**Academic Advisor Role Description**

Programs may choose to use Academic Advisors (AA), this is not mandatory for CBD. Programs may choose to have coaches and/or mentors for their residents in addition or in lieu of an AA.

This document is designed to serve as a guideline for programs with Academic Advisors, and to be helpful in creating a program-specific role description. It is not prescriptive. Please edit and modify as required for your program and Competence Committee processes.

**Preamble:**

Competence by Design (CBD) or Triple C Academic Advisors are faculty members who are responsible for supervising and supporting residents with their progression through resident training.

Programs may choose to use Academic Advisors (AA).

**Qualifications:**

The AA must hold a fellowship in the Royal College (RCPSC) or College of Family Physicians of Canada (CFPC) or equivalent international qualification.

They should have demonstrated an interest in postgraduate education.

The AA should have strong organizational and communications skills, and a foundational knowledge of CBD/Triple C principles.

The AA will be required to access Elentra and other electronic portfoliios.

**Accountabilities:**

The AA is accountable to the program director.

Confidentiality and protection of resident assessment and professional interests must be maintained.

Some programs may require a AA to sign a confidentiality agreement.

For some programs AA may serve as members of the CC or they may be invited to CC meetings to present reports on residents’ progress, in particular for learners in difficulty.

The program should decide if the AA will recuse themselves from CC decision making about resident progress for residents they represent.

**Appointment:**

The AA will be selected by the program director, or the CBD lead or divisional/department Chair. (This is program dependent – each program should decide on this process).

The term is normally x number of years with x renewable terms possible. Ideally the term is long enough to provide consistent longitudinal support to a resident through several years, or that entirety of their training.

**Responsibilities**

Some programs may have the AA provide a summary of resident progress to the CC, other programs may prefer to have AA be at arm’s length from the CC (this approach has the AA in a more supportive or mentor role).

Note: responsibilities will vary from program to program but responsibilities may include:

1. At the beginning of the resident program schedule an initial introductory/welcome meeting.
	* Role of the AA
	* Getting to know the resident
	* Career aspirations
	* Ensuring resident is aware of program and University supports available to them
	* Personal reflection
	* Contact information (e.g. email, phone number)
2. Review resident portfolios and meet with the resident every x months, and a minimum of at least once per stage of training (RC). Resident meetings with the AA should occur prior to any CC meeting in which the resident progression will be discussed.
3. Review the resident portfolio and assessments with the resident, reflecting and discussing any feedback with the resident.
4. Co-create learning plans or goals with the resident that document areas of strength and areas for improvement. Identify any priority areas of knowledge, skills or competencies the resident can work to improve upon. A template of a learning plan can be found here:
5. Participate in the process of developing enhanced learning plans, remediation or probation plans for residents in difficulty.
6. Generate written reports on resident progress and recommendations for promotion for the CC. The report should use the template provided by the program.

Agenda items that may be included for the resident and AA meetings:

* Review of the CBD map and rotations
* Review of goals, objectives and competencies of current and upcoming rotations
	+ ‘Things that are going well’, ‘Goals that have been met’,
	+ ‘Future goals’, ‘Actions to meet future goals’ and
	+ ‘Things that are not going as well…’
* EPA review
* Assessment review (ITERs, exam results, self-reflection, etc.) of portfolio
* Provide guidance for resident on EPA completion on upcoming rotations, and how best to approach any gaps in EPA assessments
* Reflect on the ‘big picture’ with major themes, strength and weaknesses identified.
* Development and review of learning plans
* Ensuring resident is aware of resources for support (such as Learner Experience) as applicable