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Parent Policy: PGME Program Director Policy

PGME Program Director Job Description

Office of Accountability:	Faculty of Medicine & Dentistry (FoMD)
Office of Administrative Responsibility:	Postgraduate Medical Education (PGME)
Approver:	Postgraduate Medical Education Committee
Classification:	Governance and Administration
Scope:	Compliance with this policy extends to all members of the PGME community, including residency and Area of Focused Competence (AFC) programs.

Purpose

This document outlines the job description for residency and AFC program directors (hereby referred to as Program Directors) at the University of Alberta. It embodies the principles in the parent policy and aligns with the General Standards of Accreditation for Institutions with Residency Programs as set by the Canadian Residency Accreditation Consortium (CanRAC). For the purposes of this document, residency and AFC programs will be referred to as training programs, and residents and AFC fellows will be referred to as PGME trainees.

JOB DESCRIPTION

1. RESPONSIBILITIES TO THE TRAINING PROGRAM

- a. As chair of the Residency Program Committee (RPC) or equivalent committee in an AFC program, the Program Director will perform the following duties:
 - i. Assume responsibility for the appropriate function of the RPC (or equivalent) including the regular scheduling, conduct and recording of meetings, and periodic review of the membership of the RPC (or equivalent) to ensure representation from each participating site, each major component of the training program, and the PGME trainees.
 - ii. Oversee the development of an overall educational plan and curriculum map for the training program and review this at least every two years to ensure that it meets the applicable general and specific standards of accreditation.
 - iii. Oversee the development of goals and objectives (or competencies) for the training program, including each of its rotations or learning experiences.
 - iv. Develop a process to select PGME trainees for admission into the program in accordance with FOMD policies and procedures.
 - v. Ensure appropriate PGME trainee assessment including:

1. Thorough and timely completion of mid-(if applicable), end-of-rotation assessment, and EPAs (if applicable) for all PGME trainees.
 2. Timely feedback to the PGME trainees during and at completion of the rotation.
 3. Collaboration with PGME to develop remediation plans or major learning plans for PGME trainees who require this.
 4. Promotion of PGME trainees at the end of each academic year or Competence by Design (CBD) stage.
 5. Completion of Confirmation of Completion of Training (CCT) certifications or, in the case of AFC programs, the Confirmation of Competencies Acquired (CCA).
 6. Completion of Final In-Training Evaluation Report (FITERs) where applicable.
- vi. Promote timely evaluation and feedback for teachers in the program.
 - vii. Meet regularly (or via delegate) with each PGME trainee to review their progress at least twice a year and report to the PGME office (and possibly financial sponsors, if required, in the case of PGME trainees not funded through Alberta Health).
 - viii. Advocate for postgraduate education in a positive, safe learning environment.
 - ix. Establish mechanisms to provide career planning and wellness counseling for PGME trainees.
 - x. Foster a spirit of inquiry and scholarly activity in the training program.
 - xi. Engage departmental members in postgraduate education.
 - xii. Communicate regularly with the department and its members on issues involving postgraduate education.
 - xiii. Oversee a system of continuous quality improvement of the training program.

2. RESPONSIBILITIES TO THE UNIVERSITY

- a. Participate fully in all activities of the Postgraduate Medical Education (PGME) Committee. This includes communicating and implementing decisions, guidelines, and policies taken in relation to PGME at the University of Alberta, and bringing forth issues to the PGME Committee.
- b. Work collaboratively with the PGME office and report to the Associate Dean, PGME, in matters related to postgraduate education.
- c. Communicate regularly with the academic lead (typically department chairs for core training programs or divisional directors for subspecialty training programs) to ensure adequate discussion of educational materials and issues.
- d. Promote the needs of the training program within the departmental structure.
- e. Coordinate and provide documentation required for internal and external accreditation reviews of the training program.
- f. Participate in the review process of the Internal Reviews Committee, or as requested for selected individual program reviews.
- g. Communicate with Program Directors of other programs regarding the provision of training for their PGME trainees rotating through the program or service.
- h. Collaborate with individuals responsible for undergraduate and continuing professional development activities within the academic department or division.

3. RESPONSIBILITIES TO THE DISCIPLINE

- a. Regularly review and ensure compliance with the applicable program accreditation requirements from the College of Family Physicians of Canada (CFPC) or the Royal College of Physicians and Surgeons of Canada (RCPSC).

- b. Regularly review and ensure compliance with training program requirements such as the Triple C competency based curriculum (CFPC programs) or specialty training requirements (RCPSC programs).
- c. Prepare documentation and assume a program leadership role for onsite CFPC or RCPSC surveys of the program.
- d. Be aware of regulations regarding licensure relevant to PGME trainees within the program.
- e. In the case of Royal College programs, participate actively as a corresponding member of the Royal College Specialty Committee as relevant to the training program, and remain aware of policy as it relates to the specialty through communication with the national specialty society.

DEFINITIONS

Definitions are listed in the sequence they occur in the document (i.e. not alphabetical).

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.	
Canadian Residency Accreditation Consortium or CanRAC	The Canadian Residency Accreditation Consortium is composed of the three residency education accrediting colleges in Canada: Royal College of Physicians and Surgeons of Canada (RCPSC), College of Family Physicians of Canada (CFPC) and Collège des médecins du Québec (CMQ).
Residency Program Committee (or equivalent)	The committee (and subcommittees, as applicable), overseen by the Program Director, that supports the Program Director in the administration and coordination of the training program.
Academic leaf	The individual responsible for a clinical department/division (e.g. Department Chair, Division Lead).
College of Family Physicians of Canada	The College of Family Physicians of Canada (CFPC) is the professional organization that establishes the standards for and accredits postgraduate family medicine training in Canada.
Royal College of Physicians and Surgeons of Canada	The Royal College of Physicians and Surgeons of Canada is the national professional association that oversees the medical education of specialists in Canada.