Accreditation
What to expect from a PA who has just been through it

Paula Taylor, Dalhousie University
Department of Urology
I do not have an affiliation (financial or otherwise) with a pharmaceutical, medical device or communications organization.

Je n’ai aucune affiliation (financière ou autre) avec une entreprise pharmaceutique, un fabricant d’appareils médicaux ou un cabinet de communication.
Audience

• New and Seasoned PA’s
Overview

• Accreditation
• AMS
• Survey Visit
What is Accreditation?

- Evaluation of your university and program
- Faculty from other universities come visit
- Documents are loaded on to the AMS
New Standards

• Specialty Specific Standards
• Across the Board
  > Resident Wellness
  > Quality Assurance
AMS – What does it stand for?

- Angry MOM Syndrome
- Administrative Meltdown Situation
- Annoying Stranger Situation
- Another Medical Seminar
- Approaching Menopause Stage
Artificial Malleable Sphincter 800

AMS 800™ Urinary Control System

Considered the gold standard treatment for male stress urinary incontinence, the AMS 800 Urinary Control System, also called an artificial urinary sphincter (AUS), provides proven, discreet bladder control. Learn if the AUS is right for you. Assess severity and find a local doctor by taking the bladder leakage quiz.

GET YOUR SCORE
AMS

- Accreditation
- Management
- System
Time Line

- October 2017: Access to AMS
- June 2018: AMS Completed
- July 2018: PGME Review
- September 2018: Submitted to RC
- November 2018: Survey Visit
From: Taylor, Paul A [mailto:PaulA.Taylor@nshealth.ca]
Sent: June-21-11 8:26 AM
To: Carolyn Hicks <Carolyn.Hicks@Dal.Ca>
Subject: Urology

Hi Carolyn,

I’m sure Dr. Cox would sedately say, “We have finished all of our data entry for Urology and would like to submit our files for PGME review.”

I on the other hand, CHAIR DANCE! CHAIR DANCE!!! We’re done!! We’re done!! Submit!! Submit!! Submit!!

Cheers,
Paula

==============================================================================

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1276 South Park Street
Halifax, NS, Canada, B3H 2Y9

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Fax: 902-473-3559
Email: paula.taylor@nshealth.ca
Web: http://urologymedicine.dal.ca

“Start by doing what’s necessary; then do what’s possible, and suddenly you are doing the impossible.” - Saint Francis of Assisi

Please consider the environment before printing this e-mail.
Who is doing what!?!?

- PA / PD
- Question Responses
- Documents
### Dalhousie - Urology v1.0

(Urology - 300A)

#### Committees

- Organization Structure: Please upload your program's org chart.
- Urology/Organizational Chart.pdf

#### GENP.PO.1.2.1

Applies to: GENP.PO.1.2.1 GENP.PO.1.2.2

#### Residency Program Committee

<table>
<thead>
<tr>
<th>Committee Type</th>
<th>Residency Program Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the function of this committee?</td>
<td>The RRC is an advisory body to the residency training program, the departmental members engaged in resident training, the department head, and the Resident Research Committee. The Committee advises on general academic, administrative matters related to resident training in urology. The RRC works to assist the program director in the planning, organization, and supervision of the program. The RRC provides updates to the rest of the faculty at each of the monthly Departmental meetings, where the Program Director holds a standing item on the agenda. The resident representatives on the RRC provide additional communication to and from the other residents.</td>
</tr>
<tr>
<td>To whom does this report?</td>
<td>Reports to the Program Director</td>
</tr>
</tbody>
</table>
PD / PA Meetings

- Schedule Regular Meetings just for AMS
Documents

• Adobe Pro
• PDF’s
  > For each item – One Year = One PDF (eg: RPC Agendas)

• Uploading Documents
• Links from the University
Documents
# The Documents Tab

**Dalhousie - Urology v1.0**  
**Department:** Urology  
**Year:** 2019

## Committees

**Organization Structure:** Please upload your program's org chart.

**Urology Organizational Chart.pdf**

**GENP_PO_2.1.1**  
**Applies to:** GENP_PO_5.2.1  
**GENP_PO_1.2.2**

## Residency Program Committee

Please click "Add row" where available to upload additional files. One file can be uploaded per row.

