Progress Review Report Guidelines

The Portfolio session on Self-Assessment and Coaching in first-year provided you with the framework for developing your Progress Review Report. You will be discussing the first draft of this report during your Progress Review Meeting with your Academy Scholar. Your **Progress Review Report** should include <u>both</u> a **written reflection** and your **personal learning plan**, which should include the following elements:

1. <u>**Written Reflection**</u>
   - **Reflect on your personal experience of the medical school journey**. Becoming a physician is yet another role, identity, and priority that you face. Reflect on how your academic journey relates to all of the other aspects of your life including your personal and professional development. Ask yourself how your developing personal and professional identities relate to each other.
   - **Reflect on your academic performance data**, using the assessments in the MD Program Learner Chart, as a focus. Using both the CanMEDS and timeline views, consider your academic progress thus far. What are your reactions to your assessment data? Were there surprises? Are there important parts of your progress you feel the data doesn't capture?
   - Using your assessment data in the MD program Learner Chart, in addition to other feedback you may have received, **describe your strengths and opportunities for growth,** using the CanMEDS roles as a framework. Where possible, refer to assessment data that support your development of competency in each CanMEDS role. (We realize some areas will have limited data in the Learner Chart and will populate over time).

2. <u>**Personal Learning Plan**</u>
   - Reflecting on your own experience, your objective assessment data, and any other feedback you have received, create a Personal Learning Plan for enhancing your performance. Please use the template on the following page. Even when doing well, it is important to consider strategies for optimizing performance and addressing areas that could be further developed. Consider immediate, medium, and long term goals. Your personal learning plan should be structured to include sections such as: areas for change, specific goals, actions to be taken, and strategies for achieving your goals, including getting help from other people or resources.

Please review the assessment criteria on page 3.

Personal Learning Plan Template <mark>(You must include this chart with your report)</mark>

Learning Goals – minimum 3 (What key knowledge, skills and attitudes do you plan on acquiring? Think about immediate, medium and long term timelines)	Learning Resources and Strategies (How are you going to learn it?)	Evidence (How will you know that you have learned it? Consider specific and measurable outcomes)
1.		
2.		
3.		

Progress Review Report Assessment Criteria

	Unsatisfactory	Satisfactory		
Category 1 **Identification of strengths, opportunities and personal learning plan**	**Unclear or incomplete or lack of personal learning plan** Reflection does not identify areas of strengths or opportunities for improvement and does not include a personal learning plan.	**Some identification of goals and personal learning plan** Reflection identifies some areas of strength and opportunities for improvement. The personal learning plan contains some goals and may refer to some strategies to achieve such goals.	**Identification of goals and some learning strategies** Reflection identifies several areas of strength and opportunities for improvement. The personal learning plan contains specific goals and some strategies to achieve such goals.	**Identification of several goals, diverse strategies and excellent learning plan** Reflection identifies several areas of strength and opportunities for improvement. The personal learning plan contains several goals associated with diverse strategies to achieve such goals.
Category 2 **Reflection on connections between personal and professional development**	**No evidence of personal reflection** Student does not reflect on their personal experience of becoming a doctor, making generic statements that don't reflect their own unique experiences.	**Minimal evidence of personal reflection** Student describes his or her personal experience of becoming a doctor but demonstrates minimal evidence of connections between his or her personal and professional academic development.	**Clear evidence of personal reflection** Student provides a clear, unique description of his or her experience of becoming a doctor, reflecting on connections between his or her personal and professional development.	**Excellent evidence of personal reflection with critical elements** Student provides a clear, unique description of his or her personal experience of becoming a doctor, reflecting on connections between his or her personal and professional development. The student incorporates multiple perspectives, including that of others.
Category 3 **Reflection on development of competency in CanMEDS roles**	**No evidence of reflection on assessment data and competency achievement** Student makes no links between their academic performance, assessment data or other feedback and how these relate to his or her competency in the various CanMEDS roles.	**Limited evidence of reflection on assessment data and competency achievement** Student makes basic links between his or her academic performance, assessment data or other feedback and how these relate to his or her competency in the various CanMEDs roles.	**Good evidence of reflection on assessment data and competency achievement** Student makes clear links between his or her academic performance, assessment data or other feedback and how these relate to his or her competency in the various CanMEDs roles.	**Excellent evidence of reflection on assessment data and competency achievement** Student makes very clear links between his or her academic experience, assessment data or other feedback and how he or she has demonstrated evidence of achievement of competency in several CanMEDs roles.

(Adapted from Rees and Sheard, 2004)