



RESIDENT GUIDE

to

FORMAL

REMEDICATION

**BOARD OF EXAMINERS
POSTGRADUATE PROGRAMS (BOE-PG)**

Table of Contents

Introduction	2
Board of Examiners — Postgraduate Programs	2
Definitions of Remediation Status Terms	2-3
Composition of BOE-PG	3
BOE-PG Decisions	4
The Goal of Remediation	4-5
When a Problem is Identified by Faculty	5
The Role of the Resident Program Committee	5
The Role and Activities of PDs in the Remediation Process	5-6
The Role of Program-based Tutors	6-7
The Role of Non-Evaluative Mentors	7
Remediation Plans	7
Resident Meetings with the Associate Dean or Designate	7-8
Assignment of PGME Coaches	8
The Appeal Process	9
PARO	9
The Office of Resident Wellness at Post MD Education	9-10
Privacy and Confidentiality	10
<i>Appendix A: Who to Contact for Specific Questions/Issues</i>	11
<i>Appendix B: Other Resources</i>	12

Resident Guide to Remediation

Introduction

This guide has been prepared to help 'de-mystify' the formal remediation process for residents experiencing some form of academic difficulty. This guide is intended to help residents become familiar with the remediation process and terminology, their own responsibilities, and the roles and responsibilities of others.

The Board of Examiners – Postgraduate Programs

The Board of Examiners – Postgraduate Programs (BOE-PG) is a committee of the University of Toronto (U of T) Faculty Council that reviews cases of residents in academic difficulty. The members determine the acceptability of the recommendation for remediation, provide direction on the design of the remediation plan, and approve the appropriate status of training which could be: remediation, remediation with probation, probation, suspension, or dismissal. Cases are brought forward to the BOE-PG by the Program Director (PD) on the advisement of their Residency Program Committee (RPC). The Associate Dean, Post MD Education, Postgraduate Medical Education (Post MD Education) or his/her designate also presents information to the Board about key process issues related to the case, and education experts provide the BOE-PG with a content review of the proposed educational plan.

Definitions of Remediation Status Terms

Remediation: A formal program of individualized training aimed at assisting a Resident to correct identified weaknesses, where it is anticipated that those weaknesses can be successfully addressed to allow the resident to meet the standards of training. Remediation plans often include additional forms of assessment on top of regular training assessments. All remediation plans are reviewed and approved by the BOE-PG.

Remediation with Probation: is a remedial period similar to Remediation, but provides that if the outcome of Remediation with Probation is unsuccessful, the Resident may be dismissed. Remediation with probation may be recommended and approved:

- a) if there are exceptional circumstances; or
- b) after an unsuccessful Remediation; or
- c) following any documented assessment, where the Resident's overall performance or the performance in a critical area is sufficiently below expectations that there is serious concern about the Resident's ability to meet the Residency Program's required standards within a reasonable time.

Probation: A resident may be placed on probation in circumstances where the resident is expected to correct identified serious problems which are not subject to the usual remedial training including, but not limited to, attitudinal deficiencies, behavioural disorders or chemical dependence, which are assessed to jeopardize successful completion of the Residency Program.

Suspension: Suspension is the temporary interruption of a resident's participation in the Residency Program, including the interruption of clinical and educational activities.

Dismissal: Dismissal of a resident involves the termination of the Resident from the Residency Program at the University of Toronto. Dismissal may occur: following an unsuccessful Remediation with Probation, an unsuccessful Probation, following Suspension, or for improper conduct or critical incident.

Extensions of the Remediation period: Occasionally requests are made by the PD on advisement of their RPC for an extension to the remediation period to provide the resident more time to correct weaknesses. The length of an extension varies from one case to the next. Extensions of remediation must be approved by the BOE-PG.

Administrative Extension: on occasion, a PD may request and Administrative Extension for administrative purposes if at the end of the remediation period, more time is required for the program to determine whether the Resident successfully completed the objectives of the remediation plan. Administrative extensions are not a remediation status and are not a reflection of the Resident's performance during remediation.

