

# Pediatrics Program Logic Model

## INPUTS

### People

- PGME Office
- WELL Office
- Committees (e.g., RPC, rotation coordinators, competence and promotions)
- Administrative support
- Advisors/ mentors
- Specialty committee

### Places

- Program sites
- McGill Simulation center
- Shriners Simulation Centre
- Other accredited learning sites (see list)

### Documents

- RCPSC OTR, STR and SSA documents
- Policy (e.g., assessment/promotion)
- One45 reports (e.g., performance data)
- Survey data (e.g., REDcap)
- Meeting minutes (e.g., RPC)

## ACTIVITIES

### Curriculum mapping (see map)

- Planned Learning experiences (e.g., rotations, boot camps, simulation, research curriculum)
- Academic half days
- Research days
- Courses (e.g., PALS, NRP)

### Assessment (see assessment plan)

- Formative and summative assessments
- Supervisor generated feedback about residents performance
- Competence Committee or Residency Promotions Committee review different modalities of assessment
- Faculty development (e.g., training on aforementioned assessments and assessment tools)
- Program assessments (e.g., annual survey, alumni survey)

### Teaching and Supervising

- Clinical supervision
- Didactic teaching sessions (e.g., academic half days)
- Additional accommodation for individual needs
  - FLEX and remediation plans
  - WELL Office wellness support

## OUTPUTS

### Curriculum

- Rotation schedule
- Academic half day (e.g., 0.5 half days per week)
- Research day (e.g., 1 research day per year)
- Resident retreat (1 per year)

### Assessment

- Assessment methods (e.g., ITER, in-training exams)

### Teaching and Supervising

- Schedule of rotations and supervisors
- Schedule of rounds and presenters
- Teaching residents to teach online course

## OUTCOMES

### Long-term

#### Curriculum

- Residents are prepared for independent practice and licensure from the Colleges

#### Assessment

- Ideal alignment between assessment results and clinical practice

#### Teaching and Supervising

- Good Service-to-Education Balance across all clinical rotations/contexts

### Intermediate Term

#### Curriculum

- Well-structured and delivered curriculum
- Residents are able to complete a high quality scholarly project

#### Assessment

- Wide variety of assessment methods routinely used and documents

#### Teaching and Supervisions

- Faculty able to use a variety of teaching methods dependent on context and learner needs

#### Resources

- The program and residents have adequate access to resources to meet their needs

### Short Term

#### Curriculum

- Completed curriculum map

#### Assessment

- Variety of assessment methods identified

#### Teaching and Supervising

- Faculty knowledge and understanding of a variety of teaching methods

#### Resources

- Program is knowledgeable of the resources required for resident needs

Planned Work

Intended Results

## Program Evaluation Matrix - Pediatrics

Evaluation Question	Evidence	Evidence Collection		
		Who	When	How
<i>Refer to the 'Outcomes' from the logic model. Convert each outcome into question(s) that will guide the evaluation.</i>	<i>Identify the data/information that needs to be collected to answer the evaluation question.</i>	<i>List all the people responsible for collecting the data</i>	<i>Identify the frequency of data collection (e.g., end of rotation, annually, biannually)</i>	<i>List the platform or method being used to gather the evidence</i>
Are residents prepared for licensure and independent practice?	<ol style="list-style-type: none"> <li>1) Royal College exam passing rates</li> <li>2) Alumni survey</li> <li>3) Annual program survey</li> <li>4) Resident assessment data</li> </ol>	<ol style="list-style-type: none"> <li>Program administrators (all)</li> <li>Program directors (all)</li> <li>4) Competence and Promotions Committee</li> </ol>	<ol style="list-style-type: none"> <li>1) Annually (June)</li> <li>2) Annually (July/August)</li> <li>3) Annually (May)</li> <li>4) Six times per year</li> </ol>	<ol style="list-style-type: none"> <li>1) Reported by the residents</li> <li>2) Administered via 'Survey Planet'</li> <li>3) Administered via 'REDcap'</li> <li>4) One45</li> </ol>
Are residents able to complete a high quality scholarly project by the completion of their training?	<ol style="list-style-type: none"> <li>1) Research milestone checklist</li> <li>2) R2 research presentation completion</li> <li>3) Research elective rotation ITERS</li> <li>4) Abstract submitted to the Annual Research Day</li> <li>5) Rates of submission to a national meeting or journal</li> </ol>	<ol style="list-style-type: none"> <li>1) Program director</li> <li>2) Program research lead</li> <li>3) Program administrator</li> <li>4) Program research lead</li> <li>5) Program administrator &amp; Program director</li> </ol>	<ol style="list-style-type: none"> <li>1) Semi-annually (December, June)</li> <li>2) Annually (Spring of R2 year)</li> <li>3) Monthly (depending on whether a resident is taking a research elective)</li> <li>4) Annually (February)</li> <li>5) Annually (June)</li> </ol>	<ol style="list-style-type: none"> <li>1) Assessment form (research milestone) at semi-annual review</li> <li>2) Report from the research lead/ completion of research milestone form</li> <li>3) One45 assessments</li> <li>4) Report from the research lead/ completion of research milestones</li> <li>5) June meeting with the PD</li> </ol>

