

Station: What are The Different Enhanced Learning Plans at Dal?

Objectives

Gain an understanding of the differences between Dalhousie's formal and informal enhanced learning plans.

Review circumstances when one might use each and the implications of doing so.

Background

- ★ The newly revised PGME Assessment of Training and Promotion Regulations (in use since January 2018 but still being tweaked and awaiting approval from Faculty Council) address methods of assessing residents, when we are required to do so, when we need to create special learning plans –informal enhanced learning plans (IELPs) and formal enhanced learning plans (FELPs)- for them, when residents will be put on academic probation, when residents will be dismissed or asked to withdraw from training and the appeals processes available to them when decisions are made which they wish to contest.
- ★ Changes in new PGME Assessment of Training and Promotion Regulations
- ★ The term “remediation plan” has been replaced with new terms “informal enhanced learning plan” and “formal enhanced learning plan”.
- ★ The intention is to make remedial training less punitive and focused more on the resident's educational needs.
- ★ Previously all remedial training added time on to the length of a resident's training program and that is now not automatic in all cases.
- ★ An Educational Advisory Board has been established to help program directors develop these learning plans to ensure they are designed to help the resident achieve the desired competencies and that expectations, assessment methods etc are all clearly laid out.

What triggers the development of these learning plans?

- ★ FELPs are triggered when: an ITAR or biannual review indicates there is a global overall rating of “significant concerns with progress” with how this resident is performing.
- ★ FELPs may also be triggered when there are “some concerns with progress” in two or more skill dimensions in an ITAR, when the resident has demonstrated

unprofessional conduct which is remediable, or when the resident has not successfully completed an IELP.

- ★ The duration and training setting in which the FELP will take place will be determined by the Residency Program Executive Committee and Education Advisory Board. FELPs will normally extend residency training (unless for professionalism issues which are often addressed longitudinally) but discretion rests with the Residency Program Committee Executive (which functions as our program-wide Competency Committee) to determine that.
- ★ There is an expectation that more of the same training will likely not meet the resident's learning needs and additional learning resources and supports may need to be provided such as access to simulations, skills training, coaches etc.
- ★ All residents requiring a FELP “will be provided the following supports:
 - an appointment with the Assistant Dean, Resident Affairs (currently Dr. Carolyn Thomson, a FD at the Halifax site);
 - pairing with a mentor (or program equivalent), preferably someone who is not currently assessing and evaluating [the resident].

In our program at this time, this would likely be the Faculty Advisor but need not be.

- ★ IELPs may be used whenever a FELP is not required and the Program Director “determines that a postgraduate trainee is having difficulty achieving a required competency”
- ★ Both types of learning plans are created by the Program Director/Site Director using templates provided by PGME. Collaboration between the resident, the Residency Program Committee Executive, the Education Advisory Board and PGME is required.