PROGRAM DIRECTORS

Start of Block: Default Question Block

SKILLS

Q1 Please rate your level of experience working with residents with academic difficulty.

- Significant experience (1)
- Some experience (2)
- Little experience (3)
- No experience (4)

Q2 In your academic career, how many times have you participated in the development or supervision of learning support plans/focused learning plans, remediation, or probation?

- Never (1)
- Once (2)
- 2-5 times (3)
- >5 times (4)

Page Break

ATTITUDE

Q3 Please rate your level of confidence in working with residents with academic difficulty.

- ○ Very confident (1)
- ○ Somewhat confident (2)
- ○ Very confident (4)

Q4 Please list any reasons for anxiety when facing learners in difficulty.

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Q5 What are the most difficult barriers program directors face when working with residents in difficulty?

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Q6 Indicate whether you think the following CanMEDS roles can be remediated:

	Hardly Ever (1)	In Some Situations (2)	Easily (3)
Medical Expert/Family Medicine Expert (1)	○	○	○
Communicator (2)	○	○	○
Collaborator (3)	○	○	○
Health Advocate (4)	○	○	○
Scholar (5)	○	○	○
Professional (6)	○	○	○
Leader (7)	○	○	○

KNOWLEDGE

Q7 How much professional development have you had for working with residents in difficulty?

- ○ None (1)
- ○ Some (please expand below) (2)
- ○ It is an area of professional development (3)

Q8 Please expand if you answered ***SOME*** to the question above.

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Q9 Are you aware of the Learning Resource Specialist at PGME? Select from the dropdown menu.

▼ Yes, we have worked together previously. (1) ... No (4)

Q10 Please provide suggestions on how to clarify and advertise the role of the Learning Resource Specialist.

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Q11 Are you aware of the Director of Learner Resources at PGME? Select from the dropdown menu.

▼ Yes, we have worked together previously. (1) ... No (4)

Q12 Please provide suggestions on how to clarify and advertise the role of the Director of Learner Resources.

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Q13 Are you aware of how to access PGME or Family Medicine policies on Remediation/Probation/Dismissal?

- YES (1)
- NO (2)

Q14 Have you reviewed the PGME or Family Medicine policies on Remediation/Probation/Dismissal?

- YES (1)
- NO (2)

Q15 Rank the following topics in order of importance for PGME to address in retreats or CPD (continued professional development). #1 being most important and #7 least important. Drag and drop in rank order.

_____ Accommodations (1)
_____ Learning support plans/Focused learning plans (2)
_____ Remediation (3)
_____ Probation (4)
_____ Recognizing a resident in difficulty (5)
_____ Identifying learning deficiencies (6)
_____ Other (7)

Q16 Please describe ***OTHER*** ranked in question above.

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SYSTEMS

Q17 As Program Director, approximately how many hours per week is devoted to learners in difficulty?

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Q18 When supporting learners in difficulty, rank the following according to the amount of time spent on each. #1 being most amount of time spent and #8 least amount of time spent. Drag and drop into rank order.

_____ Committee meetings (1)
_____ Meetings and communications with resident in difficulty (2)
_____ Documentation (3)
_____ Developing and supervising learning support plans/focused learning plans (4)
_____ Developing remediation plans (5)
_____ Developing probation plans (6)
_____ Other meetings or communications e.g. with teaching faculty, PGME members, etc. (7)
_____ Appeals (8)

Q19 What ways can the process for supporting residents in difficulty be improved?

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Q20 In your program, how is a resident in difficulty identified? Select all that apply.

- [ ] Formative exams (written, OSCE, other) (1)
- [ ] Concerns identified on any form of evaluation (2)
- [ ] Informal reporting by teaching faculty (3)
- [ ] Review by RTC, RPC, CC, or RPS (4)
- [ ] Any of the above (5)
- [ ] Other (6)

Q21 Describe if ***OTHER*** was selected in question above.

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TEACHER/ATTITUDE

Q22 Have you witnessed “failure to fail” by faculty?

- ○ YES (1)
- ○ NO (2)

Q23 From you point of view, what are some reasons for “failure to fail”? Select all that apply.

- ☐ Faculty do not want to evaluate based on one or few encounters. (1)
- ☐ Faculty worry about retribution for a “negative” evaluation. (2)
- ☐ Faculty feel untrained in providing constructive feedback. (3)
- ☐ Concern about the time commitment. (4)
- ☐ Concern of having a weak resident repeat a rotation under their supervision again. (5)
- ☐ Concern for the consequences for the resident. (6)
- ☐ Frustration that feedback is not incorporated or acted on. (7)
- ☐ Other (8)

Q24 Describe if OTHER was selected in question above.

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LEARNER

Q25 What are the effects of residents in difficulty on the following:

- Faculty: (1) _____
- Fellow residents: (2) _____
- Rotations: (3) _____
- Program Director: (4) _____
- Call schedules: (5) _____
- The resident in difficulty: (6) _____

Q26 Have you ever encountered a learner with professionalism deficiencies that include racism?

- YES (1)
- NO (2)

Q27 How were those deficiencies identified and managed?

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End of Block: Default Question Block

TEACHING FACULTY

Start of Block: Default Question Block

SKILLS

Q1 Please rate your level of experience and confidence with residents with academic difficulty.

- Significant experience (1)
- Some experience (2)
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Q2 In your academic career, how many times have you participated in the development or supervision of learning support plans/focused learning plans, remediation, or probation?

