

**ROLES AND RESPONSIBILITIES**  
**ASSOCIATE PROGRAM DIRECTOR**  
**CORE INTERNAL MEDICINE RESIDENCY TRAINING PROGRAM**

**Recommendations:**

1) Administration: Major role is to assist in the management of the core internal medicine training program. Helps maintain the standards set by the Royal College of Physicians and Surgeons of Canada in terms of educational content in conjunction with the Program Director.

2) Scholarly Activity: An interest in educational research is considered an asset. This person should have a teaching file which demonstrates dedication and excellence in teaching. Ensures that each trainee undertakes significant scholarly activity throughout the core program.

Allocated 1 funded educational conference per year.

3) Resource: Acts as a resource for trainees who require further discussion in regards to educational/service issues, interpersonal/personal issues, etc.

4) Selection: Appointed by the Head, Department of Medicine.

5) Term: Three years, renewable to maximum 6 years.

6) Reports to:

- Program Director, Core Internal Medicine Training Program
- Head, Department of Medicine
- Executive Committee Department of Medicine
- Residency Training Committee
- Associate Dean, Postgraduate Medical Education

7) Time Allocation: 0.2 FTE ( 1 day a week)

8) Qualifications

- Full-time member of the Department of Medicine.
- Good interpersonal skills/communication skills/counselling skills.
- Demonstrated skills as clinician/teacher.
- Experience in administrative aspects of medical education an asset.

9) Support:

- Education Office Manager
- Education Office Co-coordinator
- Furnished office, Department of Medicine (Shared with Program Director)

**Narrative Summary:**

The Associate Program Director is vital to the core Internal Medicine Program in assisting the Program Director in recruitment, scheduling, evaluation, policy development and implementation as well as counselling. The specific tasks undertaken by each, will be agreed upon by both parties. Although the Program Director is responsible for the Educational standards set by the Royal College of Physicians and Surgeons of Canada, the Associate Program Director helps in achieving and maintaining these standards.

The Associate Program Director requires skills in personal communication and interpersonal relationships. He/she must be a dedicated clinician/teacher able to initiate clinical educational programs and develop educational objectives to achieve these. The Associate Program Director should have sufficient time and interest to help in the development of the medical educational research program. He/she will be directly involved in counselling and scheduling of residents throughout the year. He/she should have good conflict resolution skills.

**Specific Details:****Recruitment**

1. Works in conjunction with the Program Director and the Education Coordinator to ensure that an up-to-date program description is made available through the Canadian Residency Matching Service (CaRMS) and the best candidates are selected for PGY1 positions through the CaRMS process including review of files, interviews, and final training of applicants.
2. Works in conjunction with the Program Director and the PGME office to ensure that externally-funded applicants are reviewed in an appropriate manner and offers made to the best candidates.
3. Assumes a leadership role in developing selection criteria, conducting interviews and selecting candidates for the program.

**Scheduling**

1. Works with the Program Director and the Education office to ensure that the schedule of rotations for each trainee meets their individual educational goals and the specific requirements of the Royal College of Physicians and Surgeons of Canada (RCPC).
2. Ensures that scheduling for educational purposes is maintained and does not suffer in relation to scheduling for patient care.

3. Helps to ensure that each rotation has specific, well-defined, educational objectives which will be provided to each trainee at the beginning of each rotation. Helps in the process of reviewing these objectives annually.
4. Works with the Program Director, the Education Coordinator and Chief Medical Resident to ensure that there is an appropriate scheduling of specific educational activities including morning rounds, academic half-day, etc.
5. Ensures, in conjunction with the Program Director and the Education Coordinator, that trainees from other programs/departments are scheduled appropriately in accordance with their educational needs.

