

Expectations of Residents

Residents are highly accomplished adult learners who have already completed an MD (or equivalent) degree. As such, residents are expected to be professional and mature throughout their learning and practice. This includes being knowledgeable about what is required in their training and taking initiative to learn. It is expected that residents are motivated by an innate curiosity to learn about the mind, mental illness and its treatment along with a desire to become skilled at treating mental illness. A resident who is struggling to learn or to perform in clinic should be aware of the situation and should seek help from their supervisors or program leadership, who are available as supports.

If any resident does not find the expectations for their training clear, it is their responsibility to reach out to their supervisor, PGE, the program director, the associate program director or their colleagues for help understanding, after having looked at resources that are available to them, such as this handbook. Communication of any lack of clarity in expectations will improve the resident's learning experience, while enhancing the training program through the identification of areas for improvement.

Residents should be familiar with the objectives and requirements of each clinical training experience, as documented in this handbook and in the rotation objectives documents that are linked from it.

Program evaluation, the process through which the program is improved, is a mutual responsibility of the program leadership and the residents. The evaluations committee and the broader program rely on residents to complete evaluations of rotations and supervisors and to participate in program evaluation surveys and retreats. Without specific information, the program is limited in the action it can take to address any areas for improvement or areas for concern.

Expectations of Supervisors:

Supervisors are expected to provide an optimal learning experience for residents through the provision of appropriate cases with an appropriate level of supervision, which always includes a degree of direct observation. Direct observation is particularly important when a resident is early in residency or new to a particular area of practice. A PGY5 resident who is about to graduate is learning and should nonetheless receive feedback based on observation of their performance. Even elite athletes have coaches.

Supervisors should be familiar with the objectives and training experiences for each rotation they supervise. The supervisor should meet with the resident at the start of each rotation to review the objectives of the rotation and the resident's own learning goals.

Supervisors must complete resident assessments in a timely manner. EPAs should ideally be completed in the moment or at least by the end of the day, barring exceptional circumstances. ITARs should be completed after the faculty has met with the resident at the end of the rotation (as expected) to discuss their performance on the rotation and their final feedback.

Supervisors are expected to be professional at all times, including being available at all times to assist residents if necessary (when not observing directly), maintaining appropriate boundaries with residents and patients and by ensuring that residents are not placed in situations where they are at physical, psychological, cultural or professional risk. The residency program's [Supervision policy](#), which all supervisors sign before starting clinical work in our department, outlines these expectations.

Expectations of The Residency Program:

As a RCPSC specialty program, our residency program is continually evaluated according to the **RCPSC Standards of Accreditation**, based on our adherence to the CBD curriculum and other requirements, including resident wellness, safety and the quality of learning experiences. The principles outlined in the accreditation standards, the quality of residents' learning experience and resident wellness guide all actions of the program leadership.

[*RCPSC Psychiatry Standards of Accreditation*](#)