



# **Board of Examiners – Postgraduate (BOE-PG) Update to PGMEAC**

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Post MD Education  
**UNIVERSITY OF TORONTO**

# WHO is/are the Board of Examiners (BOE-PG)?

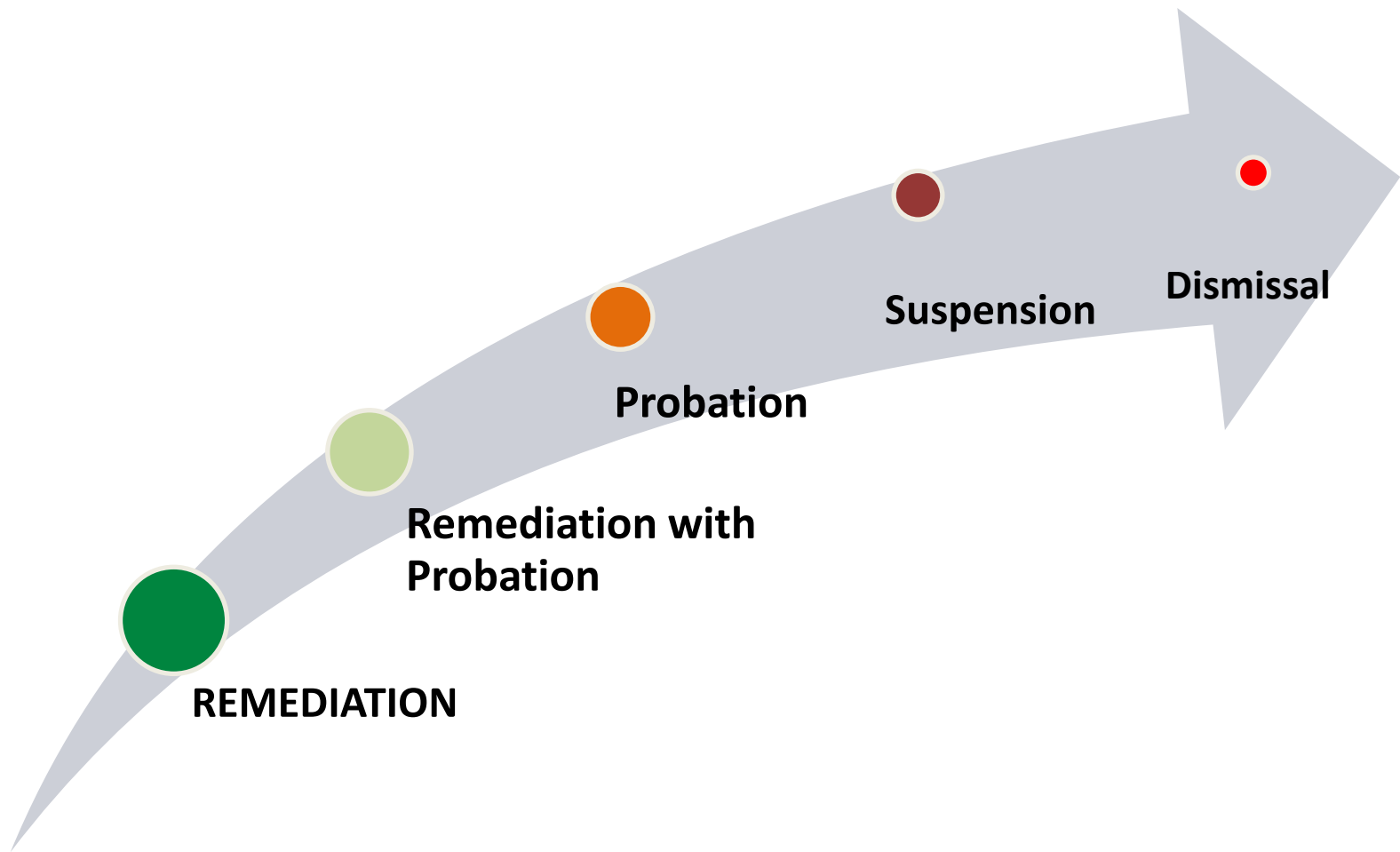
## BOE-PG Committee:

