

Data collection protocol: Focus group script and questions

Hello,

Thank you for joining us today. As we wait for people to connect, we ask that you mute your microphone. You may choose to have your camera on or off for the focus group, based on your level of comfort.

Moderator 1 will:

- read the verbal consent script
- provide opportunities for attendees to ask questions orally and through the chat function
- obtain and document informed verbal consent from each participant who opts to remain on the Zoom call and participate
- thank any attendees who wish to leave at this point in time

Moderator 1 will start recording the meeting.

Today we will be sharing and discussing an evidence-informed model of programmatic assessment (Rich et al., 2020). Moderator 1 will share screens and talk participants through the model.

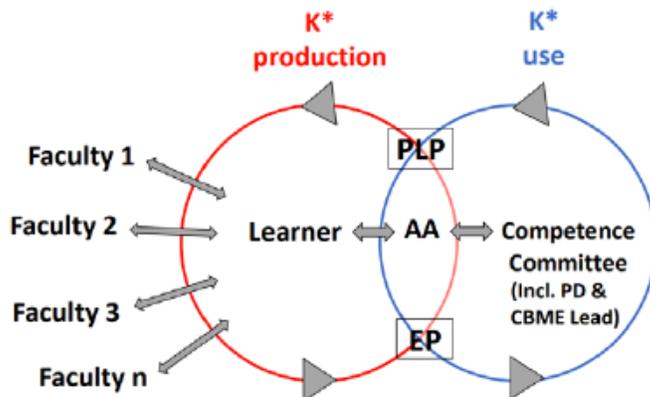


FIGURE 1 A model of programmatic assessment illustrating co-dependent cycles of knowledge production and use. Double-headed arrows depict interactions between program stakeholders (e.g., performance assessments, Academic Advisor meetings, Competence Committee meetings) and directional triangles depict the flow of knowledge/performance information. Even though the Program Director (PD) and CBME Lead are members of the Competence Committee in this model, they also oversee the residency program as a whole, including the system of programmatic assessment. AA, Academic Advisor; EP, Electronic Portfolio; PLP, Personal Learning Plan

Rich JV, Fostaty Young S, Donnelly C, Hall AK, Dagnone JD, Weersink K, Caudle J, Van Melle E, Klinger DA. Competency-based education calls for programmatic assessment: But what does this look like in practice?. *Journal of Evaluation in Clinical Practice*. 2020 Aug;26(4):1087-95.

We are interested in how four hypothetical resident cases could influence the functioning and representation of this model of assessment.

1. an engaged resident who is strong performing;
2. an engaged resident who is weak performing;
3. a disengaged resident who is strong performing; and
4. a disengaged resident who is weak performing

As we discuss each resident case (1 through 4), we will share our PowerPoint screen with you to revise/re-draw the model to reflect their influence on the Rich et al. (2020) model of programmatic assessment.

Moderator 2 will share screens with the participants and prepare the whiteboard so that he is ready to draw.

But first, we want to reflect on this evidence-informed model (Rich et al., 2020) and whether it aligns with your program of assessment.

After taking some time to reflect, please describe how this model could be revised to reflect your system of programmatic assessment more accurately.

Resident Case #1. What would this model (Rich et al., 2020) look like for:

An engaged resident who is strong performing

Probing questions to ask, as needed:

Consider the following interactions between programmatic assessment stakeholders and program/system of assessment elements:

- faculty and resident during workplace-based assessment (formative assessment)
- residents and advisor/coach during progress meetings (co-regulated learning)
- resident and their e-portfolio/dashboard (self-regulated learning)
- resident and their personal learning plan (self-regulated learning)
- academic advisor and the competence committee (discussion)
- competence committee and the e-portfolio/dashboard (summative assessment)
- competence committee and the personal learning plan (feedback from summative assessment)

Consolidation question:

For this resident 'case' (e.g., no. 1), have we considered/represented all:

- Assessment roles?
- Assessment purposes (formative, summative, and program improvement?)?
- Potential challenges/tensions imposed on the system of assessment?