The Composition of BOE-PG

The BOE-PG is a committee of Faculty Council of the Faculty of Medicine and is comprised of an elected chair, an elected vice chair, minimum of 9 teaching faculty and minimum of 3 postgraduate residents. None of the teaching faculty are current residency PDs; the majority are former PD's and/or faculty with extensive educational experience and expertise in adult learning strategies. Among the nine teaching faculty members, there is at least one representative from Family Medicine, Internal Medicine and Surgery.

Both the Chair and the Vice Chair usually serve 3-year terms and may renew for a second term. Postgraduate residents commit to 1-year terms with the option to renew for a second term. When new resident representatives are needed, a notice is sent to all PDs who then identify residents who may be interested. Resident candidates submit applications for consideration to serve on the BOE-PG and are jointly selected by the Chair and Vice Chair.

Ex-officio members of the BOE-PG include: the Associate Dean of Post MD Education, the Faculty Affairs Officer, and key staff from Post MD Education.

BOE-PG Decisions

The Lead, Education Learner Support and Associate Dean, Post MD Education meet with the Resident who is being presented at the BOE-PG prior to the BOE-PG meeting. The purpose of this meeting is to discuss any issues relating to process, to assess the resident's understanding of the situation, discuss his/her perspective on the matter, and to assess the resident's readiness to commence remediation (this includes exploring any possible wellness issues that may need to be supported or addressed prior to remediation). In this meeting, residents are given the option to provide a written submission to the BOE-PG containing anything they would like to convey directly to BOE members.

Prior to the monthly meetings, BOE-PG committee members review the documentation concerning each individual remediation case including: all ITERs from each year of the resident's training program, a detailed proposed remediation plan (prepared by the PD and reviewed by their RPC), a copy of the Resident Training Profile and other documents relative to the remediation request or assessment during remediation. Residents must be provided with a copy of the remediation plan and other documents relative to the remediation request.

At the BOE-PG meeting, committee members hear a presentation by the PD (or his/her delegate) about the case and the proposed remediation plan. Committee members then gather further information during a question and answer session with the PD. A medical education expert (the Lead, Learner Education Support, Post MD), provides a written and a verbal report on the proposed remediation plan. The Associate Dean or his/her designate also report on process issues that were previously reviewed with the resident in the Associate Dean/Resident meeting. Decisions are reached at the conclusion of discussions among the committee members. See <http://pg.postmd.utoronto.ca/about-pgme/boards-committees> for the BOE-PG meeting schedule.

The Goal of Remediation

The goal of remediation is to provide individually tailored support to residents so that they can succeed at meeting their residency program's requirements. The supportive services provided during remediation are geared towards resident success. In some cases, residents need more time to acquire and assimilate knowledge that can effectively be transferred into clinical practice. Access to 1:1 coaching within a resident's program or through a Post MD Education-affiliated coach provides new learning strategies that residents can utilize throughout the remainder of their residency training and their professional careers.

When residents are identified as having professionalism issues warranting formal remediation, an opportunity is provided in the form of 1:1 coaching: to recognize the potential impact of unprofessional behavior, to develop strategies to change the behavior, to increase self-awareness and to prevent future harm to others. Addressing professionalism issues during training may prevent adverse events for others and for oneself - not only for the duration of residency but throughout the span of professional practice.

When a Problem is Identified by Faculty

When faculty members identify problems related to a resident's progress, they consult with the PD and an assessment is made whether extra supports can be provided within their program to help address the concerns. If it is determined that the issues cannot be addressed at the program level, consideration is given to formal remediation under the auspices of the BOE-PG. For further information please refer to the Guidelines for the Assessment of Postgraduate Residents of the Faculty of Medicine at the University of Toronto (March 2017):

<http://pg.postmd.utoronto.ca/about-pgme/boards-committees>

The Role of the Resident Program Committee (RPC)

PDs must present cases of residents in difficulty to members of their respective Residency Program Committees (RPC). All residents who are brought forward for discussion about referral to the BOE-PG must be invited to attend the RPC meeting at which their remediation plan is being discussed. Resident attendance at the RPC meeting is optional. Residents must also be provided with the opportunity for a program level appeal (e.g. of assessment or evaluation results, or the rationale leading to the remediation request) and may prepare and submit a written response to the RPC outlining their perspective on the need for formal remediation. Recommendations as to whether or not to proceed with formal remediation should be made with full consideration of the input provided by members of the RPC.

