

MEDD 440 WBA Review and Support Process

This document outlines the processes related to the referral, recommendation for academic advising, and monitoring of students by the Regional Student Promotions Subcommittee (RSPS). It also describes the role and responsibilities of the RSPS with respect to Workplace-Based Assessments (WBAs).

At the end of each 2-4-week elective block, the Head Assessor assigns a “meets” or “does not meet” competency on the End-of-Elective Form. The Provincial Learner Assessment Team (PLAT) compiles and reports WBA data at the end of each MEDD 440 elective block to the student, the site assessment administrators and Year 4 Site Electives Directors. In keeping with programmatic assessment of the MD Undergraduate program, the RSPS integrates the assessments, assigns the WBA grade and submits the final grade (pass, fail or incomplete) to the Student Promotion and Review Board.

If a student is not meeting competency, Year 4 Site Electives Director will be responsible for the initial contact and support discussions as outlined below. The Year 4 Site Electives Director will contact the referring Head Assessors to consult and gather information for discussion at RSPS meetings. Students who are not meeting competencies are referred to the Regional Student Promotions Subcommittee (RSPS) for academic support as soon as they are identified. RSPS will track students for academic monitoring and further support, as needed.

Abbreviations and Acronyms:

EoE: End of Elective Assessment Form - has several domains of competencies based on the MEDD 440 Course Learning Outcomes

Head Assessor: Elective Supervisor or Education Lead for that elective block experience; the person who complete the EoE

PLAT: Provincial Learner Assessment Team - is a dedicated unit within the MDUP, led by the Director of Student Assessment and supported by the Pillar Leads who provide pedagogical overview for each assessment modality. The administrative team within PLAT develops and operationalizes the assessment framework in collaboration with assessment staff at the four distributed sites.

RSPS: Regional Student Promotions Subcommittee - A Program site-specific subcommittee of the Student Promotion & Review Board that oversees and reviews the academic performance of students at the Program site and confirms assignment of course grades according to assessment policies.

SDSS: Student Development and Support Subcommittee - Ad hoc subcommittees of the Regional Student Promotions Subcommittees that support students experiencing academic difficulties, returning from an LOA, or experiencing other special circumstances.

SPRB: Student Promotion and Review Board - A subcommittee of the Undergraduate Medical Education Committee (UGMEC) responsible for students’ academic review and promotion.

WBA: Workplace-based Assessment (Mid and End of Elective Assessment forms are types of Workplace-based Assessments)

WBA Monitoring by the Regional Student Promotion Subcommittee (RSPS)

Referral to RSPS

The academic performance of a student will be reviewed by the RSPS based on the following:

END OF ELECTIVE ASSESSMENT:

The End-of-Elective (EoE) form is completed by the Head Assessor (or designate) in each rotation using WBA Direct Observation data and intra-departmental feedback.

A student is referred to the RSPS by the Year 4 Site Electives Director based on the 'Overall Performance' conclusion that the student "does not meet competency" based on one or more of the following criteria:

1. Three or more EoE objective domains indicate that the student "does not meet competency"
2. A student who "does not meet competency" in the same competency domain in 2 EOE forms on separate rotations. This will be tracked by Provincial Learner Assessment Team (PLAT) and communicated to the relevant site assessment administrators.
3. The Head Assessor is concerned about the student's academic performance including issues with professional behaviour.

Process and Function of the Regional Student Promotion Subcommittee (RSPS)

RSPS initial assessment and development of an Academic Plan

For students referred for academic or professional reasons, members of the RSPS will:

1. Review the Student data
 - Ascertain the areas of deficiency identified
 - Ascertain if the student requires additional support
 - Ascertain the seriousness of the issue by determining the current or future impact of the concern identified on: the student's learning, their peers, other health care workers, patients, or any other group.
2. Make Recommendations for Academic Support and Advising
 - Students will be encouraged to seek support from Student Affairs, if they require it.
 - Recommendations will be made from the following options:
 - a) Recommended Academic Advising: the Year 4 Site Electives Director (or designate) will contact students to offer support.
 - b) Required Academic Advising: a Student Development and Support Subcommittee (SDSS) will be initiated.
3. Communicate with Student and Faculty

- The Year 4 Site Electives Director or designate will communicate with the student to outline next steps for support
- The Year 4 Site Electives Director will communicate with the referring Head Assessor, as well as the site Head Assessor for the next elective as required, about decisions taken so that support is implemented.
- The Year 4 Site Electives Director and a site administrator will document that these steps have been taken.

RSPS monitoring of progress

Students referred to the RSPS for monitoring will be informed by the Year 4 Site Electives Director that their progress will be tracked by the RSPS. If an SDSS is convened, the Academic Plan will outline the consequences of failing to meet expectations despite supports.

Members of the RSPS will be provided with the students' subsequent assessment reports while they are being monitored (these will include EOE's and SDSS documentation if applicable) for the remainder of the academic year.

RSPS monitoring will be tracked throughout the year using a tracking form.

The RSPS may consider recommending a *course failure* to the Student Promotion and Review Board (SPRB) before the end of MEDD 440 if serious concerns persist despite support and monitoring at, or after 12 weeks of the course. At the end of the course, the RSPS meets to assign grades.

RSPS Assignment of grades

At the end of MEDD 440, the RSPS will review WBA reports of all students as necessary to assign a WBA grade for the course.

The RSPS will consider all available WBA assessment data (eg. mid rotation evaluations and EoEs) and other information (eg. SDSS minutes, reports from academic advising) available from the beginning of the course in order to assign a grade for the WBA modality for all students based on the following criteria:

Pass: RSPS would assign a pass the WBA component of MEDD 440 if any of the following has occurred:

- the student achieves observable MEDD 440 objectives (as laid out in the EOE).
- Any WBA "does not meet competency" domains have been remediated according to reports of monitoring (as above).

Fail: RSPS would recommend that the student fail the WBA component of MEDD 440 if any of the following has occurred:

- A total of 12 weeks or more of MEDD 440 electives indicating that the student "does not meet competency" in overall performance. This may occur prior to the end of MEDD 440.

- Review of the WBAs at the completion of MEDD 440 indicates that the student has not achieved all required MEDD 440 objectives and identifies significant concerns about the student's academic performance that cannot be remediated before the end of Year 4
- 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
 - Discrimination
 - Serious disregard for patient safety

The Chair of the RSPS will notify any students assigned a 'Fail' in writing within 5 calendar days of the RSPS decision.

Incomplete: The RSPS would recommend that the student is incomplete for the WBA component of MEDD 440 if any of the following occur:

- The student has not achieved all MEDD 440 objectives at the completion of MEDD 440, but with additional clinical work and/or academic advising, the objectives can be achieved and/or completed by the end of Year 4.
- The student has incomplete clinical electives at the completion of MEDD 440 but has additional clinical work scheduled to be completed by the end of Year 4.

Students assigned a grade of 'Incomplete,' will be directed by the RSPS to complete supplemental work in order to meet MEDD 440 objectives and/or address any incomplete elements of MEDD 440. The RSPS will monitor completion and review assessment of this work and recommend a WBA grade of "Pass" or "Fail" using the criteria defined above. Successful completion of this work is required prior to graduation.

The chair of the RSPS will notify any student assigned an 'Incomplete' and therefore supplemental work in writing within 5 calendar days of the RSPS decision.