mentor

519
00:16:54,850 --> 00:16:56,124
can act both as a coach to

520
00:16:56,740 --> 00:16:58,479
support student's development,

521
00:16:58,990 --> 00:17:01,480
but also act as an advisor

522
00:17:01,540 --> 00:17:03,157
towards an independent assessment

523
00:17:03,460 --> 00:17:05,560
committee on the student's

524
00:17:06,369 --> 00:17:07,838
competency level and student's

525
00:17:07,839 --> 00:17:08,839
performance.

526

00:17:08,890 --> 00:17:10,780
So mentors conceptualisations

527

00:17:10,839 --> 00:17:11,839
are changing.

528

00:17:12,430 --> 00:17:13,430
Next slide!

529

00:17:15,970 --> 00:17:17,559
These mental conceptualisations

530

00:17:17,849 --> 00:17:18,849
that are changing

531

00:17:19,710 --> 00:17:21,899
can positively lead to,

532

00:17:22,220 --> 00:17:24,029
role conflicts over the roles of

533

00:17:24,030 --> 00:17:25,030
being voted coach and assessor. And

534

00:17:26,369 --> 00:17:28,469
we defined the role conflict as

535

00:17:29,100 --> 00:17:31,339
situations in which Mentors express

536

00:17:31,340 --> 00:17:33,420
feeling uncomfortable with a role

537

00:17:33,450 --> 00:17:35,160
as an assessor of student's process

538

00:17:35,220 --> 00:17:37,349
level alongside being

539
00:17:37,350 --> 00:17:39,059
a student's coach in learning and

540
00:17:39,090 --> 00:17:40,090
developments.

541
00:17:40,700 --> 00:17:41,956
And literature on Programatic

542
00:17:42,000 --> 00:17:43,650
Assessment and mentoring,

543
00:17:44,010 --> 00:17:45,839
recommend not to combine

544
00:17:45,840 --> 00:17:48,119
these roles because it could result

545
00:17:48,150 --> 00:17:49,970
in confusion or even

546
00:17:49,990 --> 00:17:51,089
role conflicts.

547
00:17:51,410 --> 00:17:53,250
And that could lead to a negative

548
00:17:53,280 --> 00:17:54,280
impact votes on mentees.

549
00:17:55,200 --> 00:17:57,119
For example, extreme anxiety or not

550
00:17:57,120 --> 00:17:58,492
telling everything, but also

551

00:17:59,220 --> 00:18:00,839
negative impacts on mentors who

552

00:18:00,840 --> 00:18:02,180
could be confused, for example.

553

00:18:02,256 --> 00:18:04,252
Next slide!

554

00:18:06,380 --> 00:18:08,449
So in this research, we

555

00:18:08,450 --> 00:18:09,724
try to find answers to the

556

00:18:10,190 --> 00:18:11,089
questions.

557

00:18:11,090 --> 00:18:12,670
How do mentors in a multiple

558

00:18:12,680 --> 00:18:14,600
mentoring system conceptualise

559

00:18:14,660 --> 00:18:15,849
and act their role?

560

00:18:16,280 --> 00:18:17,539
And to which extent do they

561

00:18:17,540 --> 00:18:19,860
experience role conflicts?

562

00:18:19,870 --> 00:18:20,870
Next slide!

563

00:18:23,960 --> 00:18:25,686
So we conducted this research at

564
00:18:25,730 --> 00:18:26,989
Maastricht University in the

565
00:18:26,990 --> 00:18:28,001
Netherlands, where I am from and

566
00:18:29,450 --> 00:18:31,480
where we conducted it in the master

567
00:18:31,520 --> 00:18:32,740
in medicine. So

568
00:18:33,410 --> 00:18:35,509
that is the undergraduate medical

569
00:18:36,080 --> 00:18:37,790
education that I'm talking about,

570
00:18:38,870 --> 00:18:40,159
which comprises three years of

571
00:18:40,160 --> 00:18:41,532
clinical rotations, and it's

572
00:18:41,750 --> 00:18:43,430
modelled on competency based

573
00:18:43,460 --> 00:18:44,460
education we are using the CanMEDS

574
00:18:45,980 --> 00:18:48,199
and we use Programmatic Assessments.

575
00:18:48,560 --> 00:18:49,477
So students have a longitudinal

576

00:18:49,478 --> 00:18:50,478
digital

577

00:18:51,320 --> 00:18:53,359
portfolio system for three years.

578

00:18:53,540 --> 00:18:55,010
And they also paired up with a

579

00:18:55,070 --> 00:18:57,056
physician mentor for three years.

580

00:18:57,770 --> 00:18:58,770
Next slide.

581

00:19:00,710 --> 00:19:02,339
We use a quite open approach to

582

00:19:02,340 --> 00:19:04,049
constructive grounded theory for

583

00:19:04,050 --> 00:19:06,149
this research in which we conducted

584

00:19:06,150 --> 00:19:07,669
some structured interviews with

585

00:19:07,890 --> 00:19:09,839
mentors who, as I said

586

00:19:10,530 --> 00:19:12,359
about their roles to support

587

00:19:12,360 --> 00:19:14,579
students developments, but also

588

00:19:14,580 --> 00:19:16,869
have a role to advise an internal

589
00:19:17,020 --> 00:19:18,960
and external assessment committee

590
00:19:19,590 --> 00:19:21,269
on students performance and the

591
00:19:21,270 --> 00:19:22,619
level of competence.

592
00:19:23,580 --> 00:19:25,410
And we ultimately

593
00:19:25,440 --> 00:19:27,900
interviewed twelve mentors

594
00:19:27,960 --> 00:19:29,381
who had at least two years of

595
00:19:29,430 --> 00:19:31,740
experience in this quite novel

596
00:19:31,770 --> 00:19:33,869
master in medicine, and

597
00:19:33,870 --> 00:19:35,487
also had experience with at least

598
00:19:35,700 --> 00:19:36,749
two mentees.

599
00:19:37,350 --> 00:19:38,839
And we did this until we reached

600
00:19:38,850 --> 00:19:40,740
enough data to understand

601

00:19:40,800 --> 00:19:42,032
and be able to construct

602

00:19:43,890 --> 00:19:45,409
construct teams after different

603

00:19:45,660 --> 00:19:46,680
stages of coding.

604

00:19:47,100 --> 00:19:48,100
Next slide!

605

00:19:50,040 --> 00:19:51,094
So we

606

00:19:51,904 --> 00:19:53,390
constructed three predominant

607

00:19:53,430 --> 00:19:54,900
mentoring approaches that were

608

00:19:55,380 --> 00:19:57,059
characterised by a different

609

00:19:57,090 --> 00:19:58,799
mentor-mentee relationship.

610

00:19:59,220 --> 00:20:01,169
So empowering mentoring

611

00:20:01,170 --> 00:20:03,029
approaches for received

612

00:20:03,060 --> 00:20:04,859
together with a partnership

613

00:20:07,110 --> 00:20:08,237
with students, checking

614
00:20:09,000 --> 00:20:10,950
mentoring approaches developed

615
00:20:10,990 --> 00:20:12,839
the more instrumental relationship

616
00:20:13,410 --> 00:20:14,669
and the directing mentoring

617
00:20:14,670 --> 00:20:16,469
approaches went

618
00:20:16,650 --> 00:20:18,170
together with more faculty sense of

619
00:20:18,180 --> 00:20:19,180
relationships.

