

MACPEDS CHIEF RESIDENT BLOCKS

The responsibilities of the Pediatric Chief Resident will be shared equally among three co-chief residents for the 2014-2015 academic year.

Each co-chief resident will have 3 chief “blocks” within the academic year, with the exception of **Block 7**, which will be divided among the co-chief residents into weekly responsibilities, and **Block 11**, which will be a transition block with the incoming chief residents.

The chief block will be used to focus on the activities of being Chief Resident, particularly the administrative and educational roles. The Chief Resident is expected to provide guidance and support to residents, as well as administrative leadership to the resident body. The Chief Resident will also provide simulation, didactic, and bedside teaching to residents and medical students, and will work on developing curriculum and educational modules throughout the year.

CANMEDS OBJECTIVES**

MEDICAL EXPERT

1. Establish and maintain clinical knowledge, skills and attitudes necessary to function as a resource for other residents.
2. Facilitate the learning of patients, families, students, residents and other health professionals.
3. Recognize the limits of his/her expertise and seek appropriate consultation from other health professionals.

COMMUNICATOR

1. Develop rapport, trust and a strong working relationship with other residents and allied health professionals.
2. Communicate effectively with the administration of McMaster Children’s Hospital and the Pediatric Residency Program on behalf of the residents.
3. Convey relevant information accurately to residents, colleagues, and other health professionals.
4. Communicate effectively with the resident group and listen carefully while encouraging discussion and idea generation.

COLLABORATOR

1. Participate effectively and appropriately within an interprofessional team, including multidisciplinary committees within McMaster Children's Hospital administration.
2. Work effectively with other residents, staff, and allied health professionals to prevent, negotiate, and resolve conflicts.
3. Collaborate with residents and faculty members to improve learning experiences within rotations and within the program's curriculum.
4. Collaborate with staff, allied health professionals, and administration on systems-wide issues that affect or can be affected by pediatric residents (i.e. patient safety).

MANAGER

1. Create a fair and equitable call schedule respecting approved requests while ensuring appropriate clinical coverage of the inpatient general pediatric wards, pediatric intensive care unit, and specific subspecialty services on nights and weekends.
2. Manage scheduling issues arising from illness or emergencies.
3. Serve in administration and leadership roles, as appropriate, including:
 - a. Chairing or participating effectively in committees and meetings
 - b. Leading or implementing change within the residency program
 - c. Planning relevant elements of the residency program (i.e. call schedules, retreats, ERP meetings, orientation sessions etc.)
 - d. Demonstrating a strong understanding of patient safety issues in the hospital and participate in quality process evaluation and improvement
4. Ensure that residents are relieved from their clinical duties during dedicated and protected teaching time for residents and prior to OSCE exams.
5. Use information technology appropriate for fulfilling the administrative and educational needs of being a chief resident.
6. Set priorities and manage time to balance patient care, chief requirements, outside activities, and personal life and career goals.

HEALTH ADVOCATE

1. Identify and respond to resident concerns, and advocate on behalf of residents.
2. Promote the health and well being of the resident group.

SCHOLAR

1. Maintain and enhance professional activities through ongoing learning, including recognizing the importance of self-assessment of professional competence and practice.
2. Facilitate the learning of medical students, residents, and other health professionals as appropriate, including:
 - a. Identifying the learning needs and desired learning outcomes of others
 - b. Selecting effective teaching strategies and content to facilitate others' learning
 - c. Demonstrating the ability to give an effective lecture or presentation, or facilitate a small group learning session (i.e. simulation teaching session)
 - d. Assessing and reflecting on a teaching encounter
 - e. Providing effective feedback

PROFESSIONAL

1. Demonstrate a commitment to their patients, profession and society through ethical practice.
2. Be a role model for other residents by exhibiting professional behaviours in practice, including: honesty, integrity, commitment, compassion, respect, altruism and punctuality.
3. Recognize and appropriately respond to ethical issues encountered in residency.
4. Recognize and respect the principles and limits of resident confidentiality.