



MacPeds Academic Coach Guide

Overview of the Academic Coach

An Academic Coach is a faculty member who is responsible for overseeing a resident's overall academic progress throughout their entire residency. The Academic Coach is an important position in the MacPeds Residency Program that has the primary role of:

- Reviewing with the resident the training summary provided by General Pediatrics Program administration summarizing:
 - In-training Assessment Reports (ITARs)
 - Work Based Assessments (including encounter cards)
 - Comments from observed assessments (e.g., direct observation tool, practice STACERs, procedure log etc.)
 - Graphical trends of exam scores (American Board In-training exam, OSCEs, Multiple choice and Short Answer Exams)
- Assisting each resident in developing an annual Educational Plan, and Enhanced Educational Plan when needed (as prescribed by Competence Committee or Program Directors)

Specific Requirements of the Academic Coach

1. Prior to meeting with your first resident coachee, all Academic Coaches should review the following resources:
 - McMaster CBME Coaching over time <https://cbmepg.mcmaster.ca/topic/coaching-over-time/>
 - Royal College 'Toolkit' on Coaching over Time reminders: <http://www.royalcollege.ca/mssites/rxocr/en/content/index.html#/>
 - Competence By Design 101 module on machealth.ca
 - Go to machealth.ca → Choose *Competence By Design 101 icon*
2. Arrange for **FOUR** meetings spread throughout the year to meet with resident. This is ideally face-to-face, but could be done via video conferencing or by telephone. Additional meetings may be required (may be initiated by resident or Academic Coach; or may be suggested/recommended by Program Director or Competence Committee). These ideally should be initiated by the residents, however Academic Coaches should track these and reach out to residents to ensure these occur.

Although there is no formal agenda for the individual meetings, the Academic Coach should:

- Discuss current and recent rotations and inquire about any difficulties
- Review the training summary for the resident (as outlined above) to look for trends, strengths and weaknesses
- Assist resident in looking at the “big picture” by reflecting on major themes, strengths and weaknesses that come out of the evaluations
- Determine their progress on their academic project (research, QI, etc.)
- Discuss and assist in planning for upcoming elective/integrated pediatric rotations
- Inquire about career plans and how electives will be used to further plans, or fill in knowledge gaps
- Refer to services as needed to address academic, learning or personal difficulties, or for further assistance with career planning. See separate document of Academic Coach Resources or below**

At the end of each meeting, the Academic Coach MUST write a summary of their meeting (< 50 words) in the Training Summary document covering all of the following (ideally with the resident present):

- What is the resident doing well?
 - What does the resident need to continue to work on?
 - What is the current status of the resident’s scholarly project? (on track or not)
 - Is the resident progressing as expected? (and if not, why not?)
3. Work with resident to develop an Education Plan at the start of each level of training. The plan is a formative plan that is in addition to the objectives of training.
 4. Collaborate with resident to develop an Enhanced Education Plan, as needed when recommended by the Competence Committee or Program Director.
 5. Monitor and briefly document (as above) resident’s progress in achieving goals of Enhanced Educational Plan.
 6. Organize ONE practice STACER with the resident in PGY2. If you have any difficulties organizing this (e.g., your practice is not conducive to STACERs), please contact the Program Office or Program Directors for assistance.

Suggestions

When assigned to new residents, the Academic Coach should initiate a “get to know you” meeting to discuss:

- Role of the Academic Coach
- Tell me about yourself
- Career aspirations
- Resident supports
- Personal reflection on academic worries
- How to contact resident
- How the resident can contact you

McMaster Pediatrics Academic Support Committee

Academic Coach Suggested Resources

If there are ever any questions or concerns, the Academic Coach should never hesitate to contact the Program Directors

If the resident is encountering problems within the Medical Expert role, here are some commonly used resources, to which the Academic Coach can refer the resident:

- Nelson's/Big Nelsons
- Pediatric Clinical Advisor
- 5-minute Pediatric Consult
- Atlas of Pediatric Clinical Diagnosis
- Pediatric in Review
- Prep Questions
- Sick Kids Handbook
- CPS Statements

The Program Director can also sometimes provide access to questions/stations from previous exams (OSCE, MCQ, SAQ, Card Cases).

If the Academic Coach needs advice on developing an enhanced learning plan, they can consult a member of the Academic Support Committee.

Multiple Choice Questions (MCQ)

- American Academy of Pediatrics PREP self-assessment <https://shop.aap.org/professional-education/self-assessments/#PREPSA>
- Uworld self-assessment (you must purchase USMLE step 2 CK Q bank to access pediatric content) https://www.uworld.com/step2ck/step2ck_home.aspx
- Online MedEd Qbank: <https://onlinemeded.org/spa/pediatrics>
- Pediatrics in Review Multiple Choice Questions – available electronically through McMaster University Libraries
- Old In-Training Exam Questions – available through Program Coordinator and/or Program Director
- Online courses to improve MCQ test taking offered through McMaster University (register through OSCAR online): <https://oscarplumcmaster.ca/home.htm>
- MCQ test taking information:
 - o <https://studentsuccess.mcmaster.ca/wp-content/uploads/pdf/MultipleChoiceExams-Dec2016.pdf>
 - o <https://studentsuccess.mcmaster.ca/wp-content/uploads/pdf/MultipleChoiceExams-Dec2016.pdf>

Short Answer Questions (SAQ)

- Old In-training Exam Questions - available through Program Coordinator and/or Program Director
- Vanderbilt Internal Medicine and Pediatric Curriculum through Access Medicine - available electronically through McMaster University Libraries
- Pediatric Cases: <https://www.pedscases.com>
- Online courses to improve SAQ test taking offered through McMaster University (register through OSCAR online): <https://oscarplumcmaster.ca/home.htm>

OSCE

- Pediatric scenarios in: "Clinical Skills Review : Scenarios Based on Standardized Patients by Gao & Naugler, 2013 - available electronically through McMaster University Libraries
- Practice Card Cases: if you do not have access, please contact Dr. Andrea Hunter
- Old In-Training OSCE Scenarios - available through Program Coordinator and/or Program Director
- Additional Resources available through McMaster University Undergraduate Medicine OSCE resources: <https://hslmcmaster.libguides.com/c.php?g=550029&p=3775913>
- Preparing for an OSCE (for first timers): <http://mcmasterpa.weebly.com/preparing-for-the-osce.html>
- Physical Exam Videos: <https://stanfordmedicine25.stanford.edu/videos.html>

Clinical

- Guide to Oral Case Presentations:
<https://www.med.umn.edu/sites/med.umn.edu/files/meded-guidelines-oral-presentations.pdf>

Support

- McMaster Postgraduate Resident affairs:
 - o <https://www.medportal.ca/pg/trainee/resident-affairs>
 - o <https://pgme.mcmaster.ca/mcmaster-resident-affairs/>
- McMaster Student Success Centre late night study sessions offering a quiet study space, food, support from writing advisors) – contact skills@mcmaster.ca for more information