The Role and Activities of PDs in the Remediation Process

Once a decision has been reached by the PD and the RPC to bring a resident case forward for formal remediation, PDs and/or Remediation Coordinators contact the Post MD Education office. Initially they contact the Lead, Learner Education Support to discuss the case. PD's and/or Remediation Coordinators then liaise with the Lead, Learner Education Support who discusses and guides the development of a tailored educational plan and assessment framework with identified benchmarks for success. (Request for Remediation templates can be downloaded from <http://pg.postmd.utoronto.ca/about-pgme/boards-committees>).

A draft of the remediation plan is presented to the program's RPC for their review and feedback. (Normally this is the RPC meeting that the resident is also invited to attend if he or she wishes). Following input from the RPC, the PD and/or Remediation Coordinator submit a final signed plan to the Lead, Learner Education Support. The final plan is sent to Faculty Affairs for distribution to the BOE-PG committee members at least one week prior to the upcoming BOE-PG meeting.

On the day of the BOE-PG meeting, PDs/Remediation Coordinators present the case to BOE-PG during a designated time slot. Members of the board then pose questions. After questions have been answered, PDs leave the meeting.

Approximately one week after the BOE-PG meeting, PDs and residents receive a BOE Chair's letter outlining the BOE-PG decision any changes requested by the BOE-PG that must be made to the remedial plan. Dates for the submission of subsequent interim and final reports by the PD to the BOE-PG are provided. It is the duty of the PD to revise the plan and to submit the finalized version to the Post MD Education office within the period provided in the email with the Chair's letter. The revised and finalized plan is then submitted for approval to the Chair, BOE-PG. Once approved, Program Directors receive notification from Post MD Education office. It is then the responsibility of the PD inform any supervisors or mentors about relevant modifications.

During the remediation period, PDs are responsible for assigning faculty or program staff to oversee the collection of assessments. Ideally, one individual collects the assessments and reminds faculty when assessments are due. This information is utilized by PDs to complete interim and final reports for the BOE-PG.

PDs must submit interim and final reports to the BOE-PG on the dates provided in the letter from the Chair, BOE-PG. They are not required to attend the BOE-PG meetings at which these reports are reviewed. The exception to this is in cases in which remediation has not been successful and the PD wishes to request an extension of remediation or dismissal.

It is also the responsibility of PD's to report any critical incidents occurring during a residents' remediation period (for example serious professionalism concerns or patient safety issues) to the BOE-PG. Any critical incident can be reported directly to the Lead, Learner Education Support or the Associate Dean, PGME.

The Role of Program-Based Tutors

Some remediation plans involve program-based tutors. The specific activities of tutors are unique to each individual remediation plan. Often when residents are working on the Medical Expert Role they are required to review readings and prepare summaries to discuss with their assigned tutor. In other circumstances tutors may work with residents on simulations, practice oral exams, case presentations or other assignments. The role

of the tutor is to provide support and leadership, offer constructive feedback and complete evaluations as outlined in the plan. It is the responsibility of tutors to submit evaluations to the PD or his/her designate in a timely fashion.

The Role of Non-Evaluative Mentors

Every resident working on a formal remediation plan is expected have an identified non-evaluative mentor. The resident and PD must agree on who this individual will be. An existing professional relationship is not required. Usually non-evaluative mentors are from the same discipline/specialty; however, this is not a requirement. Residents may speak with or meet with non-evaluative mentors about any aspect of the remediation experience. Mentors can provide encouragement and support. They may be able to provide advice about difficult situations. Conversations with non-evaluative mentors are considered confidential. The onus of responsibility is on the resident to initiate contact with the mentor if desired. There is no obligation on the resident to make use of this support. As the name implies, non-evaluative mentors are not individuals who will be completing summative or formative evaluations of the resident during the remediation period. If residents have questions about the remedial process that mentors are not able to respond to, mentors should contact the Post MD Education office for direction and support. See Appendix B for information about who to contact for specific issues or questions during the remediation process.

