Years 1 & 2 WBA Review & Support Process

This document outlines the reporting and subsequent support processes for the Workplace-based Assessment modality in Years 1 & 2. It also describes the role and responsibilities of the Regional Student Promotions Subcommittee.

1  AFTER EACH WBA

1.1  FLAGGING REPORT

In Years 1 & 2, WBAs will be used to assess students’ observed performance in Case Based Learning, Clinical Skills, and Family Practice in MEDD courses and in the FLEX course. Tutors or preceptors will be asked to provide feedback through these forms and students will obtain this feedback, once the form is complete.

Each WBA form includes two sections:

A. a section to provide timely, formative feedback (narrative comments) to the student and,
B. a section that gives the tutor or preceptor an opportunity to flag a student if they are concerned about the student’s performance, including concerns with regards to professional behaviour.

Every two weeks the EAU will issue a compiled report for the students that have been flagged. The report will contain a compilation of all complete WBA forms (for the student), up to that point in time.

These reports for flagged students will be sent to the people outlined below:

• Assistant Deans*
• Year 1 & 2 Site Directors (for CBL)*
• Clinical Skills Site Directors*
• Family Practice Site Directors*
• FLEX Site Directors*
• Course Directors
• Course Managers
• Assessment & Evaluation (A&E) Coordinators

* Only Faculty specific to a student’s site will be contacted.

BOLD indicates individuals that are responsible for follow-up support action. All other recipients receive report as FYI.

1.2  STUDENT SUPPORT

After receipt of these reports, the following individuals are required to take action in contacting the student and providing follow-up support:

• If student flagged on a CBL WBA form: the Year 1 & 2 Site Director
• If student flagged on a CS WBA form: the Clinical Skills Site Director
• If student flagged on a FP WBA form: the Family Practice Site Director
• If student flagged on a FLEX WBA form: the FLEX Site Director

* The faculty will contact the student to offer support within one week of the release of the report, as feasible. The student is responsible for ensuring they respond to this offer.

* If flags in multiple courses, the site faculty may meet to coordinate academic supports in ongoing fashion, both for immediate support planning and as a way to provide a summary of the review and support process for RSPS.

2 RSPS review of WBAs

2.1 REVIEW PROCESS DURING THE COURSE

The RSPS will be responsible for reviewing the WBAs of students who have received 2 or more flags in a course, informing these students and initiating support.

As soon as possible after referral and at the end of the course (MEDD 411, 412, 421, and 422, FLEX), members of the RSPS will meet to review referred students and will:

• Ascertain the specific milestone/s where the student’s deficiency has been identified and requires additional support.

• Ascertain the current or future impact of the concern identified on the student’s learning, on their peers, on other health care workers, on patients or any other group as a measure of how serious the issue is.

• If additional support is required, the RSPS (or RSPS chair) will refer the student for a Student Development and Support Subcommittee (SDSS). The SDSS will meet with the student and outline an academic plan and follow up.

• The SDSS chair (or designate) will provide the student with the copy of the academic plan which outlines the flags that they have received and includes:
  
  o Milestones identified as needing further supports
  o A plan to help the student improve so they can reach required milestones
  o How their progress will be monitored
  o Consequences of not meeting milestones by the end of the course

• Students will also be directed to seek help from Student Affairs if they have any confidential issues that they wish to discuss.
2.2 END-OF-COURSE

At the end of each course (MEDD 411, 412, 421, and 422, FLEX), based on consideration of all available WBA assessment data for that course, the RSPS will assign a grade for the WBA modality for all students based on the following criteria:

Pass: Recommendation that the student pass the WBA component will be made in the event that the student achieves course milestones.

Fail:

- The student is judged (based on subsequent WBAs) not to have met the required milestones of the course despite knowing the requirements, being given an opportunity to correct the identified deficiency and having been informed of the consequences of not meeting these requirements.

- The student has behaved in an egregious manner that warrants course failure. Examples of such behaviour may include but are not limited to:
  - Violent behaviour
  - Verbal abuse
  - Dishonesty
  - Breach of confidentiality

If the RSPS assigns a fail of the WBA assessment modality, this recommendation is brought to the Student Promotion and Review Board (SPRB) for their review and confirmation. A failure of the WBA component of the course will result in a failure of the course.