620
00:20:19,810 --> 00:20:20,810
Next!

621
00:20:22,790 --> 00:20:24,709
We found different

622
00:20:24,830 --> 00:20:26,659
factors that influence both

623
00:20:26,660 --> 00:20:27,983
this mentoring approach and

624
00:20:28,250 --> 00:20:29,818
relationship: mentor's strategy,

625
00:20:30,023 --> 00:20:31,023
mentor's focus

626

00:20:31,880 --> 00:20:33,680
on mentoring, the degree of

627

00:20:33,860 --> 00:20:34,860
urgency,

628

00:20:39,020 --> 00:20:40,549
and the perception of the assessment

629

00:20:40,550 --> 00:20:41,550
system.

630

00:20:44,640 --> 00:20:46,499
And that we ultimately found

631

00:20:46,550 --> 00:20:48,369
that the experience of a world

632

00:20:48,430 --> 00:20:50,309
conflicts, depended on

633

00:20:50,310 --> 00:20:51,437
the mentoring approach.

634

00:20:51,780 --> 00:20:52,780
Next slide!

635

00:20:59,330 --> 00:21:01,130
I'll walk you through this shortly.

636

00:21:01,430 --> 00:21:02,430
Sorry.

637

00:21:16,190 --> 00:21:17,329
We are having a bit of technical

638

00:21:17,330 --> 00:21:18,339
difficulty there, Stephanie do you

639
00:21:18,340 --> 00:21:19,660
want to try speaking again for us

640
00:21:19,670 --> 00:21:20,670
there.

641
00:21:30,930 --> 00:21:32,369
Yes, now I can try, I think

642
00:21:32,840 --> 00:21:33,769
you did.

643
00:21:33,770 --> 00:21:34,859
Yeah. Thank you.

644
00:21:35,280 --> 00:21:36,280
I was muted for a second. I'm

645
00:21:37,590 --> 00:21:38,760
sorry. I'll start again.

646
00:21:39,900 --> 00:21:41,039
So the first one is the

647
00:21:41,790 --> 00:21:42,790
empowerin mentoring approach,

648
00:21:44,460 --> 00:21:45,509
that went together with a

649
00:21:45,510 --> 00:21:46,710
partnership relation.

650
00:21:47,370 --> 00:21:49,079
And what was difficult there is that

651
00:21:49,140 --> 00:21:51,131
these mentors actually describe

652
00:21:52,320 --> 00:21:54,269
to have

653
00:21:54,270 --> 00:21:56,549
a reflective approach, mirroring

654
00:21:57,350 --> 00:21:59,016
the information in their portfolio

655
00:21:59,460 --> 00:22:00,929
to students, so mirroring their

656
00:22:00,930 --> 00:22:02,760
behaviour to

657
00:22:03,240 --> 00:22:04,808
gain a holistic approach to suit

658
00:22:05,150 --> 00:22:06,239
the development and their

659
00:22:06,240 --> 00:22:07,620
professional identity.

660
00:22:07,650 --> 00:22:09,120
And they really wanted to have

661
00:22:09,240 --> 00:22:11,279
students in the leads but reach

662
00:22:11,280 --> 00:22:13,589
an agreement on their development

663

00:22:13,590 --> 00:22:14,590
to get on.

664
00:22:14,640 --> 00:22:15,640
Next slide.

665
00:22:17,630 --> 00:22:19,430
Yes. For example, someone said,

666
00:22:19,520 --> 00:22:20,809
I had someone who experienced the

667
00:22:20,810 --> 00:22:22,160
conflict in the workplace.

668
00:22:22,610 --> 00:22:24,276
But in that case, I ask, what does

669
00:22:24,470 --> 00:22:25,470
that mean?

670
00:22:25,490 --> 00:22:27,009
Where does it come from and how

671
00:22:27,380 --> 00:22:28,549
could you handle this in a

672
00:22:28,550 --> 00:22:29,550
professional way?

673
00:22:30,200 --> 00:22:32,029
So they ask questions instead

674
00:22:32,030 --> 00:22:33,949
of giving answers to students.

675
00:22:34,700 --> 00:22:35,700
Next.

676

00:22:38,590 --> 00:22:40,509

So the next mentoring

677

00:22:40,510 --> 00:22:42,250

approach, the checking approach

678

00:22:42,640 --> 00:22:44,319

where very real instrumental

679

00:22:44,320 --> 00:22:45,839

relationship was developed, and

680

00:22:46,270 --> 00:22:47,270

these mentors really

681

00:22:49,040 --> 00:22:50,363

trusted the system and they

682

00:22:50,890 --> 00:22:52,960

just observed and ticked boxes,

683

00:22:52,990 --> 00:22:54,819

they monitored students and

684

00:22:54,820 --> 00:22:56,769

even try to identify weaknesses

685

00:22:56,770 --> 00:22:57,770

of students

686

00:22:58,660 --> 00:22:59,950

to ultimately

687

00:23:00,930 --> 00:23:02,449

never focus on a cheque of what

688

00:23:02,920 --> 00:23:04,689
the assessment programme prescribes

689
00:23:04,750 --> 00:23:06,459
and whether requirements are met at

690
00:23:06,460 --> 00:23:07,460
graduation.

691
00:23:07,960 --> 00:23:08,960
So next?

692
00:23:10,290 --> 00:23:12,210
What I definitely would say was,

693
00:23:12,540 --> 00:23:13,559
I hope I don't have to look at what

694
00:23:13,560 --> 00:23:14,560
I have to do.

695
00:23:14,700 --> 00:23:16,589
So I say, well, let's have a look

696
00:23:16,590 --> 00:23:17,864
at the lists and see which

697
00:23:18,150 --> 00:23:19,730
requirements we should meet.

698
00:23:20,570 --> 00:23:21,570
Next.

699
00:23:24,180 --> 00:23:25,439
Third, we had the directing

700
00:23:25,440 --> 00:23:26,665
mentoring approach, which

701

00:23:27,510 --> 00:23:29,369
was a group of mentors who felt that

702

00:23:29,370 --> 00:23:31,229
they had a real personal interest

703

00:23:31,260 --> 00:23:33,240
in their students performance.

704

00:23:33,510 --> 00:23:35,670
And they also had strong beliefs of

705

00:23:36,060 --> 00:23:37,800
what their students should achieve,

706

00:23:39,000 --> 00:23:40,979
to be able to be prepared

707

00:23:40,980 --> 00:23:42,254
for the harsh reality of a

708

00:23:42,480 --> 00:23:43,829
physician's working life.

709

00:23:44,070 --> 00:23:45,569
So they really thought students what

710

00:23:45,570 --> 00:23:47,138
to do and gave direction on what

711

00:23:47,520 --> 00:23:48,745
it takes to become and be

712

00:23:49,410 --> 00:23:51,750
a doctor in their beliefs.

713

00:23:52,380 --> 00:23:53,380
Next.

714
00:23:54,870 --> 00:23:56,609
They would say, for example,

715
00:23:57,000 --> 00:23:58,589
well, you know what you would do?

