FIT PORTFOLIO

What is a FIT Portfolio?

Your FIT Portfolio is a master compilation of the items that document your progress in, and ultimately completion of, the FIT program. The purpose of requiring FITs to maintain their FIT Portfolio throughout their program tenure is to provide a non-burdensome, meaningful and educational practice for FITs to track documentation of their FIT progress, which will be used by the FIT committee to make assessments regarding progress and graduation.

What is the FIT Progress Tracker?

The Progress Tracker displays the required skills components of the FIT program first by the 4 core domains: Facilitation, Workshop Content & Development, Coaching, and Personal Awareness. Each core domain is then broken down into its respective Entrustable Professional Activities (EPAs). Finally, each EPA is then broken down into specific microskills. The tracker allows for a qualitative assessment of each EPA, with space for faculty narrative assessment (specific and illustrative) and FIT narrative assessment.

When to update and submit your FIT Portfolio?

1. Update the FIT Tracker portion at/immediately after Winter Course and submit to your Guide within a week or so of Winter Course as a touch point to discuss with your Guide.
2. Update the FIT Tracker portion at/immediately after ENRICH and submit to your Guide within a week or so of ENRICH as a touch point to discuss with your Guide.
3. Submit your Full FIT Portfolio (FIT tracker, statement of self-reflection, updated learning plan, and Guide letter) to Rachel Poarch by mid-August (specific deadline will be given).

As a FIT, your primary venues for demonstrating and receiving feedback on your skills are Winter Course and ENRICH, attendance at which are required of all FITs. Therefore, you should aim to update this document at least once after Winter Course and once after ENRICH. This will not only allow for more real-time reflection and steady progress, but will also make it easier each year when you submit your full FIT Portfolio!
Who should sign off on your microskills and provide a narrative for your EPAs?

Any ACH faculty member may sign off on your microskills and provide a narrative for your EPAs. This could include a faculty member in whose Winter Course personal awareness group or ENRICH learning group you participated or assisted with, a faculty member in whose Winter Course FIT Skills session you participated, a faculty member in whose Winter Course or ENRICH workshop you participated, your ACH Guide, or your Winter Course Surrogate Guide (if you have one). The goal is to capture a variety of faculty’s assessment of you to paint a picture of your progress and abilities.

What are faculty responsible for?

- Entrustment decision(s) resulting in signing off on individual EPAs.
- Direct observation of the FIT
- Honest feedback to the FIT
- Please note that any one individual faculty member is not the sole determinant of the FIT’s readiness to graduate from the FIT program. The decision regarding readiness to graduate will be made by the FIT Committee on the basis of reviewing multiple pieces of data from multiple source.
### Coaching
#### Entrustment Activity (EPA): Coaches learners uses strengths-based approach and RCC skills

<table>
<thead>
<tr>
<th>Key Functions related to competencies (may be at different levels within a row)</th>
<th>Behaviors requiring corrective response</th>
<th>Developing Expected Behaviors 1</th>
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<th>Expected behaviors for an entrusted FIT*</th>
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<tbody>
<tr>
<td>Build and maintain a coaching relationship</td>
<td>- Disengaged -Focus on learner deficits -No effort to identify strengths, resources</td>
<td>-Ask learner about personal stories (pride, challenge) -Share own stories to build trust</td>
<td>-Judicious use of self-disclosure -Provide unconditional positive regard</td>
<td>-Use RCC to build shared ground of health, trust, and rapport. -Elicit strengths -Elicit learner vision</td>
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<tr>
<td>Set goals with learner</td>
<td>-Goals assigned without exploring from learner</td>
<td>-Elicit goals -Help learner clarify motivation for behavior -Set mutual agenda for work together</td>
<td>-Facilitate awareness of the impact of past experiences or identities on current behaviors</td>
<td>-Assist constructing SMART goals -Discover strengths and obstacles, including diversity -Use opportunities around conflict to apply RCC skills</td>
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<tr>
<td>Mutualy establish accountability</td>
<td>Accountability not mentioned or not mutual of both of coach and coachee</td>
<td>-Establish basic ground rules</td>
<td>-Agree on timeline, method</td>
<td>-Maintain accountability of both using RCC -Manage conflict using ARTS</td>
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<tr>
<td>Deliver feedback</td>
<td>-Focus only on corrective feedback -Inadequate time to engage in feedback prior to starting session</td>
<td>-Reinforce effective behaviors. -Identify learner's own effective use of RCC (positive reinforcement)</td>
<td>-Adequate time and timing -Elicit self-evaluation of learner first using structure -Provide feedback ratio 4:1(reinforcing: corrective)</td>
<td>-Explicitly and specifically explain the importance of feedback for skill development, learning and relationships -Use ARTS to give feedback -Give specific, behaviorally-based feedback -Check impact on self and learner</td>
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<tr>
<td>Develop an action plan</td>
<td>-Unilaterally advise learner what next steps to take</td>
<td>-Collaboratively construct a plan for one goal</td>
<td>-Review learning and Ask for 'take-away' to reinforce learning</td>
<td>Design a strategy to use strengths, overcome obstacles and to reach goals -Identify emerging goals</td>
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*Reminder: For each EPA, FITs are encouraged to self-identify goals that address Interpersonal skills of leadership, diversity, conflict engagement, and teamwork.*

