

WelcomeAboard

Orientation Information for new Program Directors



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ORIENTATION CHECKLIST:

- | | |
|---|----------------|
| ▪ Orientation from exiting Program Director | Yes / No |
| ▪ PGME Orientation | Yes / No |
| ▪ Medical Trainee Days (MTD) overview | Yes / No |
| ▪ CaRMS Overview | Yes / No |
| ○ Access to CaRMS online platform | Yes / No |
| ▪ CBME Overview | Yes / No |
| ▪ SharePoint access for PGMEC materials | Yes / No |
| ▪ Added to sponsored trainee communities in Elentra | Yes / No / N/A |
| ▪ CFPC / RCPSC notified | Yes / No |
| ▪ Access to CanAMS | Yes / No |
| ▪ Added to PGME PD/PA contact list | Yes / No |

IMPORTANT INFORMATION:

Things you should know:

- Have a good working relationship with your PA
- [Who to contact in the PG Office](#) and [when](#)
- [Resident Wellness](#) ([Dr. Melissa Andrew](#))
- Attend the new PD or Assistant PD PGME orientation session and / or the RC new PD workshop (*this used to be at ICRE but is now virtual in the fall*)
- Attend Postgraduate Medical Education Committee (PGMEC) meetings. All Program Directors are voting members. Please review the [TOR](#) for the Committee's mandate and responsibilities.
- [Important dates](#)
 - [Graduation / convocation](#)
 - [Orientation incoming residents](#)
 - [Resident educational events](#)
- [CaRMS timelines](#) for your match (see weblinks below)
- Timing of PGME Program Leader workshops (February, June & November each year)
- Dates of certification exams ([RCPSC](#); [CFPC](#))
- The [PARO contract](#)
- PD review process – 360 evaluations – in order to show that the PGME Office is meeting its institutional accreditation standards and supporting you and the important work you are doing we track PD attendance at PG related events and any PG associated activities. Your 360 spreadsheet can also be used as part of your annual report / meeting with the Department Head. There will be a 1-year review after a new PD starts and every 2 years after that.

OVERVIEW OF PGME OFFICE

Postgraduate Medical Education (PGME)

Leslie Barroso barrosol@queensu.ca

- Go to for questions about Visa Sponsored Trainees, and resident enrolment
- You will have the most contact with Leslie in the months leading up to the new academic year (July 1 start)
- Electives; Leaves of absence; CCTs (CFPC) and FITERs (RCPSC)

Denise Jones dj6@queensu.ca

- Go to contact for CaRMS; Transfers: Inter-Institutional Affiliation Agreements (IIAs)
- Program, PD & PA support (including PA Meetings)
- Was the Core IM Program Manager for years, so knows the PA role well
- Coordinates MTD submission through OPHRDC (the Ontario Physician Human Resources Data Centre) for the MOHLTC (Ministry of Health and Long-Term Care)
- Program Administrator for the Clinician Investigator Program (CIP)

Christine McCallum christine.mccallum@queensu.ca

- Provides administrative support to the Associate Dean & manages her calendar
- Lead for PGME convocation
- Notary (currently suspended service due to COVID)
- PGME finances (for example, ACLS reimbursements; funding transfers; PA Professional Development Fund journal entries to programs/departments; tuition & living expenses for visa trainees)
- Supports visa sponsored trainees
- Supports fellowship programs

pgme@queensu.ca (**Amanda Nash**)

- General email account if you have questions but have no idea who to ask about it
- Awards; credential verifications & proof of enrollment letters; certificates of completion of training
- Supports Dr. Melissa Andrew, Director, Resident Wellness (postgradwellness@queensu.ca)

Jen Railer railerj@queensu.ca

- Coordinates resident educational events (e.g. QCARE; QCARE+; Resident Leaders Workshop; Resident Research Day)
- Ongoing CBME support

Jordan Sinnett (PGME Program Manager) jordan.sinnett@queensu.ca

- Go to contact for higher level program questions (ex. funding, questions about policy, system level problems)
- PGMEC Committee support

Jeremy Solomatenko js396@queensu.ca

- The Educational Consultant provides project coordination and administrative support to the Internal Review Subcommittee and the Accreditation Executive Committee. Jeremy supports the development and implementation of the continuous quality improvement processes across our postgraduate residency and Areas of Focused Competence programs

Nicholas Snider nicholas.snider@queensu.ca

- Go to for assistance with program marketing & recruitment. For example, can assist with program brochures, promotional videos, MailChimp messages for CaRMS applicants
- If you want assistance with creating branded communication content for CaRMS or anything else, you can reach out to him.

