Interview Questions:

Residents:

1. What has your experience been with the remediation process? Personal experience or awareness of another resident going through the process.
2. How could a peer mentorship process be developed that could help residents going through a remediation? Would you be willing to participate or share your lived experience?
3. If you needed a remediation plan, how could you work with the program to develop it? What would be some of the barriers to doing so? How do you see disagreements between the resident and the program being resolved?
4. How do you view residents who are in academic difficulty? How are they viewed by others?
5. Do you trust that PGME processes are fair? Do you trust the current system of remediating residents in difficulty?
6. Are the policies on Remediation, Probation, and Dismissal, Leaves of Absence, Accommodations, Transfers, Assessments and Evaluation clear, straightforward, and easily available?
7. Are the Learning Support Plans, Focused Learning Plans, Remediation Plans, and Probation plans clear and straightforward?

Faculty and Program Directors

1. What resources are lacking or could be of benefit around residents in difficulty?
2. In what ways can time working with residents in difficulty be accounted for?
3. Do you trust that PGME processes are fair? Do you trust the current system of remediating residents in difficulty?
4. Do you feel prepared dealing with residents in difficulty?
5. What are the difficult aspects of dealing with a learner?
6. Would you be willing to mentor faculty?
7. How do you know that a resident is struggling? What are the signs? What are the barriers to identification of a resident in difficulty?
8. How do you view residents in academic difficulty? How are they viewed by others?
9. How is patient care affected by learners in difficulty?

Ethics ID: REB21-0287

Study Title: The Learning, Engagement, Action for Resident Needs (LEARN) Study

PI: Dr. Aliya Kassam

Version 1.0, March 31, 2021

10. What are the barriers to providing constructive feedback?
11. Are the policies on Remediation, Probation, and Dismissal, Leaves of Absence, Accommodations, Transfers, Assessments and Evaluation clear, straightforward, and easily available?
12. Are the Learning Support Plans, Focused Learning Plans, Remediation Plans, and Probation plans clear and straightforward?
13. Are the Learning Support Plans, Focused Learning Plans, Remediation Plans, and Probation plans clear, straightforward, and easy to follow?

Program Directors only:

1. Does PGME support program directors adequately around residents in difficulty?
2. Are the interventions effective? Why or why not?
3. How do you split your time between residency in difficulty and residents who are in good standing?
4. Are you able to confidently delegate tasks to others when you have a resident in difficulty? What are the barriers?