**COMMENTS:**
### Facilitation

**Entrustment Activity (EPA): Facilitate a learning group at ENRICH, external education, or home institution***

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#### Provide structure to group sessions and create a safe learning environment
- No ground rules
- No suggestions for openings
- Sparse time building matrix
- Push members to try skills before safety established
- Provide list of ground rules
- Elicit learning goals of group
- Running simple openings, closings, check-in
- Co-create ground rules with group
- Identify themes among goals
- Describe process & purpose of group
- Elicit learning goals
- Facilitate group of health
- Keep group on time
- Open, close group activities, check-ins

#### Facilitate group through developmental stages
- Lecturing
- Prematurely allowing group to go into deep personal issues
- Prescriptive about group direction
- Notice participation, non-verbal communication
- Track group
- Correctly identify stages of group development
- Link goals of group members
- Listen attentively
- Reflect empathically
- Question to go further
- Provide observations behaviorally, not interpretively

#### Recognize when group flow is off course; redirect with interventions, or reframing
- Allow group activities to stray from agreed goals
- Recognize group is straying, and unable to offer corrective ideas
- Disruptive behavior noted. Not sure how to intervene.
- Notice when group engagement is low and deploy activities to increase it
- Invite comments on group events
- Invite active members to withdraw and less active members to come forward (verbal & non-verbal)
- Manage conflict with ARTS, PEARS, impact vs intent
- Use Appreciative inquiry
- noticing an alternative story
- Normalizing

#### Facilitate skill development
- Missing opportunities to apply RCF skills
- Short list of teaching methods
- Employ role-play skills from RCF training
- Involve group in skill-building activities
- Support development of skills around RCC concepts and RCF training
- Set-up, conduct role-play

#### Facilitate personal awareness in participants
- Staying only in skills realm with no PA exploration
- Assist others to identify their emotional connections to the topic
- Invite member to explore feelings and where coming from
- Identify opportunities and Manage transitions between skills and PA
- Assist others identify emotional connections to topic
- Demonstrate and express empathy for all involved

#### Recognize and engage with diversity within the group
- Limited awareness of diversity within group members and potential impact
- Identify diversity and how it shows up in group
- Actively share appreciation for what diversity contributes
- Execute group activities that encourage recognition and appreciation of diversity within group

