

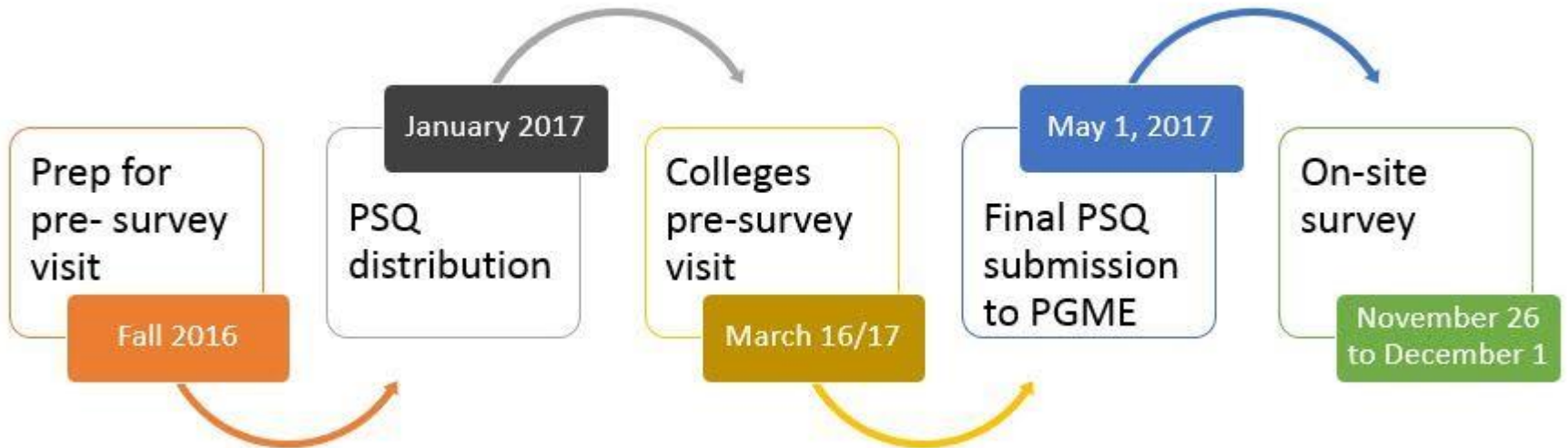
# ACCREDITATION SURVEY 2017

## PSQ PREP

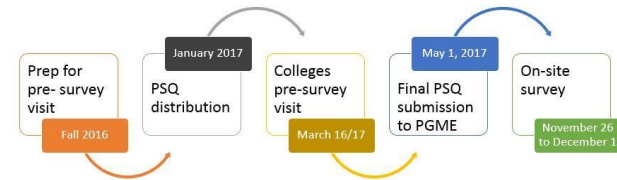


# 2017 Survey Timeline at U of A

2



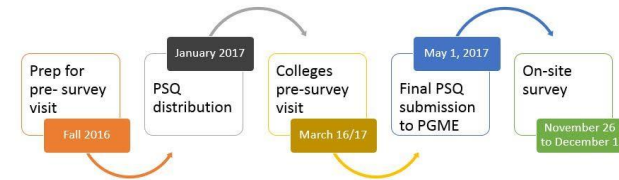
# Objectives



You will be:

- Know the documentation needed for preparation of the PSQ
- Complete the PSQ in a clear and concise manner

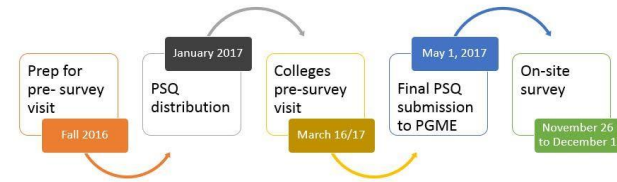
# Accreditation



Is a **process** for evaluating residency programs including the educational environment to determine if the program is **meeting the Standards**

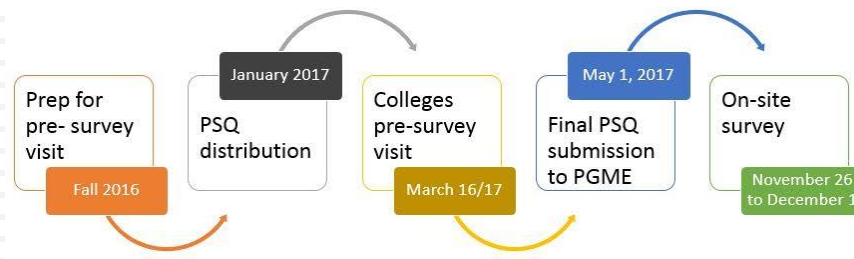
- ▣ A Standards = Institution (University)
- ▣ B Standards = Program
  - General (“**musts**” vs. “**shoulds**”)
    - Blue Book
    - Descriptors
  - Specialty Specific (“**musts**” vs. “**shoulds**”)
    - SSA
    - OTR
    - STR

