



## MacPeds Academic Coach Expectations

### Overview of the Academic Coach

An Academic Coach (AC) is a faculty member who is responsible for overseeing a learner or several learners; clinical work and academic progress. The AC is an important position in the MacPeds Residency Program that has the primary roles of:

To review with the resident and summarize the results of:

- In-training Assessment Reports (ITARs)
- Work Based Assessments (WBAs) including mini-mas and encounter cards for Integrated Pediatric rotation and on call
- Entrustable Professional Activity (EPA)
- OSCE/SAQ/MCQ scores
- American Board In-Training Exam (ABP-ITE)
- Learning Contracts
- Procedure log

The position entails following 2-3 residents with whom the AC meets individually throughout their training over their time in the residency program (approximately 3-4 years).

### Specific Requirements of the Academic Coach

1. The AC will follow 2-3 residents longitudinally through their time in the residency program
2. The AC reviews all evaluations for the resident as outlined above, to look for trends, strengths and weaknesses. The AC maintains an ongoing confidential file of each resident and is responsible for completing their parts of the Academic Reporting Tool (ART) at each meeting and when the resident is being reviewed by the Competence Committee. This report will be completed online in the resident dropbox. The AC may be asked to present their residents at the Competence Committee.
3. The AC will co-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. The AC will co-develop an Enhanced Education Plan (EEP), as needed when recommended by the Competence Committee.

4. The AC meets along with each of the residents regularly. Meetings should occur 3-4 times per year and more frequently as needed. The AC should initiate these meetings. Although there is no formal agenda for the individual meetings, the AC should:
  - Discuss current and recent rotations and inquire about any difficulties;
  - Review all recent evaluations received
  - Assist resident in looking at the “big picture” by reflecting on major themes, strengths and weaknesses that come out of the evaluations;
  - 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
  
5. At the start of the academic year the AC should initiate a “get to know you” meeting with the residents, some items to discuss:
  - Role of the AC
  - Tell me about yourself
  - Career aspirations
  - Resident supports
  - Personal reflection on academic worries
  - How to contact resident
  - How the resident can contact you
  
6. Some resources for the AC
  - The Program Directors (Dr. Hunter/Dr. Babic)
  - The Academic Support Committee
  - 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
  - OSCE bank (contact Dr. Hunter)
  - MCQ, SAQ and Card Cases Bank (Contact Dr. Hunter)
  - Students Success Centre <https://studentsuccess.mcmaster.ca/>
  - McMaster CBME Coaching over time <https://cbmepg.mcmaster.ca/topic/coaching-over-time/>

Revised May 1, 2019