Remediation Plans

Each remediation plan includes activities and assessments based on the areas in need of remediation. Plans should focus on no more than 3 CanMEDS Roles. PDs/ Remediation Coordinators should meet with residents to review and discuss draft remediation plans. During this meeting, residents are asked to provide their signatures and responses in a few sections near the end of the plan. This includes accepting or declining the invitation to attend an upcoming RPC meeting.

Assessments conducted throughout the remediation period provide: i) important information to residents about their progress; ii) important information for PDs about residents' progress and iii) documentation for BOE-PG members to inform future decisions. Benchmarks for success are clearly articulated in the plan.

Resident Meetings with the Associate Dean or Designate

Residents being referred to the BOE-PG for remediation receive an email notification about the date and time of a meeting with the Associate Dean or his/her designate. This meeting is usually scheduled early in the same week that the BOE-PG meeting takes place. The Lead, Learner Education Support as well as an Education Learning Specialist are usually in attendance at this meeting with the Associate Dean. The purpose of the meeting is for the Associate Dean to explain the remediation process, to

ensure that due process has been followed and to answer any questions residents may have about the process. Residents are routinely asked if there are any wellness issues which need to be addressed or which may interfere with their ability to start remediation. Information is provided to all residents about the wellness services offered through the Post MD Office of Resident Wellness. In circumstances in which residents require a leave of absence prior to starting remediation, arrangements can be made. Such circumstances should be made known by the resident as early as possible in the preparation for remediation phase. The Post MD Office of Resident Wellness Office may be contacted at any time. Residents do not need to wait until their meeting with the Associate Dean to disclose that there is a wellness issue.

Residents are asked to share their perspective about the events leading up to a referral for remediation. Notes are made about residents' concerns or requests for changes to the plan. These issues are brought forward by the Associate Dean on behalf of the resident at the BOE-PG meeting for consideration. At the meeting with the Associate Dean, residents are also informed that they have the right to prepare a letter for the members of the BOE-PG if they wish. Those who elect to do so must submit their letters by noon hour the day prior to the BOE-PG meeting.

Assignment of PGME Coaches

After the Chair's letter (outlining the BOE-PG decision on remediation) is distributed, residents who required Post MD coaching as a part of their remediation curriculum will receive an email from the Post MD Education office introducing them to Post MD-assigned coaches. PGME coaches address topics related to the following CanMEDs Roles: Professional, Communicator, Collaborator, Manager and Scholar. Support for Medical Expert issues are provided by program-based tutors and clinical faculty. Time for coaching sessions is built into remedial plans. When residents are assigned two Post MD coaches, often arrangements can be made to meet with both on the same morning or afternoon or on alternate weeks. It is the responsibility of residents to pre-book appointments and manage their coaching schedule to meet the requirements of the remediation plan.

Post MD coaches provide support and feedback to residents undergoing remediation. Coaching sessions are tailored to objectives and teaching and learning strategies outlined in the remediation plan. Post MD coaches also have a role in assessment. Typically, the coach will provide formative feedback to the resident during each session.

If any resident has concerns about their Post MD coaching experience they should contact the Post MD Lead, Learner Education Support.

The Appeal Process

Residents have the right to appeal a BOE-PG decision.

For more information on appeals see:

<http://pg.postmd.utoronto.ca/about-pgme/policies-guidelines/appeals/>

PARO

Residents may wish to consult with PARO prior to or during remediation:

Professional Association of Residents of Ontario

Phone: (416) 979-1182

Email: paro@paroteam.ca

400 University Avenue, Suite 1901, Toronto, Ontario M5G 1S5

Hours of Operation: Monday – Friday 8:30 am – 4:30 pm

PARO Distress Helpline

24-Hour Hotline: 1-866-HELP-DOC (1-866-435-7362)

More information about the help-line: (416) 979-1182

www.myparo.ca/24_HOUR_Helpline

The Office of Resident Wellness at Post MD Education

Some residents may be experiencing wellness issues which impact their performance resulting in a referral for formal remediation under the BOE-PG. Residents in these types of situations can receive support and resources through the Office of Resident Wellness. In some cases, a leave of absence (LOA) prior to undergoing the remediation process may be appropriate. Staff in the Office of Resident Wellness can explain the steps that need to be taken to arrange a LOA and can provide counselling sessions or referrals to external support services.

