Post MD Education
UNIVERSITY OF TORONTO

PGME RECAP

2018-19

Attached are summaries and updates on selected PGME programming, committees, events, awards, enrolment, innovations, and systems for 2018-19.

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PGME Enrolment 2018-19

GROWTH IN REGISTRATION – PGY HEADCOUNTS

Department	Percent Growth	2018-19	2008-09
Anesthesia	7%	103	96
Critical Care	-12%	15	17
Diagnostic Radiology	10%	75	68
Family Medicine	50%	454	303
Laboratory Medicine	-27%	41	56
Medical Genetics	33%	12	9
Medicine	30%	558	429
Obstetrics & Gynaecology	46%	83	57
Ophthalmology	40%	35	25
Otolaryngology	0%	27	27
Paediatrics	33%	174	131
Paeds Critical Care	0%	4	4
Palliative Medicine	-100%	0	2
Psychiatry	42%	213	150
Public Health & Preventive Med	-53%	16	34
Radiation Oncology	-16%	21	25
Surgery	13%	275	244
ALL DEPARTMENTS	**26%**	**2106**	**1677**

Source: POWER. Note: Trainees who switched departments in the middle of the session were counted in both the old and the new department. Total department count adjusts for this discrepancy by including each trainee once.

GENDER – PGY HEADCOUNTS

Department	2018-19		2008-09	
	Female	Male	Female	Male
Anesthesia	31%	69%	46%	54%
Critical Care	33%	67%	35%	65%
Diagnostic Radiology	29%	71%	37%	63%
Family Medicine	61%	39%	73%	27%
Laboratory Medicine	49%	51%	63%	38%
Medical Genetics	33%	67%	78%	22%
Medicine	48%	52%	52%	48%
Obstetrics & Gynaecology	78%	22%	93%	7%
Ophthalmology	37%	63%	48%	52%
Otolaryngology	30%	70%	33%	67%
Paediatrics	72%	28%	67%	33%
Paeds Critical Care	100%	0%	50%	50%
Palliative Medicine	0%	0%	0%	100%
Psychiatry	55%	45%	61%	39%
Public Health & Preventive Med	81%	19%	71%	29%
Radiation Oncology	52%	48%	52%	48%
Surgery	31%	69%	26%	74%
ALL DEPARTMENTS	51%	49%	55%	45%

All Departments 2008-09

- Female
- Male

45% Male / 55% Female

All Departments 2018-19

- Female
- Male

49% Male / 51% Female
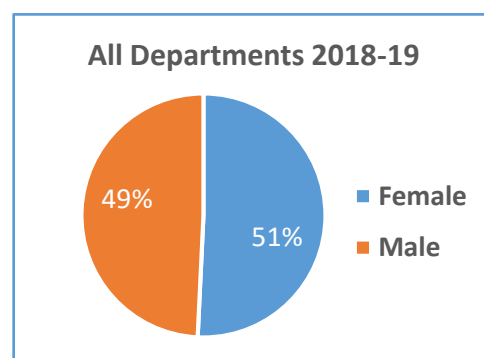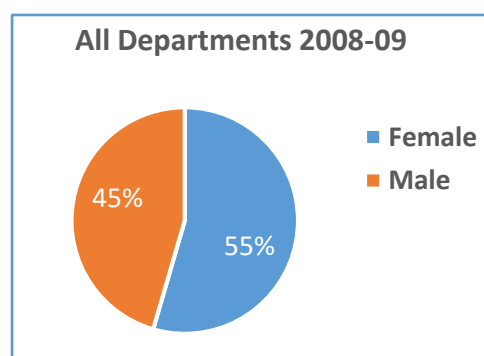
Note: Percentages represent the proportion of each gender within a department. For department counts, refer to Growth in Registration.

PostGrad Accreditation 2020

MESSAGE FROM THE PGME ASSOCIATE DEAN

Welcome to the newest iteration of the Accreditation Newsletter!

I am (cautiously) optimistic about the upcoming accreditation site visits.

Cautious because the process and standards are new, and a lot has changed in the education environment.

Optimistic because *we have a stellar cast* of program directors, program administrators, hospital education leads and PGME staff who care deeply about the quality of education we deliver in Toronto.

I am also optimistic because I see the *benefits of the new standards* (including important new content such as patient safety and resident wellness as well as a new emphasis on continuous quality improvement and evidence-based decision-making).

I welcome the increased rigour of the new institutional level standards (previously the 'A' Standards) and the fact that we will be given a system-wide accreditation status along with each of our programs.

While we are focusing on the site visit, accreditation is a continuous cycle of response, review, improvement, reporting, and preparation. Our *Internal Review Committee* is a dedicated and experienced team, led by Dr. Linda Probyn and Laura Leigh Murgaski, who were charged with holding our programs to a very high standard throughout the cycle of reviews. The IRC was proactive in migrating to the new standards and processes. Additionally, we asked all programs to do a self-study 'gap analysis' against the new standards in August 2019. Meetings with each department Chair have helped inventory the needed activities.

With just over *a year to get ready, we feel that programs are well equipped to finish up any needed priority improvement efforts before the site review in Fall 2020.*

The staff at PGME are here to help and guide you.

As I look to the next 18 months, I appreciate the amount of work before us and feel that we are up for the challenge. My advice is to recruit as many enthusiastic helpers as possible—*many hands make light work*— and aim to complete any big program changes in this coming academic year.

I look forward to traveling with you all on this very interesting journey!

