**TEMPLATE INSTRUCTIONS (Please remove these instructions before publishing This is a GENERIC Job Description and may serve as a framework for individual programs to add responsibilities, accountabilities, and/or qualifications as appropriate.**

YELLOW HIGHLIGHTS: please update with your program’s information and remove the highlights.

RED TEXT: Notes for the program only. Meant to provide context or instruction. Please remove anything in red text prior to publishing.

BLUE TEXT: Reference to applicable accreditation standards, for your information. Please remove anything in blue text prior to publishing.

*Note that this template can be adapted to suit the needs of the program, as long as the below items are included in the terms of reference at a minimum.*

**Postgraduate Medical Education (PGME)**

**XXXXX PROGRAM DIRECTOR**

**JOB DESCRIPTION**

**Approved:** Date

**Date of next scheduled review:** Year

**INTRODUCTION:**

The Program Director is the faculty member responsible and accountable for the overall conduct and organization of the residency program. This Job Description defines the responsibilities, accountabilities, and qualifications for all Residency Program Directors at the Schulich School of Medicine & Dentistry.

In the overall mandate of the Program Director is to ensure the residents in the program receive the best possible educational experience and that the accreditation standards defined by the relevant accrediting college (Royal College of Physician and Surgeons of Canada (RCPSC) and College of Family Physicians of Canada (CFPC)) and standards set by regulatory bodies (e.g., College of Physicians and Surgeons of Ontario (CPSO)) are maintained.

The Program Director is a highly valued and pivotal leadership position in the Department/Division hosting an accredited residency or AFC program. The Program Director (PD) is the Chair of the Residency Program Committee (RPC), and is assisted by a program administrator, site coordinators, departmental faculty, and Postgraduate Medical Education (PGME) as appropriate for each program.

**POLICY REFERENCES**

* [[General Standards of Accreditation for Residency Programs](https://www.royalcollege.ca/rcsite/documents/canera/general-standards-accreditation-for-residency-programs-e)](https://www.royalcollege.ca/rcsite/documents/canera/general-standards-accreditation-for-residency-programs-e)
* [[Royal College Policy on Appointing a Program Director of a Royal College-accredited Program](https://www.schulich.uwo.ca/medicine/postgraduate/future_learners/docs/Policies%20for%20Website/RCPSC%20Policy%20on%20appointing%20a%20program%20director%202021.pdf)](https://www.schulich.uwo.ca/medicine/postgraduate/future_learners/docs/Policies%20for%20Website/RCPSC%20Policy%20on%20appointing%20a%20program%20director%202021.pdf)
* [[Schulich School of Medicine and Dentistry PGME Residency Program Director Appointment Policy](https://www.schulich.uwo.ca/medicine/postgraduate/future_learners/docs/Policies%20for%20Website/PD%20Appointment%20Policy.pdf)](https://www.schulich.uwo.ca/medicine/postgraduate/future_learners/docs/Policies%20for%20Website/PD%20Appointment%20Policy.pdf)
* [[Schulich School of Medicine and Dentistry PGME Guidelines for Support for Accredited Postgraduate Training Programs](https://www.schulich.uwo.ca/medicine/postgraduate/future_learners/docs/Policies%20for%20Website/Guidelines%20for%20Support%20of%20Accredited%20Postgraduate%20Programs.pdf)](https://www.schulich.uwo.ca/medicine/postgraduate/future_learners/docs/Policies%20for%20Website/Guidelines%20for%20Support%20of%20Accredited%20Postgraduate%20Programs.pdf)

**QUALIFICATIONS:**

* A faculty appointment with Schulich School of Medicine & Dentistry
* Certified specialist by a recognized body in the same discipline as the program in which they are director (CFPC, RCPSC, CMQ, or another recognized body)

**REQUIRED SKILLS:**Standard 1.1.3.1 The program director fosters an environment that empowers member of the residency program committee, residents, teachers and others as required to identify needs and implement changes.

Standard 1.1.3.2 The program director advocates for equitable, appropriate, and effective educational experiences.

Standard 1.1.3.3 The PD communicates with residency program stakeholders effectively.

Standard 1.1.3.4 The PD anticipates and manages conflict effectively.

Standard 1.1.3.5 The PD respects the diversity and protects the rights and confidentiality of residents and teachers.

Standard 1.1.3.6 The PD demonstrates active participation in professional development in medical education.

Communication:

* Strong communication and interpersonal skills, ability to establish and nurture collaborative interactions with trainees, faculty, the department/division and staff.