716
00:23:58,850 --> 00:24:00,149
Discuss, which is supervising

717
00:24:00,150 --> 00:24:00,929
resident.

718
00:24:00,930 --> 00:24:02,449
I want to know everything about

719
00:24:02,450 --> 00:24:03,626
hernia, and then you let

720
00:24:04,380 --> 00:24:05,939
yourself be assessed on that within

721
00:24:06,060 --> 00:24:07,130
two weeks time.

722
00:24:07,830 --> 00:24:08,830
Next.

723
00:24:10,770 --> 00:24:12,630
What we found is that the impact

724
00:24:12,710 --> 00:24:14,579
empowering and checking mentors

725
00:24:14,890 --> 00:24:16,637
didn't experience role

726

00:24:16,931 --> 00:24:18,370
conflicts. They felt that the

727

00:24:18,510 --> 00:24:19,946
assessment role was actually an

728

00:24:19,947 --> 00:24:22,079
added value on their coaching role.

729

00:24:22,560 --> 00:24:23,669
And the role conflict was

730

00:24:23,670 --> 00:24:25,780
experienced by directing mentors

731

00:24:26,130 --> 00:24:28,170
who really felt uncomfortable

732

00:24:28,410 --> 00:24:30,450
being an assessor,

733

00:24:30,900 --> 00:24:32,849
which they felt was disrupting their

734

00:24:32,850 --> 00:24:34,222
role as a coach and creating

735

00:24:34,380 --> 00:24:35,819
distance in their relationship with

736

00:24:35,820 --> 00:24:36,820
students.

737

00:24:37,110 --> 00:24:39,119
And they coach by refraining

738

00:24:39,120 --> 00:24:40,559
from making judgements and

739
00:24:40,560 --> 00:24:42,359
delegating decisions

740
00:24:42,390 --> 00:24:43,390
to others.

741
00:24:43,560 --> 00:24:45,119
For example, the External Assessment

742
00:24:45,330 --> 00:24:46,529
Committee or

743
00:24:47,310 --> 00:24:48,660
with this one case, I

744
00:24:49,230 --> 00:24:50,660
let the student decide herself.

745
00:24:51,060 --> 00:24:52,250
If it would have been expected from

746
00:24:52,380 --> 00:24:53,997
me to make a decision whether she

747
00:24:54,180 --> 00:24:55,944
should continue or not, I would find

748
00:24:56,070 --> 00:24:57,719
that extremely uncomfortable.

749
00:24:58,540 --> 00:24:59,540
Next.

750
00:25:02,300 --> 00:25:03,949
So to conclude,

751

00:25:04,880 --> 00:25:05,949

what we found is that in

752

00:25:05,950 --> 00:25:07,670

multiple-role mentoring, mentors

753

00:25:07,910 --> 00:25:09,650

can adopt certain approaches,

754

00:25:10,190 --> 00:25:11,190

and an important nuance of these

755

00:25:11,810 --> 00:25:13,170

finding is that,

756

00:25:14,240 --> 00:25:16,059

other literature suggests also

757

00:25:16,060 --> 00:25:18,019

different use of roles, so maybe

758

00:25:18,020 --> 00:25:19,609

different approaches that are

759

00:25:19,640 --> 00:25:21,689

combined and also role development.

760

00:25:22,550 --> 00:25:24,314

For now, we found that multiple-role

761

00:25:24,491 --> 00:25:25,912

mentoring doesn't necessarily

762

00:25:26,690 --> 00:25:27,690

result in role conflict.

763

00:25:28,010 --> 00:25:29,449
And it's really related to this

764
00:25:29,450 --> 00:25:31,318
preferreds,We dominance

765
00:25:31,430 --> 00:25:32,690
mentoring approach

766
00:25:33,290 --> 00:25:35,510
and in which their mentors who

767
00:25:35,660 --> 00:25:37,160
favoured the directing approach

768
00:25:37,190 --> 00:25:38,292
actually experience to a role

769
00:25:38,480 --> 00:25:39,480
conflict.

770
00:25:39,680 --> 00:25:41,509
So this was not linked to a

771
00:25:41,510 --> 00:25:43,880
lack of experience or uncertainties,

772
00:25:43,910 --> 00:25:45,320
but really their approach.

773
00:25:46,400 --> 00:25:47,400
Next.

774
00:25:48,330 --> 00:25:49,940
To move forward, this is my

775
00:25:50,150 --> 00:25:51,150
last night.

776

00:25:51,320 --> 00:25:53,119

I think this also resonates with

777

00:25:53,150 --> 00:25:55,530

other researchers recommendation.

778

00:25:56,330 --> 00:25:58,369

It's really important that we strive

779

00:25:58,370 --> 00:25:59,370

towards this bi-directional

780

00:26:00,230 --> 00:26:01,729

and cyclical process

781

00:26:02,150 --> 00:26:04,190

for student mentor -engagement

782

00:26:04,280 --> 00:26:05,280

and fit forward into

783

00:26:06,170 --> 00:26:08,359

positive experiences and continuous

784

00:26:08,360 --> 00:26:09,360

improvements.

785

00:26:09,710 --> 00:26:11,327

And for that, it's also important

786

00:26:11,420 --> 00:26:13,370

that students self-regulation

787

00:26:13,460 --> 00:26:15,028

an urgency in their learning and

788

00:26:15,200 --> 00:26:16,200
development process, is really

789
00:26:16,640 --> 00:26:18,619
enhanced, because then they can

790
00:26:18,620 --> 00:26:20,479
also learn from assessments.

791
00:26:21,260 --> 00:26:22,910
And I hope that it's clear that

792
00:26:23,540 --> 00:26:24,979
multiple-role mentoring in a

793
00:26:24,980 --> 00:26:26,690
Programmatic Assessment system,

794
00:26:27,170 --> 00:26:28,738
doesn't necessarily lead to role

795
00:26:28,837 --> 00:26:30,859
conflict, but actually can lead

796
00:26:30,860 --> 00:26:32,599
to a learning culture in which

797
00:26:32,660 --> 00:26:34,081
assessment is integrated with

798
00:26:34,580 --> 00:26:35,609
the learning process.

799
00:26:35,749 --> 00:26:36,749
Next

800
00:26:38,770 --> 00:26:39,949
I want to thank you for your

801

00:26:39,950 --> 00:26:40,950
attention.

802

00:26:41,060 --> 00:26:42,259
And I'd like to hear your questions

803

00:26:42,260 --> 00:26:43,260
later.

804

00:26:47,700 --> 00:26:49,149
All right. Well, thank you very

805

00:26:49,150 --> 00:26:50,290
much, Dr. Meeuwissen.

806

00:26:51,160 --> 00:26:52,460
That was an excellent presentation.

807

00:26:52,480 --> 00:26:53,852
I think really this research

808

00:26:54,730 --> 00:26:56,259
can really prompt a lot of programme

809

00:26:56,260 --> 00:26:58,209
evaluation questions and thinking

810

00:26:58,240 --> 00:27:00,309
in what we're doing in various

811

00:27:00,310 --> 00:27:01,940
jurisdictions around CBME.

812

00:27:02,950 --> 00:27:04,089
And I think there are many lessons

813

00:27:04,090 --> 00:27:05,200
here that could apply to the

814
00:27:05,260 --> 00:27:07,090
postgraduate situation.

