



TEMERTY FACULTY OF MEDICINE
UNIVERSITY OF TORONTO

Temerty
Medicine

All Program Directors & Family Medicine Site Directors' Meeting

Friday, June 2, 2023



Welcome Remarks

Dr. Meredith Giuliani

Associate Dean, PGME



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Acknowledgments & Appreciation

Dr. Linda Proybn

Director, Admissions & Evaluation



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Acknowledging the land

We would like to acknowledge this sacred land on which the University of Toronto operates. It has been a site of human activity for [thousands] of years. This land is the territory of the Huron-Wendat and Petun First Nations, the Seneca, and most recently, the Mississaugas of the Credit.

The territory was the subject of the Dish with One Spoon Wampum Belt Covenant, an agreement between the Haudenosaunee Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes.

Today, the meeting place of Toronto is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work in the community, on this territory.

Exiting Residency Program Directors (from June 2022)

Frances Wright

John Lloyd

Jennifer Russell

Jeyantha Herath

Daniel Gorman

Diane Wherrett

Paolo Campisi

Lindsay Fleming

Binita Kamath

Wendy Lau

Daniela Lobo

David Hall

Amer Shammas

John Foote

Surgical Oncology

Ophthalmology

Paediatric Cardiology

Forensic Pathology

Child & Adolescent Psychiatry

Paediatric Endocrinology and Metabolism

OHNS

Adolescent Medicine

Paediatric Gastroenterology

Transfusion Medicine AFC

Addictions Medicine AFC

Adult Critical Care

Nuclear Medicine

Emergency Medicine: Enhanced Skills



New Residency Program Directors (from July 2022)

Nicole Look Hong/Anand Govindarajan

Amandeep Rai

Connall Morgan

Andrew Williams

Karen Wang

Carol Lam

Vincent Lin

Karen Leslie/Vandana Rawal

Eric Benchimol

Yulia Lin

Susan Franchuk

Jordan Chenkin

Cynthia Tsien

Jenna Spring

Reza Vali

General Surgical Oncology

Ophthalmology

Paediatric Cardiology

Forensic Pathology

Child & Adolescent Psychiatry

Paediatric Endocrinology and Metabolism

OHNS

Adolescent Medicine

Paediatrics Gastroenterology

Transfusion Medicine AFC

Addictions Medicine AFC

POCUS AFC

Solid Organ Transplant AFC

Adult Critical Care

Nuclear Medicine

Emergency Medicine: Enhanced Skills

Exiting Family Medicine Site Directors

(from June 2023)

- Melissa Graham Trillium Health Partners - Credit Valley Hospital
- Yasir Khan Markham Stouffville Hospital
- Monica Nijhawan Southlake Regional Health Centre
- Priya Sood Unity Health Toronto – St. Joseph's Health Centre
- Hemen Shukla Women's College Hospital Centre
- Anne Wideman Sunnybrook Health Sciences Centre
- Sarah Fleming The University Health Network – Toronto Western Hospital

New Family Medicine Site Directors

(from July 2023)

- Julian Manzone Southlake Regional Health Centre
- Dana Newman Unity Health Toronto – St. Joseph's Health Centre
- Nina Yashpal Trillium Health Partners - Credit Valley Hospital
- Kimberley Kent Trillium Health Partners - Credit Valley Hospital
- Bradley Lichtblau Women's College Hospital
- Priya Sood Humber River Hospital

Awards Acknowledgement

Dr. Linda Probyn

Director, Admissions & Evaluation



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2023 Postgraduate Medical Trainee Leadership Award

Dr. Benjamin Cassidy, PGY4, Psychiatry

Dr. Nikhita Singhal, PGY4, Psychiatry

Drs. Warner Finstad & Kelsey Shannon, PGY4, Pediatrics

Dr. Jennia Michaeli, PGY4, Obstetrics & Gynecology

Dr. Mary Murphy, Clinical Fellow, Obstetrics & Gynecology

2023 PGME Excellence Awards

Development and Innovation

Dr. Nisha Andany, Adult Infectious Diseases

2023 PGME Excellence Awards

Teaching Performance, Mentorship and Advocacy

Dr. Daniel Gorman, Psychiatry

Dr. Frances Wright, General Surgery

2023 Social Responsibility Award in Postgraduate Medical Education – Faculty

Dr. Petal Abdool, Geriatric Psychiatry

2023 Social Responsibility Award in Postgraduate Medical Education – Trainee

Dr. Victoria Reedman, PGY3 Adult Neurology

2023 The CAME Rising Star Certificate of Excellence

Dr. Victor Do, PGY3 Pediatrics

2023 Robert Sheppard Award – Faculty

Dr. Mireille Norris, Geriatric Medicine

Dr. Malika Sharma, Adult Infectious Diseases

2023 Robert Sheppard Award – Trainee

Dr. Fartoon Siad, PGY3 Internal Medicine

2023 Sarita Verma Award for Advocacy and Mentorship in Postgraduate Medicine

Dr. Shaheen Darani, Forensic Psychiatry

2023 PARO Award Recipients

Resident Teaching

Dr. Stephanie Kuntz, PGY5 Adult Neurology

Dr. Michael Nguyen, PGY5 Ophthalmology

2023 PARO Award Recipients

Excellence in Clinical Teaching Award

Dr. David Latter, Cardiac Surgery

Dr. Erin Lurie, Family Medicine

2023 PARO Award Recipients

Citizenship Awards for Medical Students

Ms. Milena Cioana

Mr. Joshua Tuazon

2023 PARO Award Recipients

Dr. Robert Conn Resident Advocate for a Clinician

Dr. Christopher Li, Adult Respiriology

2023 Resident Doctors of Canada Puddester Award for Resident Wellness - Resident Category

Dr. Yasmin Nasirzadeh, PGY5 Psychiatry

2022 Dr. W. Dale Dauphinee Award for Excellence in Medical Education and Assessment

Dr. Lior Krimus, PGY5 Anesthesia



CONGRATULATIONS

.....

Opportunities and Speed Bumps: What is Ahead for Postgraduate Medical Education? A Dialogue with Brian Hodges

Dr. Brian Hodges

President, Royal College of Physicians and Surgeons of
Canada



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New Program Director Mentorship Program

Dr. Jennifer Croke

Faculty Lead, PG Mentorship



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Royal College

- **New: “Policy on Appointing a Program Director of a Royal College-accredited Program”**
- Clarifies acceptable qualifications of PDs and responsibilities of institutions and the RC about PDs and their appointments
- **Includes the following requirements:**
- One-on-one coaching with a Royal College Fellow/Subspecialist Affiliate who has current or recent experience as a PD of a RC accredited program. Coaching must commence within three months of the appointment to the position of PD and continue for at least one year.



New PD Mentorship Program

Dyads have been created by PGME

Launch April 2023

1 year

- at least 2 one-on-one mentorship meetings
- Informal communication as needed



Program Overview

- Orientation session
- Program handbook
- Email blasts
- Networking
- CPD: leadership building, coaching



Program Updates

- Feb 2023: Information session for potential mentors
- April 2023: 10 mentee-mentor dyads created
- May 2023
 - Orientation session for mentor-mentee dyads
 - Pre-program survey
- Ongoing
 - Creation of dyads once we learn of new incoming PDs
 - Always looking for interested mentors



Future Directions

- Networking events: coffee with guest speaker (Fall 2023)
- Mixed-methods evaluation of pilot program
 - Surveys
 - Interviews



Thank you!



Questions?



New MSF Program

Dr. Anne Matlow

Faculty Lead, PG Leadership



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Multisource Feedback for PDs

Anne Matlow MD FRCPC CEC

Faculty Lead, PG Leadership

June 2, 2023



Institutional Standard 1.2.4.5: “There is an effective process using multiple sources of feedback, for regular and formal review of each program director’s performance, conducted collaboratively between the academic lead of the discipline and the postgraduate office”.