Leadership:

* Engages, motivates, and facilitates individuals and groups to develop a shared vision and achieve program goals and objectives. Ability to effectively advocate for the program and the trainees. Leads by example and is able to anticipate and manage conflict effectively.

Commitment to continuous learning:

* Demonstrates a commitment to improvement and lifelong learning and professional development in medical education.

Management and Organizational Skills:

* Ability to prioritize issues, manage and organize the program to meet the Standards of Accreditation.
* No real or perceived conflict(s) of interest with the program due to other roles, such as the Chair/Chief of a clinical department or division.

**RESOURCE REQUIREMENTS:**

* The Program Director must have adequate protected time to oversee and advance the residency program consistent with PGME guidelines.

Indicator 1.1.1.1 The program director has adequate protected time to oversee and advance the residency program consistent with the postgraduate office guidelines and in consideration of the size and complexity of the program.

* Administrative support is organized and adequate to support the program director, the residency program, and residents.

Requirement The program director has adequate support to oversee and advance the residency program.

Indicator 1.1.2.2 Administrative support is organized and adequate to support the program director, the residency program, and residents.

* Program to provide specifics with respect to resources:
  + A
  + B
  + C, etc.

**The residency program director is accountable for the following deliverables, which have been broken down by general area:**

**Accrediting Colleges (RCPSC/CFPC):**

* Oversee the operation for the program to ensure that it meets the *General Standards of Accreditation for Residency Programs.*
* Provide leadership in the preparation for and response to internal university reviews, and RCPSC/CFPC reviews of the program.
* Develop, document, and maintain any required inter-institutional affiliation agreements.
* Attend national meetings, and participate in program director training and/or coaching as required by the accrediting college (RCPSC/CFPC) and Postgraduate Medical Education.

**Program Administrative Activities:**

Element 1.2 There is an effective and functional residency program committee structure to support the program director in planning, organizing, evaluating, and advancing the residency program.

Requirement 1.2.3 There is an effective and transparent decision-making process that includes input from resident and other residency program stakeholders.

Standard 2: All aspects of the residency program are collaboratively overseen by the program director and the residency program committee.

* Chair the Residency Program Committee (RPC) – hold meetings at least 4 times/year and ensure agendas are distributed and minutes kept and distributed as appropriate

Indicator 1.2.2.4 Meeting frequency of the RPC is sufficient to fulfil its mandate.

* Represent the program on the Schulich PGME Committee by attending meetings and participate in PGME activities such as Internal Reviews, Subcommittees, and faculty development.
* Ensure communication occurs with the RPC and the faculty in the department/division in matters pertinent to PGME.
* Oversee adherence with Schulich policies governing resident selection and residency training; and with RCPSC/CFPC Accreditation requirements.

**Resident Selection and Orientation:**

Requirement 6.1.1 There are effective, clearly defined, transparent and formal processes for the selection and progression of residents.

* Participate and oversee the selection process to the residency program:
  + Ensure that the resident selection process adheres to the Schulich School of Medicine and Dentistry [PGME Resident Selection Policy](https://www.schulich.uwo.ca/medicine/postgraduate/future_learners/docs/Policies%20for%20Website/Resident%20Selection%20Policy.pdf)
  + Prepare and oversee an orientation for new residents

**Educational Program:**

Curriculum Plan

Requirement 3.2.2 The residency program uses a comprehensive curriculum plan.

* + Develop a comprehensive curriculum plan which is specific to the discipline and addresses all the CanMEDS/CanMEDS-FM roles.
  + The curriculum plan must include training in continuous improvement and patient safety, and include fatigue risk management and addressing risks posed by fatigue to the practice setting, and the individual and team based strategies available to manage the risk.
  + The program must provide career counselling and resources such as mentorship to allow residents to successfully transition to practice.
  + Develop and maintain a curriculum map for the program.
  + Provide access to, and mentorship, for a variety of scholarly activities including research as appropriate.

**Educational Experiences:**

Element 3.1 The residency program’s educational design is based on outcomes-based competencies and/or the objectives that prepare residents to meet the needs of the population(s) they will serve is independent practice.

* Provide educational experiences designed to meet the specialty specific standards for training requirements, which are guided by the competencies and/or objectives, and provide opportunities for increasing professional responsibility.
* Ensure the educational program allows residents to identify and address individual learning objectives.
* Ensure that clinical responsibilities do not interfere with their ability to participate in mandatory academic activities, and that residents have protected time to participate in professional development to augment their learning and/or present their scholarly work.