815
00:27:07,450 --> 00:27:08,740
I want to encourage.

816
00:27:08,770 --> 00:27:10,869
I'm just checking the question

817
00:27:10,900 --> 00:27:12,399
area. I want to encourage people to

818
00:27:12,400 --> 00:27:13,689
submit their questions into the

819
00:27:13,690 --> 00:27:14,690
question box,

820
00:27:15,580 --> 00:27:17,050
which can be found on your

821
00:27:17,800 --> 00:27:19,599
dashboard here for go to webinar.

822
00:27:19,630 --> 00:27:21,249
And again, we will be holding those

823
00:27:21,250 --> 00:27:22,869
questions. But we really, while you

824
00:27:22,870 --> 00:27:24,219
heard the presentation, encourage

825
00:27:24,220 --> 00:27:25,539
you to use the question box.

826

00:27:26,020 --> 00:27:27,020

And I think at

827

00:27:27,910 --> 00:27:29,379

this time, I'll invite our next

828

00:27:29,380 --> 00:27:30,559

speaker. Thank you, Dr. Meeuwissen.

829

00:27:31,890 --> 00:27:32,890

Next slide, please?

830

00:27:34,130 --> 00:27:35,311

And I invite, Oh!

831

00:27:35,617 --> 00:27:36,617

References, sorry.

832

00:27:36,870 --> 00:27:38,480

Ok! And I invite Dr. Watling

833

00:27:39,080 --> 00:27:40,080

to put your video

834

00:27:41,030 --> 00:27:42,140

on, please. Thank you.

835

00:27:42,470 --> 00:27:43,989

Ok. And so now I'm delighted to

836

00:27:44,630 --> 00:27:46,198

introduce Dr. Chris Watling from

837

00:27:46,730 --> 00:27:48,520

Western University, who's

838

00:27:48,560 --> 00:27:49,579
going to speak to us about the

839
00:27:49,580 --> 00:27:51,447
tensions in Programatic Assessment

840
00:27:51,860 --> 00:27:52,849
as it relates to programme

841
00:27:52,850 --> 00:27:53,850
evaluation.

842
00:27:54,020 --> 00:27:55,189
And then we'll have our questions

843
00:27:55,190 --> 00:27:56,299
and discussions after this

844
00:27:56,300 --> 00:27:57,229
presentation.

845
00:27:57,230 --> 00:27:58,230
Thank you, Dr. Watling.

846
00:27:59,790 --> 00:28:01,349
Thanks, Anna. It's great to be part

847
00:28:01,350 --> 00:28:02,699
of this panel today and to have a

848
00:28:02,700 --> 00:28:04,619
chance to engage around some

849
00:28:04,620 --> 00:28:06,239
of the tough issues that I think our

850
00:28:06,240 --> 00:28:07,857
community really needs to grapple

851

00:28:07,890 --> 00:28:10,019
with as we try to continue

852

00:28:10,020 --> 00:28:12,089
to refine and revise our approach

853

00:28:12,090 --> 00:28:13,710
to competency based education.

854

00:28:14,130 --> 00:28:15,698
So I'll start with a disclaimer.

855

00:28:15,990 --> 00:28:17,609
I am not a programme evaluation

856

00:28:17,610 --> 00:28:19,559
expert, but I'm a researcher who

857

00:28:19,560 --> 00:28:21,275
spent a good deal of their research

858

00:28:21,570 --> 00:28:23,439
energy exploring how

859

00:28:23,460 --> 00:28:24,979
feedback and more recently, how

860

00:28:25,050 --> 00:28:27,150
coaching unfold both inside

861

00:28:27,180 --> 00:28:28,320
and outside of medicine,

862

00:28:29,310 --> 00:28:30,539
and also thinking about how our

863

00:28:30,540 --> 00:28:32,369
systems and our structures and our

864
00:28:32,370 --> 00:28:34,739
culture influence how effectively

865
00:28:34,740 --> 00:28:36,308
feedback and coaching deliver on

866
00:28:36,660 --> 00:28:37,760
what we hope they're going to.

867
00:28:38,430 --> 00:28:39,430
Next slide, please.

868
00:28:43,070 --> 00:28:44,539
So today, I'm going to talk about

869
00:28:44,630 --> 00:28:45,953
what is sometimes an uneasy

870
00:28:46,250 --> 00:28:48,049
relationship between feedback

871
00:28:48,080 --> 00:28:49,849
and assessment in medical education

872
00:28:49,850 --> 00:28:51,739
and why there is sometimes a tension

873
00:28:51,740 --> 00:28:52,970
between these two things

874
00:28:53,930 --> 00:28:55,999
and what problems that might cause

875
00:28:56,330 --> 00:28:57,849
for the assessment systems that

876

00:28:58,280 --> 00:28:59,652
we set up and what we expect

877

00:29:00,230 --> 00:29:02,000
them to be able to deliver for us

878

00:29:02,060 --> 00:29:03,726
in the context of competency based

879

00:29:03,740 --> 00:29:04,740
medical education.

880

00:29:05,240 --> 00:29:06,240
Next slide.

881

00:29:08,350 --> 00:29:09,699
This will be familiar to people, but

882

00:29:09,700 --> 00:29:10,569
I would like to start with

883

00:29:10,570 --> 00:29:12,069
definitions and make sure that we're

884

00:29:12,070 --> 00:29:12,909
on the same page.

885

00:29:12,910 --> 00:29:14,174
So just to...

886

00:29:14,410 --> 00:29:15,890
Let's start with assessment.

887

00:29:16,230 --> 00:29:18,339
Assessment is really referring to

888

00:29:18,340 --> 00:29:19,712
measures of the quality of a

889
00:29:20,110 --> 00:29:21,200
learner's performance.

890
00:29:21,610 --> 00:29:23,019
An assessment has always mattered a

891
00:29:23,020 --> 00:29:24,730
great deal in medical education.

892
00:29:24,940 --> 00:29:26,650
For one thing, sound assessment

893
00:29:27,070 --> 00:29:28,770
really kind of underpins our pact

894
00:29:28,790 --> 00:29:29,790
with society.

895
00:29:30,220 --> 00:29:31,592
That is the pack that we say

896
00:29:32,110 --> 00:29:33,219
that we will make sure that our

897
00:29:33,220 --> 00:29:34,984
learners are safe and competent when

898
00:29:35,020 --> 00:29:36,519
they leave us and head out into

899
00:29:36,520 --> 00:29:37,869
unsupervised practise.

900
00:29:38,530 --> 00:29:39,530
Next slide.

901

00:29:40,590 --> 00:29:42,509

So you've no doubt heard this maxim,

902

00:29:42,510 --> 00:29:44,190

that assessment drives learning, and

903

00:29:44,640 --> 00:29:45,914

since the 1950s, actually,

904

00:29:46,470 --> 00:29:48,269

education researchers began to

905

00:29:48,270 --> 00:29:49,299

caution teachers that

906

00:29:50,190 --> 00:29:51,629

the assessments that they dreamed

907

00:29:51,630 --> 00:29:52,953

up, the tests that they put

908

00:29:52,980 --> 00:29:55,049

together, could influence how

909

00:29:55,050 --> 00:29:56,460

students decided to learn.