Karen Spilchen karen.spilchen@queensu.ca

- The Accreditation Program Coordinator works closely with all postgraduate programs to coordinate accreditation activities. This includes both internal and external reviews and on-site accreditation visits. She also coordinates various committee meetings including the Postgraduate Medical Education Committee, PGY 1, Subspecialty Committee meetings, the Resident Advisory Committee (RAC), and the Education Advisory Board (EAB)
- Applications for new training programs
- Remediation / probation plans
- Inter-Institution Affiliation Agreements (IIAs)

Dr. Karen / Pinky Schultz karen.schultz@queensu.ca

- Happy to talk about resident concerns, resources, learning environment, ideas for improvement, etc.,

Elentra help

If you require IT assistance from Elentra please contact: healthsci.support@queensu.ca

RECOMMENDED WEBLINKS/RESOURCES:

Accreditation – general accreditation page ([Karen Spilchen](#))

- [Accredited Residency Programs](#)
- [General Standards of Accreditation](#) - now located on the CanERA website
These are pulled together into the TASQ (Table of Accreditation Standards Queen's) excel sheet to allow for continuous tracking of QCI. NB to create a second worksheet of ongoing improvements.
- [CFPC Accreditation of residency programs](#)
- *For login or system-related issues:* email support@canams.ca
- *For accreditation-related questions:* contact the Postgraduate Medical Education (PGME) Office. You can also visit the [CanERA FAQ webpage](#)
- *Continuous Quality Improvement*

CaRMS ([Denise Jones](#))

- [R-1 match](#) - [Timelines](#) / [Eligibility criteria](#) / [Program Descriptions](#)
- [MSM match](#) - [Timelines](#) / [Eligibility criteria](#) / [Program Descriptions](#)
- [FM - Enhanced Skills match](#) - [Timelines](#) / [Eligibility criteria](#) / [Program Descriptions](#)

CFPC – The College of Family Physicians Canada

- o [FMF New PD workshop](#)

CBME – Competency Based Medical Education (Queen's)

Royal College contact for questions about accreditation, specialty documents, CBD faculty development, etc. – cbd@royalcollege.ca

- o [RC CBD Resource Directory](#)

[PGME Contact information](#) – PGME contact information

[Elentra](#) (EdTech) – Queen's postgraduate assessment & evaluation platform

[Important Dates](#) – link to PGME important dates for residents

[Medical Trainee Days \(MTD\)](#)

[Orientation \(PGME\)](#) – Orientation for new incoming trainees

[PA job summary](#) (included below)

[PARO](#) – Resident Union

[PD role description](#) (included below)

PGMEC meetings – [PG website](#) for dates; [Sharepoint](#) for meeting materials

[PG website](#) - refer to Faculty & Staff section

[PGME Program Leader workshops](#) – there are usually 3 of these a year

[Policies \(PGME\)](#) – pay particular attention to the following policies:

[AHD](#) – Academic Half Days - newer version approved 2022 & should be uploaded to website soon

[APA](#) – Assessment, Promotion & Appeals

[Faculty Assessment and Rotation Evaluation](#)

[Harassment and Discrimination](#)

[Transfers](#)

[Regional Education Office](#) – important information about accommodation for core regional rotations & travel allowances for residents

[Registration \(Leslie Barroso\)](#)

Resident Exams - [CFPC](#) / [RC](#)

[Resident Health & Wellness](#)

Resident wellness [resources](#):

- i. Wellness office
- ii. KHSC employee benefits
- iii. PARO hot line

[Rotation schedule – block dates](#)

[RCPSC](#) – The Royal College of Physicians & Surgeons of Canada

- [The International Conference on Residency Education](#)
- [Program specific EPA Guides](#)
- [RC PD Handbook](#)
- New PD workshop – virtual

Transfers – please refer to the [Program Transfer Guidance document](#), which assists programs with navigating resident's transfer requests. This document includes a link to [PGME Transfer policy](#) and the [National Transfer policy](#). Any queries relating to transfers should be directed to: pgmetrns@queensu.ca

Appendix

- Appendix A - [Program Director Role Description](#)
- Appendix B – [Program Administrator Job Summary](#)

Appendix A

Approved by PGMEC January 27, 2022 Next review: January 2025

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 minimum / week ¹²	PD FTE minimum / week ²³⁴
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+

¹PD 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.

²FTEs 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)

³PAs may be supporting more than one program. These FTEs reflect support for one program.