<table>
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</tr>
<tr>
<td><strong>To whom does this report to?</strong></td>
<td>Reports to the Program Director</td>
</tr>
</tbody>
</table>

**Urology Residency Improvement Process.pdf**  
*Poula Taylor - 2019-05-09 11:30:39 am*  
*D References*

**Urology CG Agendas.pdf**  
*Poula Taylor - 2019-06-05 01:13:20 pm*  
*D References*

**G&O Urology VOGPS4 May 2019 with IPA.pdf**  
*Poula Taylor - 2019-06-22 02:27:44 pm*  
*D References*

**G&O Vascular SURGERY FOR UROLOGY MGY1 2019 with IPA.pdf**  
*Poula Taylor - 2019-06-22 02:12:23 pm*  
*D References*

**RPA Process for Hiring Education Coordinator.doc**  
*Poula Taylor - 2019-07-01 01:40:15 pm*  
*D References*

**G&O R1 Urology.pdf**  
*Poula Taylor - 2019-09-28 02:10:09 pm*  
*D References*

**2018-19CanMEDs Curriculum.pdf**  
*Poula Taylor - 2019-07-16 02:11:55 pm*  
*D References*
List of Documents

- Program Evaluation and Improvement Process
- Competence Committee Agendas (2 yrs)
- Competence Committee List of Members
- Competence Committee Terms of Reference
- Residency Program Committee (RPC) Agendas (2 yrs)
- RPC List of Members
- RPC Terms of Reference
- Goals and Objectives for EVERY rotation
- Process for Hiring the Program Administrator
- Job Posting for Program Administrator
- Program Administrator Job Duties
- CanMeds Curriculum
- EPA Mapping
- Faculty Publications (1 year)
- Faculty Presentations (1 year)
- Resident Publications and Presentations (6 years)
- Site Selection Process
- Faculty Evaluation Forms (Residents and Clerks)
- Surgical Skills Lab Schedule
- Program Organizational Chart
- Department Organizational Chart
- Resident Wellness Plan
- Faculty Annual Review Form
- Curriculum Plan (non-CBD)
- Resident Evaluation of Program Form
- All Resident Evaluation Forms (ITER’s & EPA forms)
- All Department Resident Policies
- List of Resident Leadership Opportunities
University Links

Dalhousie - Urology v1.0
(Urology - 360A)

Policies

Any policy or policy related documentation can be uploaded here. The system will indicate if there hasn't been an upload yet or if a file has been successfully uploaded to your profile. If the policy is a centralized postgraduate policy, please write “See centralized policy” within the “Additional information or reference” section rather than uploading the policy itself.

GENP_LTA_6.1.1

Applies to: GENP_EP_3.4.4  GENP_LTA_6.1.1

Resident Assessment and Promotion

Please click “Add row” wherever available to upload additional files, if needed. One file can be uploaded per row.

<table>
<thead>
<tr>
<th>Document name</th>
<th>Upload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident assessment policy(es)</td>
<td><a href="https://medicine.dal.ca/departments/core-units/postgraduate/calendar/academic-guidelines/policies/assessment-of-training.html">URL</a></td>
</tr>
<tr>
<td>Appeal policy</td>
<td><a href="https://medicine.dal.ca/departments/core-units/postgraduate/calendar/academic-guidelines/policies/appeal-reconsideration-regulations.html">URL</a></td>
</tr>
<tr>
<td>Remediation policy / process</td>
<td><a href="https://medicine.dal.ca/departments/core-units/postgraduate/calendar/academic-guidelines/policies/assessment-of-training.html">URL</a></td>
</tr>
<tr>
<td>Additional policies, if applicable</td>
<td><a href="https://medicine.dal.ca/departments/core-units/postgraduate/calendar/academic-guidelines/policies/assessment-of-training.html">URL</a></td>
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</tr>
</tbody>
</table>
Provided by University