910

00:29:56,910 --> 00:29:58,319

And the initial

911

00:29:58,770 --> 00:30:00,869

comments about this really focussed

912

00:30:00,930 --> 00:30:02,490

on the potential harm

913

00:30:02,880 --> 00:30:03,880
that this could do.

914
00:30:04,320 --> 00:30:05,986
But I think soon it was recognized

915
00:30:06,030 --> 00:30:07,199
that there might be another way to

916
00:30:07,200 --> 00:30:09,359
spin it, and that is to start using

917
00:30:09,420 --> 00:30:10,792
assessments strategically to

918
00:30:10,980 --> 00:30:12,839
actually push learning in the

919
00:30:12,840 --> 00:30:14,729
direction that was desired.

920
00:30:15,000 --> 00:30:16,000
Next slide.

921
00:30:17,550 --> 00:30:18,775
And so this dual function

922
00:30:19,530 --> 00:30:21,196
of assessment became recognized by

923
00:30:21,390 --> 00:30:23,670
the 1960s where a new language

924
00:30:24,000 --> 00:30:25,859
grew up to describe assessment

925
00:30:25,860 --> 00:30:27,232
in two terms: summative, the

926

00:30:27,720 --> 00:30:28,994
assessment of learning and

927

00:30:29,160 --> 00:30:30,869
informative, the assessment that was

928

00:30:30,870 --> 00:30:32,070
used for learning.

929

00:30:32,730 --> 00:30:34,379
And really that notion of formative

930

00:30:34,380 --> 00:30:35,850
assessment was grounded in the

931

00:30:35,880 --> 00:30:37,799
potential of assessment to influence

932

00:30:37,890 --> 00:30:39,539
and shape learning rather than just

933

00:30:39,540 --> 00:30:40,540
to measure it.

934

00:30:41,190 --> 00:30:42,190
Next slide.

935

00:30:43,110 --> 00:30:45,119
I would say, as in a lot of areas of

936

00:30:45,120 --> 00:30:47,009
medicine, a lot of areas

937

00:30:47,010 --> 00:30:48,359
of education, medicine was a little

938

00:30:48,360 --> 00:30:50,039
bit slow to pick up this mantle.

939
00:30:50,090 --> 00:30:51,090
But in 1996 case,

940
00:30:51,930 --> 00:30:53,339
Van der Vleuten published this

941
00:30:53,340 --> 00:30:55,859
really wonderfully useful

942
00:30:56,130 --> 00:30:57,930
utility model for assessment.

943
00:30:58,530 --> 00:30:59,706
And at the heart of this

944
00:31:00,420 --> 00:31:02,700
model, are notions of compromise

945
00:31:02,730 --> 00:31:03,509
and Trade-off.

946
00:31:03,510 --> 00:31:05,730
He really identified these five

947
00:31:06,060 --> 00:31:08,009
dynamic and fluid elements

948
00:31:08,040 --> 00:31:09,599
that are relevant to every

949
00:31:09,600 --> 00:31:11,400
assessment tool, reliability,

950
00:31:11,430 --> 00:31:13,559
validity, acceptability, cost

951

00:31:13,950 --> 00:31:15,390
and educational impacts.

952

00:31:15,780 --> 00:31:17,429
And he recognized that we might need

953

00:31:17,430 --> 00:31:19,799
to conscript assessment

954

00:31:20,070 --> 00:31:21,809
for different purposes in different

955

00:31:21,810 --> 00:31:22,679
contexts.

956

00:31:22,680 --> 00:31:24,239
And as a result, different elements

957

00:31:24,240 --> 00:31:26,039
of this equation might deserve more

958

00:31:26,130 --> 00:31:27,404
or less emphasis depending

959

00:31:27,960 --> 00:31:29,369
on the circumstances and the

960

00:31:29,370 --> 00:31:30,370
intended purpose.

961

00:31:30,660 --> 00:31:32,081
But one thing he cautioned us

962

00:31:32,130 --> 00:31:34,080
against is compromising

963

00:31:34,170 --> 00:31:35,858
on educational impact of

964
00:31:36,201 --> 00:31:37,049
assessment.

965
00:31:37,050 --> 00:31:38,050
Next slide.

966
00:31:38,730 --> 00:31:39,906
So this brings us to the

967
00:31:40,193 --> 00:31:41,516
Programmatic Assessment and

968
00:31:42,150 --> 00:31:43,559
case Van der Vleuten others have

969
00:31:43,560 --> 00:31:45,030
drawn our attention and really

970
00:31:45,150 --> 00:31:46,816
usefully to the role of assessment

971
00:31:46,920 --> 00:31:48,510
systems rather than

972
00:31:48,840 --> 00:31:50,369
rather than assessment tools.

973
00:31:50,760 --> 00:31:51,989
So, Stephanie, you mentioned

974
00:31:52,050 --> 00:31:53,669
Programmatic Assessment, and this is

975
00:31:53,670 --> 00:31:55,439
really about collecting multiple

976

00:31:55,440 --> 00:31:56,910
data points, mostly low stakes

977

00:31:57,540 --> 00:31:59,570
data points, but then summing

978

00:31:59,580 --> 00:32:01,295
those data points together in order

979

00:32:01,320 --> 00:32:02,986
to create a robust and trustworthy

980

00:32:03,510 --> 00:32:05,099
picture of how a learner is doing.

981

00:32:05,600 --> 00:32:07,140
It's a really attractive concept

982

00:32:07,560 --> 00:32:09,200
by collecting multiple points of

983

00:32:09,210 --> 00:32:11,309
data in multiple settings, using

984

00:32:11,370 --> 00:32:12,720
different assessment tools.

985

00:32:13,080 --> 00:32:14,489
We start to overcome some of the

986

00:32:14,490 --> 00:32:16,289
validity and the reliability

987

00:32:16,290 --> 00:32:17,849
concerns that are associated with

988

00:32:17,910 --> 00:32:19,890
each individual assessment tool.

989
00:32:20,280 --> 00:32:21,897
And additionally, we should get a

990
00:32:21,900 --> 00:32:23,125
more accurate and nuanced

991
00:32:24,030 --> 00:32:26,199
picture of the learners performance.

992
00:32:27,030 --> 00:32:28,529
But Programmatic Assessment is a

993
00:32:28,530 --> 00:32:29,579
tricky balance.

994
00:32:29,850 --> 00:32:31,589
The key point of tension, in my

995
00:32:31,590 --> 00:32:33,299
view, is that it requires the same

996
00:32:33,300 --> 00:32:34,979
data points to serve both the

997
00:32:34,980 --> 00:32:36,107
formative and summative

998
00:32:36,810 --> 00:32:37,679
purpose.

999
00:32:37,680 --> 00:32:39,179
And that's a tough double act to

1000
00:32:39,180 --> 00:32:40,139
pull off.

1001

00:32:40,140 --> 00:32:41,309

The theory goes like this.

1002

00:32:41,610 --> 00:32:43,380

Each data point is low stakes

1003

00:32:43,460 --> 00:32:45,029

and so learners are going to engage

1004

00:32:45,030 --> 00:32:46,770

with each moment as formative.

1005

00:32:47,100 --> 00:32:48,479

That is. Those moments are going to

1006

00:32:48,480 --> 00:32:49,650

be about feedback.

