

Framework for Guides:

This document is to help clarify expectations and provide a structure for Guides in their work with FITs. Guides are key in the FIT development and are often called upon for signing off on the FIT's skills via the [FIT tracker, which is part of the larger FIT portfolio](#).

The Guide's role is help FIT's to define and reach their goals, and provide support which includes both unconditional positive regard and feedback to expand the FIT's Johari Window. Exploration of themes within the context of your relationship is one of the many benefits of this mutual relationship for both FIT's and Guides.

Qualifications:

Anyone who is ACH Faculty is qualified to be a Guide for a FIT and take on these responsibilities. Every guide wonders once in a while "Am I good enough?". You are. See support.

Expectations:

As a mutual relationship both Guide and FIT are responsible for:

1. Building a ground of health together.
2. Committing to regular meetings.
3. Being transparent about one's own learning goals.
4. Assessing the relationship and identifying what is working, and what might be tried differently.
5. Regularly asking for and giving bi-directional feedback, and committing to each other to give feedback which enhances and helps the relationship to grow.
6. It is strongly suggested the FIT and Guide choose to be in the same Winter Course Learning Group which helps identify personal awareness issues which might arise and to notice and practice facilitation skills.

Responsibilities/Structure:

1. Have regular meetings with your FIT (normally 1 hr/mo by phone).
2. Review FIT tracker (after Winter Course and ENRICH) and ensure progress on each of the EPAs and microskills.
3. Work with your FIT to submit their FIT portfolio once per year (~August deadline). Many faculty will be signing off on FIT competencies who are involved in direct observation; this is not the sole responsibility of the Guide.
4. Debrief after ACH courses (Winter Course/ENRICH), by phone if you are unable to attend together.
5. Use the FIT-Guide relationship as an opportunity to examine your own work, particularly the relationship process, giving bi-directional feedback, and addressing goals.

Feedback:

Feedback comes in a variety of forms: the FIT/Guide annual written forms, eliciting direct feedback from your FITs, and self-reflection which may be enhanced by conversations with other faculty. Feedback may also come from the FIT Co-directors if the need/opportunity arises.

Support:

We encourage checking in with other faculty members on a regular basis as a wonderful way to enhance your self-reflection on the Guide process. This will allow interchange of ideas and encouragement of different approaches to the work of being a Guide. Please share your learning by contributing to the document of Guide practices. It is normal to have questions about Guiding and the relationship. It is also important to remember the confidentiality of your relationship with your FIT. You may need to ask permission from the FIT depending on the specifics.

Challenges:

If you have questions or concerns about your FIT, you may speak with the FIT Co-directors at any time.

Impact of the new Revised FIT program:

The most significant change, is that the FITs will be entering the program after completing RCF and therefore be more skilled, and also more familiar with ACH. FYI, FIT's do not have a Guide during the RCF program.