- Resident Assessment Policy
- Appeal Policy
- Remediation Policy
- Resident Wellness Policy
- Resident Safety Policy
- Resident Supervision Policy
- Intimidation and Harassment Policy
- Accommodation Policy
Departmental Policies

- Academic Time
- Resident Education Fund
- Resident Holidays
- Regulations for Interactions Between Urology Residents and Industry
- Resident Attendance at Meetings/Courses
- Moonlighting by Residents
- On-Call Responsibilities
- Consultation Service Handover
- Outside Calls
- Pregnancy in Residency
- Research Policy
Naming Documents

• Urology RPC Agendas 2016/2017
• Urology Staff Publications 2016/2017
• Urology ITER’s
• Urology All Resident Evaluations – (all your ITER’s & EPA forms)
Start Getting Ready

- Policies
- Goals & Objectives
- ITER’s and EPA forms

Preparation is the key
## Goals and Objectives

**Narrative - Educational Design and Delivery**

**Educational Experience (Rotations) by Year (non-CBD)/Educational Experiences by Stage (CBD)**

Populate the following table(s), as applicable, or upload an equivalent document detailing all educational experiences (e.g. rotations) by year (non-CBD) and/or stage (CBD), including the associated learning sites, rotation-specific objectives (non-CBD) or experience-specific competencies, milestones, and EPAs, as applicable (CBD), as well as the associated methods of assessment. For residency programs with both CBD and non-CBD cohorts, please populate both tables.

Click on “Add row” as needed.

