

Common Questions for Accreditation Visits

<p>Meeting with Program/Site Director Describe the program Strengths and areas for improvement Weaknesses at last survey and how addressed Support from Chair/ Division Head/ PGME Any changes in the AQ (since submission) Protected time and support Resources for the program Preparedness for CBD (for Royal College programs) How is the overall program reviewed? Is there anything to add in the report that would help program?</p>	<p>Meeting with Program Administrator Time allocated for program Job description / responsibilities Professional development for learning needs Receive performance feedback/fair & transparent Challenges with the program Support from PGME</p>
<p>Meeting with Competence/Assessment Committee How often does your CC meet? Describe your membership of your Competence Committee? Describe the process of your CC. When is a resident reviewed, how often? Who is the Primary Reviewer, Secondary Reviewer? What data is reviewed? How are decisions made on progression? Do you have an academic support or equivalent committee? Does its chair sit on the CC? Do you have academic coaches? Do they participate on the CC? What is the process for communicating competence committee decisions to the RPC, to the resident? What is your ratification process? Is it timely? What is your process for residents that are not progressing as expected/failing to progress? What is your process for an Enhanced Education Plans? Process for remediation plan development? Does the CC get copies of the remediation plans? Do they have input into the plans</p>	<p>Meeting with Residency Program Committee (RPC) / Site Education Committee The program director/associate director/site director and program administrators are invited to attend the last 15 minutes of the meeting. Dynamics of RPC - collegial/open Role of the resident in the RPC? How does the RPC function? Are there any subcommittees? What do they see as the strengths and weaknesses? How do they communicate information to the faculty and residents? Site coordinators or supervisor communication between them and the program. There is evidence that the residency program committee participates in the planning, organization, and supervision of the program and has the authority to make residency educational decisions. There is a clearly defined process for addressing residents who are experiencing difficulties in meeting the appropriate level of competence. How do they evaluate the program? How do they evaluate the teachers? Are there sufficient resources?</p>
<p>Meeting with the department/division head Overview of strengths and weaknesses Issues of concerns with this program Relationship with the program director PD performance Recognition of the PD role Involvement with the program and RPC Process for Faculty teaching assessments Process for remediation of faculty in difficulty How are teachers rewarded for excellent in teaching /promoted? Resources available to this program What is the role of research? Role in career planning with residents</p>	<p>Meeting with faculty What are the strengths and weakness? How are they made aware of the objectives of the program? Do they receive copies? How does the RPC and program director relate and communication with the faculty? There is evidence that teachers are assessed regularly. Is it timely and confidential? Is teaching valued? Do they feel part of the program? Do their concerns have a voice in the program? Do you have appropriate level of support to be involved in scholarly activity? Teaching staff can describe the expectations for different levels of training. How do you teach and assessment issues of diversity, such as age, gender, and ethnicity? Do have the ability to make changes?</p>

	Would you like to be a resident in this program?
<p>Meeting with the residents Explain what survey is all about; comments are confidential Focus on standards Avoid focusing on one issue What are the strengths of the program? What are the areas for improvement? What is the relationship of the residents to PD? Is the program director supportive? Responsive? Available?</p> <p>Responsiveness and availability of Program Administrator How effective are their views represented on the RPC? How do they elect/select a representative on the RPC? How does the communication work with the RPC resident rep; resident report knowledge of residency program committee activities. Do they receive the goals and objectives of the program? Do you review objectives at the start of rotation? How are technical or clinical skills taught and evaluated? Is there transparency in the mechanism by which residents are assigned to particular rotations or educational experiences. Are they satisfied with the number and variety of patients or laboratory specimens? Is there increasing professional responsibility? Opportunities for interdisciplinary and interprofessional collaboration- description (e.g. nurses, lab technologists etc.) Is there adequate number and type of selectives? Do senior residents feel prepared for practice? How would you rate the AHD? Medical expert? Communication skills? Collaboration with nurses, technologists and Path Assistants, etc. How do you manage conflict? Allocation of resources? Management/ leadership skills? Committee work? Teaching for Quality improvement and patient safety Teaching for Cost effectiveness Do you teach the junior residents and off service residents? Do they provide evaluations of your teaching? What other sources of evaluation do you have? What about lifelong learning skills? How are your evaluations done? Mid rotation? Face to-face? Delay in receiving?</p>	<p>Meeting with the residents (continued) What evaluation methods are used? EPAs orals/written, OSCE, STACER, CEX, National exam, 360, e-portfolio, focused observation, etc. How often? - Aware of appeal mechanism? If program has transitioned to CBD - Assessment process? - Competence Committee If struggling on a rotation with content or technique, what would you do? How do you learn of the ethical issues of your specialty and to develop professional behaviours? Is it mandatory to have a research project or scholarly project? What type of support? Do you know the faculty member who is responsible for research and are you satisfied with the availability of individual research supervisors? Are the residents satisfied with the availability and variety of research opportunities and scholarly activities? How would you rate your educational experiences? Do you have any concerns of mistreatment and/or safety? - Experiences? Process if it occurs? - Program Response? Are they aware of program/ PG policies and where to find them? Assessment/Appeal; Safety/ Supervision What is the on call experience? - Response of faculty if called?</p> <p>Issues with supervision? Can Residents describe the services to address stress and how to access? Issues with Hospital resources - Call rooms, lounges? - Work spaces?</p> <p>Evaluation of faculty and rotations - Is the process transparent and anonymous? - Are they aware how the program/ department responds?</p> <p>Would they recommend program to a friend?</p>