

## **Program Director Role Description Queen's University**

### **Introduction**

The Program Director is a highly valued position responsible for administering the overall conduct of the residency program. S/he holds a pivotal leadership position in a Department/Division hosting an accredited residency program. This Job Description outlines the common responsibilities, accountabilities, attributes and qualifications for Program Directors within the School of Medicine, Faculty of Health Sciences at Queen's University.

The Program Director, assisted by the Residency Program Committee and other key personnel, will assure that the residents in the program receive the best possible educational experience and that the accreditation standards defined by the relevant accrediting college (College of Family Physicians of Canada (CFPC) or Royal College of Physicians and Surgeons of Canada (RCPSC)) and standards set by regulatory bodies (College of Physicians and Surgeons of Ontario (CPSO)) are maintained. They will promote a culture of inclusion, with a commitment to the university's equity, diversity, accessibility, and inclusion initiatives designed to foster an inclusive, supportive, and welcoming work and learning environment for individuals with diverse backgrounds and identities.

### **Qualifications, Skills and Attributes**

The following qualifications, skills and attributes will ideally be in place coming into the role, acknowledging that some (e.g. leadership skills and knowledge of education principles) may need to be developed early in the role.

#### Qualifications:

- Member of faculty with certification or equivalent in the relevant discipline from the appropriate college (CFPC or RCPSC)
- Knowledge of the principles of postgraduate medical education, including competency-based medical education (CBME)
- Should not be the Department Head/Division Chair

#### Skills and Attributes:

- Leadership ability
- Strong communication, collaboration, and interpersonal skills
- Critical thinking and problem-solving skills
- Effective advocacy skills
- Effect conflict resolution skills
- Self-motivated and directed with a commitment to continuous learning
- Highly professional

## Resource Requirements

Resource requirements will in part be dictated by the size of the program. Some departmental resource sharing may be possible between divisional programs within a department. All program directors require a Competence Committee (RCPSC) or Resident Assessment Committee (CFPC) and a Resident Program Committee (RCPSC) or Postgraduate Education Committee (CFPC) to run their program. Additional personnel such as an Assistant or Deputy or Site Director(s), CBME lead and/or Educational Consultants may also be needed.

- Adequate protected time available to carry out their responsibilities
- Adequate administrative support
- Adequate faculty support
- Department Head/Division Chair support
- PGME support
- Travel and registration support to specialty committee (RC) and/or educational conference annually

### Program Director and Program Assistant Resource Requirements:

Size of Program	PD FTE <b>minimum</b> /week <sup>1,2</sup>	PA FTE <b>minimum</b> /week <sup>2,3,4</sup>
1-10	0.2-0.3	0.4-0.5
11-15	0.25-0.35	0.5-0.8
16-30	0.3-0.5	0.75-1.5
31-50	0.5-0.6	1-2
50	0.7+	2+

<sup>1</sup>PD FTE ranges may include support by other educational leaders (e.g. assistant program director/site director, CBME lead, educational consultant). Their FTE allocation is included in the PD FTE allocation.

<sup>2</sup>FTEs are provided in a range to acknowledge that some programs have unique aspects that add additional time to these role(s). These include but are not limited to:

1. Number of sites and/or regional locations for core rotations
2. Number of off-service and/or elective residents
3. Number of years for the program
4. Overlap programs (e.g. Critical Care, Subspecialty Psychiatry)

<sup>3</sup>PA's may be supporting more than one program. These FTEs reflect support for one program.

<sup>4</sup>PA's may be supported by other personnel (e.g. educational consultant)

## Accountabilities

The Program Director will report and be accountable to the following:

- The Associate Dean, Postgraduate Medical Education
- The Head/Chair of the relevant Department/Division

## Appointment and Review Process

- The Program Director should be selected by the Department/Division Chair with appropriate consultation with the Associate Dean, Postgraduate Medical Education
  - This process will ensure the following issues are considered:
    - a) Selection is recommended by a Committee which may include Postgraduate Dean's office representation.
    - b) Committee Membership should include representation from each of the following groups: residents, faculty, administrative staff, recent residency graduates, site representatives (if distributed) and residency program committee members.
- The appointment will normally be for three to five years once renewable
- Resignation before the expiration of the term will require at least three months' notice and preferably should take effect at the end of an academic year
- The Program Director's performance should be reviewed collaboratively between the program and the postgraduate office using multiple sources of feedback (e.g. residents, faculty, education staff, direct reports, education leadership, off service stakeholders (main liaison resident lead, and/or PDs) on an annual basis as part of their annual review and career development and planning