<table>
<thead>
<tr>
<th>PGY</th>
<th>Rotations</th>
<th>Learning Site(s)</th>
<th>Purpose/goal of rotation (Explain or upload a document)</th>
<th>Assessment Method(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1</td>
<td>Urology</td>
<td>VG, HI, IWK</td>
<td>G&amp;O for VG, HI, IWK attached</td>
<td>ITER, Direct Observation, multi-source feedback from nurses</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G&amp;O R1 Urology.pdf</td>
<td><em>For rotations longer than 4 weeks a midterm and final ITER are completed</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SAQ/MCQ exam, research ITER’s, Departmental OSCE, Surgical Skills Exam, AUA In-Service Exam, PGME e-modules</td>
</tr>
<tr>
<td>R1</td>
<td>General Surgery</td>
<td>VG, HI, Saint John Fredericton, Moncton</td>
<td>G&amp;O’s for VG, HI, SJH, Fredericton and Moncton attached</td>
<td>ITER, Direct Observation, multi-source feedback from nurses</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G&amp;O R1 Gen Surg.pdf</td>
<td><em>For rotations longer than 4 weeks a midterm and final ITER are completed</em></td>
</tr>
<tr>
<td>R1</td>
<td>Pediatric General Surgery</td>
<td>IWK</td>
<td>G&amp;O’s for IWK, Peds Surgery attached</td>
<td>ITER, Direct and Indirect Observation</td>
</tr>
<tr>
<td>R1</td>
<td>Emergency</td>
<td>HI</td>
<td>G&amp;O’s for Emergency attached</td>
<td>ITER, Direct and Indirect Observation</td>
</tr>
<tr>
<td>R1</td>
<td>Anesthesia</td>
<td>HI, VG</td>
<td>G&amp;O’s for Anesthesia attached</td>
<td>ITER, Direct Observation</td>
</tr>
<tr>
<td>R1</td>
<td>Vascular Surgery</td>
<td>HI</td>
<td>G&amp;O’s for Vascular Surgery are attached</td>
<td>ITER, Direct and Indirect Observation</td>
</tr>
<tr>
<td>PG YEAR</td>
<td>EPA</td>
<td>Description</td>
<td># Assessments to Pass</td>
<td>Direct/Indirect</td>
</tr>
<tr>
<td>---------</td>
<td>-----</td>
<td>------------------------------------------------------------------------------</td>
<td>-----------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>4</td>
<td>F7</td>
<td>Opening &amp; closing an abdominal incision in low-complexity patients</td>
<td>3</td>
<td>Direct</td>
</tr>
<tr>
<td>4</td>
<td>C2</td>
<td>Performing an initial consultation and developing a plan for investigation or management for patients presenting in the clinic or inpatient non-urgent setting</td>
<td>10</td>
<td>Direct/Indirect</td>
</tr>
<tr>
<td>4</td>
<td>C3</td>
<td>Performing an interoperative consultation for a single scenario</td>
<td>2</td>
<td>Direct/Indirect</td>
</tr>
<tr>
<td>4</td>
<td>C6</td>
<td>Assessing &amp; managing urinary tract &amp;/or genital anomalies in children</td>
<td>6</td>
<td>Direct/Indirect</td>
</tr>
<tr>
<td>4</td>
<td>C3 (A)</td>
<td>Performing transurethral resection of bladder tumors - surgical skills</td>
<td>10</td>
<td>Direct</td>
</tr>
<tr>
<td>4</td>
<td>C5 (B)</td>
<td>Performing transurethral resection of bladder tumors - log book</td>
<td>1</td>
<td>Competence Committee</td>
</tr>
<tr>
<td>4</td>
<td>C6 (B)</td>
<td>Performing transurethral resection of the prostate - log book</td>
<td>1</td>
<td>Competence Committee</td>
</tr>
<tr>
<td>4</td>
<td>C7 (A)</td>
<td>Performing a stone insertion of the lower urinary tract - surgical skills</td>
<td>3</td>
<td>Direct</td>
</tr>
<tr>
<td>4</td>
<td>C7 (B)</td>
<td>Performing a stone insertion of the lower urinary tract - log book</td>
<td>1</td>
<td>Competence Committee</td>
</tr>
<tr>
<td>4</td>
<td>C8 (A)</td>
<td>Performing rigid uroscopy and lithotripsy of the upper urinary tract - surgical skills</td>
<td>10</td>
<td>Direct</td>
</tr>
<tr>
<td>4</td>
<td>C8 (B)</td>
<td>Performing rigid uroscopy and lithotripsy of the upper urinary tract - log book</td>
<td>1</td>
<td>Competence Committee</td>
</tr>
<tr>
<td>4</td>
<td>C9 (A)</td>
<td>Performing retrograde flexible uroscopy / nephroscopy and lithotripsy of the upper urinary tract - surgical skills</td>
<td>10</td>
<td>Direct</td>
</tr>
<tr>
<td>4</td>
<td>C9 (B)</td>
<td>Performing retrograde flexible uroscopy / nephroscopy and lithotripsy of the upper urinary tract - log book</td>
<td>1</td>
<td>Competence Committee</td>
</tr>
<tr>
<td>4</td>
<td>C10 (A)</td>
<td>Performing percutaneous nephroscopy and lithotripsy of the upper urinary tract - surgical skills</td>
<td>5</td>
<td>Direct</td>
</tr>
<tr>
<td>4</td>
<td>C10 (B)</td>
<td>Performing percutaneous nephroscopy and lithotripsy of the upper urinary tract - log book</td>
<td>1</td>
<td>Competence Committee</td>
</tr>
</tbody>
</table>
## Curriculum Plan – Non CBD

<table>
<thead>
<tr>
<th>CanMEDS Role</th>
<th>Objectives/Competencies (Urology Competencies, 2018)</th>
<th>How Taught</th>
<th>How Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Academic</td>
<td>Clinical</td>
<td></td>
</tr>
<tr>
<td>1.1</td>
<td>Practise medicine within their defined scope of practice and expertise</td>
<td>X X X X X X</td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>1.2</td>
<td>Interpret the examination findings in the context of the patient’s illness</td>
<td>X X X X X X</td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>1.3</td>
<td>Apply knowledge of the clinical and biomedical sciences relevant to urology</td>
<td>X X X X X X</td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>1.4</td>
<td>Perform appropriately timed clinical assessments with recommendations that are presented in an organized manner</td>
<td>X X X X X X</td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>1.5</td>
<td>Carry out professional duties in the face of multiple competing demands</td>
<td>X X X X X X</td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>1.6</td>
<td>Recognize and respond to the complexities, uncertainties, and ambiguities inherent in patient practice</td>
<td>X X X X X X</td>
<td>X X X X X X X</td>
</tr>
</tbody>
</table>
Best Resource!!