Sometimes challenges arise during the remediation process. Residents undergoing remediation are encouraged to consult with the Office of Resident Wellness at any point during the remediation process if they are encountering difficulties, or for any other reason. It is possible to take a LOA part way through a remediation period. Given the importance of the remedial process, rather than pushing through and risking not doing well, residents may wish to consult with the Wellness Office to discuss options that will help to support their success.

Office of Resident Wellness

500 University Avenue, Suite 501

Toronto, Ontario M5G 1V7

Phone: (416) 946-3074

Email: pgwellness@utoronto.ca

Resident Wellness Resources:

<http://pg.postmd.utoronto.ca/2017-orientation-book-now-available/>

Privacy and Confidentiality

Residents' remediation status is only revealed to those who need to know. Other than members of the BOE-PG, examples of those who may be informed include: site directors, clinical supervisors, program-based tutors, program assistants, and Post MD staff who are directly involved with administrative, educational or assessment aspects of remediation. Any information that is shared with program staff pertains directly to the learning objectives of the remediation plan. Documentation related to remediation is maintained on secure network drives at the University of Toronto. All hard copies of such documentation are maintained in secure, locked cabinets at the Post MD Education office.

Other Resources

See Appendix B for additional resources.

Appendix A
Who to Contact for Specific Questions / Issues

Question / Issue	Contact Person
Questions about the activities, evaluations and benchmarks for success within the remediation plan	PD, Remediation Coordinator, Melissa Hynes Lead, Learner Education Support, PGME melissa.kennedy@utoronto.ca (416) 946-0046
Experiencing a problem with a program-based tutor	PD, Remediation Coordinator
Experiencing a problem with a PGME-assigned coach or with scheduling of appointments	Melissa Hynes Lead, Learner Education Support, PGME melissa.kennedy@utoronto.ca (416) 946-0046
For emotional support, mentorship and guidance	Non-Evaluative Mentor
For questions about the remediation process that a non-evaluative mentor is not able to answer	Non-Evaluative Mentor contacts the Lead, Learner Education Support, PGME
For clarification about the goals, activities and evaluation process of PGME coaching sessions	PGME-assigned Coach
For wellness issues, enquiries about a leave of absence, enquiries about medical leaves of absence, for stress management and wellness resources	Diana Nuss Coordinator, Office of Resident Wellness Assistant to Dr. Julie Maggie, Director, Dr. Heather Flett, Associate Director, Resident Wellness Christopher Trevelyan & Anita Gupta (Wellness Advisors) diana.nuss@utoronto.ca pglearner@utoronto.ca (416) 946-3074
For further information about the appeal process	Todd Coomber, Faculty Affairs Officer Office of the Dean, Faculty of Medicine todd.coomber@utoronto.ca (416) 978-2711

**Appendix B
Other Resources**

<p>Board of Examiners – Postgraduate Programs: Roles and Responsibilities</p> <p>http://pg.postmd.utoronto.ca/wp-content/uploads/2016/11/BOE_PGME_Roles-and-Responsibilities_Rev-2016Aug18.PDF</p>
<p>Guidelines for the Assessment of Postgraduate Residents of the Faculty of Medicine</p> <p>https://pg.postmd.utoronto.ca/wp-content/uploads/2017/04/Guidelines_ASSESSMENT-OF-PG-RESIDENTS_Approved_17mar09SEND.pdf</p>
<p>CPSO Policy on Physician Behaviour in the Professional Environment</p> <p>http://www.cpso.on.ca/policies-publications/policy/physician-behaviour-in-the-professional-environment</p>
<p>Postgraduate Education Committee of COFM: Leaves from Ontario Postgraduate Residency Programs (October 2009)</p> <p>http://pg.postmd.utoronto.ca/wp-content/uploads/2016/06/PGE-COFM-Policy-on-Leaves-Oct-2009.PDF</p>
<p>PGME Staff List</p> <p>http://pg.postmd.utoronto.ca/about-pgme/pgme-staff-list/</p>
<p>Policy on Academic Appeals (December 2005)</p> <p>http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/pPDF_ec122005.PDF</p>
<p>University of Toronto Governing Council – Standard of Professional Practice Behaviour for all Health Professional Students (June 16, 2008)</p> <p>http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppsep012008i.PDF</p>