⁴PAs 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
 - o 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:
 - o Providing documentation required for these reviews
 - o Coordinating, with other stakeholders, the reviews of your program
 - o Preparing your department/division and residents for the reviews
 - o Participating in the reviews
 - o 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 effectively utilizing resources and information. The PD demonstrates political astuteness and good judgment about what can and cannot realistically be done.	3.1 Creates a climate of accountability
		3.2 Demonstrates fiscal responsibility
		3.3 Ensures that processes and procedures for efficient operation of the program are in place
		3.4 Delegates effectively
		3.5 Makes clear decisions
		3.6 Considers all issues relevant to effective decision making (e.g., perspectives, information, timeliness, complexity, resources, consequences)
		3.7 Assumes responsibility for risks and unpopular decisions.
		3.8 Demonstrates recognition of faculty, staff, and resident contributions
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.	4.1 Demonstrates priorities anchored in a greater good rather than one's own interests
		4.2 Acts as a positive role model (e.g. setting a personal example, modelling best practices, organizational values)
		4.3 Follows through on commitments
		4.4 Solicits feedback on their performance
5. Environmental engagement	The PD monitors, seeks information from, and networks with, the internal and external environments. In	5.1 Acts as an effective liaison between external environment and postgraduate program

	doing so, the PD develops an understanding of how things work, identifies trends and priorities, and builds individual and organizational relationships	5.2 Takes advantage of relevant opportunities to improve the program
		5.3 Plans for changing trends, priorities, and policies (e.g., from the PGME Office, accrediting bodies, the CPSO, etc.)
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.

Appendix B

Job summary

This position provides administrative support for the day-to-day operation of the residency program. Under the direction of the Program Director, the incumbent responds to the specific needs and inquires of faculty, residents, and medical students as they relate to recruitment and admissions processes; resident rotation scheduling, resident assessments and faculty and rotation evaluation processes; and, administrative and financial support for the Program, Program Director, Residency Program Committee trainees within the Department of and/or trainees rotating through the department/division.

A program administrator (PA) for a Residency Program at Queen's University is responsible for supporting the Program's Director (PD), faculty, and residents or clinical fellows, and working with regulatory, educational and accreditation bodies as required. In most cases, the PA reports to the PD. Time allocation for this role is dependent on the program and is XX FTE (see PD job description).

Duties and Responsibilities (may include but are not limited to the following)

Academic administrative support to the Program Director

- Prepares confidential correspondence and reports related to administrative, academic, and clinical deliverables of the program
- Assist in maintaining the schedule, appointments, meetings, and files of the Program Director

Perform administrative support duties to the program

- Central point of reference for phone calls, emails, in-person inquiries
- Drafting/preparing correspondence (sometimes sensitive and confidential)
- Scheduling and assisting in the preparation of reports
- Respond to inquiries from residents and staff, redirect complex problems to senior staff
- Take, transcribe, and distribute minutes and prepare agendas and compile and research meeting material for Residency Program Committee meetings (could also include Competency Committee Meetings).
- Coordinate the annual resident leadership selection processes (e.g., Chief/Seniors, committee representatives)
- Schedule exams (e.g., orals, mock orals, OSCEs), which may include recruiting and booking examiners, and locating and booking rooms for exams.

- Provide assistance to residents in completing forms or providing policy guidance for financial reimbursement for travel, conferences, etc.
- Update website (as required, and if applicable).
- Resident Call coverage – ensure resident call is coordinated, updating the schedules accordingly and working with KHSC Switchboard

Coordinate and maintain the annual rotation scheduling for residents

- Working with the Program Director coordinate the assignment of mandatory and elective rotations for all residents in the program.
- Include opportunities for electives from residents from other programs or universities
- Working with Resident leads, or other site coordinators, as appropriate, manage vacation and leave request; liaise with the PG Office on formal leaves (medical leaves, parental leaves).
- Matching residents with academic advisors
- Coordinating resident/faculty meetings and documenting / following up on action items as required
- Communicating with faculty, hospital and support staff
- Communicating with the Regional Education Office
- Communicating and scheduling with external hospital and community clinics
- Assist residents with issues related to their training as they arise
- Liaise with hospital sites regarding any issues related to resident training
- Liaise with stakeholder organizations (PGME Office, Hospital Medical Affairs Office, College of Physicians and Surgeons of Ontario, Professional Association of Residents of Ontario, CFPC/RCPSC).

Be familiar with the relevant components of the **PARO** (The Professional Association of Residents of Ontario) **contract**, regarding leave, call, etc.

Coordination of the collection and compilation of resident assessments and faculty/rotation evaluations

- Using Elentra, managing the set up and distribution and reporting of assessments of residents to the Program Director, Academic Advisors and/or Competence Committees
- Coordinating and management evaluations of rotations and preceptors for residents in the program using Elentra
- Coordinate and manage the distribution of assessments of regional preceptors as needed and support the Program Director/Department Head in distributing those forms in a timely way.