12-24 months
then q3 years

5-9 faculty
2-4 r
1-2 ac
Tot

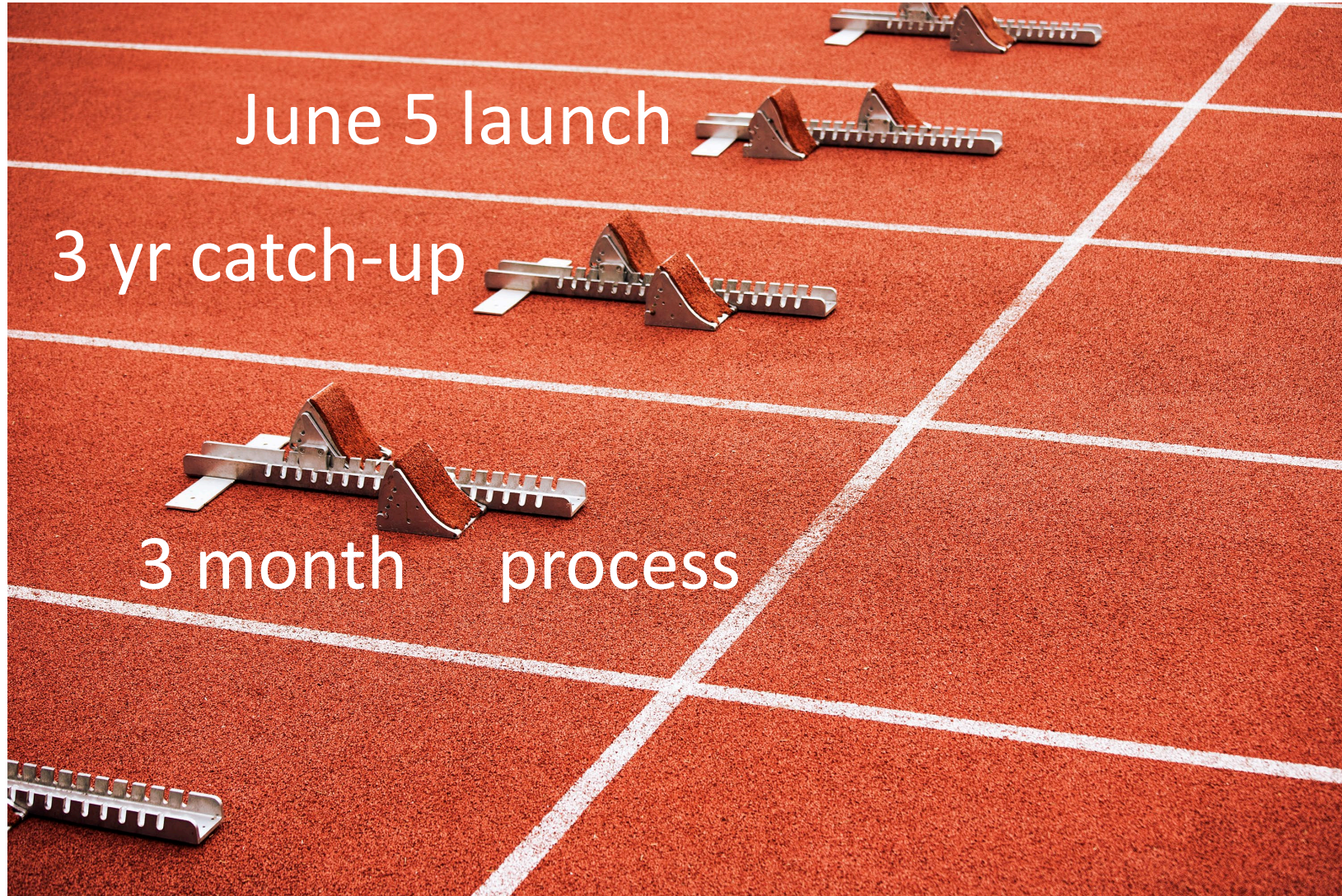
Standardized set of
competencies

Vice chair
education or
deleg

Opportunities for
growth through
coaching, NEAL etc

Institutional Standard 1.2.
process using multiple sources
regular and formal review of each p
director's performance, conducted collaboratively
between the academic lead of the discipline and the
postgraduate office".

Process



June 5 launch

3 yr catch-up

3 month process

Thank you

anne.matlow@utoronto.ca

Learner Wellness Advisory Committee

Dr. Heather Flett

Temerty Professor of Learner Wellness

Dr. Charlie Guiang

Director, Postgraduate Learner Affairs



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Learner Wellness Advisory Committee

All PDs and FMSDs – June 2, 2023

Dr. Heather Flett
Temerty Professor of Learner Wellness

Dr. Charlie Guiang
Director of Postgraduate Learner Affairs

Friday, June 2, 2023



Learner Wellness Advisory Committee (LWAC)

Terms of Reference

The **Learner Wellness Advisory Committee** serves as a **forum** for coordinated **discussion, consultation and development of strategies and recommendations** to help ensure the **best possible learning environment and experience** for Undergraduate medical (MD students) and health professions learners and Postgraduate medical learners (residents and fellows) at all campuses across the Temerty Faculty of Medicine.

The LWAC **supports** continued **alignment and integration of learner wellness initiatives, programming and resources, curriculum, and policies across the medical learner continuum**. It does so through the sharing of existing learner wellness practices and resources, inclusive consultation about medical learner wellness related initiatives, policy and scholarly activities, and evaluation of emerging learner wellness needs, with a particular focus on articulating strategies, identifying strategic initiatives and developing next step recommendations.



LWAC: Key Responsibilities

1. Guide the **development and analysis of a comprehensive understanding of learner wellness initiatives and emerging needs** across the continuum of medical education.
2. **Provide direction regarding new initiatives, resource needs and development, and revisions to existing learner wellness programming**, to meet the integrated needs across the medical education continuum.
3. Ensure appropriate **cross-representation at key MD, PGME, OLA and faculty-level committees/working groups** to enable awareness of the learner wellness portfolio, needs, strategies and initiatives.
4. Act as a **resource regarding learner wellness needs** related to projects and initiatives across Temerty Medicine.
5. Provide **direction and support for the review and updating of key policies that implicate learner wellness resources** and supports across the medical education continuum.



Learner Wellness Advisory Committee

Chair: Professor of Learner wellness, Heather Flett

**C-Vice Chairs: Drs Charlie Guiang and Chetana Kulkarni
(Directors of Learner Affairs)**

Learner and Faculty representation

Reports to the Medical Education Executive Committee

Liaise with PGME-AC, Faculty Affairs Advisory Committee

Disability Justice Working group



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Current Initiatives

MD Program LW Curriculum- revised, piloted and evaluated

**LW in Surgical Foundations: developed, piloted and evaluated
4 sessions this year**

Developed session for International fellows program at UHN



LWAC: Upcoming Initiatives

1. Learner Wellness Curriculum Working Group

Focus on development of resources for PG/UG, MRS, OT and PA programs

Key areas: Financial literacy, Fatigue Risk management, Wellness check ins for programs, Managing academic and clinical setbacks

Collaboration with Career planning- career adjacent topics

2. Review and Update LW PG Guidelines for all medical learners across UG/PG, MRS, OT, PA programs





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Questions or comments?