1007

00:32:49,890 --> 00:32:50,890

Next slide.

1008

00:32:52,280 --> 00:32:54,259

So let me just define feedback for

1009

00:32:54,260 --> 00:32:55,260

you.

1010

00:32:55,550 --> 00:32:57,109

This is the definition from Sadler

1011

00:32:57,110 --> 00:32:58,250

from about 30 years ago.

1012

00:32:58,280 --> 00:32:59,280

But I like it.

1013

00:32:59,420 --> 00:33:00,919
He said that feedback provides

1014
00:33:00,920 --> 00:33:02,779
information that allows the learner

1015
00:33:02,780 --> 00:33:04,495
to compare their actual performance

1016
00:33:04,700 --> 00:33:06,049
with that of a standard to which

1017
00:33:06,050 --> 00:33:08,299
they're aiming and enables

1018
00:33:08,300 --> 00:33:10,069
them to subsequently take action to

1019
00:33:10,070 --> 00:33:11,690
remedy the gap between the two.

1020
00:33:12,170 --> 00:33:13,519
So the emphasis here is that

1021
00:33:13,520 --> 00:33:15,319
feedback is information,

1022
00:33:15,350 --> 00:33:17,029
but it's information with purpose,

1023
00:33:17,120 --> 00:33:18,590
and that purpose is growth and

1024
00:33:18,680 --> 00:33:19,849
development of the learner.

1025
00:33:20,450 --> 00:33:21,450
Next slide.

1026

00:33:22,350 --> 00:33:22,879

Feedback.

1027

00:33:22,880 --> 00:33:24,379

If you look around, the literature

1028

00:33:24,380 --> 00:33:26,144

is defined in all kinds of different

1029

00:33:26,450 --> 00:33:28,099

ways. In more recent definitions

1030

00:33:28,100 --> 00:33:30,050

like this nice one from Rola Ajawwi

1031

00:33:30,230 --> 00:33:32,359

and Glenn Regehr, has started

1032

00:33:32,360 --> 00:33:34,910

to put the focus on the relational

1033

00:33:34,970 --> 00:33:36,700

and the conversational aspects of

1034

00:33:36,710 --> 00:33:37,699

feedback.

1035

00:33:37,700 --> 00:33:39,072

And you see, the end of this

1036

00:33:39,080 --> 00:33:41,210

definition is being about feedback

1037

00:33:41,360 --> 00:33:43,339

in feedback's intent as

1038

00:33:43,340 --> 00:33:44,569
being supporting growth.

1039
00:33:45,680 --> 00:33:46,680
Next slide.

1040
00:33:47,950 --> 00:33:49,420
So assessment and feedback are

1041
00:33:49,480 --> 00:33:50,740
inextricably linked.

1042
00:33:51,100 --> 00:33:52,839
Most teachers, if you talk to sports

1043
00:33:52,840 --> 00:33:54,369
coaches or music teachers or

1044
00:33:54,370 --> 00:33:55,869
teachers in Madison, they'll tell

1045
00:33:55,870 --> 00:33:57,046
you that they have to do

1046
00:33:57,700 --> 00:33:59,464
some kind of assessment as a prelude

1047
00:33:59,890 --> 00:34:01,839
to offering useful feedback before

1048
00:34:01,840 --> 00:34:03,039
you can engage in a feedback

1049
00:34:03,040 --> 00:34:04,040
conversation.

1050
00:34:04,150 --> 00:34:05,559
You need to step back and kind of,

1051

00:34:05,680 --> 00:34:07,346

as a teacher, construct a sense of

1052

00:34:07,540 --> 00:34:08,769

the quality of the learners

1053

00:34:08,770 --> 00:34:10,289

performance, the strengths, the

1054

00:34:10,300 --> 00:34:12,129

areas for improvement, and

1055

00:34:12,130 --> 00:34:14,019

doing that as a form of assessment.

1056

00:34:14,020 --> 00:34:15,579

And it's it's a necessary

1057

00:34:16,120 --> 00:34:18,130

prelude to offering useful feedback.

1058

00:34:18,730 --> 00:34:19,730

Next slide.

1059

00:34:20,580 --> 00:34:21,939

But I think it's worth remembering

1060

00:34:21,940 --> 00:34:23,799

that the fundamental purposes of

1061

00:34:23,800 --> 00:34:25,749

assessment and feedback are rather

1062

00:34:25,750 --> 00:34:26,678

different.

1063

00:34:26,679 --> 00:34:28,579
Assessment is about judgement.

1064
00:34:28,780 --> 00:34:30,549
Feedback is about growth and

1065
00:34:30,550 --> 00:34:31,550
development.

1066
00:34:31,780 --> 00:34:32,780
Next slide.

1067
00:34:34,050 --> 00:34:35,177
So they're related, but

1068
00:34:35,969 --> 00:34:37,468
sometimes they can be at odds with

1069
00:34:37,469 --> 00:34:38,309
one another.

1070
00:34:38,310 --> 00:34:39,689
And this is where we can run into

1071
00:34:39,690 --> 00:34:41,579
some tensions and some challenges

1072
00:34:41,639 --> 00:34:43,529
in really realizing the

1073
00:34:43,530 --> 00:34:45,479
potential of Programmatic Assessment

1074
00:34:45,540 --> 00:34:46,540
in CBME.

1075
00:34:46,889 --> 00:34:47,889
Next slide.

1076

00:34:48,780 --> 00:34:50,219

So why is this a problem?

1077

00:34:50,699 --> 00:34:52,109

It's a problem because it risks

1078

00:34:52,110 --> 00:34:54,059

fussiness for both learners and

1079

00:34:54,060 --> 00:34:56,219

teachers about both the purpose

1080

00:34:56,310 --> 00:34:57,437

and the stakes of their

1081

00:34:57,510 --> 00:34:58,510

conversations.

1082

00:34:59,100 --> 00:35:00,629

We know that learners tend not to

1083

00:35:00,630 --> 00:35:02,909

engage with feedback that derives

1084

00:35:02,910 --> 00:35:04,620

from events that they perceive as

1085

00:35:04,670 --> 00:35:05,670

summative.

1086

00:35:05,910 --> 00:35:07,229

So how many of you, for example,

1087

00:35:07,230 --> 00:35:09,149

wanted a detailed breakdown if your

1088

00:35:09,150 --> 00:35:10,767
performance on your credentialing

1089
00:35:10,770 --> 00:35:12,093
exam so that you can make a

1090
00:35:12,510 --> 00:35:14,099
professional development plan for

1091
00:35:14,100 --> 00:35:15,449
your first year in practise?

1092
00:35:16,020 --> 00:35:17,310
Probably not so much.

1093
00:35:17,520 --> 00:35:19,260
We don't tend to look at summative

1094
00:35:19,770 --> 00:35:21,869
events as being really

1095
00:35:22,080 --> 00:35:23,399
primarily about our growth and

1096
00:35:23,400 --> 00:35:24,968
development and and just telling

1097
00:35:25,170 --> 00:35:26,819
somebody that something is formative

1098
00:35:26,820 --> 00:35:27,820
is not going to make it so.

1099
00:35:28,380 --> 00:35:30,119
Saying the stakes are low doesn't

1100
00:35:30,120 --> 00:35:31,439
guarantee that learners are going to

1101

00:35:31,440 --> 00:35:32,440
feel that way, too.

