Residency Education 101: A brief primer

New Faculty Orientation - Department of Psychiatry
October 29, 2021

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Welcome
Disclosures

None related to this presentation

Addendum: questions and answers
Learning Objectives

By the end of this presentation, participants will be able to:

1. Define the goals of residency training.
2. Identify the core structures and people who support residents.
3. Reflect on their goals and aspirations in postgraduate education.
# Agenda

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Residency Training
Residency Training: The Big Picture

Postgraduate Education = residency, fellowship, AFCs (Areas of Focused Competence - Addiction, C-L Psychiatry, Sleep Disorders Medicine)

What is the purpose of residency training?
- To prepare residents for unsupervised practice aligned with societal needs.

What is a resident?
- A physician who has completed undergraduate medical training and has 3 inter-related roles (to prepare them for unsupervised practice):
  - Learner - UofT PGME (Temerty FoM) registered in RC program
  - Service provider - Hospital sites as per MOHLTC ➔ PARO-CAHO collective agreement
  - Member of regulated health profession - CPSO, education certificate/license
Residency Training: The Big Picture

UME
Medical Student/Clinical Clerk

PGME
Resident/Fellow

CPPD FD
Independent Practitioner
Residency Training: The Big Picture

In order to supervise residents, all faculty teachers/supervisors need to have working knowledge of the following:

- PARO-CAHO collective agreement [https://myparo.ca/your-contract/](https://myparo.ca/your-contract/)
- CPSO Professional Responsibilities in Medical Education [https://www.cpso.on.ca/Physicians/Policies-Guidance/Policies/Professional-Responsibilities-in-Medical-Education](https://www.cpso.on.ca/Physicians/Policies-Guidance/Policies/Professional-Responsibilities-in-Medical-Education)
- UofT PGME policies and offices related to supervision of trainees → consult PG Site Director and Program Director as needed
  - Policies
  - Offices - Learner Experience Office, PG Wellness Office [https://pgme.utoronto.ca/](https://pgme.utoronto.ca/)
Residency Training: The Big Picture

https://www.psychiatry.utoronto.ca/ > Education > Postgraduate Education

Postgraduate Education

As the largest psychiatry training program in North America, our Postgraduate Medical Education program continues to explore and push the boundaries of knowledge that will be useful to future clinicians and their patients.

CURRENT RESIDENTS
Current residents are invited to review the resources here. Learn More

RESIDENT WELLNESS
The Department of Psychiatry is committed to a culture of wellbeing. Learn More

NEWS & EVENTS
Stay up to date on Department news and events! Learn More
Anatomy of Residency Program
Anatomy: Structures

University

- Temerty FoM
  - Vice Dean Medical Education
  - Associate Dean PGME

- Departmental
  - Chair
  - VC Education
  - Program Director (report to Chair through VC Education & Associate Dean, PGME) → Residents
  - Faculty Teachers (university)

Hospital

- Hospital Leadership (CEO, CMO etc.)
- PIC
- PG Site Director
- Staff Psychiatrist (hospital)

Affiliation Agreement University x Hospital
Anatomy: Structures

- Psychiatry Training Experiences
- Competencies
- Standards for Accreditation (CanERA [https://www.canrac.ca/canrac/about-e](https://www.canrac.ca/canrac/about-e))

Royal College Website

## Anatomy: People

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<tbody>
<tr>
<td>Adrienne Tan</td>
<td>PD / Director, General Psychiatry Residency Program</td>
</tr>
<tr>
<td>Deanna Chaukos</td>
<td>Associate PD (wellness, assessment)</td>
</tr>
<tr>
<td>Petal Abdool</td>
<td>Assistant PD, IMG</td>
</tr>
<tr>
<td>Inbal Gafni</td>
<td>Assistant PD, Curriculum &amp; Assessment (PCS, curriculum)</td>
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<tr>
<td>Samantha Wallenius</td>
<td>Assistant PD, Indigenous Stream</td>
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<tr>
<td>Robert Gardin</td>
<td>Program Officer</td>
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<tr>
<td>Tammy Mok</td>
<td>Data Analytics &amp; STACERs</td>
</tr>
<tr>
<td>Michael Hernandez</td>
<td>Program Administrator</td>
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CBD is a hybrid CBME model designed to work within the Canadian context, and combines a time-based and an outcomes-based approach to learning...using CanMEDS 2015 as an organizing framework of competencies.
CBD 101

CBD can be explained as:

Stages of Training
The Royal College Specialty Committees organize each specialty program into four distinct stages of training.

Clear learning objectives
Within each stage of training, residents are provided with a list of learning objectives called Entrustable Professional Activities (EPAs) and milestones, based on the CanMEDS 2015 framework.

Residents observed
The resident must be observed completing each EPA. This allows for coaching and feedback opportunities to guide learning.