• Previous Universities
  > Contact the PA
    » McGill
    » Dalhousie
    » Western
    » UBC
The Visit

• Surveyors
• Room
• Refreshments
Plan the Day

<table>
<thead>
<tr>
<th>TIME</th>
<th>MEETING</th>
<th>LOCATION</th>
</tr>
</thead>
</table>
| 45 min | Document Review  
Includes: Minutes of Residency Program Committee, trainee files |          |
| 60 min | Program Director |          |
| 15 min | Program Administrator |          |
| 15 min | Break (a.m.) |          |
| 30 min | Department / Division Chair |          |
| 60 min/group of 20 residents | Trainees |          |
| 30 min | Lunch |          |
| 60 min | Faculty / Teaching Staff  
(if all faculty/teaching staff are members of the RPC, delete this meeting) |          |
| 15 min | Private discussion time for surveyors prior to the Residency Program Committee meeting |          |
| 60 min | Residency Program Committee |          |
| 15 min | Wrap up meeting with the program director |          |
| NEXT DAY 0730-0745 | Exit meeting with program director |          |
WiFi Access

- You or PGME?
- Personal Computers
In the Room

- Resident Files
- Program Book
- Policy Book
- Remediation File?
- On a USB stick:
  - Rotation Specific Assessment Forms
  - RPC Meeting Minutes for 6 YEARS!!
  - Completed Faculty Evaluations
New this Survey!!

• PA Group Meeting
# Sample Questions

### Meeting with Academic Lead of the Discipline

<table>
<thead>
<tr>
<th>Interview Question</th>
<th>Req</th>
<th>Interviewer Question Used in Other Interviews?</th>
<th>Similar Questions in the AMT?</th>
<th>Other Stakeholders Questioned</th>
<th>Remove/Modify Ask someone else?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is your relationship with the residency program?</td>
<td>Y</td>
<td>1.3.2</td>
<td>Y</td>
<td>Program Director</td>
<td>N</td>
</tr>
<tr>
<td>2. What resources are available to the program directors, administrative support, faculty development, research, etc.?</td>
<td>Y</td>
<td>1.3.2</td>
<td>Y</td>
<td>Program Director</td>
<td>N</td>
</tr>
<tr>
<td>3. Tell us about the program director’s leadership of the program, i.e., the program director’s ability to identify needs and implement changes, advocate for equitable/appropriate educational experiences, communicates effectively, anticipates and manages conflict, respects diversity, promotes confidentiality, demonstrates active organizational engagement, commitment to scholarship and innovation</td>
<td>Y</td>
<td>1.3.3</td>
<td>Y</td>
<td>Program Administrator, Academic Lead of the Discipline, Teachers, Residents</td>
<td>N</td>
</tr>
<tr>
<td>4. Do you have an opportunity to provide feedback regarding the program?</td>
<td>Y</td>
<td>1.2.3</td>
<td>Y</td>
<td>Residency Program Coordinator</td>
<td>N</td>
</tr>
<tr>
<td>5. How do you hear about actions and decisions of the residency program committee?</td>
<td>Y</td>
<td>1.2.3</td>
<td>Y</td>
<td>Residency Program Coordinator</td>
<td>N</td>
</tr>
</tbody>
</table>