# Accreditation

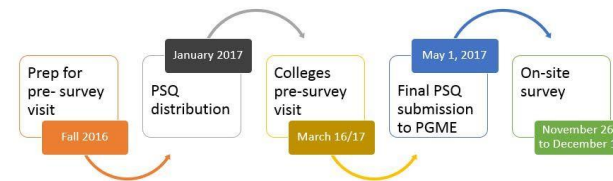


- College does **NOT** accredit:
  - Excellence of departments
  - Excellence and reputation of research
  - Quality and expertise of clinical faculty
  - Moral worth of program directors

# PSQ



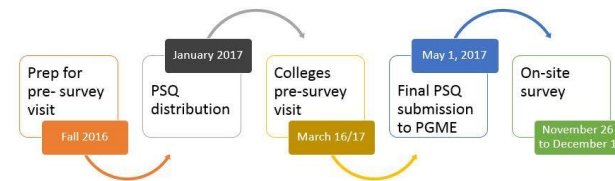
# Purpose of the PSQ



- Written summary of the training program
  - ▣ Used by surveyor (s)
  - ▣ Reviewed by Specialty Committee
- Is an essential component in the accreditation survey process
- Questions are linked to the “B” standards
- Standard template
  - ▣ Generic template for General Information, and Sections B1, 2, 3, 5, 6
  - ▣ Specialty-specific template for B4

# What's in the PSQs?

## Appendices



### PART I PRE-SURVEY QUESTIONNAIRE

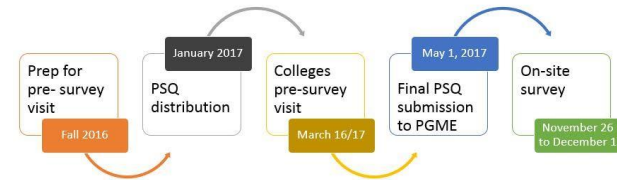
NAME OF PROGRAM :

- Complete each question providing only the information required. Answers should be brief.
- Submit pre-survey questionnaire (Part I and Part II) to the Postgraduate Medical Education Office for transmission to the Royal College.
- The following attachments **must** be included with the pre-survey questionnaire. Electronic or weblink access is acceptable.

Attachment	Electronic	Weblink Access – Provide URL Address	N/A
<b>Appendix 'A'</b> Agendas - Residency Program Committee Meetings (for past 2 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Appendix 'B'</b> Program policy on resident safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Appendix 'C'</b> Research grants of faculty (for past 12 months)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Appendix 'D'</b> Publication record of faculty (for past 12 months)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Appendix 'E'</b> Rotation-specific goals and objectives of the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Appendix 'F'</b> Overall goals of the residency program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Appendix 'G'</b> Interuniversity affiliation agreement(s), if required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Appendix 'H'</b> Formal academic curriculum (for past 2 years or longer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Appendix 'I'</b> Other educational activities (for past 2 years or longer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Appendix 'J'</b> Resident publications (for past 6 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List additional attachments below.			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Appendices



- ❑ Appendix A: RPC Agendas (2 years)
- ❑ Appendix B: Program policy on resident safety
- ❑ Appendix C: Faculty research grants (12 months)
- ❑ Appendix D: Faculty publications (12 months)
- ❑ Appendix E: Rotation-specific Goals & Objectives
- ❑ Appendix F: Overall goals of the program
- ❑ Appendix G: Inter-university affiliation agreements
- ❑ Appendix H: Formal Academic Curriculum ( $\geq 2$  years)
- ❑ Appendix I: Other Educational Activities ( $\geq 2$  years)
- ❑ Appendix J: Resident publications (6 years)

# What's in the PSQ?

## Curriculum Mapping

CanMEDS Competency	Teaching in the Clinical Setting	Teaching in the Non-clinical Setting
<b>Communicator</b>		
written and electronic communication and information		
oral communication including difficult communication scenarios, including but not limited to disagreements and emotionally charged conversations		
disclosure of harmful patient safety incidents		
other specialty specific Communicator goals - refer to OTR/STR)		
<b>Collaborator</b>		
<del>interprofessional</del> collaboration		
conflict management		
patient care handover		
other specialty specific Collaborator goals - refer to OTR/STR		

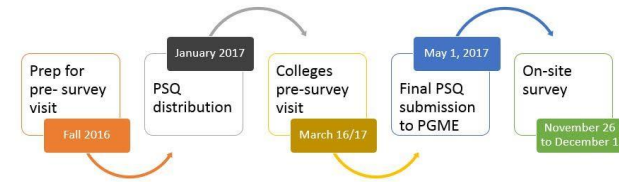
# What's in the PSQ?