Observations documented
Observers record EPA observations and feedback on resident performance in an electronic portfolio. The resident can review the information to drive performance improvements.

Committee Review
At regular intervals during each stage of training, a competence committee reviews the documented observations along with other assessment data in the electronic portfolio and provides the recommendation to the Residency Training Committee on the resident’s progression to the next stage of training. Any gaps in learning are identified and addressed prior to progressing to the next stage.

Progress to next stage
The resident will progress to the next stage to tackle a new set of competencies or EPAs. Resident progress is assessed at all four stages of training, before being permitted to progress to the next stage. The Royal College exam becomes only one of many assessment points. Under CBD, specialty committees have the flexibility to move the Royal College exam to the end of stage three, to allow residents to focus on the transition to practice stage.
CBD 101

A resident's journey to certification

Example of a five-year primary specialty

Year 1
Post Grad Year 1
Pre-CBD journey
Time-based, with the resident progressing through rotations. Before entering their final year, residents apply to Royal College for assessment and exam eligibility. They must complete full training and pass exam before being eligible for certification.

Year 2
Post Grad Year 2

Year 3
Post Grad Year 3

Year 4
Post Grad Year 4
Apply to Royal College for assessment of training

Year 5
Post Grad Year 5
Complete training and certification

Stage 1
Transition to discipline
Prepares the orientation and assessment of new trainees (within and outside of Canada)
Resident registers as learner in PGME (optional)

Stage 2
Foundation
Covers broad-based competencies that every trainee needs to master before moving on to more advanced competencies
Resident is deemed eligible for exam by PGME office

Stage 3
Core
Covers the core competencies that make up the majority of a discipline
Take exams
Resident is deemed eligible for certification by PGME office

Stage 4
Transition to practice
When the senior trainee demonstrates readiness for certification, a certification examination occurs at the end of the core stage, allowing them to take the competencies in their final months of training
Take exams
Complete training and certification

https://newsroom.royalcollege.ca/how-a-residents-journey-to-certification-changes-under-competence-by-design/
Direct observation & Feedback → EPAs (Entrustable Professional Activities)
- a unit of professional practice that can be fully entrusted to a trainee, as soon as he or she has demonstrated the necessary competence to execute this activity unsupervised
- offer the advantage of being directly observable and measurable, integrating knowledge, skills, and attitudes into authentic professional tasks

Coaching and Competence Committee (Psychiatry Competence Subcommittee)
- Progammatic Assessment (multiple data points, multiple low-stakes assessments, “wisdom of the crowd”)

RC Exam moving to PGY4 in 2023-24 academic year (current PGY2s)
- RC exam as “another data point” vs. arbiter of readiness for practice

Greater attention to transitions - TTD and TTP stages of training
CBD 101 “on the ground”

What’s time got to do with it? Does time matter in CBD/CBME? And what happens if a resident wants to take a significant amount of time off of rotation for various activities?

- CBME - time as a resource (for direct observation, feedback, clinical care etc.) vs. arbiter of competence
- Patient care responsibilities and clinical service - consistency & reliability
- Key question - Has the resident met the goals and objectives of the rotation?
- Competence Committee decides on progress and progression in residency training

**Remember time away due to core teaching is considered part of a clinical rotation**
CBD 101: Coaching and Rx OCR

Rx OCR - Coaching Model

- https://www.royalcollege.ca/mssites/rxocr/en/content/index.html#/
Medical Education: Competencies

Here is a secret hidden in plain sight: good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher.

-Parker Palmer
Medical Education Competencies

Five core competencies

- Facilitate learning
- Curriculum design and instruction
- Assessing learning
- Scholarship of teaching and learning
- Education leadership and administration

Constance R. Tucker (2017): If medical education was a discipline, she would have five core competencies, Medical Teacher, DOI: 10.1080/0142159X.2016.1270435
Twelve Roles of the Teacher

Residency Program Opportunities

- CaRMS/PGY1 Admissions
  - File review, Interview
- Clinical teaching (rotation-based) & Assessment (informal remediation, STACERs)
- Subcommittees and Working Groups
  - Assessment, Curriculum, Program Evaluation - many others
- Core Teaching - many opportunities from PGY1-5
  - Contact Assistant PD, Curriculum & Assessment
- CBD
  - Coaches/PCS
- Leadership opportunities → ongoing Faculty Development
  - Rotation coordinators/leads
  - Curriculum leads (e.g. QI, MBC, EBM, Equity and Social Justice)
  - PG Site Director
Key Points

Learning Objectives

1. Define the goals of residency training.
2. Identify the core structures and people who support residents.
3. Reflect on their goals and aspirations in postgraduate education.

Summary

- Prepare residents for unsupervised practice
- Hospital x University, key ppl in PG Education
- New structures in CBD / CBD 101
- Multiple roles of teacher, many opportunities to contribute
Q & A

General questions about residency program? Postgradoffice.psych@utoronto.ca

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