Learner Experience Unit Updates

Dr. Reena Pattani

Director, Learner Experience



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Lorraine Sheffield
Administrative
Coordinator, LEU



Reena Pattani
Director of Learner
Experience



Saunia Palmer-
Nelson
Learner Life Specialist



Marina Mammon
Learner Life Specialist



Meeta Patel,
Assistant Director of
Learner Experience





Heather Flett
Prof. Learner Wellness



Tony Pignatiello
Associate Dean



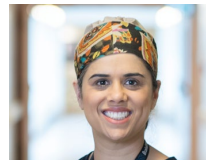
Ming Lee
Consulting Psychiatrist



Reena Pattani
Director,
Learner Experience



Meeta Patel
Assistant Director,
Learner Experience



Chetana Kulkarni
Director,
UG Learner Affairs



Charlie Guiang
Director,
PG Learner Affairs



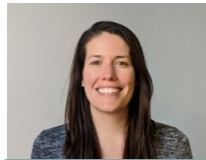
Shaheen Darani
Associate Director,
PG Learner Affairs



Laila Premji
Director, Career
Advising System



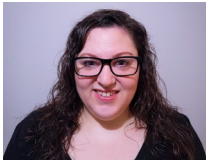
Molly Zirkle
Acting Director,
Career Advising System



Karen Crow
Operations Manager



Joanne Leo
Learner Life Specialist



Lisa van der Laan
Learner Life Specialist



Carole Sandy
Learner Life Specialist



Marina Mammon
Learner Life Specialist



Saunia Palmer-Nelson
Learner Life Specialist



Carmen Bartolo
Learner Life Specialist



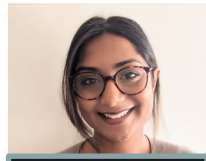
Christine Knox
Learner Life Specialist



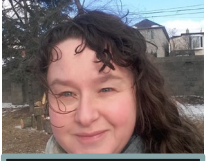
Colleen O'Connor
Career Counsellor



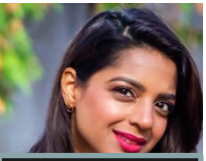
Stephanie Karam
Career Counsellor



Moira Ruthralingam
PGME / Accessibility
Advisor



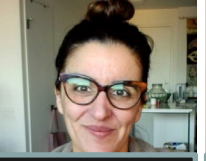
Kathleen Ogden
Learning Strategist



Sheliza Ibrahim
Faculty Advisor (UTM)
Student Achievement



Jonathon Dionisi
Executive Assistant /
Office Coordinator



Djana Nuss
Administrative
Coordinator



Lorraine Sheffield
Administrative
Coordinator



Julie Thomson
Administrative
Coordinator



Mark Wlodarski
Student Support
Administrator (UTM)



Ike Okafor
Sr. Officer, Service
Learning & Diversity
Outreach (OID)



Definition & Approach

Learner Mistreatment:

intentional or unintentional behaviours that show disrespect for the dignity of others.

**Unprofessional
Behaviours**

**Discrimination/
Discriminatory
harassment**

**Sexual violence/
Sexual harassment**



Connect Online

<https://meded.temertymedicine.utoronto.ca/learner-mistreatment>



SCAN ME

A screenshot of a web browser displaying the 'Learner Mistreatment' page. The browser's address bar shows the URL 'meded.temertymedicine.utoronto.ca'. The page has a navigation menu on the left with items like 'What is Mistreatment?', 'Distinction Between Discussing, Disclosing and Reporting', 'How Do I Disclose or Report?', 'Who to Contact', 'Protections Against Retaliation', 'Confidentiality and Anonymous Disclosures/Reports', 'Structural Reporting', 'Recording Without Reporting', 'Submit a Disclosure', 'Next Steps Following a Disclosure or Report', 'MD Learner Mistreatment Protocol', and 'PGME Guidelines for Managing Disclosures'. The main content area features the title 'Learner Mistreatment', a paragraph: 'We are here for you, feel free to contact us if you want to discuss, disclose, or report something that has happened.', and the text 'I would like to:'. Below this are two large buttons: 'Connect With a Designated Leader' (light blue) and 'Disclose or Report Mistreatment' (dark blue). At the bottom, there is a paragraph: 'Call 911 or seek immediate assistance from onsite security or other authorities if you are concerned about impending harm to yourself or others. Contact a designated MD or PGME Program leader only after your safety is ensured.'



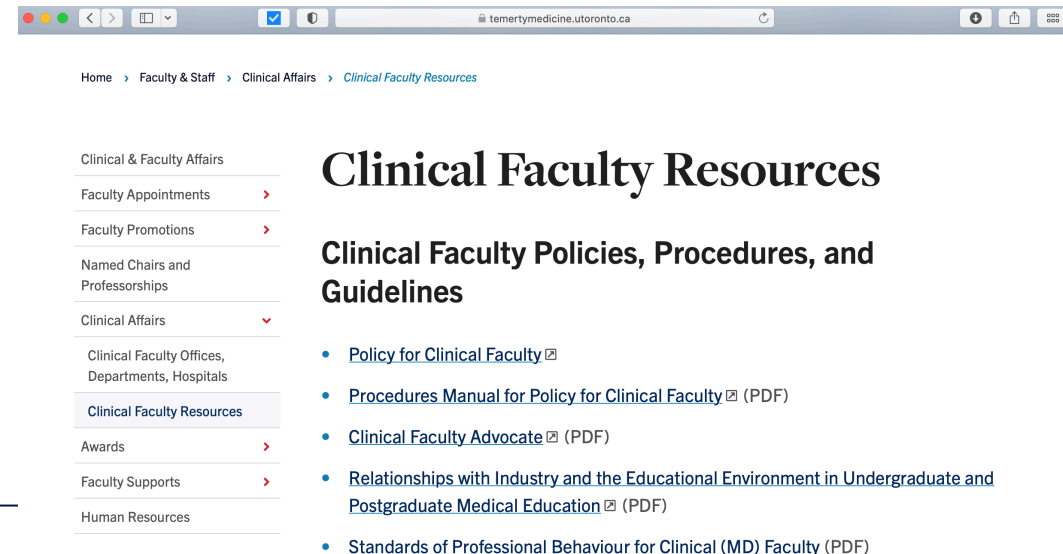
Expansion to other Temerty Clinical Learners

- Medical Radiation Sciences
- Physician Assistants
- Rehab Sciences
 - Physiotherapy
 - Occupational Therapy and Occupational Sciences
 - Speech Language Pathology



Supports for Faculty

- Dr. Pier Bryden, Assoc Dean Clinical Affairs
- Dr. Julie Maggi, Faculty Wellness Leads
- Dr. Latika Nirula, Director of CFD
- Clinical Faculty Advocates



The screenshot shows a web browser window with the URL temertymedicine.utoronto.ca. The breadcrumb trail is: Home > Faculty & Staff > Clinical Affairs > Clinical Faculty Resources. A left-hand navigation menu lists: Clinical & Faculty Affairs, Faculty Appointments, Faculty Promotions, Named Chairs and Professorships, Clinical Affairs, Clinical Faculty Offices, Departments, Hospitals, Clinical Faculty Resources (highlighted), Awards, Faculty Supports, and Human Resources. The main content area is titled "Clinical Faculty Resources" and "Clinical Faculty Policies, Procedures, and Guidelines". It contains a list of links: Policy for Clinical Faculty, Procedures Manual for Policy for Clinical Faculty (PDF), Clinical Faculty Advocate (PDF), Relationships with Industry and the Educational Environment in Undergraduate and Postgraduate Medical Education (PDF), and Standards of Professional Behaviour for Clinical (MD) Faculty (PDF).



