

Resident Assignment to Core Rotations Guidelines General Psychiatry Residency Program

Background

Resident assignment to core rotations (aka “the match”) exemplifies the interdependence and collaboration required to support robust and rigorous Psychiatry training at the University of Toronto (UofT). Given the importance of resident assignment with the residency program, this document is intended to facilitate an effective and principle-based decision-making process that includes input from key stakeholders across the residency program.

Core rotations refer to RCPSC required training experiences and training experiences required by the UofT General Psychiatry Residency Program:

PGY1 Psychiatry (Addictions, C-L Psychiatry, Psychiatry Emergency Service) and off-service rotations

PGY2 Inpatient and Outpatient Psychiatry – SPMI patient longitudinal follow-up (at least 6 months)

PGY3 Child and Adolescent Psychiatry, Geriatric Psychiatry, and Severe Mental Illness

PGY4 Addictions, C-L Psychiatry, and Underserved/Marginalized Populations rotation
-in general, there is more flexibility with PLEX (personalized learning experience) rotations unless there are academic requirements that must be fulfilled by resident due to enhanced learning plans or leaves of absence

PGY5 Integrated Mental Health Care (IMHC)

Required Forensic Psychiatry rotation (PGY1, 3, 4, or 5) as of July 1, 2025

Longitudinal rotations (integrated into rotations as listed above) – Call/After-hours coverage and Psychotherapy

Values

Excellence – academic and operational

Accountability – principle-based approach with key stakeholder input

Principles of resident assignment

- The residency program should select the best sites to provide core and elective experiences across the full breadth of required training experiences for residents.
 - *Required training experiences* encompass the minimum standards set by the Royal College of Physicians and Surgeons of Canada (RCPSC) and by the University of Toronto, General Psychiatry Residency Training Program via the PRPC (Psychiatry Residency Program Committee).
- All residency programs are expected to provide “community-based learning”

(Psychiatry Standards of Accreditation, Element 3.2, Indicator 3.2.1.5). The standards do not specify how this is operationalized and as such, it is at the discretion of the Program Director and the Psychiatry Residency Program Committee (PRPC), with input from rotation coordinators and Department of Psychiatry leadership (e.g. Chair, Vice Chair Education, Division Directors etc.), as needed, as to the implementation of this standard across core and elective/selective rotations.

- Element 3.2 The residency program provides educational experiences designed to facilitate residents' attainment of the outcomes-based competencies and/or objectives.
- Requirement 3.2.1: Educational experiences are guided by competencies and/or objectives and provide residents with opportunities for increasing professional responsibility at each stage or level of training.
 - Indicator 3.2.1.5: The educational experiences include opportunities for community-based learning outside the academic learning centre.
- As per guidance from UofT PGME, residency programs should consider expansion to sites with undergraduate medical training programs – i.e. Mississauga Academy of Medicine (MAM) -Trillium Health Partners (THP) and Scarborough Academy of Medicine and Integrated Health (SAMIH) -Scarborough Health Network as anchor site, with multiple partner sites
- All sites must deliver a minimum standard as articulated by the RCPSC Accreditation Standards alongside UofT General Psychiatry Residency Program, Department of Psychiatry, and PGME Guidelines/Policies.
- Assignments of residents is be stewarded by the PRPC after due consideration of all the issues.
- The residency program must balance educational, operational, patient care, faculty supervisor, and learner experience impacts of fragmentation with resident choice/career exploration.
 - Fragmentation is highlighted as a risk of a large, distributed residency program that has been identified as negatively impacting learner experience at RCPSC external reviews of the General Psychiatry Residency Program.
- Resident choice is integrated developmentally and increases with more advanced stage of training with greatest choice in Transition to Discipline (TTD/PGY5).

Considerations

- Academic excellence - *Minimum specifications* for **core rotations** are articulated by rotation coordinators for required rotations, in consultation with clinical leadership across hospital training sites and aligned with RCPSC Psychiatry Competencies and Psychiatry Training Experiences. These “minimum specs” are reviewed and approved by PRPC. Selection of sites will be approved by PRPC and all sites must meet minimum specifications requirements.
 - Core rotations are required training experience as per the RCPSC and any additional required rotations as per the University of Toronto’s General Psychiatry Residency Program (for example, Underserved/Marginalized Populations, Severe Mental Illness, Forensic Psychiatry)
- Learner experience & well-being, site-based resources, and educational experience - All sites must provide a high-quality clinical experience which includes a safe learning and work

environment, appropriate clinical supervision, facilities, administrative support, and adequate patient volumes and diversity for robust clinical exposure.

