

Assessment Subcommittee Terms of Reference

General Psychiatry Residency Program

Purpose

The mandate of this subcommittee is to steward a robust system of and strategy for assessment within the General Psychiatry Residency Program. The assessment system and strategy will align with: UofT PGME policies or guidelines related to [resident assessment](#); the Royal College of Physicians and Surgeons of Canada (RCPSC) [Standards for Accreditation](#) for Residency Programs in Psychiatry; and RCPSC [Psychiatry Competencies](#) and [Training Experiences](#). The subcommittee also ensures that the residency program's assessment strategy is guided by best practices in Competency Based Medical Education (CBME)/Competence by Design (CBD), and principles of programmatic assessment.

Membership

- Chair and Co-Chair – Staff Psychiatrists, Department of Psychiatry, University of Toronto
- Resident representative from each stage of training starting with FOD (i.e. FOD, COD, TTP)
- Assistant Program Director, Curriculum and Assessment
- Chair, Psychiatry Competence Subcommittee
- Postgraduate Site Directors (1 TAHSN full affiliate, and 1 Community Affiliate if possible)
- Representative from Faculty Development
- 3 Faculty members from a variety of as sites and rotations

Special Guests by invitation of the Chair and/or Co-Chair as needed to provide specific expertise or guidance to Subcommittee

Quorum – Chair or Co-Chair along with 1 resident and 3 other faculty members

Ex Officio, non-voting members

Director, General Psychiatry Residency Program

Vice Chair Education, Department of Psychiatry

Term (Chair and Members)

Chairs – 3 years once renewable upon favourable review by Program Director for 5 years

Members - 3 years once renewable upon favourable review by Chair for 5 years

Reporting Relationship

The subcommittee reports to the Director, General Psychiatry Residency Program and the Psychiatry Residency Program Committee (PRPC).

Relationship to Other Committees/Structures

The Chair of the Assessment Subcommittee, Assistant Program Director Curriculum and Assessment, Chair of PCS and Chair of RASC (Resident Assessment and Support Subcommittee) can and should share information with regards to trends in resident assessment to inform the residency program's curriculum plan and assessment strategy. Any trends should not include information about specific residents or confidential deliberations at PCS or RASC. In addition, all of the aforementioned residency program leaders should also collaborate with the Director, Faculty Development to inform faculty development.

The Chair and/or Co-Chair of the Assessment Subcommittee will provide an **annual report** summarizing their key priorities, accomplishments, areas for future improvement, and plans for the future. This report will be shared with the PRPC, Program Evaluation Subcommittee, and PEAC (Postgraduate Education Advisory Committee).

Scope/Responsibilities

- As per *Standards for Accreditation for Residency Programs in Psychiatry* (see below) the Assessment Subcommittee oversees the planning and design of the system of assessment for the residency program
- Specific tasks include:
 - Development of an assessment strategy and map for the residency program
 - Regular review of current assessment tools, and adapting assessments for content and format where necessary (e.g. converting ITERs to ITARs).
 - Key assessments in the residency program include ITARs, EPAs, and STACERs (both formative practice STACERs and summative STACERs in FOD and COD)
 - Creating new assessment tools in collaboration with UofT PGME where gaps in assessment are identified
 - Collaborate with the Assistant Program Director, Curriculum and Assessment to align the residency program's curriculum and assessment strategy
 - Assist in identifying faculty development needs of clinical teachers relating to resident assessment
- This committee will make recommendations to PRPC with regards to the operationalization and implementation of the assessment strategy amongst clinical whose teachers in the program.

From Standards of Accreditation:

<https://www.royalcollege.ca/rcsite/documents/ibd/psychiatry-ssa-e.pdf>

Requirement 3.4.1: The residency program has a planned, defined, and implemented system of assessment.

- Indicator 3.4.1.1: The system of assessment is based on residents' attainment of experience-specific competencies and/or objectives.
- Indicator 3.4.1.2: The system of assessment clearly identifies the methods by which residents are assessed for each educational experience.
- Indicator 3.4.1.3: The system of assessment clearly identifies the level of performance expected of residents based on level or stage of training.

- Indicator 3.4.1.4: The system of assessment includes identification and use of appropriate assessment tools tailored to the residency program’s educational experiences, with an emphasis on direct observation where appropriate.
- Indicator 3.4.1.5: The system of assessment meets the requirements within the specific standards for the discipline, including the achievement of competencies in all CanMEDS roles or CFPC evaluation objectives, as applicable.
- Indicator 3.4.1.6: The system of assessment is based on multiple assessments of residents’ competencies during the various educational experiences and over time, by multiple assessors, in multiple contexts.
- Indicator 3.4.1.7: Teachers are aware of the expectations for resident performance based on level or stage of training and use these expectations in their assessments of residents.
- Indicator 3.4.1.8: The system of assessment includes a process to ensure the successful completion of Structured Assessment of Clinical Encounter Reports (STACERs) in both Foundations and Core, for each resident in the program, in accordance with the Royal College Psychiatry STACER document.
 - Indicator 3.4.1.9 [Exemplary]: The system of assessment includes a process to administer STACERs in Geriatric Psychiatry and in Child and Adolescent Psychiatry.
- Indicator 3.4.1.10: The system of assessment includes a process to ensure each resident completes a scholarly research, quality assurance, or educational project.

Procedures for Decision Making

Decisions are made by consensus or at the discretion of the Chair/Co-Chair. Decisions move forward as recommendations to PRPC.

Schedule

The subcommittee meets quarterly or as needed at the call of the Chair.

Prepared by: Assessment Subcommittee Co-Chairs

Approved by PRPC: April 7, 2025

Date of next scheduled review: 2028-29