### **Evaluation**

1. Helps to develop and maintain an appropriate evaluation system which will provide feedback to trainees, clinical services, and individual attending staff where appropriate. Encourages the use of verbal feedback in all instances but maintains a system of written feedback as well. Plays a key role in the development of Competence by Design.
2. Actively encourages verbal and written feedback if appropriate at the mid-rotation point for trainees who are identified as having sub-standard performance.
3. In conjunction with the Program Director, reviews each ITER and other written performance evaluation on each trainee in a timely manner. Ensures that unsatisfactory or failing evaluations are promptly discussed with the specific trainee and the RPC. Arranges for appropriate intervention, e.g. review of clinical skills as needed.
4. Meets with the appropriate individuals and the trainee to obtain further information and determine the course of action if there are significant concerns regarding interpersonal issues.
5. Meets, in conjunction with the Program Director, individual trainees twice yearly for progress interviews to discuss performance progress, scholarly activity, career goals, and other issues.
6. Ensures that knowledge and skills of trainees are evaluated in a formal manner at least once yearly using a variety of formats which could include multiple choice questions (MCQ's) and an Objective Structured Comprehensive Exam (OSCE). Ensures that trainees review and receive feedback from these evaluations in a timely manner. This includes the American Board of Internal Medicine (ABIM) Exam.

7. Ensures, in conjunction with the Program Director, organization of the annual Objective Structured Comprehensive Exam (OSCE), clinical skills sessions and the annual resident retreat.
8. Assists in preparation of trainees for Royal College examinations as needed.

**Policies/Procedures/Planning**

1. In conjunction with the Program Director, develops and maintains specific policies and procedures for the residency training program, e.g. policy on absenteeism, policy on vacation/conference leave. Monitors ongoing implementation of these policies/procedures.
2. Shares responsibility with the Program Director for reviewing and updating these policies on an annual basis as needed.
3. In conjunction with the Program Director, takes responsibility for planning/implementation of specific changes in the program, e.g. rotations, evaluations, etc.

**Counselling**

1. Will be available at short notice to meet with trainees to discuss issues of concern if necessary. Will provide counselling/advice or arrange for appropriate counselling advice in confidence if necessary.
2. Will be an advocate for trainees and the program particularly when issues of excessive patient care responsibilities and abuse/misuse of trainees are detected.
3. Will be available to meet with attending staff and program directors of other programs to discuss issues of concern and provide advice on or undertake specific action as needed.

**Accreditation/Royal College**

1. Prepares, in conjunction with the Program Director and the Education Coordinator, the appropriate documentation for internal or external review of the program. Meets with reviewers at beginning and end of review.
2. Provides letters of reference as needed to trainees who are applying for further training in other disciplines/programs or who are applying for membership in specific departments or associations.

### **Committees/Meetings**

1. Chairs the Internal Medicine Competence by Design Committee.
2. Attends the Core Residency Program Committee (RPC) of the Department of Medicine.
3. Chairs the Core RPC in the Program Director's absence.
4. Attends the Internal Medicine Program Director's Committee (IMPDC) of the Department of Medicine.
5. Chairs the IMPDC in the Program Director's absence
6. Attends meetings of the Faculty Postgraduate Medical Education Committee in the Program Director's absence.
7. Meets with trainees, Education Coordinator and Department Head at the Saint John Regional Hospital at least once yearly if Program Director is unable to attend.
8. Meets on a regular basis with the Program Director, the Education Office, the Chief Medical Residents and as required with all trainees as a group during any program meetings.

### **Reporting**

1. Reports directly to the Program Director and/or the Head of Department on all issues of significant concern regarding the residency training program.
2. Reports to the RPC on all aspects of the program particularly if there is concern regarding performance of individual trainees or service.
3. Submits reports of significant activities to the Program Director & Department Head

### **Financial**

1. Takes responsibility, in conjunction with the Program Director and the Education Office, for developing and monitoring a budget of financial expenditure for the residency training program.

### **Scholarly Activity**

1. Undertakes personal scholarly activity in relation to the residency training program. This includes all aspects of continuing education in regards to the program, as well as, formulation and processing of questions and answers relevant to residency training.
2. Participates in the development of a research program in medical education.
3. Facilitates research in medical education by other Department members.
4. Ensures that scholarly activities are part of every resident's training experience.