- Safety - All sites must “pass” site safety reviews by the Safety Subcommittee to remain clinical training sites. Please see the residency program’s Safety Guidelines for further details.
- Data-informed approach – Rotation Leads/Coordinators will steward annual review of RES to address any areas for improvement. The Program Evaluation Subcommittee will also review data pertaining to the learner experience and quality of clinical rotations to inform the PRPC about resident placement at sites – this data includes and is not limited to EPA completion rates by faculty, RES (rotation evaluation scores), TES (teaching evaluation scores), and bi-annual site and residency program surveys.
 - The number of residents placed at a clinical site can be modified by the Program Director and PRPC as per Program Evaluation data relating to the quality of the learning and clinical/work environment.
- Service, Education, and Professional Practice - Assignment of residents to sites should also consider residents’ roles as service providers as per the PARO collective agreement, postgraduate medical learners at the University of Toronto, and members of a regulated health profession as per their CPSO postgraduate education certificate.
- Faculty leadership for residency education - All sites must have a Postgraduate Education Site Director to steward residency education at the site along with robust administrative support for the residency program portfolio.
- Sites participating in **core rotations** must actively support the academic mandate of the University of Toronto, Department of Psychiatry through:
 - An overarching commitment to the academic mission.
 - Faculty development for all teachers as required by the Department of Psychiatry and General Psychiatry Residency Program.
 - Resident leadership for sites with > 6 residents at any point in time – i.e. Chief Residents who support hospital operations along with medical student teaching. Chief Residents should be supervised and mentored by the PG Site Director +/- Psychiatrist-in-Chief/Head or equivalent.
 - Funding for Resident Community Building at site (amount allotted determined per resident and duration of core rotations), with programming organized and allocated by PG Site Director and Chief Resident(s).
 - Resident learning opportunities & assessment including but not limited to:
 - Resident education
 - Critical Appraisal/Evidence-Based Medicine/Grand rounds
 - Formative and summative STACERs in the Foundations and Core of Discipline Stages of training (FOD and COD)
 - Opportunities for residents to teach junior learners (in most cases this refers to medical students but can also include junior/TTD + early FOD residents)
 - Faculty responsibilities
 - Timely and regular completion of required assessments including but not limited to Entrustable Professional Activities (EPAs) and In Training Assessment Reports (ITARs)
 - Coaches/participation in Psychiatry Competence Subcommittee (PCS)
 - Participation in enhanced learning plans for residents including
 - ⇒ Informal (within program) remediation/support plans for residents under review by the Resident Assessment Sub-committee (RASC)

- ⇒ Formal (Board of Examiners or BOE-PG) remediation/support plans
- Faculty for core teaching (curriculum development and delivery) along with leadership for core rotations (i.e. rotation coordinators)
- Faculty to lead and participate in other important residency program portfolios (e.g. Chair of Resident Assessment and Support Subcommittee, PGY5/TTP Curriculum Lead, participation in residency program subcommittees and working groups)

Implementation

- Core rotations (RCPSC or UofT requirement, Child and Adolescent Psychiatry exception) – Toronto Academic Health Sciences Network (TAHSN) full-affiliate sites provide most placements.
 - The number of placements is determined annually before “match day” and is “right sized” to the number of residents - for example, total # of residents + 10%. The “extra” placements allow the residency program to be responsive to unforeseen circumstances.
 - Rotation coordinators provide proposals to PRPC as to the number of placements available at each hospital training site per block *prior* to match day. PRPC reviews the sites and placements, considering proposals from rotation coordinators, relevant program evaluation data, and participation of sites in activities supporting the academic mission of the Uof T Department of Psychiatry, to inform the number of placements at each site in preparation for “match day.”
- Given the complexity of the CAP (Child and Adolescent Psychiatry) rotation and number of community sites, floors/ceilings for the CAP rotation will be determined in close collaboration with the CAP Core Rotation Coordinator and the Subspecialty CAP Program Director.
- Geriatric Psychiatry placements will also be conducted in coordination with the Geriatric Psychiatry Subspecialty Program Director via the Geriatric Psychiatry rotation coordinator for the General Psychiatry Residency Program.
- The residency program will make every effort to place residents (as per resident preference given learner experience concerns regarding travel) at geographically remote sites (i.e. training sites that are further from the core of downtown Toronto) across core rotations in PGY3 and 4.
- Trades for the PGY3 and 4 match will be offered to residents within a specific time period.
 - Residents will have an opportunity to make 1:1 trades following the internal match for PGY3 and 4 rotations – that is, either trade rotation(s) during the same time period or a full “line” of all rotations for the academic year.
 - With assistance from PRAT PGY1 representatives, PGY1s also have an opportunity to make 1:1 trades for PGY2 sites.
 - Please note - Residents with rotation-based accommodations should consult with program leadership *prior* to initiating a rotation trade. Residents who are participating in enhanced support plans via RASC (Resident Assessment and Support Subcommittee) or BOE (Board of Examiners) are unable to trade rotations given the complex requirements for such plans.

Note: The Program Director with Vice Chair Education and Chair, Department of Psychiatry, along with the Associate Dean, PGME reserves the capacity to redeploy residents from any site

due to significant learner experience or other safety concerns. Please see residency program guidelines relating to *Redeployment of Residents* for further details.

Key Resources

General Psychiatry Residency Program Policies and Guidelines <https://psychiatry.utoronto.ca/policies-and-guidelines>

RCPSC Psychiatry Specialty Requirements including:

- Psychiatry Competencies
- Psychiatry Training Experiences
- Psychiatry Standards of Accreditation

<https://www.royalcollege.ca/en.html> >Information by Specialty > Select Psychiatry under Specialty

University of Toronto, Postgraduate Medical Education (UofT PGME)
Guidelines for the Assignment and Removal of Trainees from Teaching
Sites <https://pgme.utoronto.ca/policies-guidelines>

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