## Responsibilities:

### To the Residency Program

- Develop and operate the overall educational plan for the program such that it meets the general and specific standards of accreditation
- Ensure compliance with program-delegated aspects of the PARO contract
- Ensure a safe and supportive learning environment that is free of intimidation and harassment in compliance with [Queen's University](#) and [\\*Kingston Health Science Center's \(KHSC\) Harassment and Discrimination Policies](#) and [PGME's Health and Safety Policy](#) (*\*Policy accessible via the KHSC intranet or by pdf upon request*)
- Promote a culture of inclusion, with a commitment to the university's equity, diversity, accessibility, and inclusion initiatives designed to foster an inclusive, supportive, and welcoming work environment for individuals with diverse backgrounds and identities
- Respect and protect the rights and confidentiality of residents and teachers
- Chair the Residency Program Committee and ensure its proper structure and function

- Foster an environment that empowers members of the residency program committee, residents, teachers, and others as required to identify needs and implement changes.
  - Regularly review program education policies and residency program terms of reference and membership
  - Ensure a program of continuous programmatic review and improvement
  - Select teaching sites and educational experiences
  - Coordinate distributed rotations/learning experiences in collaboration with the Regional Education office
  - Orient new faculty with respect to training and assessment of residents, and expectations of faculty for the Residency Training Program
  - Ensure, in collaboration with other key stakeholders, timely faculty assessments and program and rotation evaluations, annually review these and provide feedback and discuss emerging needs with relevant faculty-developers
  - Actively engages in program wellness initiatives
  - Have a working knowledge of PGME policies (e.g. on resident transfer, appeals, evaluation and remediation, suspension, intimidation and harassment, safety)
  - Foster a spirit of enquiry and research activity in the program
  - Identify, advocate for and plan for resources needed by the residency program
  - Engage collaboratively with other stakeholders in effective transition in program leadership
- 
- Oversee the recruitment and selection of new trainees into the program in compliance with CaRMS regulations
  - Oversee orientation of new residents
  - Ensure, with other relevant stakeholders, that assessment of resident performance occurs in a timely fashion
  - Meet regularly (or delegate such meetings to program personnel (e.g. Academic Advisor) with each resident to review their academic progress
  - Maintain appropriate records for each resident including assessments and documentation of progress within the program
  - Oversee the Competency Committee/Resident Assessment Committee
  - Oversee plans for any resident identified as requiring or benefitting from formal individualized learning plans, remediation or probation
  - Maintain an appeal process consistent with Queen's PGME Assessment, Promotions and Appeals policy
  - Know the grounds for suspending a resident and inform the Associate Dean PGME immediately of any recommendations for suspension
  - Establish mechanisms to provide career planning and counseling for residents and to deal with problems such as those related to stress
  - Provide documentation as needed for residents (e.g. reference letters, letters of good standing)
- 
- Actively participate in professional development in medical education

### **To the Department/Division**

- Ensure regular communication with the Department/Division Head and department/division members regarding information and initiatives related to residency education
- Engage department/division members in the educational program
- Participate (or delegate participation) in hiring committees for new faculty
- Assist relevant stakeholders in the planning, development and/or delivery of program-related faculty development programs
- Liaise with the individuals responsible for the undergraduate and continuing medical education activities within your department/division

### **To the University**

- Prepare for, attend (or send delegate) and actively participate in PGMEC meetings and PGME leader workshops
- Implement PGME decisions within the program
- Work cooperatively with the Office of the Associate Dean of Postgraduate Medical education
- Work cooperatively to support faculty and university initiatives (e.g. related to educational scholarship, EDII, curriculum development)
- Actively participate and provide leadership in Internal Reviews and Accreditation including:
  - Providing documentation required for these reviews
  - Coordinating, with other stakeholders, the reviews of your program
  - Preparing your department/division and residents for the reviews
  - Participating in the reviews
  - Participating in reviews as a reviewer when requested

### **Hospital Responsibilities**

- Act as liaison between the hospital and university for program-specific issues (e.g. space planning, resident service provision, patient complaints about residents, accommodation requirements and other issues as required)