1102

00:35:32,940 --> 00:35:34,619
And bawk pointed out that when all

1103

00:35:34,620 --> 00:35:36,237
data points contribute to a final

1104

00:35:36,480 --> 00:35:38,219
summit decision, even if they

1105

00:35:38,220 --> 00:35:39,780
contribute a small amount to that,

1106

00:35:40,080 --> 00:35:41,760
learners tend to interpret each

1107

00:35:41,790 --> 00:35:43,456
individual data point as primarily

1108

00:35:44,130 --> 00:35:44,909
summative.

1109

00:35:44,910 --> 00:35:46,559
So that's that's problematic.

1110

00:35:47,190 --> 00:35:48,190
Next slide.

1111

00:35:49,350 --> 00:35:50,669
And these learners perceptions

1112

00:35:50,670 --> 00:35:52,091
matter because they influence

1113

00:35:52,440 --> 00:35:53,440
learners behaviour.

1114
00:35:54,150 --> 00:35:55,718
My work with Corrine LaDonna has

1115
00:35:55,860 --> 00:35:57,059
shown that when learners are being

1116
00:35:57,060 --> 00:35:58,481
observed, they feel as though

1117
00:35:58,860 --> 00:36:00,479
they're being being assessed.

1118
00:36:00,690 --> 00:36:02,099
And that's likely one of the main

1119
00:36:02,100 --> 00:36:03,619
reasons that they often express

1120
00:36:03,810 --> 00:36:05,789
ambivalence about observation in

1121
00:36:05,790 --> 00:36:07,309
clinical training, because when

1122
00:36:07,770 --> 00:36:09,239
they think they're being assessed,

1123
00:36:09,600 --> 00:36:10,724
then they alter how they behave

1124
00:36:10,725 --> 00:36:11,039
sometimes.

1125
00:36:11,040 --> 00:36:12,959
They interact differently

1126

00:36:12,960 --> 00:36:13,960
with patients.

1127

00:36:14,010 --> 00:36:15,659
They might adopt a checklist kind of

1128

00:36:15,660 --> 00:36:16,660
approach to their work.

1129

00:36:17,190 --> 00:36:18,989
In short, they shift from doing

1130

00:36:19,200 --> 00:36:21,119
to performing, and still the

1131

00:36:21,120 --> 00:36:22,949
performance actually then starts to

1132

00:36:22,950 --> 00:36:24,419
feel inauthentic.

1133

00:36:24,450 --> 00:36:25,949
And as a result, feedback that they

1134

00:36:25,950 --> 00:36:28,019
get, coaching that they get may ring

1135

00:36:28,020 --> 00:36:29,020
hollow.

1136

00:36:29,070 --> 00:36:30,070
Next slide.

1137

00:36:31,570 --> 00:36:33,039
So the risk to us here is that

1138

00:36:33,040 --> 00:36:34,706
learners won't feel free to engage

1139
00:36:35,260 --> 00:36:36,877
with the formative moments in the

1140
00:36:36,940 --> 00:36:38,199
way that they really need to.

1141
00:36:38,230 --> 00:36:40,119
If those moments are really going to

1142
00:36:40,120 --> 00:36:41,884
resonate, if you're going to benefit

1143
00:36:41,980 --> 00:36:43,239
from feedback, you have to be

1144
00:36:43,240 --> 00:36:44,409
willing as a learner to be

1145
00:36:44,410 --> 00:36:46,539
vulnerable, to put your insecurities

1146
00:36:46,540 --> 00:36:48,010
and sometimes your failings on

1147
00:36:48,070 --> 00:36:50,499
display so that they can be analyzed

1148
00:36:50,500 --> 00:36:51,760
and you can receive coaching.

1149
00:36:52,300 --> 00:36:54,064
And this is no easy fit for learners

1150
00:36:54,580 --> 00:36:56,246
who feel like they need to perform

1151

00:36:56,320 --> 00:36:57,640
in order to succeed,

1152

00:36:58,360 --> 00:37:00,124
to advance, to get the job that they

1153

00:37:00,130 --> 00:37:01,869
want to get that fellowship and so

1154

00:37:01,870 --> 00:37:02,870
on.

1155

00:37:03,080 --> 00:37:04,746
And so the risk is that they start

1156

00:37:05,010 --> 00:37:06,431
to engage only when they know

1157

00:37:06,840 --> 00:37:08,040
they're ready to perform.

1158

00:37:08,370 --> 00:37:10,049
And they might lose that lose out on

1159

00:37:10,050 --> 00:37:11,667
key opportunities for coaching at

1160

00:37:11,940 --> 00:37:13,655
those really critical developmental

1161

00:37:13,800 --> 00:37:15,149
moments because they want to wait

1162

00:37:15,150 --> 00:37:16,590
until they've mastered a skill

1163

00:37:16,890 --> 00:37:18,419
before they allow one of these data

1164
00:37:18,420 --> 00:37:19,619
points to be collected.

1165
00:37:20,100 --> 00:37:21,299
I would say at our school we've

1166
00:37:21,300 --> 00:37:23,159
actually experienced this

1167
00:37:23,910 --> 00:37:26,039
using these five point

1168
00:37:26,490 --> 00:37:27,840
EPA rating scales.

1169
00:37:28,110 --> 00:37:29,909
We see an extremely high proportion

1170
00:37:29,910 --> 00:37:31,400
of the assessments coming into the

1171
00:37:31,410 --> 00:37:33,027
four or five level, very few with

1172
00:37:33,090 --> 00:37:35,099
the one, two and three level, even

1173
00:37:35,100 --> 00:37:36,749
though it's arguably at those one,

1174
00:37:36,750 --> 00:37:38,249
two and three levels where coaching

1175
00:37:38,250 --> 00:37:39,869
and feedback are most critical.

1176

00:37:40,380 --> 00:37:41,429

Why is this happening?

1177

00:37:42,030 --> 00:37:43,199

I'd suggest that neither the

1178

00:37:43,320 --> 00:37:45,035

teachers nor the learners quite buy

1179

00:37:45,300 --> 00:37:47,369

in yet to the idea of low stakes

1180

00:37:47,370 --> 00:37:48,420

formative moments.

1181

00:37:48,750 --> 00:37:50,309

And then there's another structural

1182

00:37:50,310 --> 00:37:52,289

problem. We've created quantitative

1183

00:37:52,290 --> 00:37:54,179

requirements for successful

1184

00:37:54,180 --> 00:37:55,769

data points being those at the four

1185

00:37:55,770 --> 00:37:56,770

and five level.

1186

00:37:57,150 --> 00:37:58,949

And so that means every one to three

1187

00:37:58,950 --> 00:38:00,179

rating the lower ratings.

1188

00:38:00,210 --> 00:38:01,559
Even if they have a lot of feedback

1189
00:38:01,560 --> 00:38:03,059
potential, they might be seen as an

1190
00:38:03,150 --> 00:38:04,767
opportunity lost to contribute to

1191
00:38:05,010 --> 00:38:06,676
that required number of successful

1192
00:38:06,930 --> 00:38:07,930
assessments.

1193
00:38:08,130 --> 00:38:09,130
Next slide.