- Coordinate other evaluations that may arise as a result of new CQI requirements for programs, e.g., CC evaluations, etc.,

Manage Registration and Records

- Coordinate the annual registration process for new and returning residents, following the policies and procedures of the Postgraduate Medical Education Office
- Collaborate with the PG Office on the registration of elective residents, ensuring all timelines are followed.
- Ensure registration for international trainees are submitted within work visa, pre-entry assessment program timelines, and within PG Office timelines.
- Track and monitor trainee absences
- Support the Program Director in developing and tracking remediation and probation plans
- Gather and organize resident data
- Report on Medical Trainee Days (MTD) as well as verify accuracy of data on a quarterly basis.
- Manage the process for the appropriate retention of departed trainee files in collaboration with the PGME Office.
- Respond to requests for information from the Department, the Postgraduate Medical Education Office, SEAMO or the Faculty of Health Sciences as required

Organize meetings/special events

- Coordinate the annual program orientation for new incoming trainees
- Coordinate the annual recruitment and selection process; which includes maintaining program website content, brochures and printed material as required; and taking into consideration advertising, and admissions processes
- Coordinate educational seminars/teaching topics
- Coordinate retreats, research days, symposia and conferences as needed.
- Provide support for educational sessions including room and audio-visual set-up, distribution of learning materials, and the collection and collation of evaluation forms
- Guest speakers – coordinate accommodations / honorariums / gifts for guest speakers invited to the department for teaching
- Coordinate graduation / convocation for graduating resident group (i.e., graduation gifts; venue / catering; schedule of events; preparing certificates, etc.,)
- Assist in creating / distributing surveys (e.g., within the department, with medical students, following an event, etc.,) and collate data / feedback for review

Canadian Resident Matching Service (CaRMS)

- Prepare and update program descriptions for CaRMS with detail on current program contacts, selection criteria and process, curriculum, and training sites
- Gain familiarity with CaRMS on-line portal and co-ordinate with file reviewers and PGME office as necessary.
- Receive and screen applications for residencies.
- Schedule interviews, coordinating with applicants and with PAs and PDs in other programs at Queen's University and in other universities.
- Coordinate program information sessions
- Communicate throughout the process with the applicants.
- Provide coordination for the Resident Selection Committee.
- Collate applicants' scores from CaRMS interview process for the Resident Selection Committee, and input scores to the CaRMS site.
- Manage applications from non-CaRMS applicants.

Assist with the process of accreditation by the Royal College of Physicians and Surgeons of Canada and the College of Family Physicians of Canada

- Document and maintain policies and procedures for the Department
- Enter data into the CanAMS system as requested by the Program Director
- Coordinate Program Reviews (External Reviews for the Royal College of Physicians and Surgeons of Canada and College of Family Physicians of Canada as well as Internal Reviews or Audits)
- Ensure all documents (e.g., binders, resident files) are updated and readily available for the reviewers.
- Schedule meetings for reviewers and manage logistics as required.

Administer Departmental accounts including monitoring and reconciliation

- Prepare financial spreadsheets
- Reconciliation
- Requisitions or journal entries
- Process transactions, prepare cheques
- Pay bills and complete deposits
- Responsible for the follow-up and resolution of account discrepancies

Coordinates all travel and accommodation arrangements for residents and/or program director

Other duties as assigned in support of the Program Director and/or department

New Program Administrators who are interested in a mentor please contact the PGME office and we will connect you with a current program assistant who is willing to mentor one of our new program administrators.

Supports for Residency Administrative Support

Depending on the size and nature of the residency program, the activities of residency administrative support can be shared with one or more of the following positions:

- Program coordinators or assistants,
- Administrative assistants,
- Site coordinators,
- Fellowship coordinators,
- Hospital coordinators,
- Curricular coordinators,
- Research associates,
- Educational consultants,
- Program Manager,
- Program Director, and/or,
- Department faculty

Selection of Administrators - Based on Queen's University Human Resources Policies or the Policies of the hiring institution (e.g., Kingston Health Sciences Centre)

Education, experience, and skills (including organization, interpersonal, communication, information technologies and others) should be considered for all applicants to this role.

Performance Expectations

Residency program administrative personnel should receive feedback on their performance in a fair and transparent manner, consistent with any applicable university, health organization, or union contracts.

Note:

This role may have a different name (e.g., Program Coordinator, Program Administrative Assistant); however, the responsibilities are generally consistent.

[1] The remainder of this role description is written for residents; many of the responsibilities for fellows and for learners working towards a diploma are similar.

[1] This role is managed as a part-time position for some programs. This role description includes only the activities related specifically to the PGME program and its residents.

Job Summary updated: October 4, 2022