To help make this work:

- **Refer** learners to **Learner Experience** for advice, direction, and support whether they are a complainant, witness, or respondent.
- ***Reach out directly!*** If reviewing locally, **consult** the Director/Assistant Director of Learner Experience:
 - To ensure procedural consistency
 - To access available supports & resources for review and resolution



Benefits of an Integrated Approach

- ✓ Consistent approaches (e.g. EDIIA- and trauma-informed)
- ✓ Shared definitions, clear expectations, transparency, procedural consistency, and due process for all involved
- ✓ Appropriate consultations and documentation
- ✓ Accountability, systems-level change
- ✓ Builds a '*community of practice*'



How to Navigate Learner Mistreatment → **Primer for teachers**



Co-Chairs: Justin Lam &
Jana Lazor

Leora Branfield Day

Hadeel Aljazzaf

Chetana Kulkarni

Paige Homme

Meeta Patel

Rick Penciner

Ike Okafor

Sue Glover Takahashi

Lyon Qiao

Parnika Godkhindi

Muhammad Shahid

Nader Chaya

Kabisha Velauthapillai

Introduction to Primer on Learner Mistreatment for Learner Facing Teachers

Dr. Justin Lam

Clinical Fellow, Pediatrics



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University of Toronto

POSTGRADUATE LEARNER AFFAIRS (PGLA) OFFICE OF LEARNER AFFAIRS (OLA)

Charlie Guiang - Director – Postgraduate Learner Affairs

Shaheen Darani – Associate Director – Postgraduate Learner Affairs

Moira Ruthralingam – PGME Accessibility Advisor

Temerty Faculty of Medicine

Postgraduate Learner Affairs - PGLA



Dr. Tony Pignatiello
Associate Dean



Dr. Heather Flett
Professor, Learner
Wellness



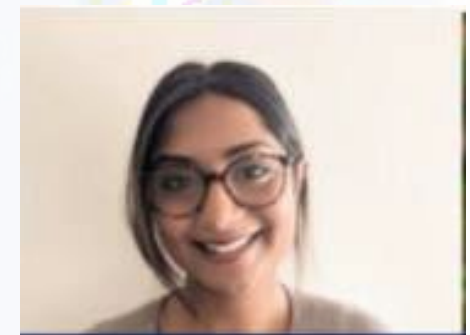
Diana Nuss
Administrative
Coordinator



Dr. Charlie Guiang
Director,
PG Learner Affairs



Dr. Shaheen Darani
Associate Director, PG
Learner Affairs



Moira Ruthralingam
PGME Accessibility
Advisor

ola.reception@utoronto.ca
diana.nuss@utoronto.ca

charlie.guiang@utoronto.ca

shaheenalicia.darani@utoronto.ca

moira.ruthralingam@utoronto.ca

Our mission

We work with **learners**,
at *individual and systems* levels to **optimize the
learning environment and experience**,
and enable their *development into accomplished
health care professionals*.

For context . . .

We are:

- ✓ **Totally voluntary**
- ✓ **Neutral**
- ✓ **Inclusive**
- ✓ **Safe**
- ✓ **Confidential** (PHIPA vs FIPPA), with independent record management systems
- ✓ **Free of charge**

We are not:

- ✗ **Evaluative**
- ✗ **On any selection committees**
- ✗ **Adjudicating**
- ✗ **Disciplinary**
- ✗ **A crisis service**

What we do

CORE SUPPORTS



And liaise with other networks

COMMUNITY
OMA – PHP

PGME

UNIVERSITY
OF TORONTO

TEMERTY
FACULTY OF
MEDICINE

MEDICAL
EDUCATION

PARO

LEARNER
LEADERSHIP

Ways we support learner wellness



Absences



Navigating
transfers
& transitions



Accommodation



Personal
support



Outreach and
Warm Handover



Mentorship



Resource of
learner support
for faculty



Learners
experiencing
difficulty



Skills
enhancement



Well-being



Career
counselling



Broad
networking

Learner life specialists



- MSWs, OTs and registered psychotherapists



- Help with Intake, triage, short-term stabilization and navigation
- Use a variety of therapeutic modalities
- Deliver learner wellness initiatives and are resource experts



- Available via self-referral or recommendation
- Short-term interventions
- Learners attend 4-6 sessions per episode, on average



- Efficient, effective, equitable, responsive
- Rapid access to services matched to needs

Accessibility Advising

Voluntary service for post-graduate learners (residents and clinical fellows) experiencing barriers in participation due to disability, religion and/or family status.

Principles of Accommodation:

- respects dignity (including autonomy, comfort and confidentiality)
- responds to a person's individualized needs
- allows for integration and full participation.

The Learner must be able to meet essential requirements of the program. The way a learner demonstrates skills and knowledge can be altered.

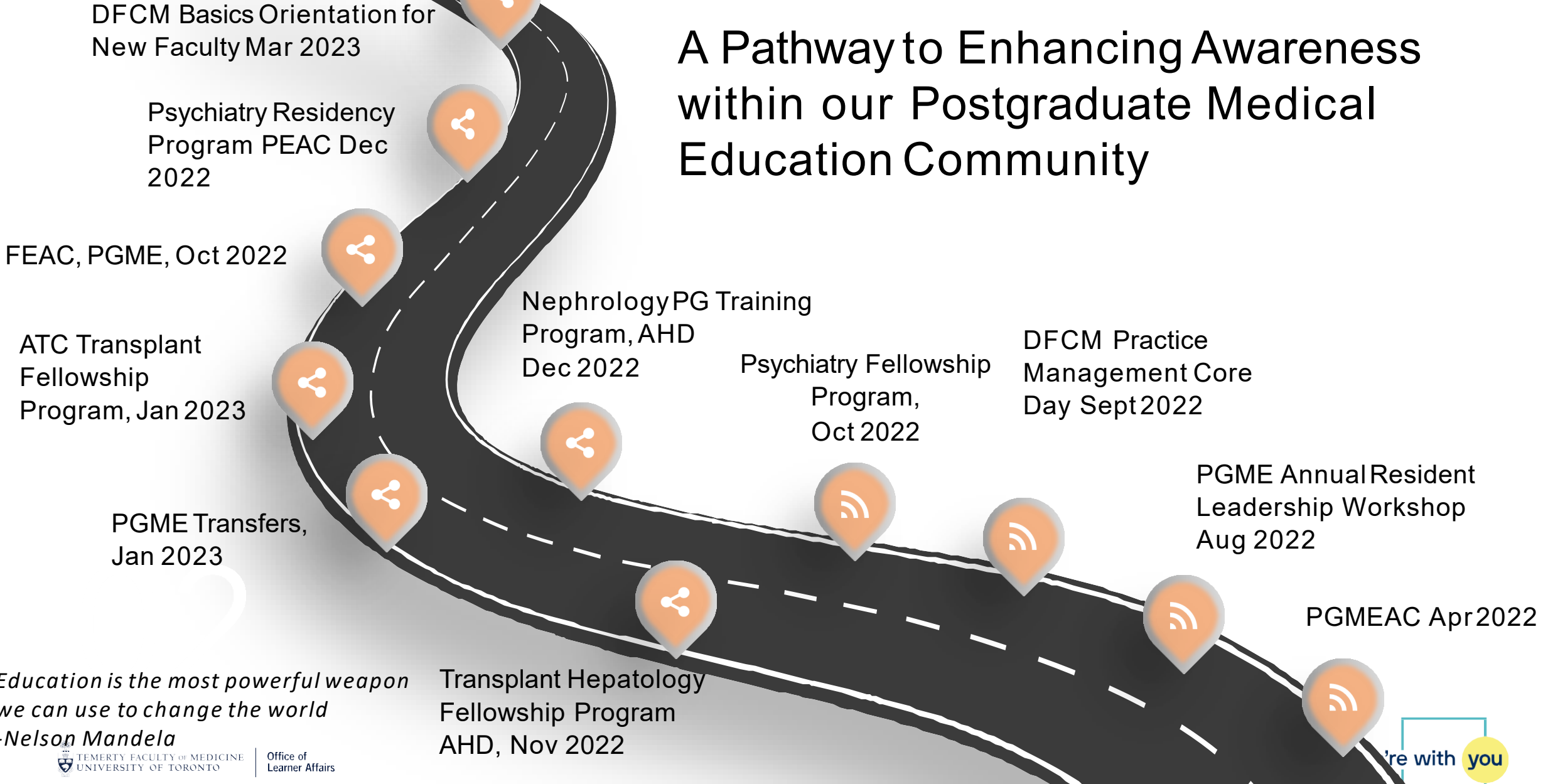
Our service

- Guides learners in navigating accommodation and accessibility requests
- Confidential storage of information and medical documentation
- Collaborative creation of individualized accommodation plans
- Iterative consult and communication with learner and program to establish appropriate and supportive accommodations.