### **To the College of Family Physicians of Canada/Royal College of Physicians and Surgeons of Canada**

- Regularly review and ensure compliance with specialty specific documents from the College of Family Physicians of Canada (CFPC) and the Royal College of Physicians and Surgeons of Canada (RCPSC) in relation to training requirements, and accreditation

- Participate in education committees and represent the program at provincial and national meetings
- [Royal College Requirement]: Attend (or delegate attendance) at least one specialty committee meeting per year

**To the College of Physicians and Surgeons of Ontario**

- Be aware of regulations regarding licensure relevant to residents
- Interpret and implement, with relevant stakeholders, CPSO policy as it applies to resident education

## Appendix A: PD Core Competencies

Domain of Competence	Description	Core Competencies
1. Communication and relationship management	The PD communicates clearly in a responsive manner with a diversity of individuals, groups and organizations. The PD establishes and nurtures—directly or indirectly—constructive and collaborative interactions with individuals, groups and organizations.	1.1 Presents complex information clearly and succinctly
		1.2 Keeps people appropriately and efficiently informed
		1.3 Listens well
		1.4 Ensures their relationships with residents, staff and faculty are open, respectful, and honest
		1.5 Maintains a connection with students, staff and faculty through outreach and visibility
		1.6 Able to anticipate and/or manage conflict (i.e. between self and others, between individuals or groups)
		1.7 Is appropriately accessible for time-sensitive and routine matters
2. Leadership	The PD engages, motivates and facilitates individuals, groups and organizations to develop a shared vision and achieve related goals. The PD ensures that innovation and changes to the program occur within a supportive culture and are guided by a cohesive educational approach.	2.1 Builds consensus around a common set of values for running the organization by listening well and soliciting opinions.
		2.2 Facilitates efforts to implement change
		2.3 Advocates for program with relevant leadership (e.g. division, department, decanal leaders)
		2.4 Nurtures a positive educational culture
3. Management skills and knowledge	The PD manages the residency program by developing, encouraging and enabling people, and	3.1 Creates a climate of accountability
		3.2 Demonstrates fiscal responsibility

	effectively utilizing resources and information. The PD demonstrates political astuteness and good judgment about what can and cannot realistically be done.	<p>3.3 Ensures that processes and procedures for efficient operation of the program are in place</p> <p>3.4 Delegates effectively</p> <p>3.5 Makes clear decisions</p> <p>3.6 Considers all issues relevant to effective decision making (e.g. perspectives, information, timeliness, complexity, resources, consequences)</p> <p>3.7 Assumes responsibility for risks and unpopular decisions.</p> <p>3.8 Demonstrates recognition of faculty, staff and resident contributions</p>
4. Professionalism and self-management	The PD aligns personal and organizational conduct with ethical and professional principles that include responsibility, service, self-reflection and self-discipline. The PD recognizes both personal strengths and limitations, demonstrates a commitment to improvement and lifelong learning and with integrity, leads by example.	<p>4.1 Demonstrates priorities anchored in a greater good rather than one's own interests</p> <p>4.2 Acts as a positive role model (e.g. setting a personal example, modelling best practices, organizational values)</p> <p>4.3 Follows through on commitments</p> <p>4.4 Solicits feedback on their performance</p>
5. Environmental engagement	The PD monitors, seeks information from, and networks with, the internal and external environments. In doing so, the PD develops an understanding of how things work, identifies trends and priorities and builds individual and organizational relationships	<p>5.1 Acts as an effective liaison between external environment and postgraduate program</p> <p>5.2 Takes advantage of relevant opportunities to improve the program</p> <p>5.3 Plans for changing trends, priorities and policies (e.g., from the PGME Office, accrediting bodies, the CPSO, etc.)</p>
With thanks to Dalhousie University PGME for sharing this document		

## **Appendix B**

### **PD Role Review Process:**

Institutional Accreditation Standard 1.2.4.5: there is an effective process using multiple sources of feedback, for regular and formal review of each Program Director's performance, conducted collaboratively between the academic lead of the discipline and the Postgraduate Office.

Above core competencies will be used to create a 360-degree survey.

PGME will ask programs to distribute the survey to relevant stakeholders, including but not confined to: program leaders, site leaders, program administrators, residents.

Survey will be compiled in the PGME office, timed to precede departmental annual reviews

Compiled results will be sent to the Department Head/Division Chair for feedback and discussion with the Program Director. Results may be used to inform ideas for faculty development.

PGME office will use collated results of all Program Directors to inform PGME leader workshop topics.