**POSTGRADUATE MEDICAL EDUCATION**

**PROGRAM COMMUNICATIONS**

Accreditation standards require that there is an effective mechanism for the program to share information and collaborate with the division/department which includes the departmental Chair/Chief, divisional Chair/Chief, faculty including faculty in distributed sites, program administration, and residents or AFC trainees. (1.2.3.4, 2.2.1.2, 2.3.2.2 of General Standards of Accreditation for Residency Programs)

There must be an effective mechanism to disseminate program policies and processes to residents, faculty and program administrative personnel. (2.1.1.3)

Resident learning stage or level of training must guide teaching and resident attainment of competencies and/or objectives. Teaching faculty need to be aware of the required competencies and objectives. (3.3.1)

Both faculty and residents need to be aware of the system of assessment and teaching faculty must be aware of expectations for resident performance based on level or stage of training and use these expectations in their assessment of residents. (3.4.)

An easy way to do this is with a password protected shared drive available to faculty and residents or trainees, or a program handbook (or both).

**Consider including:**

1. List of contacts and phone numbers for the program
2. Program Specific Standards of Accreditation or the CFPC Red Book [Residency Program Accreditation | The College of Family Physicians of Canada (cfpc.ca)](https://www.cfpc.ca/en/education-professional-development/residency-program/residency-program-accreditation)
3. Program specific Competencies and Training Experiences (Royal College Program Required Training Experiences) [Information By Discipline (royalcollege.ca)](https://news.royalcollege.ca/en/ibd-search.html)
4. Program organizational chart
5. Program Committee information:

* Terms of Reference
* Current membership
* Meeting dates for the academic year
* Agendas and minutes (with information about trainee progression and competence committee reports redacted) for RPC meetings
* Information on how the resident/trainee representative(s) are appointed and elected by their peers to the program committee

6. Competence Committee

* Terms of Reference
* Membership
* Meeting dates for the academic year
* Academic advisor role description
* Competence Committee processes
  + Information about stages of training (for CBD cohort), expected length of stage of training, and the information the CC uses to decide on promotion etc.
  + Include information about how individual resident progress is reported back to the resident
  + Provide a list of the information the CC will use in the assessment

7. Mentorship or Academic Advisors – role description and planned meetings etc.

8. Educational Experiences

* A generic schedule of the required and elective blocks over the years of the program, (residents will have their own personal schedules for each academic year)

9. Program Policies

* [Policies - Postgraduate Medical Education - Western University (uwo.ca)](https://www.schulich.uwo.ca/medicine/postgraduate/academic_resources/policies.html) – most relevant are the Faculty Supervision Policy, Safety Policy, Fatigue Risk Management Guidelines, the Assessment and Appeal Policy and PGME Guideline for Accommodations. The PGME link can be provided for access to all of the PGME Policies
* Program specific policies: a program specific Safety Policy is required, and fatigue risk management guidelines are recommended
* Any other program specific policies
* Links to PARO-OTH Agreement

10. Information for residents/trainees:

* A resident or trainee handbook, or orientation information etc. if the program has this.
* Information about:
  + usual block schedules – for example for TTD, Foundations, Core etc.
  + call expectations and scheduling
  + contact names and numbers for call questions, instructions for call ‘conversion’ and on-call stipends
  + booking vacation and lieu days – include contact names, and deadlines
  + ‘educational’ days
  + ‘study’ days re: exams
  + elective opportunities and organizing electives
  + funding available for meetings, travel or educational resources etc. and application
* Information about [Learner Experience - Western University (uwo.ca)](https://www.schulich.uwo.ca/learner_experience/) with links as well as links to other wellness resources such as [PARO – Inspired by our love of medicine (myparo.ca)](https://myparo.ca/)
* Program specific wellness information (wellness leads, resources, and program-specific initiatives)
* Examination dates and deadlines for application

11. Educational curriculum schedules and calendar

* An overview of the curriculum academic half day over the course of the program (some programs use a repeating 2-year curriculum etc.)
* In addition - provide dates/times/locations and information on required attendance, in-person or virtual etc. for: (as applicable to the program)
  + Grand Rounds
  + Journal Clubs
  + Academic Half Days (with a topic/presenter schedule for the academic year)
  + Simulation or Lab days
  + OSCEs, STACERS etc.
  + Written examinations
  + Orientation dates – for the new residents
  + Resident retreat (if applicable)
  + Examination application deadlines for Royal College and CFPC examinations

12. Assessment information

* login information for Elentra
* provide information about EPAs including
  + list of EPAs
  + EPAs linked to rotations (for example on block x expect to complete EPAs …..)
  + EPA expectations (for example # per week at the various training stages)
* some programs provide a small pocket card for EPA and rotation summaries, programs may also provide posters in clinics etc. as a reminder about the EPAs that can be achieved
* provide sample ITERs for rotations and information about who/how these are completed
* information on portfolio or logbook requirements including links to templates, and information about how to complete the portfolio/logbook
* Information on STACERs, OSCEs, written/oral examinations etc. (including format, dates, and ‘pass’ requirements if applicable etc.)
* Simulation or surgical laboratory requirements for assessment
* Any other forms of assessment used by the competence committee should be included here

14. Research

* A list of ongoing research projects and supervisors within the division/department can be very helpful
* Name/contact of program research coordinator (research lead)
* Scholarly project expectations and timelines
* Research day information and date