

## Guidelines for Scholarly Presentations General Psychiatry Residency Program

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### Background & Educational Goals

As per the RCPSC (Royal College of Physician and Surgeons of Canada) Psychiatry Competencies, “As Scholars, psychiatrists demonstrate a lifelong commitment to excellence in practice through continuous learning, and by teaching others, evaluating evidence, and contributing to scholarship.” In addition, scholarly activity, including research, quality assurance, or education is a required training experience as per the RCPSC Psychiatry Training experiences. The General Psychiatry Residency Program supports the development of psychiatry residents as scholars through scholarly presentations during the residency program. Such presentations include critical appraisal rounds during clinical teaching or journal clubs, case conferences, M&M rounds, QI rounds, and grand rounds.

In alignment with a developmental perspective in Competence by Design and considering other contextual factors in the residency program, the requirements for scholarly presentations in the residency program are as follows:

PGY	Scholarly Presentation Requirement	Relevant EPAs
1	<i>Attempt critical appraisal presentation (FOD 5) during a psychiatry rotation if possible</i>	FOD 5: Performing critical appraisal and presenting psychiatric literature <ul style="list-style-type: none"> <li>- Focuses on critical appraisal of literature to make appropriate clinical decisions and to encourage lifelong learning and acquisition of new knowledge and skills</li> <li>- Includes posing a clinically relevant question, performing a literature search, critically appraising the literature and presenting in a group setting</li> <li>- This includes presentations such as grand rounds, journal club, case conference, M&amp;M rounds, QI rounds</li> </ul>
2	<b>Critical Appraisal Rounds</b>	FOD 5 (see above)
3	<b>PGY3 Grand Rounds</b>	FOD 5 (see above) COD 10: Providing teaching for students, residents, the public and other health care professionals

		<ul style="list-style-type: none"> <li>- Focuses on formal teaching presentations to diverse audiences such as patients, families, junior and senior learners, and other health professionals</li> <li>- Includes critical appraisal of relevant literature, adaptation of language and material to the needs of the audience, and effective presentation skills</li> </ul>
4	<i>No requirement</i>	Residents can continue to attempt FOD5/COD10
5	<b>PGY5 Grand Rounds</b>	FOD 5 (see above) COD 10 (see above)

### **PGY2 Critical Appraisal Rounds**

- Must involve posing a clinically relevant question, performing a literature search, and presenting in a group setting to supervisor(s), other medical learners (fellows, residents, medical students) or other health care professionals (RN, NP, OT, PT, RD)
- Such rounds occur in different formats at different sites, and may include case conferences, journal clubs, more formal grand rounds, or during clinical supervision in a team setting with time set aside to discuss a specific clinical question.
- Completion of this requirement is documented using EPA **FOD 5** by a supervisor who attended the critical appraisal rounds. The supervisor should indicate in the narrative feedback that the EPA is for completion of PGY2 Critical Appraisal Rounds.

### **PGY3 Grand Rounds**

- Includes all components of **Critical Appraisal Rounds** (above), and therefore all components of **FOD 5** in an expanded format (usually 60-minute rounds).
- Presentations by residents at conferences do not count toward the grand rounds requirement.
- A faculty supervisor will guide the formulation, preparation, and presentation of the rounds, and will provide formative feedback following the rounds. A supervisor can be selected by the resident or be assigned in consultation with the Postgraduate Site Director at the site where the rounds is being presented.
- Please note that sites hosting residents for core rotations must ensure times are available for resident presentation of grand rounds.
- All grand rounds presentations must include learning objectives (maximum of 3) and clear recommendations or takeaway points relevant to clinical practice.
- Audience participation or interaction should occur during at least 25% of the rounds. This could be during a traditional question and answer period at the end, or interwoven into the rounds using multiple choice questions, discussion-prompting questions, or other interactive activities.
- Completion of this requirement is documented using EPA **FOD 5** or **COD 10** by a supervisor who attended the rounds. The supervision should indicate in the narrative feedback that the EPA is for completion of PGY3 Grand Rounds. If available, evaluation data from the audience may be summarized in the narrative feedback.

## **\*\*Assessment of PGY2 Critical Appraisal Rounds and PGY3 Grand Rounds\*\***

Please note that unless there are concerns about poor effort or professionalism, completion of the residency program requirement for PGY2 Critical Appraisal rounds and PGY3 Grand Rounds does not require FOD 5 to be rated as “competent”/entrustable → formative feedback to guide resident towards competence in FOD 5 should be provided both verbally and via narrative feedback for EPA (summarizing the verbal feedback). If available, evaluation data from the audience/participants in the rounds may be summarized in the narrative feedback.

If there are any concerns about a resident’s performance for the aforementioned rounds, supervisors should contact their local PG Site Director for further guidance.

### **PGY5 Grand Rounds**

- An opportunity for residents to showcase their interests in a scholarly manner as they transition to practice.
- Includes all components of **PGY3 Grand Rounds** (above).
- It is expected that PGY5 residents will require less direct supervision in preparing for grand rounds, though the role of the faculty supervisor is similar.
- Completion of this requirement is documented using EPA **FOD 5** or **COD 10** by a supervisor who attended the rounds. The supervisor should indicate in the narrative feedback that the EPA is for completion of PGY5 Grand Rounds. If available, evaluation data from the audience may be summarized in the narrative feedback.
- Assessment of PGY5 grand rounds rests of formative feedback to improve as a resident transitions to unsupervised practice – ideally a resident would be rated as “entrustable” in FOD 5 or COD 10 for their PGY5 grand rounds. However, unless there are concerns about poor effort or professionalism, a rating of “competent” on FOD 5/COD 10 is not required for completion of the grand rounds requirement: the process of formulating and presenting the grand rounds with developmentally appropriate supervision along with feedback from the supervisor and/or audience is the intended educational experience to prepare residents for practice.

### **Implementation**

PGY1 residents are advised to attempt FOD5 during their clinical rotations (both Psychiatry and off-service rotations).

PGY2 residents should complete Critical Appraisal Rounds at their base/home site.

For Grand Rounds, residents should be offered opportunities for presenting at sites where they are completing core rotations (e.g. for PGY3 geriatric psychiatry or SMI). For PGY5 residents, grand rounds opportunities should be offered by their base/home site.

### 2022-23

PGY3 Grand Rounds

PGY4 option to do Grand Rounds in 2022-23 or 2023-24

PGY5 No rounds

2023-24 \*double cohort RC Exam

PGY3 Grand Rounds

PGY4 No rounds

PGY5 only do Grand Rounds if you did not do so in PGY4 (2022-23)

2024-25

Full implementation of Guidelines as articulated above

### **References/Resources**

1. Sandal, S., Iannuzzi, M. C., & Knohl, S. J. (2013). Can we make grand rounds “grand” again? *Journal of Graduate Medical Education*, 5(4), 560–563.  
<https://doi.org/10.4300/JGME-D-12-00355.1>
2. Psychiatry Competencies, RCPSC  
<https://www.royalcollege.ca/rcsite/documents/ibd/psychiatry-competencies-e.pdf>
3. Psychiatry Training Experiences RCPSC  
<https://www.royalcollege.ca/rcsite/documents/ibd/psychiatry-training-experiences-e.pdf>

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