**Safety and Wellness**

Element 5.1 The safety and wellness of patients and residents are promoted throughout the learning environment.

Standard 6 Residents are treated fairly and supported adequately throughout their progression through the training program.

* Ensure the residency training program occurs in an environment that is positive and respectful, free of intimidation and harassment, and that respects diversity, equity, and inclusivity
* Monitor that the appropriate service to education ratio is maintained on all rotations/learning experiences
* Ensure that effective resident safety policies and processes are in place for the program, and that PGME safety and wellness policies, and fatigue risk management guidelines are followed. Ensure that residents and faculty are aware of program policies and processes as well as available confidential wellness supports.
* Advocate for resident well-being and safety and ensure processes, policies and follow-up for resident mistreatment are applied effectively.

**Resident Supervision**

Requirement 5.1.1 Residents are appropriately supervised.

Standard 7 Teachers are assessed, recognized, and supported in their development as positive role models for residents in the residency program.

Element 4.2 The residency program has the appropriate human resources to provide all residents with the required educational experiences.

Requirement 4.1.1 Teachers appropriately implement the residency curriculum, supervise and assess trainees, contribute to the program and role model effective practice.

Element 3.3 Teachers facilitate residents’ attainment of competencies and/or objectives.

* Ensure that residents are appropriately supervised, and that the program and faculty adhere to the [PGME Policy on Faculty Supervision of Postgraduate Trainees](https://www.schulich.uwo.ca/medicine/postgraduate/future_learners/docs/Policies%20for%20Website/Supervision%20Policy.pdf)
* Monitor resident call schedules to ensure that the PARO-CAHO agreement is adhered to, particularly with respect to maximum duty hours.
* Ensure that faculty are aware of the competencies and objectives of the educational experiences, and complete required assessments, and that faculty align their teaching appropriately for stage of training and individual learning needs or objectives.
* Provide a mechanism, in conjunction with Department/Division processes, for faculty evaluation in which resident input is a component, and ensure an effective process to identify, document and address unprofessional behaviour by teachers.

**Resident Assessment and Promotion:**

Element 3.4 There is an effective, organized system of resident assessment**.**

* Establish and oversee a robust program of resident assessment that incorporates multiple sources of assessment data.
  + Participate in the Competence Committee and ensure a well- articulated process for decision-making regarding resident progression, including decisions on satisfactory completion of training.
  + Meet with residents at least every 6 months for review of progress and maintain records of these meetings
  + Support development and implementation of remediation, probation and/or individual learning plans for residents requiring learning support. Ensure adherence to the PGME Resident Assessment and Appeal Policy and processes. Submit remediation and probation plans to the PGME office for review by the Postgraduate Medical Education Advisory Board prior to implementation
  + Establish and oversee a system for the progression and promotion of residents in the program

**Continuous Improvement**

Standard 9 There is a continuous improvement of the educational experiences, to improve the residency program and ensure residents are prepared for independent practice.

* Provide a systematic process to regularly review all aspects of the program using a range of data and information.
* Based on the data and information reviewed, identify strengths and areas for improvement, and evaluate effectiveness of actions taken to improve the residency program.
* Ensure that program policies, curriculum, and assessments specifically address and support patient safety activities and quality care by trainees in the program.
* Provide a process at the RPC to develop, review and regularly update policies, and communicate program specific and PGME policies to the residents and faculty.

**Resident Advocacy and Support:**

* Support residents in difficulty through advocacy with PGME and other offices, as required
* Facilitate career planning for residents
* Ensure a system of wellness counselling exists for residents in the program
* Liaise with the Learner Experience Office, as required, to help support residents in difficulty

**ACCOUNTABILITIES:**

The Program Director will be accountable to the following:

* To the Chair of the relevant department/division
* To the Associate Dean, Postgraduate Medical Education

**APPOINTMENT AND REVIEW PROCESS:**

* The Program Director should be selected by a transparent process that follows Schulich PGME’s [*Program Director Appointment Policy*](https://www.schulich.uwo.ca/medicine/postgraduate/future_learners/docs/Policies%20for%20Website/PD%20Appointment%20Policy.pdf)
* Appointment is for X years. Department (Department/Division) to modify. Appointments are typically for 5 years, renewable once.
* The Program Director’s performance should be reviewed on an annual basis as part of the [Career Development and Planning (CDP) Process](http://www.londonhospitals.ca/departments/medical_affairs/hr_proc/cdp/cdp.php) with input from the Associate Dean, PGME.

**Approvals: PGME Committee**  **May 9, 2022**