Shifting Culture Through Education and Faculty Development



A Pathway to Enhancing Awareness within our Postgraduate Medical Education Community



Education is the most powerful weapon we can use to change the world
-Nelson Mandela



A Pathway to Enhancing Awareness through National and International Networks

ICRE, Oct2023

Society for Academic Continuing Medical Education, May 2023

International Congress on Academic Medicine, Apr 2023

AFMC PG Affairs Network Jan 2023

Family Medicine Forum Nov 2022

Association for Academic Psychiatry, Sept2022

"Education is the most powerful weapon we can use to change the world"

-Nelson Mandela

Coming...**CYP – Check Your Pulse**

- Brief (15 min)
- Virtual
- INITIAL Personal Counseling session
- “touch base”
- For all programs/learners
- Voluntary
- Confidential

Getting to OLA



St. George Campus



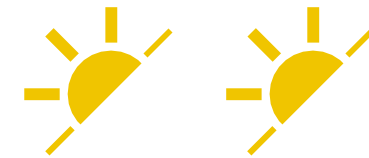
Mississauga Academy of
Medicine



No door
is the wrong door



Appointments usually within 2
weeks



Response within
2 business days

Contact us



<https://meded.temertymedicine.utoronto.ca/office-learner-affairs>



ola.reception@utoronto.ca



416-978-2764 (MD/MRS/OS&OT/PA learners)
416-946-3074 (PGME learners/trainees)



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Office of
Learner Affairs

We're with  you

Navigate. Elevate. Advocate.

meded.temertymedicine.utoronto.ca/office-learner-affairs

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Sponsored Trainees Application Process and Timelines

Shannon Spencer, International Relationship Manager, PGME
sd.spencer@utoronto.ca



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Postgraduate Training Agreements

Postgraduate training agreements are currently in place between the University of Toronto Temerty Faculty of Medicine and sponsoring agencies from the following countries:

- Bahrain
- Kuwait
- Oman
- Qatar
- Saudi Arabia
- United Arab Emirates

Process for sponsored applicants

- Applications for residency training from international applicants must reach the PGME Office **directly from the sponsoring agency** after the signing of a postgraduate training agreement.
- PGME reviews each application for qualifications and completeness before submitting to the applicant's desired program.
- The PGME Office forwards the residency application to the appropriate University of Toronto Program Director with verification of sponsorship authority.

Proposed Timelines: National Deans

Program	U of T PGME Application Deadline	National Offer Deadline
PGY 1	August 11, 2023	October 10, 2023 (Accept/Decline by noon, October 13, 2023)
Medicine Subspecialty	August 25, 2023	November 1, 2023 (Accept/Decline by noon, November 6, 2023)
Paediatric Subspecialty	September 1, 2023	November 15, 2023 (Accept/Decline by noon, November 20, 2023)
Family Medicine, Enhanced Skills	September 15, 2023	December 13, 2023 (Accept/Decline by noon, December 18, 2023)



Application Deadlines

- PGME sets the application deadline for these positions. There is a short turn around to Programs
- PGME sends programs a login and password for the **Sponsored Trainee Application Registry (STAR)** an internal PGME system used as a repository for sponsored trainee application documents
- Programs have access to their applicants all in one place
- Programs initiate interviews with candidates of their choice and follow the deadlines for offering positions
- All admission decisions are made by the Program



Offering Positions

- Please copy pgme.international@utoronto.ca on your offers, so we may communicate with our sponsors
- Do not offer positions to applicants that have not applied through the PGME office
- If you receive direct contact from applicants who are from our sponsoring countries, please contact pgme.international@utoronto.ca, so we can ensure they have sponsorship
- Do not offer Departmentally funded positions to sponsored trainees. This is in breach of our Training Agreement
- Any extensions of training should be first sent to PGME to confirm extension of sponsorship, prior to offers being extended. Not all sponsors support extensions





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MOH Expansion Update/CaRMS

Dr. Patricia Houston

Vice Dean, Medical Education

Dr. Meredith Giuliani

Ms. Caroline Abrahams

Director, Policy, Analysis and Systems



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PG Expansion Update

Presentation to All PDs

June 2, 2023



Government announcements

- Government announced expansion of PGY positions across Ontario in both Spring of 2022 and 2023

Cumulative Expansion PGY1 Positions	July 2023	July 2024	July 2025	July 2026	July 2027	July 2028
Spring 2022	15	26	39	45		
Spring 2023		5	10	14	19	22
Total	15	31	49	59	64	67

- Objective is for 60% of all positions in FM. MOH announced first wave to be split 80:20 CMG:IMG. Spring 2023 expansion positions to be dedicated to IMGs and Ontario Medical Graduates.
- Enhanced expansion funding for positions still under consideration by government



Distribution of 15 Expansion Positions for 2023

Program	# of PGY1 Positions
Family Medicine	6
Anesthesiology	1
Emergency Medicine	1
Internal Medicine	1
Neurology	1
Physical Medicine and Rehab	1
Ophthalmology	1
Psychiatry	1
General Surgery	1
Orthopedic Surgery	1
Total	15



Planning for Expansion

- THP-PG Working Group has been established co-chaired by A. Freeland and M. Giuliani to plan for expansion. Discussions underway with several specialty programs.
- Several working groups underway to support SHN expansion with PG focus beginning in new year.
- Dr. Molly Zirkle announced as Director, SAMIH Expansion effective June 1, 2023 to June 30, 2026. SHN also recruiting for a Vice-President, Education.
- Quotas Allocation survey to be deployed week of June 5th to seek input on expansion plans with a focus on both Mississauga and Scarborough over next three years.