While we've been speaking, Moderator 2 has been adapting the model of programmatic assessment to reflect what it would look like for an engaged resident who is performing strongly.

- Please comment on the accuracy of this model and if there is anything you would change.

Resident Case #2. What would this model (Rich et al., 2020) look like for:

An engaged resident who is weak performing

Probing questions to ask, as needed:

Consider the following interactions between programmatic assessment stakeholders and program/system of assessment elements:

- faculty and resident during workplace-based assessment (formative assessment)
- residents and advisor/coach during progress meetings (co-regulated learning)
- resident and their e-portfolio/dashboard (self-regulated learning)
- resident and their personal learning plan (self-regulated learning)
- academic advisor and the competence committee (discussion)
- competence committee and the e-portfolio/dashboard (summative assessment)
- competence committee and the personal learning plan (feedback from summative assessment)

Consolidation question:

For this resident 'case' (e.g., no. 1), have we considered/represented all:

- Assessment roles?
- Assessment purposes (formative, summative, and program improvement?)?
- Potential challenges/tensions imposed on the system of assessment?

While we've been speaking, Moderator 2 has been adapting the model of programmatic assessment to reflect what it would look like for an engaged resident who is weakly performing.

- Please comment on the accuracy of this model and if there is anything you would change.
-

Resident Case #3. What would this model (Rich et al., 2020) look like for:

A disengaged resident who is strong performing

Probing questions to ask, as needed:

Consider the following interactions between programmatic assessment stakeholders and program/system of assessment elements:

- faculty and resident during workplace-based assessment (formative assessment)
- residents and advisor/coach during progress meetings (co-regulated learning)
- resident and their e-portfolio/dashboard (self-regulated learning)
- resident and their personal learning plan (self-regulated learning)
- academic advisor and the competence committee (discussion)
- competence committee and the e-portfolio/dashboard (summative assessment)
- competence committee and the personal learning plan (feedback from summative assessment)

Consolidation question:

For this resident 'case' (e.g., no. 1), have we considered/represented all:

- a. Assessment roles?
- b. Assessment purposes (formative, summative, and program improvement?)?
- c. Potential challenges/tensions imposed on the system of assessment?

While we've been speaking, Moderator 2 has been adapting the model of programmatic assessment to reflect what it would look like for a disengaged resident who is strongly performing.

- Please comment on the accuracy of this model and if there is anything you would change.
-

Resident Case #4. What would this model (Rich et al., 2020) look like for:

A disengaged resident who is weak performing

Probing questions to ask, as needed:

Consider the following interactions between programmatic assessment stakeholders and program/system of assessment elements:

- faculty and resident during workplace-based assessment (formative assessment)
- residents and advisor/coach during progress meetings (co-regulated learning)
- resident and their e-portfolio/dashboard (self-regulated learning)
- resident and their personal learning plan (self-regulated learning)
- academic advisor and the competence committee (discussion)
- competence committee and the e-portfolio/dashboard (summative assessment)
- competence committee and the personal learning plan (feedback from summative assessment)

Consolidation question:

For this resident 'case' (e.g., no. 1), have we considered/represented all:

- d. Assessment roles?
- e. Assessment purposes (formative, summative, and program improvement?)?
- f. Potential challenges/tensions imposed on the system of assessment?

While we've been speaking, Moderator 2 has been adapting the model of programmatic assessment to reflect what it would look like for a disengaged resident who is weakly performing

- Please comment on the accuracy of this model and if there is anything you would change.

We've now made it through each of the four hypothetical resident cases with different learning trajectories.

Moderator 2 will share screen with a visual of the four cases

| | |
|----------------------------|-------------------------------|
| Engaged, strong performing | Disengaged, strong performing |
| Engaged, weak performing | Disengaged, weak performing |

We'd like to give you some time now to note and discuss the differences and similarities in the drawings/models.

Across these four models:

- Is there anything that catches your attention that you'd like to discuss?
- Is there anything that you would change/improve?

Do you have any closing questions or comments for us?

Thank you for participating in our focus group. Goodbye.

End recording.

Save recording.

Download transcript when available.