1194
00:38:09,960 --> 00:38:11,070
So how do we move forward?

1195
00:38:11,100 --> 00:38:12,660
What are the keys to success?

1196
00:38:12,930 --> 00:38:14,429
I really think the theory of

1197
00:38:14,430 --> 00:38:16,379
Programmatic Assessment is sound

1198
00:38:16,410 --> 00:38:17,969
and forward looking, but we need to

1199
00:38:17,970 --> 00:38:19,289
try to figure out how to

1200
00:38:20,040 --> 00:38:22,109
optimize its potential and mitigate

1201

00:38:22,110 --> 00:38:23,550
some of these vulnerabilities.

1202

00:38:24,030 --> 00:38:25,030
Next slide.

1203

00:38:25,650 --> 00:38:26,759
We need to recognize that the

1204

00:38:26,760 --> 00:38:28,590
problem is both individual

1205

00:38:29,340 --> 00:38:30,059
and cultural.

1206

00:38:30,060 --> 00:38:32,099
And so we can school individuals

1207

00:38:32,160 --> 00:38:33,912
on the theory of Programmatic

1208

00:38:33,960 --> 00:38:35,249
Assessment and make sure that they

1209

00:38:35,250 --> 00:38:36,509
understand what they're supposed to

1210

00:38:36,510 --> 00:38:37,439
be doing.

1211

00:38:37,440 --> 00:38:38,969
But we also need to think about how

1212

00:38:38,970 --> 00:38:40,979
we build the structures that support

1213

00:38:40,980 --> 00:38:43,080
its aims and how we make curriculum

1214
00:38:43,500 --> 00:38:45,479
decisions that foster its success.

1215
00:38:46,080 --> 00:38:47,039
Next slide.

1216
00:38:47,040 --> 00:38:48,420
This is actually my last slide.

1217
00:38:48,450 --> 00:38:49,949
So here's a few strategies that

1218
00:38:50,280 --> 00:38:52,139
suggest first, clarity

1219
00:38:52,140 --> 00:38:53,400
of intent is important.

1220
00:38:53,640 --> 00:38:55,379
Teachers and learners need to have a

1221
00:38:55,380 --> 00:38:57,239
shared understanding of the

1222
00:38:57,240 --> 00:38:58,830
purpose of their interactions.

1223
00:38:59,400 --> 00:39:00,899
Second, I think we might need to

1224
00:39:00,900 --> 00:39:02,699
back away from the idea of

1225
00:39:02,760 --> 00:39:03,989
formative assessment.

1226

00:39:04,050 --> 00:39:05,130

Language matters.

1227

00:39:05,550 --> 00:39:07,680

And when we use the word assessment

1228

00:39:08,010 --> 00:39:09,509

and we actually couple that with the

1229

00:39:09,510 --> 00:39:10,784

use of a standard EPA form

1230

00:39:11,340 --> 00:39:12,859

that includes a rating scale on

1231

00:39:13,170 --> 00:39:14,689

it and expect that people are going

1232

00:39:14,690 --> 00:39:16,079

to use that for feedback and

1233

00:39:16,080 --> 00:39:17,354

coaching, we might be just

1234

00:39:18,270 --> 00:39:19,829

creating circumstances where

1235

00:39:20,190 --> 00:39:21,329

people can't succeed.

1236

00:39:22,920 --> 00:39:24,539

We're what we're doing by doing that

1237

00:39:24,540 --> 00:39:26,108

is reinforcing the idea that the

1238

00:39:26,310 --> 00:39:28,190
stakes are really not zero and that

1239
00:39:28,200 --> 00:39:29,669
what we're really doing is making a

1240
00:39:29,670 --> 00:39:30,869
judgment. And that's not the

1241
00:39:30,870 --> 00:39:31,739
message.

1242
00:39:31,740 --> 00:39:33,409
Maybe we reserve assessment for that

1243
00:39:33,410 --> 00:39:34,799
summative that when we're talking

1244
00:39:34,800 --> 00:39:36,123
about formative assessment,

1245
00:39:36,900 --> 00:39:38,579
we instead think of it calling it

1246
00:39:38,580 --> 00:39:39,903
coaching or calling it test

1247
00:39:40,620 --> 00:39:42,149
enhance learning or something that

1248
00:39:42,150 --> 00:39:43,679
puts more focus on the

1249
00:39:43,680 --> 00:39:44,680
developmental.

1250
00:39:44,910 --> 00:39:46,739
And finally, I think we need to put

1251
00:39:46,800 --> 00:39:48,750
some thought into how we create

1252
00:39:48,870 --> 00:39:50,070
as best we can.

1253
00:39:50,370 --> 00:39:51,739
Zero stakes moments.

1254
00:39:51,960 --> 00:39:53,389
Now, it's hard to have anything be

1255
00:39:53,400 --> 00:39:54,576
zero stakes, but moments

1256
00:39:55,230 --> 00:39:57,510
where learners can relax and be

1257
00:39:57,660 --> 00:39:59,579
and do what they do rather than

1258
00:39:59,580 --> 00:40:00,580
performing.

1259
00:40:00,900 --> 00:40:02,429
And I think if we can do that, we'll

1260
00:40:02,430 --> 00:40:03,851
start to see a more authentic

1261
00:40:04,050 --> 00:40:05,669
version of how they practise their

1262
00:40:05,670 --> 00:40:07,169
craft. And that will allow us as

1263

00:40:07,170 --> 00:40:09,059
teachers to craft more useful

1264
00:40:09,500 --> 00:40:10,823
and meaningful feedback for

1265
00:40:11,340 --> 00:40:12,340
them. Thanks.

1266
00:40:17,890 --> 00:40:19,780
Thank you so much, Chris, that's so

1267
00:40:20,110 --> 00:40:21,629
eloquently describes what these

1268
00:40:21,790 --> 00:40:23,920
tensions that we're all experiencing

1269
00:40:24,910 --> 00:40:26,382
in our implementations of CBME.

1270
00:40:27,560 --> 00:40:28,932
And we appreciate that clear

1271
00:40:29,230 --> 00:40:30,699
description. So thank you very much

1272
00:40:30,700 --> 00:40:32,317
for that. And a bit of a guidance

1273
00:40:32,380 --> 00:40:33,460
around moving forward.

1274
00:40:34,630 --> 00:40:36,219
So at this phase,

1275
00:40:36,670 --> 00:40:38,169
I would invite actually

1276
00:40:39,010 --> 00:40:40,810
we can have our presenters video on.

1277
00:40:41,020 --> 00:40:41,859
Yeah, are we good to have all our

1278
00:40:41,860 --> 00:40:43,479
presenters video on if they're if

1279
00:40:43,480 --> 00:40:44,480
they're able to still.

1280
00:40:45,790 --> 00:40:47,584
Unless anyone's would rather zoom

1281
00:40:48,730 --> 00:40:50,151
over video virtual suits that

1282
00:40:50,380 --> 00:40:51,380
they're wearing here.

1283
00:40:52,090 --> 00:40:53,090
That's good. We're still all

1284
00:40:53,316 --> 00:40:54,316
presentable. All great.

1285
00:40:55,360 --> 00:40:56,229
I'm going to actually open the

1286
00:40:56,230 --> 00:40:57,389
question period. I think Denise.