### Meeting with Residents

<table>
<thead>
<tr>
<th>Interview Question</th>
<th>Req</th>
<th>Interviewer Question Used in Other Interviews?</th>
<th>Similar Questions in the AMT?</th>
<th>Other Stakeholders Questioned</th>
<th>Remove/Modify Ask someone else?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the program director’s communication style? Is the program director accessible? Have you discussed program changes or concerns with the program director?</td>
<td>Y</td>
<td>1.1.1</td>
<td>Y</td>
<td>Teachers, Residents</td>
<td>N</td>
</tr>
<tr>
<td>2. Tell us about the program director’s leadership of the program</td>
<td>Y</td>
<td>1.1.3</td>
<td>Y</td>
<td>Program Administrator, Academic Lead of the Discipline, Teachers, Residents</td>
<td>N</td>
</tr>
<tr>
<td>3. How did you select your recent resident selection on the RRC?</td>
<td>N</td>
<td>1.2.1</td>
<td>N</td>
<td>N/A</td>
<td>N</td>
</tr>
<tr>
<td>4. Do you have an opportunity to provide feedback regarding the program? When you do provide input, do you feel that it is appropriately considered by the RRC?</td>
<td>Y</td>
<td>1.2.3</td>
<td>Y</td>
<td>Residency Program Coordinator</td>
<td>N</td>
</tr>
<tr>
<td>5. How do you hear about actions and decisions of the RRC?</td>
<td>Y</td>
<td>1.2.3</td>
<td>Y</td>
<td>Residency Program Coordinator</td>
<td>N</td>
</tr>
</tbody>
</table>
## Your Sample Questions

<table>
<thead>
<tr>
<th>Interview Question</th>
<th>Req.</th>
<th>Similar Question Asked in Other Interview?</th>
<th>Other Stakeholders Questioned</th>
<th>Similar Evidence in the AMS®</th>
<th>Remove? Modify? Ask someone else?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you feel you have sufficient time to support the program director and residency program?</td>
<td>1.1.2</td>
<td>Y</td>
<td>Program Director</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>2. Tell us about the program director’s leadership of the program (prompts: empowers others to identify needs and implement changes, advocates for equitable/appropriate educational experiences, communicates effectively, anticipates and manages conflict, respects diversity, protects confidentiality, demonstrates active professional engagement, commitment to scholarship and innovation)</td>
<td>1.1.3</td>
<td>Y</td>
<td>Program Administrator, Academic Lead of the Discipline, Teachers, Residents</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>3. How are you made aware of the residency program’s policies/processes?</td>
<td>2.1.1</td>
<td>Y</td>
<td>Residents, Teachers, Residency Program Committee</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>4. Do you have adequate space and resources to carry out your duties? (e.g., office space)</td>
<td>4.1.4</td>
<td>Y</td>
<td>Program Director</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>5. Can you provide an overview of your responsibilities as program administrator?</td>
<td>8.1.1</td>
<td>Y</td>
<td>Program Director</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>6. Do you have access to professional development opportunities? Are you provided with the time to take advantage of these opportunities?</td>
<td>8.1.1</td>
<td>Y</td>
<td>Program Director</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>7. Do you receive feedback on your performance? What does that process look like? How frequently does this occur?</td>
<td>8.1.1</td>
<td>Y</td>
<td>Program Director</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>8. How do you provide feedback about the program? Do you feel that your opportunities to provide feedback take place in an open, collegial atmosphere? A Do you feel this feedback is used/acted upon?</td>
<td>9.1.2</td>
<td>Y</td>
<td>Residency Program Committee</td>
<td>Y</td>
<td></td>
</tr>
</tbody>
</table>
End of the Visit

• Get through the day
• Morning meeting for PD
• 6 – 8 months later
Best Resource

• Previous Universities
  > Contact the PA
    » McGill
    » Dalhousie
    » Western
    » UBC

paulaA.taylor@nshealth.ca
Recap

• Get started on Document Review/Update
• Find that “Instruments” Tab
• Start cutting and pasting from your last survey
Questions
Help us improve.  
Your input matters.

• Download the ICRE App, or
• Go to: www.royalcollege.ca/icre-evaluations to complete the session evaluation.

You could be entered to win one complimentary registration for ICRE 2020 in Vancouver.

Aidez-nous à nous améliorer.  
Votre opinion compte!

• Téléchargez l’application de la CIFR
• Visitez le www.collegeroyal.ca/evaluptionscifr afin de remplir une évaluation de la séance.