Questions/Discussion



2023 CaRMS Results for Temerty Faculty of Medicine

All PDs

June 2 2023

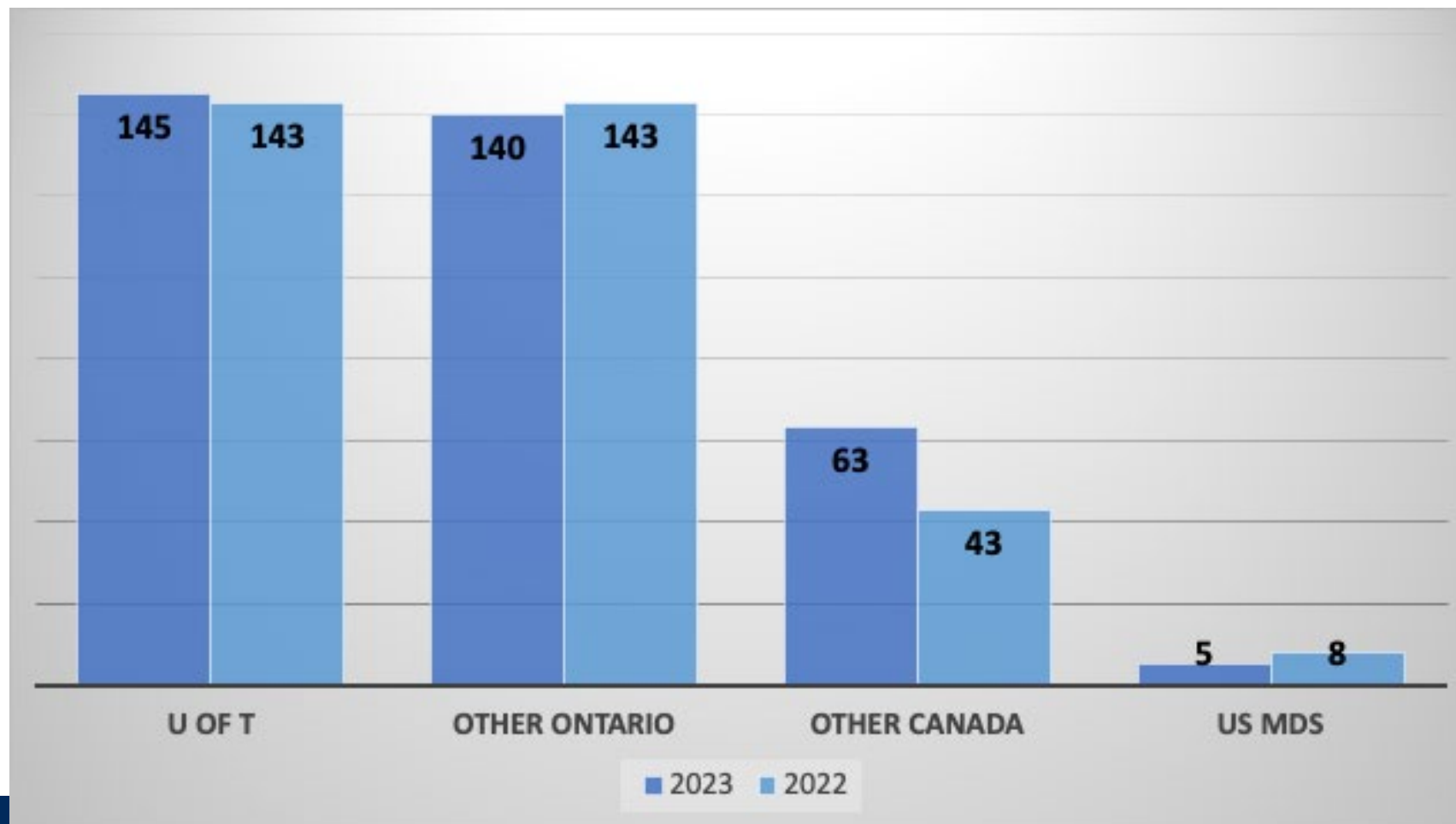


PGME Background

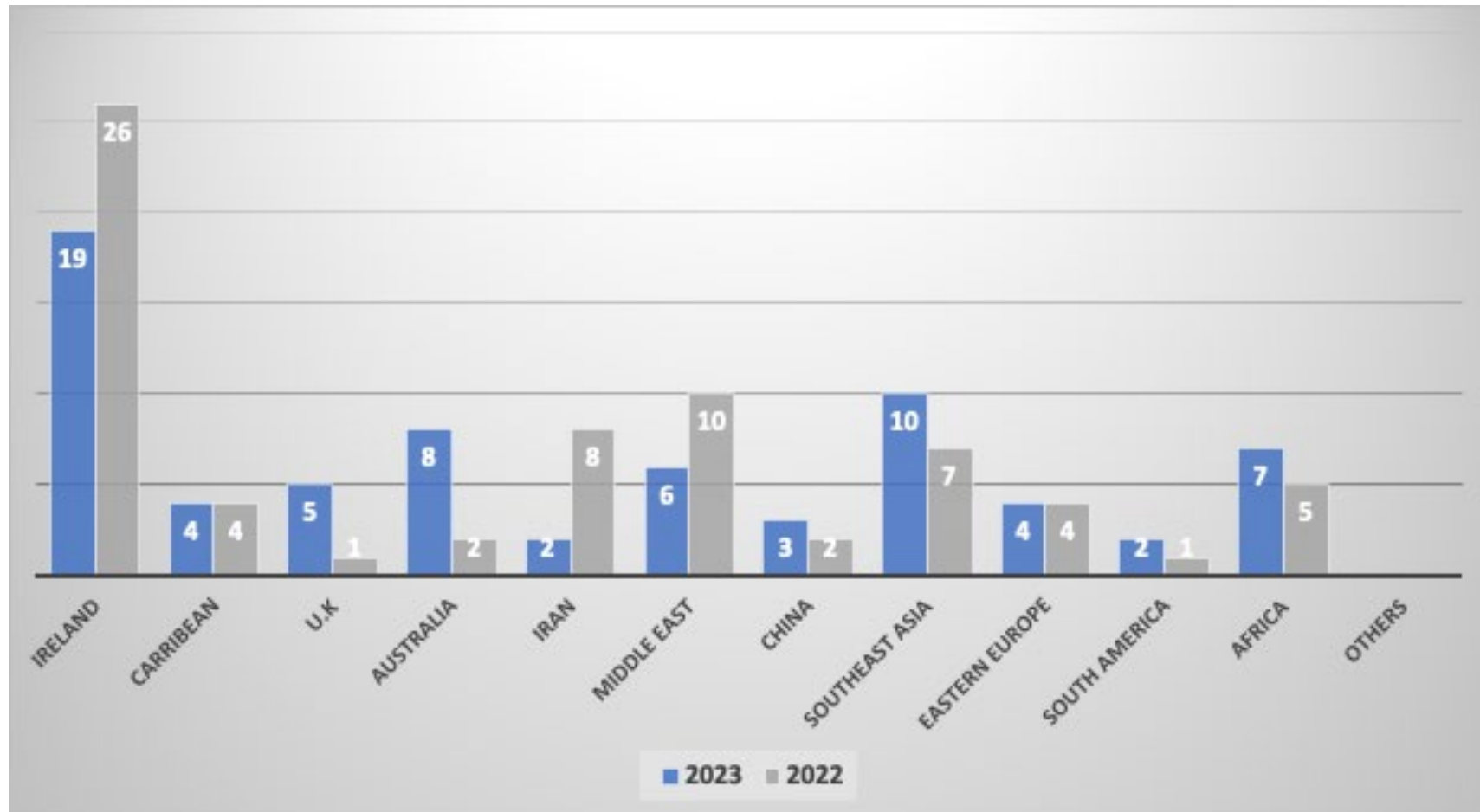
- ❖ First iteration of CaRMS match – March 22, 2023
- ❖ U of T had a total of 424 PGY1 positions to fill (352 CMGs; 70 IMGs and 2 NOSM-U of T Obs/Gyn)
- ❖ Included 15 PGY1 Expansion positions (6 FM and 9 RC)
- ❖ After 1st iteration – 3 vacancies (2 FM, 1 Psychiatry)
- ❖ PGY1 CaRMS match concluded April 27th with second iteration
 - U of T positions filled
- ❖ 2nd iteration was blended match for both CMGs and IMGs
- ❖ 2nd iteration also open to transfers



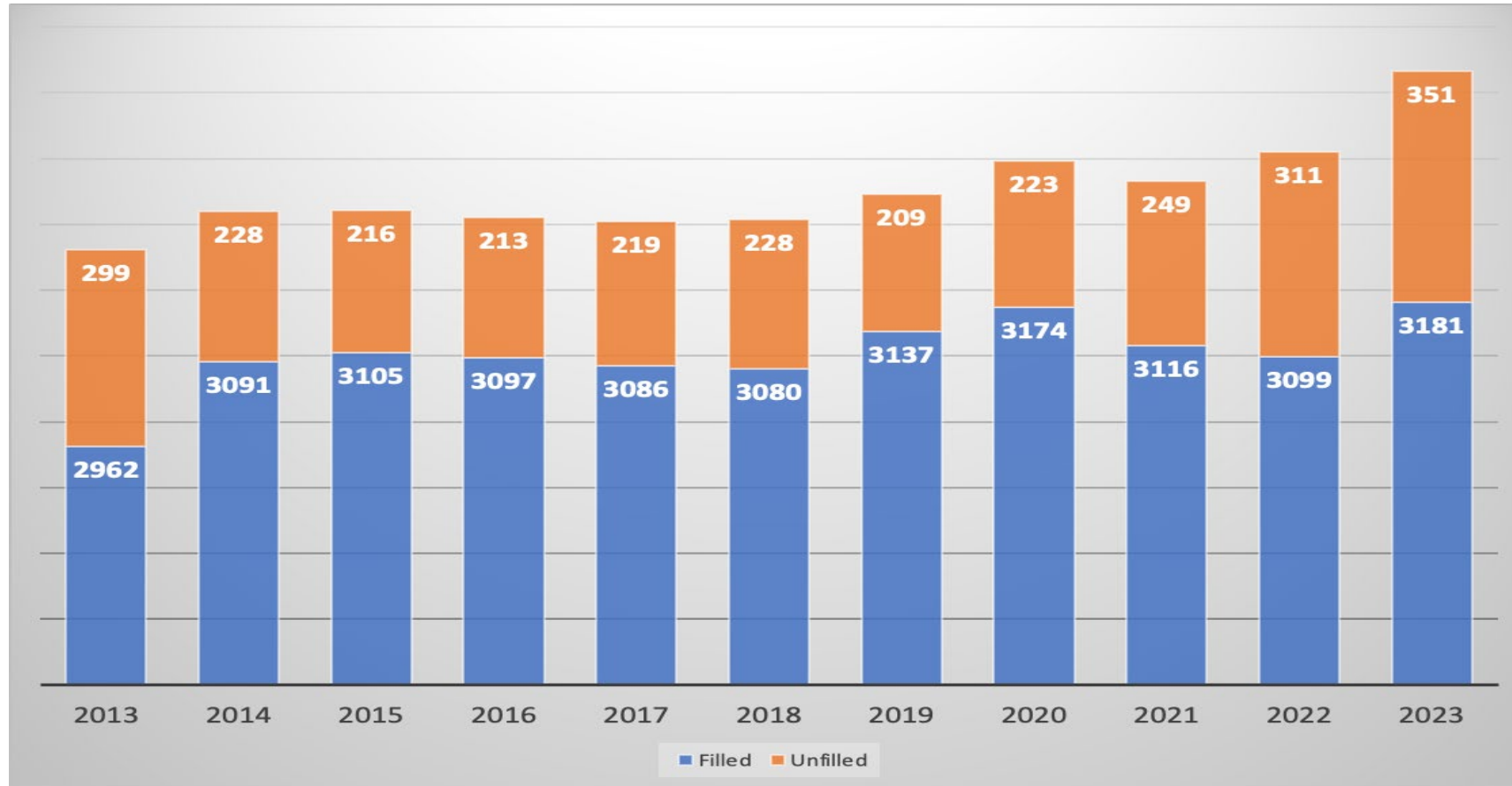
PGME - CMG Positions at U of T by Source of MD



