

Curriculum Subcommittee Terms of Reference General Psychiatry Residency Program

Purpose

The mandate of this subcommittee is to steward a robust curriculum within the General Psychiatry Residency Program at the University of Toronto that meets all the requirements for foundational knowledge for competence at each stage of training from Transition to Discipline (TTD) to Transition to Practice (TTP). This curriculum will align with both Royal College of Physicians and Surgeons of Canada (RCSC) standards (see below) and University of Toronto General Psychiatry Residency Program requirements for training in general psychiatry.

The Curriculum Subcommittee will also provide a forum to support our rotation coordinators and curriculum leads, encourage collaboration, coherence and continuity in the residency program, towards integration of our centralized didactic curriculum offerings with other essential learning experiences.

Membership

- Chair and co-chair: Program Director and Assistant Program Director, Assessment and Curriculum, General Psychiatry Residency Program
- Resident Representatives (at least 1 TTD/FOD and 1 FOD/COD/TTP)
- Chair or co-chair of Assessment Subcommittee
- Rotation coordinators for all core rotations in the general psychiatry residency program
- Curriculum leads/coordinators for the general psychiatry residency program
- Chair, Psychiatry Competence Subcommittee
- Equity and Social Justice Lead
- Indigenous Stream Site Lead, UofT

Guests may be invited to inform or facilitate the work of the Subcommittee at the request of the Chair(s).

Term (Chair and Members)

All members except for residents are ex-officio (participation on Subcommittee aligned with term for their roles).

Resident Representatives – 2 years

Reporting Relationship

The subcommittee reports to the Director, General Psychiatry Residency Program and the Psychiatry Residency Program Committee (PRPC). Minutes for Subcommittee meetings will be provided to the PRPC and the Chair(s) will also provide regular reports to the PRPC as needed.

Relationship to Other Committees/Structures

The Co-Chairs of the Assessment Subcommittee, Assistant Program Director Curriculum and Assessment, Chair of PCS (Psychiatry Competence Subcommittee) and Chair of RASC (Resident Assessment and Support Subcommittee) can and should share information with regards to trends in resident assessment to inform the residency program's curriculum plan and assessment strategy. Any trends should not include information about specific residents or confidential deliberations at PCS or RASC. In addition, all of the aforementioned residency program leaders should also collaborate with the Director, Faculty Development to inform faculty development.

The Chair and/or Co-Chair of the Curriculum Subcommittee will provide an **annual report** summarizing their key priorities, accomplishments, areas for future improvement, and plans for the future. This report will be shared with the PRPC, Program Evaluation Subcommittee, and PEAC (Postgraduate Education Advisory Committee).

Scope/Responsibilities

As per the *Standards for Accreditation for Residency Programs in Psychiatry* (see below) the Curriculum Subcommittee oversees the planning and design of the curriculum (i.e. core teaching including academic half-days and other special events and clinical rotations) for the residency program.

Specific tasks include:

- Plan, implement, and oversee (alongside the PRPC) the centralized didactic curriculum for PGY1/2, other rotations and curricular theme/topic (e.g. psychotherapy, psychopharmacology, QI, MBC etc.)
- Support the planning and implementation of clinical rotations across sites in collaboration with the PRPC and PG Site Directors, as it applies to ensuring required training experiences and development of essential competencies.
- Make recommendations to PRPC with regards to the operationalization and implementation of curricula
- Ensure alignment between curriculum objectives, clinical experiences, and assessment within the residency program (e.g. Entrustable Professional Activities, rotation plans etc.)
- Collaboratively and iteratively develop a curriculum map to inform quality improvement and assurance mandates of the residency program.
- Identify faculty development needs of clinical teachers as they relate to the curriculum and communicate these needs via the Chairs to the Director, Faculty Development
- Inform Program Evaluation within the residency program

Procedures for Decision Making

Decisions are made by consensus or at the discretion of the Chair. Decisions move forward as recommendations to the Program Director and Psychiatry Residency Program Committee (PRPC).

Schedule and Administrative Support

The subcommittee meets quarterly or as needed at the call of the Chair.

Administrative support is provided via the general psychiatry residency program/postgraduate education administrative coordinator in the Department of Psychiatry, University of Toronto or delegate.

From Standards of Accreditation for Residency Programs in Psychiatry

<https://www.royalcollege.ca/rcsite/documents/ibd/psychiatry-ssa-e.pdf>

Requirement 3.2.2: The residency program uses a **comprehensive curriculum plan**, which is specific to the discipline, and addresses all the CanMEDS/CanMEDS-FM Roles.

- Indicator 3.2.2.1: There is a clear curriculum plan that describes the educational experiences for residents.
- Indicator 3.2.2.2: The curriculum plan incorporates all required educational objectives or key and enabling competencies of the discipline.
- Indicator 3.2.2.3: The curriculum plan addresses expert instruction and experiential learning opportunities for each of the CanMEDS/CanMEDS-FM Roles with a variety of suitable learning activities.
- Indicator 3.2.2.4: The curriculum plan includes training in continuous improvement, with emphasis on improving systems of patient care, including patient safety, with opportunities for residents to apply their training in a project or clinical setting.
- Indicator 3.2.2.5: The curriculum plan includes fatigue risk management, specifically, education addressing the risks posed by fatigue to the practice setting, and the individual and team-based strategies available to manage the risk.
- Indicator 3.2.2.6 [Exemplary]: The curriculum plan requires that residents be provided with opportunities for collaborative/ shared care with family physicians, specialist physicians, and other mental health professionals.
- Indicator 3.2.2.7: The curriculum plan includes the completion of a scholarly research, quality assurance, or educational project.
- Indicator 3.2.2.8: The curriculum plan includes formal teaching for residents to become sensitive to the consequences of the broad range of social determinants of health relevant to psychiatric disorders.
- Indicator 3.2.2.9: The curriculum plan includes formal teaching in professionalism.
- Indicator 3.2.2.10 [Exemplary]: The residency program incorporates the Psychiatry Pathway to Competence in its curriculum plan.

Psychiatry Competencies

<https://www.royalcollege.ca/rcsite/documents/ibd/psychiatry-competencies-e.pdf>

Psychiatry Training Experiences

<https://www.royalcollege.ca/rcsite/documents/ibd/psychiatry-training-experiences-e.pdf>

Prepared by: Program Director and Assistant Program Director, Curriculum & Assessment with input from Rotation Coordinators/Curriculum Leads, Associate Program Director and PRPC

Approved by PRPC: November 7, 2022

Date of next scheduled review: 2025