- **Chair**
- **Vice Chair**
- **9 Faculty (teaching staff, previous Program/FM Site Directors)**
- **Resident members**

## Non voting

- Assoc. Dean Post MD Education
- Faculty Affairs Officer
- Post MD Education Staff

# What is the BOE-PG's role?



# HOW does a resident get referred to BOE-PG?

## CRITERIA

- Low ITER scores
- Failed rotation(s)
- Fail to meet criteria of one or more CanMEDS Roles
- Identified by faculty/Program Director as having significant training deficits/falling behind
- Major professionalism lapses
- Resident has already gone through some informal remediation within department

# Factors Contributing to Academic Difficulty

- Learner stress
- Supervisor/system
- Lack of feedback
- Wellness Issues
- Faculty Overworked
- Lack of clinical knowledge

# PostMD – U of T

- **Target** the ‘real’ problems
- Support Failure
- Design & implement a plan
  - Comprehensive
  - Consistent
  - Competency-based approach
- Manage and monitor residents in need
- Always consider Wellness

# BOE-PG Case Volume

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	2014-2015	2015-2016	2016-2017	2017-2018 *
New and Re-open Cases	14	20	18	5
(Re-open)	(3)	(3)	(2)	(1)
Continuing	21	10	15	19
Total Cases over the year	35	30	33	24

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\*Data up until January 25, 2018

# BOE-PG Outcomes

	2014-2015	2015-2016	2016-2017	2017-2018 *
Total closed cases over the year	26	12	15	12
Successful completion	23	12	13	11
Withdrawal	2	0	1	0
Transfer	0	0	1	0
Dismissal	1	0	0	1
Appeals	1	2	1	2 (1 pending)

\*Data up until January 25, 2018



# BOE-PG by PGY Training Level

	2014-15	2015-16	2016-17	2017-2018
	N=35	N=30	N=33	N=24
PGY1	2	3	2	1
PGY2	10	12	10	6
PGY3	5	4	9	8
PGY4	6	4	7	5
PGY5+	12	7	5	4

**\*Data up until January 25, 2018**

# BOE-PG Remediation Focus

	2014-2015	2015-2016	2016-2017	2017-2018 *
Medical Expert	24	20	22	15
Professional	18	18	14	11
Communicator	16	13	6	3
Collaborator	7	13	7	5
Manager/Leader	8	3	5	3
Health Advocate	0	0	0	0
Scholar	1	4	5	3

\*Data up until January 25, 2018

# Approach to Remediation

Remedial plans are:

- Evidence informed
- Transparent & employ due process
- Focused on resident's needs
- Team-based

# Observations and Trends

- Cases are increasingly complex
- Remediation plans include explicitly articulated educational purposes
- Increasingly, managing resident stress and wellness are considered in remediation plans
- More targeted central support to Program Directors and trainees to meet needs
- Self-disclosure of Professionalism, Communicator and Collaboration Roles to CPSO

# Resources

1. Guidelines for the Assessment of Postgraduate Residents of the Faculty of Medicine at the University of Toronto <http://pg.postmd.utoronto.ca/faculty-staff/evaluation-guidelines/>
2. Board of Examiners – Postgraduate Roles and Responsibilities [http://pg.postmd.utoronto.ca/wp-content/uploads/2016/11/BOE\\_PGME\\_Roles-and-Responsibilities\\_Rev-2016Aug18.pdf](http://pg.postmd.utoronto.ca/wp-content/uploads/2016/11/BOE_PGME_Roles-and-Responsibilities_Rev-2016Aug18.pdf)
3. University of Toronto Assessment and Grading Practices Policy <http://www.governingcouncil.utoronto.ca/Assets/Governin+g+Council+Digital+Assets/Policies/PDF/grading.pdf>