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**COMMENTS:**


## PERSONAL AWARENESS

**Entrustment Activity (EPA): Cultivate and use self-awareness in group and teaching situations**

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<td><strong>Cultivate awareness of one’s own emotions and biases</strong></td>
<td>-Does not identify or articulate own hot buttons</td>
<td>-Identifies own communication styles, values, and emotional triggers</td>
<td>-Develops skills to anticipate and handle own hot buttons</td>
<td>-Awareness of impact of own actions and how those actions affect behavior of others</td>
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<td>-Does not consider own impact on others</td>
<td>-Contemplates own Johari window</td>
<td>-Checks regularly for self-bias</td>
<td>-Can describe impact of past experiences or identities on current behaviors</td>
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<td>-Can express accurately the level of emotional connection between self and topic at hand</td>
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<td>-Displays congruence between behaviors and verbal messages</td>
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<td>-Consider when diversity, power are influencing self</td>
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<tr>
<td><strong>Facilitate personal awareness in others to their benefit and attend to safety</strong></td>
<td>-Didn’t try to understand other’s personhood</td>
<td>-Use RCC skills to build shared ground of health, trust, rapport.</td>
<td>-Recognizes emotions in others (verbal, non verbal)</td>
<td>-Take intentional steps to establish a relationship with others prior to engaging in facilitation of self-awareness</td>
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<td></td>
<td>-Missed empathic opportunities</td>
<td>-Knows, Respects personhood</td>
<td>-Uses RCC skills to actively cultivate and explore emotion</td>
<td>-Model and articulate importance of PA in RCC</td>
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<td>-Explains importance of trust and safety for group PA work</td>
<td>-Using feeling language</td>
<td>-Explore assumptions affecting behavior &amp; interactions and where they come from (e.g. FOO)</td>
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<td>-Allows enough time to gently engage in PA facilitation</td>
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<td>-Attentive to how diversity and power may be influencing emotions and behaviors.</td>
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<tr>
<td><strong>Handle challenging situations</strong></td>
<td>-When conflict arises, is avoidant or unengaged,</td>
<td>In conflict, explores - Intent and impact - Interests and positions</td>
<td>-Maintains ground of health through conflict -Uses curiosity and reframing -Recognizes when judging and/or making assumptions</td>
<td>-Maintain unconditional positive regard</td>
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<td></td>
<td>-Does not maintain neutral position and curiosity</td>
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<td>-Explore deep values and concerns underlying conflict when it arises</td>
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<td>-No rescuing (i.e. allow others to explore emotions even through discomfort)</td>
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<td>-Support participants’ emotion-handling skills</td>
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**COMMENTS:**
WORKSHOP DEVELOPMENT AND PARTICIPATION

### Entrustment Activity (EPA): Collaborate in the creation and delivery of an ACH workshop at ENRICH and/or Winter Course

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<td><strong>Committed participation in workshop design process</strong></td>
<td>- Rare planning calls - Goals not stated - Does not contribute to discussion or content</td>
<td>- Joins most calls - Rudimentary goals - Generating ideas and sharing with group - Participates in group discussions</td>
<td>- Clear learning goals* - Show work on goals - Follow-up and through on assigned tasks - Contribute content</td>
<td>- Prepare for meetings - Attend all meetings - Volunteer for active role(s) - Complete all tasks on time</td>
<td></td>
</tr>
<tr>
<td><strong>Apply small group facilitation skills to development process with design team</strong></td>
<td>- Talks &gt; listens - Gives uninvited advice - Not working on ground of health - Not interested in the views of others - Misses opportunities for empathy</td>
<td>- Describe how to build ground of health - Interest in other members - Empathic responses - Attempting reframes - Listens &gt; talks - Feedback offered with prompting</td>
<td>- Encourage participation - Build ground of health - Empathic responses - Trying interventions - Active Listening - Reflect on bias - Aware of group stages - Appreciative - Identify diversity</td>
<td>- Listen attentively - State needs - Intervene usefully - Reframe skillfully - Skillful feedback - Recognize bias - Aware of group stages - Seek diverse views - Seek positions and interests in conflicts - Reflect on design process w/group</td>
<td></td>
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<tr>
<td><strong>Demonstrate solid grasp of content. Apply learned content into workshop design</strong></td>
<td>- No review of relevant supporting literature on topic - No participation in content discussions</td>
<td>- Small contribution of knowledge of literature and or content.</td>
<td>- Share knowledge - Contribute resources - Apply knowledge to teaching plan</td>
<td>- Demonstrate firm grasp of literature - Successfully implement workshop elements (didactic, practice, exercises, transitions, demos, debrief)</td>
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<tr>
<td><strong>List and utilize design elements and steps for successful workshops</strong></td>
<td>- Unable to access or list key workshop design elements - Unable to match teaching methods to content objectives</td>
<td>- Able to access list of key design elements and apply to work - Write basic goals and objectives, content, and teaching methods</td>
<td>- Write or contributes to revisions of learning objectives - Realistic activity schedule/timing</td>
<td>- Address key workshop design elements (checklists strongly recommended)</td>
<td></td>
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<tr>
<td><strong>Employ effective teaching methods</strong></td>
<td>- Primarily didactic methods - No assessment of learner needs or receptivity</td>
<td>Learning about active teaching methods (e.g. Pair/share, role-play, fishbowl, demo)</td>
<td>- Able to use didactic, reflection, skill practice, skills</td>
<td>- Platform skills highly rated by learners - Employ appropriate teaching methods to match the goal - Seek ways to improve</td>
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<tr>
<td><strong>Evaluate workshop effectiveness</strong></td>
<td>Unable to provide a method for feedback and evaluation</td>
<td>Finds example of feedback form already developed</td>
<td>Identify methods or tools to assess workshop effectiveness</td>
<td>Practically assess learning outcomes (Linked to workshop objectives).</td>
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