PGME - IMG Positions at U of T by MD Source



Filled and Vacant PGY1 positions after 1st Iteration – all schools



Vacancies after 1st and 2nd iteration by Program

Program	After 1st Iteration	After Second Iteration
Family Medicine	269	100
Psychiatry	23	2
Internal Medicine	21	
Neurology	7	
PHPM	7	2
Anatomical Pathology	4	
Anesthesiology	3	
Medical Microbiology	3	2
Pediatrics	3	
General Pathology	2	
Hematological Pathology	2	1
Neuropathology	2	2
Dermatology	1	
General Surgery	1	
Neurology - Pediatric	1	
Otolaryngology	1	1
PMR	1	
Total	351	110



Questions/Discussion





TEMERTY FACULTY OF MEDICINE
UNIVERSITY OF TORONTO

Temerty
Medicine

Learner Assessment of Clinical Teaching (LACT)

Presentation to All PDs

D. Rojas, C. Abrahams

June 2, 2023



Learner Assessment of Clinical Teaching (LACT)

- Standardized quality improvement tool for clinical teaching
- Used to assess clinical teaching of faculty, supervisors and PG trainees
- Implemented in POWER, MedSIS and Elentra
- Reporting based on consolidation of performance for teaching in UG and PG and minimum of 3 assessments
- Reports/dashboards were distributed to all Clinical Departments earlier this year for 2021-22 data with a request for Action Plan where identified.

LACT Performance Thresholds

Category	2020-21	2021-22
Needing Attention/In Difficulty	<ul style="list-style-type: none"> > 5 assessments 33% of overall ratings Poor/Unsatisfactory 	<ul style="list-style-type: none"> > 5 assessments 33% of overall ratings Poor/Unsatisfactory/Adequate Augmented by prior year results
May Need Monitoring	N/A	<ul style="list-style-type: none"> Min 3 assessments 33% of overall ratings Poor/Unsatisfactory/Adequate
Superior Performance	<ul style="list-style-type: none"> Min 5 assessments 100% of overall ratings Superior 	<ul style="list-style-type: none"> Min 5 assessments 100% of overall ratings Superior

- Refinements to YoY performance thresholds were derived from LACT data statistical analyses and stakeholders perceptions captured via Focus Groups.
- On average, 1.4% of department faculty fall into “Needing Attention” threshold for 2021-22

LACT Reporting 2021-22 – Interactive Dashboards & Visualizations



TEMERTY FACULTY OF MEDICINE
UNIVERSITY OF TORONTO

Academic Session: 2021-22

Learner Assessment of Clinical Teachers (LACT)

Demo Department

Dr. Teacher 177

Number of LACTs completed at SICKKIDS [SickKids] : 105

Number of Assessments for this teacher: 19

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OVERVIEW

EFFECTIVE CLINICAL TEACHING

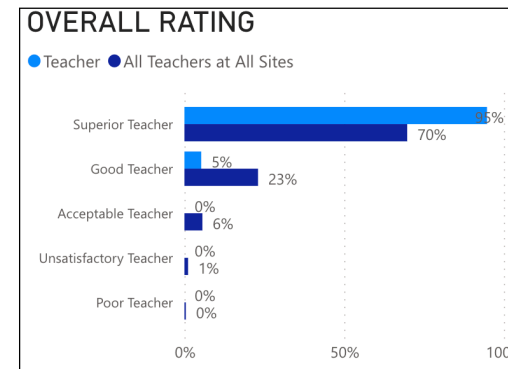
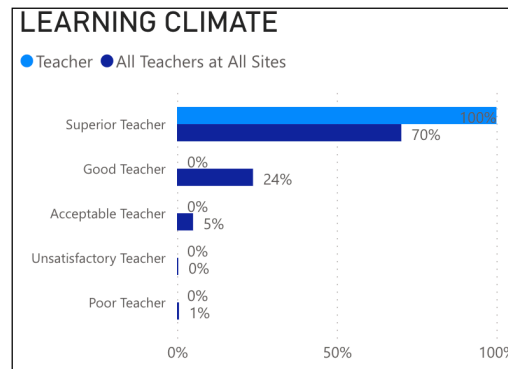
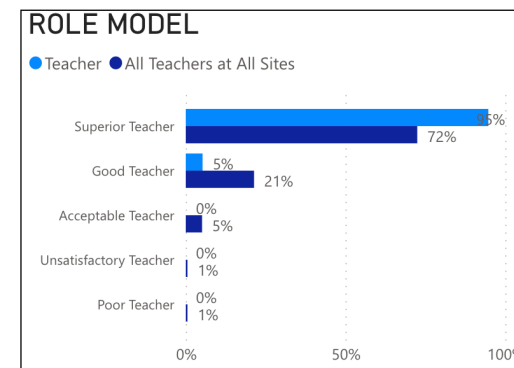
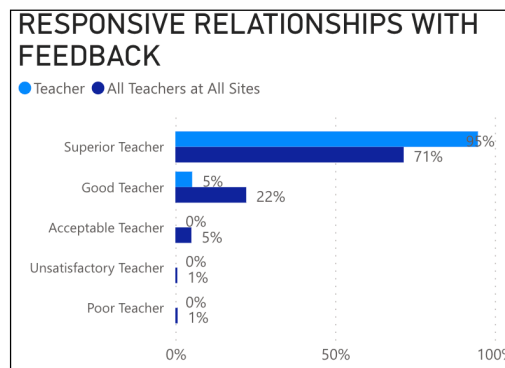
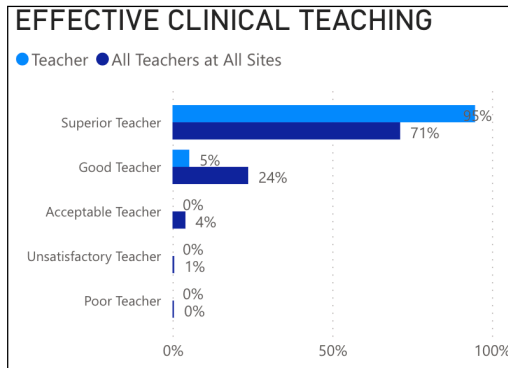
RESPONSIVE RELATIONSHIPS WITH...