- Never (1)
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- 2-5 times (3)
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ATTITUDE

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- ○ Very confident (1)
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Q4 Please list any reasons for anxiety when facing learners in difficulty.

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	Hardly Ever (1)	In Some Situations (2)	Easily (3)
Medical Expert/Family Medicine Expert (1)	○	○	○
Communicator (2)	○	○	○
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Health Advocate (4)	○	○	○
Scholar (5)	○	○	○
Professional (6)	○	○	○
Leader (7)	○	○	○

KNOWLEDGE

Q7 How much professional development have you had for working with residents in difficulty?

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Q8 Please expand If you answered ***SOME*** to the question above.

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Q9 Are you aware of the Learning Resource Specialist at PGME? Select from the dropdown menu.

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- ☐ Review by RTC, RPC, CC, or RPS (4)
- ☐ Any of the above (5)
- ☐ Other (6)

Q21 Please describe if you responded *OTHER* to the above question.

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TEACHER/ATTITUDE

Q22 Have you witnessed “failure to fail” by faculty?

- ○ YES (1)
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Q24 Please describe if you responded *OTHER* to the above question.

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LEARNER

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Q26 Have you ever encountered a learner with professionalism deficiencies that include racism?

- YES (1)
- NO (2)

Q27 How were those deficiencies identified and managed?

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End of Block: Default Question Block

RESIDENTS

Start of Block: Default Question Block

SKILLS

Q1 During your training, how much discussion have you had about learning supports and remediation?

- ○ NONE (1)
- ○ SOME (2)

Q2 If you answered ***SOME*** to the above question, please describe:

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ATTITUDE

Q3 Rate your anxiety around academic difficulty. **Range Very Anxious (1) to Very Comfortable (5).**

- ○ 1 (1)
- ○ 2 (2)
- ○ 3 (3)
- ○ 4 (4)
- ○ 5 (5)

Q4 Please list any reasons for anxiety around academic difficulty.

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Q5 Indicate whether you think the following CanMEDS roles can be remediated:

	Hardly Ever (1)	In Some Situations (2)	Easily (3)
Medical Expert/Family Medicine Expert (1)	○	○	○
Communicator (2)	○	○	○
Collaborator (3)	○	○	○
Health Advocate (4)	○	○	○
Scholar (5)	○	○	○
Professional (6)	○	○	○
Leader (7)	○	○	○

KNOWLEDGE

Q6 Please describe your understanding of a learning support plan (Royal College programs) or focused learning plan (FM).

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Q7 Please describe your understanding of remediation.

Q8 Please describe your understanding of probation.

Q9 Are you aware of the Learning Resource Specialist at PGME? Please select from the dropdown menu.

▼ Yes, we have worked together previously. (1) ... No (4)

Q10 Please provide suggestions on how to clarify and advertise the role of the Learning Resource Specialist.

Q11 Are you aware of the Director of Learner Resources at PGME?

- ○ YES (1)
- ○ NO (2)

Q12 Please provide suggestions on how to clarify the role of Director of Learner Resources.

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Q13 Are you aware of how to access PGME or Family Medicine policies on Remediation/Probation/Dismissal?

- ○ YES (1)
- ○ NO (2)

Q14 Have you reviewed the PGME or Family Medicine policies on Remediation/Probation/Dismissal?

- ○ YES (1)
- ○ NO (2)

LEARNER

Q15 What are the effects of residents in difficulty on the following:

- Faculty: (1) _____
- Fellow residents: (2) _____
- Rotations: (3) _____
- Program Director: (4) _____
- Call schedules: (5) _____
- The resident in difficulty: (6) _____

Q16 If/when you've had academic difficulty during your residency training, what types of difficulty did you have? Select all that apply.

- [ ] Acquiring knowledge (1)
- [ ] Competence in procedural skills (2)
- [ ] Written exams (3)
- [ ] Oral exams/OSCEs (4)
- [ ] Communication (5)
- [ ] Collaboration (6)
- [ ] Patient Advocacy (7)
- [ ] Professionalism (8)
- [ ] Scholarship (9)
- [ ] Leadership (10)

SYSTEMS

Q17 In your program, how is a resident in difficulty identified? Select all that apply.

- [ ] Formative exams (written, OSCE, other) (1)
- [ ] Concerns identified on any form of evaluation (2)
- [ ] Informal reporting by teaching faculty (3)
- [ ] Review by RTC, RPC, CC, or RPS (4)
- [ ] Any of the above (5)
- [ ] Other (6)

Q18 If you answered *OTHER* to the above question, please describe:

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Q19 If/when you've had academic difficulty during your residency training, what resources did you use? Select all that apply.

- [ ] Fellow medical learners (1)
- [ ] Program Director (2)
- [ ] Residency Program faculty/clinical supervisors (3)
- [ ] Online (4)
- [ ] University of Calgary student support (5)
- [ ] PGME learning support (6)
- [ ] Other (7)

Q20 If you answered *OTHER* to the above question, please describe:

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Q21 Have you ever experienced discrimination in your evaluations based on race, gender, sex, sexual orientation, religion, marital status, family status, socioeconomic background, medical condition/disability, nationality or ethnic origin?

- ○ YES (1)
- ○ NO (2)

Q22 If you answered *YES* to the above question, please describe:

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Q23 Have you ever experienced discrimination in the workplace due to being identified as a student with academic struggles?

- ○ YES (1)
- ○ NO (2)

Q24 If you answered *YES* to the above question, please describe:

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End of Block: Default Question Block