



UNIVERSITY OF CALGARY

Operating Standard

POSTGRADUATE MEDICAL EDUCATION Policy on Assessment of Teachers

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Approval Authority PGME Committee	
Implementation Authority Associate Dean, PGME	
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Preamble

- 1 The CanERA Standards of Accreditation require that all teaching faculty receive regular feedback that includes resident input and balances timely delivery of teaching performance with the need to preserve learner confidentiality.

Element 6.1: Teachers are fairly assessed and supported in their development and career progression.

All faculty members must be formally assessed and receive feedback on their teaching skills. This requirement applies to all faculty involved in teaching of postgraduate trainees. The policy applies to full time/part time academic faculty, regardless of rank or university affiliation, as well as clinical faculty members.

Principles

- 2 Provision of regular and timely feedback is central to a process of continuous quality improvement both for individual teachers and for Divisions/Departments as a whole.

Assessment processes are a requirement of the Accreditation Standards for both the Royal College of Physicians & Surgeons of Canada, and the College of Family Physicians of Canada.

Definitions

- 3 “Academic Advisor” means a faculty member who establishes a longitudinal relationship with a Resident for the purpose of monitoring and advising with respect to educational progress.

“Associate Dean” means Associate Dean of Postgraduate Medical Education in the Cumming School of Medicine at the University of Calgary. The Associate Dean is the faculty member responsible for the overall conduct and supervision of PGME within the faculty.

“CBME” means Competency Based Medical Education, a medical curriculum paradigm that focuses on outcomes (acquisition of skills, competencies, or Program elements) that may or may not be constrained by defined periods of time, such as Rotations, for their acquisition. In this Policy, CBME Program refers to both an entire Program and a stream within a Program that is based on CBME.

“CFPC” means the College of Family Physicians of Canada.

“CPSA” means the College of Physicians and Surgeons of Alberta.

“Educational Experience” means an experience in a particular environment or set of environments selected/designed to support the Resident’s achievement of competencies. This may or may not occur in a block, or Rotation. Other terms used are: “block”, “training experience”, or “Program element”.

“EPA” or Entrustable Professional Activity in CBME means a task that may be delegated to a Resident by their Preceptor once sufficient competence has been demonstrated

“PGME” means Postgraduate Medical Education in the Cumming School of Medicine at the University of Calgary.

“Preceptor”, means a physician responsible for a period or segment of the Resident’s professional medical training, teaching, and instruction and who contributes to the evaluation or assessment process. This includes consulting physicians. In CBME, it means a physician who is responsible to teach, guide, observe, and assess the educational activities of the Resident. “Attending Physician” or “Supervisor” are equivalent terms used.

“Program” means a RCPSC or CFPC accredited PGME training program in the Cumming School of Medicine at the University of Calgary.

“RCPSC” means the Royal College of Physicians and Surgeons of Canada, the body responsible for Program accreditation, examination and Resident certification for RCPSC disciplines.

“Resident” means a physician registered in a PGME training Program that is administered by the Cumming School of Medicine at the University of Calgary and leads to RCPSC or CFPC certification.

Scope **4** This Operating Standard applies to all faculty members involved in teaching in the clinical environment at the Cumming School of Medicine

Operating Standard **5**

- 5.1 Assessment of teaching performance is grounded in program principles of continuous quality improvement and is intended to improve the learner experience while also providing meaningful feedback to faculty members
- 5.2 Faculty assessments will be completed at the conclusion of each rotation or educational experience.
- 5.3 Learners play an important role in assessment of teaching faculty. Completion of teaching assessments is an important aspect of professionalism and leadership.
- 5.4 Faculty may be assessed in any of the following domains:
 - Bedside/clinical teaching
 - Didactic lectures
 - Small group teaching
 - Academic half-day teaching
 - Simulation activities
- 5.5 All faculty engaged in teaching of PGME trainees must expect to receive anonymized feedback from learners
- 5.6 Collated teacher assessments will be made available to the faculty member at regular intervals, as determined by the sponsoring Division or Department, in order to ensure resident anonymity. This will occur no less than every 12 months. Special arrangements may be necessary for small programs where ensuring anonymity can be challenging.(see 5.15)
- 5.7 Teaching faculty are expected to regularly review submitted assessments
- 5.8 Faculty teaching assessments will be viewed by the Program Director, Division and/or Department Head, as determined internally
- 5.9 Teaching assessments will be reviewed by the Program/Department in a timely fashion.
- 5.10 Concerns regarding teaching performance or behavior will be addressed by Program/Department leadership in a timely fashion. PGME may be involved in this process as required.
- 5.11 Teachers are responsible to review their assessments and consider strategies to address Areas for Improvement (AFI). Teachers will be supported by PGME to access appropriate and robust Faculty Development opportunities to enhance teaching skills as required.

- 5.12 Teaching faculty will have access to enhance/remediate teaching skills through programs offered at Office of Faculty Development and Performance. This includes individual consultation and 1:1 mentoring as required and appropriate.
- 5.13 Formal appeal of teaching assessment or series of assessments will be managed internally by Divisions and Departments
- 5.14 Faculty assessment must take place in a secure and safe environment without negative ramifications for learners or groups of learners. Completed assessments must be held in confidence and anonymized prior to distribution to Division/Department leadership or individual faculty members.
- 5.15 In small programs with small learners numbers, anonymity will be protected by aggregating feedback and including assessments from off-service residents before results are made available to the faculty member and Division/Department leadership
- 5.16 All PGME trainees are expected to complete an assessment of teacher performance at the end of a rotation or educational experience.
- 5.17 Narrative comments on assessment forms will remain unedited when reports are made available to faculty.
- 5.18 Narrative comments submitted by learners are expected to be entered in a professional manner
- 5.19 The home Program Director will orient residents to the process and procedures in place for assessment of teaching faculty
- 5.20 Program and departmental staff will continue to manage the administrative logistics of assessing faculty

References:

PGME Policy on Resident Supervision

<https://cumming.ucalgary.ca/sites/default/files/teams/6/policies/supervision-of-residents-pgme-final-jul2018-v1.pdf>

Faculty of Medicine Professional Standards for Faculty Members and Learners

https://cumming.ucalgary.ca/sites/default/files/teams/6/policies/faculty-of-medicine-professional-standards-code-of-conduct-pgme-mar08-v1_0.pdf

PGME Operating Standard on the Safe Learning Environment

<https://cumming.ucalgary.ca/sites/default/files/teams/6/Operating%20Standards/safe-learning-environment-operating-standard-pgme-nov20-v1.pdf>

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