## Assessment Mapping

Competency	Assessment Method	Frequency
<b>Medical Expert</b>		
Knowledge relevant to the discipline		
Clinical and/or technical skills		
<b>Communicator</b>		
Therapeutic relationships with patients and families, including patient-centred approach and shared care planning		
Oral communication, including difficult communication scenarios, including but not limited to disagreements and emotionally charged conversations		
Written and electronic communication and information		
Disclosure of harmful patient safety incidents		
<b>Collaborator</b>		
Conflict resolution		
Patient care handover		
Relationships with health		

# Prep for completion of PSQs

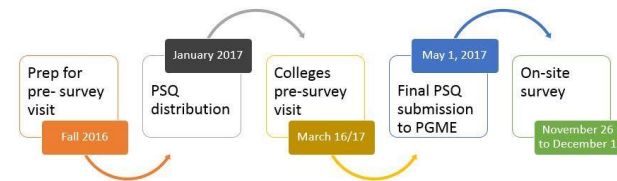
## Document Gathering



- Electronic copy of the last completed PSQs (Internal Review or College Survey)
- Last transmittal letter (2011 College Survey or Mandated Internal or External Review)
  - ▣ Approval Status
  - ▣ Summary of Strengths and Weaknesses
- Last Survey Report
  - ▣ Summary of last review
  - ▣ Details of Strengths and Weaknesses
  - ▣ Responses to Specialty Committee concerns

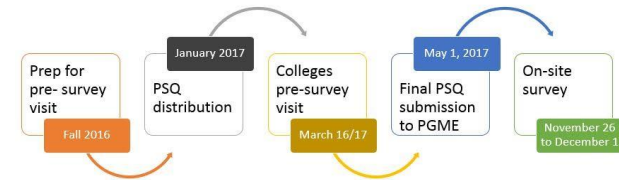
# Prep for completion of PSQs

## Document Gathering



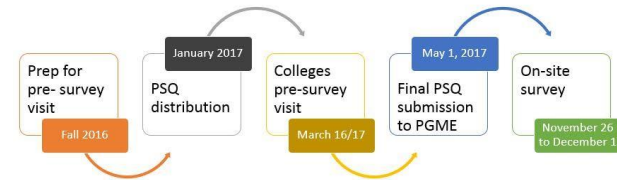
- Material requested as appendices
- Resident training manual (e-copy helpful)
- Resident rotation schedule
  - ▣ Your own and rotating residents from other programs
- Existing assessment schedule and tools in your program
- Your division/department annual report
  - ▣ List of faculty members
  - ▣ Clinical case load census
  - ▣ Needed for PSQ Part 2

# Prep Work for PSQs



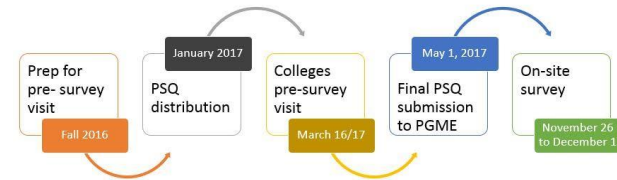
- Specialty specific documents
  - ▣ SSA (Specific Standards of Accreditation)
  - ▣ OTR (Objectives of Training)
  - ▣ STR (Specialty Training Requirements)
  - ▣ 2015 OTR Special Addendum
- “B” Standards
- The Descriptors document
  - ▣ Provides detailed interpretation of the “B” standards
- Common PGME policies/wording
  - ▣ Safety, appeals, well-being

# PSQ tips – Do's and Don'ts



- **DON'T** wait till the last minute!
  - Holes or lack of clarity in PSQs will focus the Specialty Committee and Surveyor to those areas
- **DO** Use the last PSQs as a start template
  - Update, add, subtract, revise
  - Make sure that revision reflects changes in your program and specialty specific documents (SSA, STR, OTR)
- **DO** respond as best you can to previous weaknesses
  - Unresolved weaknesses is a RED FLAG to surveyor
  - **DON'T** be defensive in your wording
- **DO** read through the ENTIRE survey report
  - Minor weaknesses may not be cited in the report summary, but may be a focus for the surveyor to further explore during the survey
- **DON'T** use the PSQ as a leverage/bargaining tool with your Chair or division

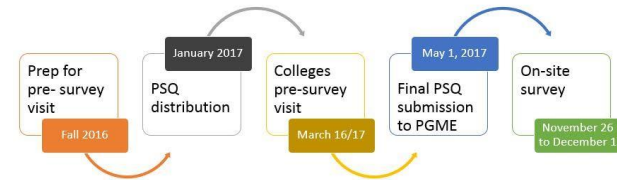
# PSQ tips



- Answer questions with concise but complete responses (i.e. Not too long and not too short)
- Answer to weaknesses identified either at 2011 Survey or **mandated** internal/external review (NOT the non-mandated internal review)
- “Answer the question”
  - Don’t fill section with “fluff” response without actually answering the question
  - Don’t confuse the Sections (eg. Don’t list how various CanMEDs roles are being assessed in the Content section)
- Avoid words that may be a **RED FLAG** to the reviewers:
  - “APPRENTICE”, “ROLE-MODELLING”
  - “INFORMAL”, “AD-HOC”
- Be **HONEST**
  - The surveyors will be trying to validate the PSQ responses on the day of the survey via meetings and document review



# PSQ Tips



- Look through your first draft to see the “holes” in your program
  - If you have time, try to address them
  - Be prepared to have a response to these “holes” at the time of the survey
  - Identify any new/upcoming initiatives to address the “holes” (but avoid “upcoming initiatives” fatigue) in the PSQ
- Ensure that your program is complying with all the “**must’s**” in the “B” standards and Specialty documents
  - If not, work towards a solution
  - Be prepared to have a response at the time of the survey

# Questions?

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