Is there ideal alignment between our assessment results and clinical practice?	Review of ITERs and rotation objectives as part of our formal RPC rotation review process	Data are collected by the program administrator and the RPC rotation reviewers	This is reviewed on a monthly basis at RPC meetings. However, each rotation is reviewed every 2 years on a rotating basis	Rotations objectives and ITERs, as they appear on One45, are reviewed by the rotation supervisor and RPC
Is there good service-to-education balance across all clinical rotations and contexts?	<ol style="list-style-type: none"> <li>1) Rotation evaluation forms</li> <li>2) Formal RPC rotation reviews</li> <li>3) Annual program survey</li> <li>4) CTU-specific surveys (strategic priority)</li> <li>5) Resident concerns at the RPC</li> <li>6) Resident-PD meetings</li> <li>7) Rotation coordinators meetings</li> </ol>	<ol style="list-style-type: none"> <li>1) Program administrator</li> <li>2) Program administrator &amp; RPC rotation reviewers</li> <li>3) Program administrator</li> <li>4) Program administrator</li> <li>5) RPC resident representatives</li> <li>6) Program Director</li> <li>7) Program Director</li> </ol>	<ol style="list-style-type: none"> <li>1) Monthly</li> <li>2) Monthly</li> <li>3) Annually (May)</li> <li>4) Monthly</li> <li>5) Monthly</li> <li>6) 4-5 times per year</li> </ol>	<ol style="list-style-type: none"> <li>1) One45</li> <li>2) Compiled into word document based on one45, 'Survey Planet' and interview data</li> <li>3) REDcap</li> <li>4) 'Survey Planet'</li> <li>5) RPC minutes</li> <li>6) Meeting minutes/notes</li> <li>7) Meeting minutes</li> </ol>
Is there a well-structured and delivered curriculum that has been mapped to the Objectives of Training (OTR)?	<ol style="list-style-type: none"> <li>1) Rotation evaluation forms</li> <li>2) Clinical teacher evaluation forms</li> <li>3) Resident concerns at RPC meeting</li> <li>4) Resident-PD meetings</li> <li>5) Formal RPC rotation reviews</li> <li>6) Evaluation of academic half-day teaching sessions</li> <li>7) Annual program survey</li> </ol>	<ol style="list-style-type: none"> <li>1) Program administrator</li> <li>2) PGME office and Program Director</li> <li>3) RPC resident representatives</li> <li>4) Program Director</li> <li>5) Program administrator &amp; RPC rotation reviewers</li> <li>6) PGME office and Program Director</li> <li>7) Program administrator</li> </ol>	<ol style="list-style-type: none"> <li>1) Monthly</li> <li>2) Annually (July)</li> <li>3) Monthly</li> <li>4) 4-5 times per year</li> <li>5) Monthly</li> <li>6) Annually (July)</li> <li>7) Annually (May)</li> </ol>	<ol style="list-style-type: none"> <li>1) One45</li> <li>2) One45</li> <li>3) RPC minutes</li> <li>4) Meeting minutes/notes</li> <li>5) Compiled into word document based on one45, 'Survey Planet' and interview data</li> <li>6) One45</li> <li>7) REDcap</li> </ol>
Are a wide variety of assessment methods routinely used, including regular direct observation?	<ol style="list-style-type: none"> <li>1) Rotation evaluation forms</li> <li>2) Formal RPC rotation reviews</li> <li>3) Annual program survey</li> </ol>	<ol style="list-style-type: none"> <li>1) Program administrator</li> <li>2) Program administrator &amp; RPC rotation reviewers</li> <li>3) Program</li> </ol>	<ol style="list-style-type: none"> <li>1) Monthly</li> <li>2) Monthly</li> <li>3) Annually (May)</li> <li>4) 6 times per year</li> <li>5) Annually (May)</li> <li>6) Monthly</li> </ol>	<ol style="list-style-type: none"> <li>1) One45</li> <li>2) Compiled into word document based on one45, 'Survey Planet' and interview data</li> </ol>