ROLE MODEL

LEARNING CLIMATE


OVERALL RATING

OTHER COMMENTS



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LACT Reporting 2021-22 (con't)



**TEMERTY FACULTY OF MEDICINE
UNIVERSITY OF TORONTO**


Academic Session: 2021-22

Learner Assessment of Clinical Teachers (LACT)

Demo Department

Dr. Teacher 61

Number of LACTs completed at UHN-TG [University Health Network] : 105
Number of Assessments for this teacher: 50



OVERVIEW

EFFECTIVE CLINICAL TEACHING

RESPONSIVE RELATIONSHIPS WITH...

ROLE MODEL

LEARNING CLIMATE

OVERALL RATING

OTHER COMMENTS

STRENGTHS COMMENTS

Excellent teacher clinician and mentor. Breaks down complex topics in a way that learners of any level can understand.

Great teaching with a focus on the unique aspect of care for the TGH ICU patient, for example how to care for the ptn on ECMO.

Dr. xx is an excellent teacher in both clinical knowledge and clinical skill, making understanding pressors and CVC insertion easy to understand; always supportive of learner to learn from cases, Dr. xx was very approachable and enthusiastic; I enjoyed working with Dr. xx very much

Fantastic clinician and teacher. Role model of professional practice. really enjoyed all the excellent teaching sessions

Excellent teaching sessions. Efficient rounding providing room to complete tasks in the afternoon.

excellent and engaging teaching sessions. While some topics were catered to PGY 4s, she always explained things simply and engaged more junior learners. Thank you for the white board teaching and notes provided.

Dr xx is great teacher. she taught physiology and pathophysiology in a very lovely way

- nice to work with

Approachable, knowledgeable

Always excellent teaching, great way of explaining things simply and rationally, always interactive and safe learning space. Fun and enthusiastic sessions

AREAS FOR IMPROVEMENT COMMENTS

None

Rounding started at variable times in the morning, sometimes before resident teaching was over. Often the resident would not be able to present or discuss their patients and so acted primarily like a scribe throughout rounds.

- no feedback was given, neither positive or negative
- unclear expectations
- to enhance safe learning environment
- to do some teaching during the rounds

As described above.

OTHER COMMENTS

Very much appreciated the patient-centered perspective of provided.

Great!

I felt unsupported/intimated and unsafe during a feedback regarding different case in different rotation.

Thank you!!

Thank you!

Definitely one of the best teachers that I have had.

Filters

Search

Filters on all pages

Teacher Name	Count
is Teacher 61	
Teacher 54	73
Teacher 6	217
<input checked="" type="checkbox"/> Teacher 61	444
Teacher 64	392
Teacher 69	297
Teacher 72	82
Teacher 79	72

Site is (All)

Performance Filters is (All)

Learner Type is (All)

Going forward with LACT

- LACT dashboards and individual reports for **PG learners**, based on assessments from clerks and co-learners will be distributed in coming weeks.
- LACT data for 2022-23 academic year will be added to dashboards and reports generated – late summer/fall 2023

Future

- Medical Education Information Technology Transformation (MEITT) will assist in systems solutions and improved data architecture to facilitate automated reporting and individual teacher dashboards.
- Natural Language Processing (AI) solutions to better analyze and leverage narrative data from learner evaluations and survey data to identify themes and inform targeted interventions.

Discussion/Questions

CFD Offerings

Dr. Latika Nirula

Director, Centre for Faculty Development



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CFD Offerings

Latika Nirula, Director

June 2, 2023

What have we been focusing on?

1

Purposefully aligning and integrating our curricula horizontally and vertically

2

Creating intentional learning pathways through our programming

3

Ensuring diversity in content, knowledge and format

4

Supporting participants across their multiple roles and activities (teaching, leadership, scholarship, advocacy)

5

Responding and adapting to system needs and shifts

Offering type	Offering	Partnership	Level	Timeframe
Rounds	Best Practices in Education Rounds (BPER)	CACHE and Wilson Centre	Foundational	Monthly, 1 hour
Workshops	Workshops	-	Foundational	Ad hoc, 3 hours
Longitudinal programs	Teaching and Learning in the Clinical Context (TLC)	-	Foundational	3 months
	Stepping Stones	-	Foundational	2 years
	Education Scholars Program (ESP)	-	Intermediate	2 years
	New and Evolving Academic Leaders (NEAL)	-	Advanced	1 year
Short courses and Conferences	Building the Foundations of Anti-Oppressive Healthcare (FAOH)	Office of Inclusion and Diversity	Foundational	1-2 months
	Atelier: Collaborative Education Research	Wilson Centre	Foundational	1 week
	Teaching for Transformation Conference	CACHE	All	3 days

Offering type	Offering	Partnership	Level	Timeframe
Coaching and Consultation	Teaching for Transformation Custom Consultations	CACHE	-	Ad hoc
	Enhancing Teacher Performance (ETP)	-	-	3-6 months
Resources and Supports	Resource Hub	-	-	n/a
	Online Supplements (Paradigms of Education, Ethical Research Collaborations, Transformative Education)	-	-	n/a
Communities of Practice	Membership Mondays	-	-	Bi-monthly, 1 hour
	Coaching Network, Mentorship Community, FD Leads	-	-	3-4 times a year



Target Audience	Preceptors	Anyone in health professions education	Those interested in strengthening capacity as education scholars
Level	Foundational	Foundational	Intermediate
Focus	Clinical teaching	Teaching, leadership, scholarship, advocacy	Curriculum development, program evaluation, leadership for system change
Format	12 weeks, e-Learning modules and synchronous virtual sessions	1-2 years, flexible and adaptable curriculum, journal club and workshops	2 years, highly applied, 5 x 3 days modules, monthly sessions, 1:1 coaching
Registration Deadline	June 30	June 30	June 30

PAAC Update

Savannah Clancey

Chair, Program Administrators Advisory Committee



TEMERTY FACULTY OF MEDICINE
UNIVERSITY OF TORONTO

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**Administrative Excellence/Leadership
Hayley Spence-GIM**



**QI Improvement/Innovation
Daniel Johnston-Neurology**



**Dan Stojimirovic Career Achievement Award
Lela Sarjoo-DFCM
*IN ABSENTIA***



Faculty Leads Introduction

Dr. Meredith Giuliani



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Linda Probyn
Director, Accreditation



Nirit Bernhard
Faculty Lead, PG Portfolio Program



Heather McDonald-Blumer
Faculty Lead, Curriculum



John Granton
Faculty Lead, Fellowships



Anne Matlow
Faculty Lead, PG Leadership



Damien Noone
Faculty Lead, Admissions & Transitions



Jennifer Croke
Faculty Lead, PG Mentorship

Remarks from the Associate Dean

Dr. Meredith Giuliani

Associate Dean, Postgraduate Medical Education
Temerty Faculty of Medicine



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Planning for 2023 - 24 Onboarding

Common Hospital Orientation Day

- Tuesday, July 4, 2023
 - Established in 2015, first business day following July 1.

PGME New Resident Reception

- Wednesday, July 5, 2023 at 5:00 pm to 7:30 pm
 - The Great Hall | Hart House

Planning for 2023 - 24 Onboarding

REMINDER...

Onboarding, social & orientation activities should be held **AFTER** July 1.

- Program activities should be planned with protected time. Any activities, mandatory or voluntary, occurring prior to training commencement date must be provided with a time-in-lieu in compliance with the PARO-OTH agreement.

Planning for 2023 - 24 Onboarding

PGY1 Call Schedule

- [Attachment 27](#) – PARO-OTH Agreement
- In the first four weeks: Before a PGY1 takes solo overnight call enhanced senior support is available
- Enhanced senior support for PGY1 learners would include:
 - “Graduated on call period”
 - Weeks 1-2: Senior support is provided for overnight call
 - Weeks 3-4: Senior support is immediately accessible for overnight call
 - Learner to check in with education lead
 - Whenever possible, avoid cross coverage scheduling
 - Deferral of solo on call for services with high volume and high acuity of patients