	<ul style="list-style-type: none"> <li>4) Competence and Promotions Committee Reviews</li> <li>5) One45 assessment completion rates</li> <li>6) Direct Observation Completion tracking</li> </ul>	<ul style="list-style-type: none"> <li>4) Program administrator and members of the Competence and Promotions Committee</li> <li>5) Program administrator</li> <li>6) Program administrator</li> </ul>		<ul style="list-style-type: none"> <li>3) REDcap</li> <li>4) One45</li> <li>5) One45</li> <li>6) Excel spreadsheet based on data collected via One45</li> </ul>
Are Faculty able to use a variety of teaching and assessment methods dependent on context and learner needs?	<ul style="list-style-type: none"> <li>1) Clinical teacher evaluation forms</li> <li>2) Evaluation of academic half-day teaching sessions</li> <li>3) Rotation evaluation forms</li> <li>4) Formal RPC rotation reviews</li> <li>5) Annual program survey</li> </ul>	<ul style="list-style-type: none"> <li>1) PGME office and Program Director</li> <li>2) PGME office and Program Director</li> <li>3) Program administrator</li> <li>4) Program administrator and RPC rotation reviewers</li> <li>5) Program administrator</li> </ul>	<ul style="list-style-type: none"> <li>1) Annually (July)</li> <li>2) Annually (July)</li> <li>3) Monthly</li> <li>4) Monthly</li> <li>5) Annually (May)</li> </ul>	<ul style="list-style-type: none"> <li>1) One45</li> <li>2) One45</li> <li>3) One45</li> <li>4) Compiled into word document based on one45, 'Survey Planet' and interview data</li> <li>5) REDcap</li> </ul>
Do Faculty know and understand a variety of teaching and assessment methods?	<ul style="list-style-type: none"> <li>1) RPC meetings</li> <li>2) Rotation coordinators meetings</li> <li>3) Faculty development needs assessments</li> <li>4) Faculty development session evaluations</li> </ul>	<ul style="list-style-type: none"> <li>1) Program director</li> <li>2) Program director</li> <li>3) Program CBD lead &amp; Department CPD lead</li> <li>4) Program CBD lead &amp; Department CPD lead</li> </ul>	<ul style="list-style-type: none"> <li>1) Monthly</li> <li>2) 3 times per year</li> <li>3) Periodically (last large needs assessment done in 2016)</li> <li>4) With each faculty development session</li> </ul>	<ul style="list-style-type: none"> <li>1) Minutes</li> <li>2) Minutes</li> <li>3) Survey results</li> <li>4) Survey results (paper)</li> </ul>
Does the program have adequate resources to meet its needs and the needs of the residents?	<ul style="list-style-type: none"> <li>1) Feedback from the program administrators</li> <li>2) Rotation evaluation forms</li> <li>3) Formal RPC rotation reviews</li> <li>4) Annual program</li> </ul>	<ul style="list-style-type: none"> <li>1) Program director</li> <li>2) Program administrator</li> <li>3) Program administrator and RPC rotation reviewers</li> <li>4) Program</li> </ul>	<ul style="list-style-type: none"> <li>1) Informal feedback daily with formal meetings every 1 to 2 months</li> <li>2) Monthly</li> <li>3) Monthly</li> <li>4) Annually (May)</li> <li>5) 3 time per year</li> </ul>	<ul style="list-style-type: none"> <li>1) E-mails and meeting notes</li> <li>2) One45</li> <li>3) Compiled into word document based on one45, 'Survey Planet' and interview data</li> </ul>

	survey 5) Feedback from the rotation coordinators	administrator 5) Program director		4) REDcap 5) Meeting minutes
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**NB- Each of the various documents, activities, outputs and tools used to evaluate outcomes are elaborated on or uploaded into AMS in the various sections. Please refer to these documents as well as the narrative on program evaluation for more detailed information.**