Need more info? If you have any questions, do not hesitate to contact me: adpgme@utoronto.ca

or our **Accreditation team**: pgmecoordinator@utoronto.ca

Glen Bandiera, MD, FRCPC, MEd
Associate Dean, Postgraduate Medical Education

ISSUE 1 - April 2019

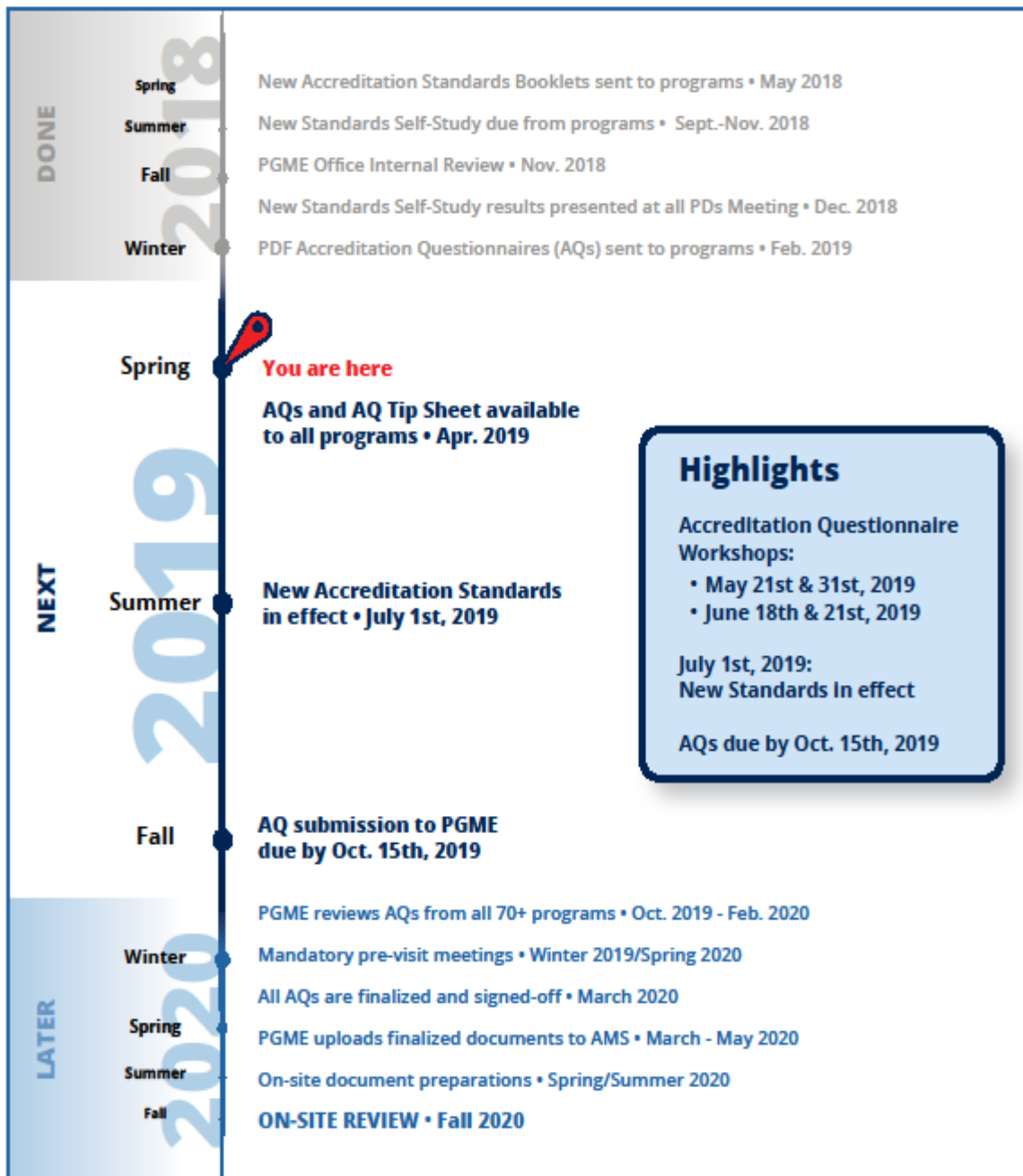**IN THIS ISSUE**
FROM THE ASSOCIATE DEAN
TIMELINE REVIEW
NEWS AND UPDATES
STANDARDS SPOTLIGHT
POLICY SPOTLIGHT
RESOURCES

Post MD Education
UNIVERSITY OF TORONTO

TIMELINE REVIEW

DONE

2018

Spring New Accreditation Standards Booklets sent to programs • May 2018

Summer New Standards Self-Study due from programs • Sept.-Nov. 2018

Fall PGME Office Internal Review • Nov. 2018

New Standards Self-Study results presented at all PDs Meeting • Dec. 2018

Winter PDF Accreditation Questionnaires (AQs) sent to programs • Feb. 2019

NEXT

2019

Spring You are here

AQs and AQ Tip Sheet available to all programs • Apr. 2019

Summer **New Accreditation Standards in effect • July 1st, 2019**

Fall **AQ submission to PGME due by Oct. 15th, 2019**

> ## Highlights
>
> **Accreditation Questionnaire Workshops:**
> • May 21st & 31st, 2019
> • June 18th & 21st, 2019
>
> **July 1st, 2019:**
> **New Standards in effect**
>
> **AQs due by Oct. 15th, 2019**

LATER

2020

PGME reviews AQs from all 70+ programs • Oct. 2019 - Feb. 2020

Winter Mandatory pre-visit meetings • Winter 2019/Spring 2020

All AQs are finalized and signed-off • March 2020

Spring PGME uploads finalized documents to AMS • March - May 2020

Summer On-site document preparations • Spring/Summer 2020

Fall **ON-SITE REVIEW • Fall 2020**

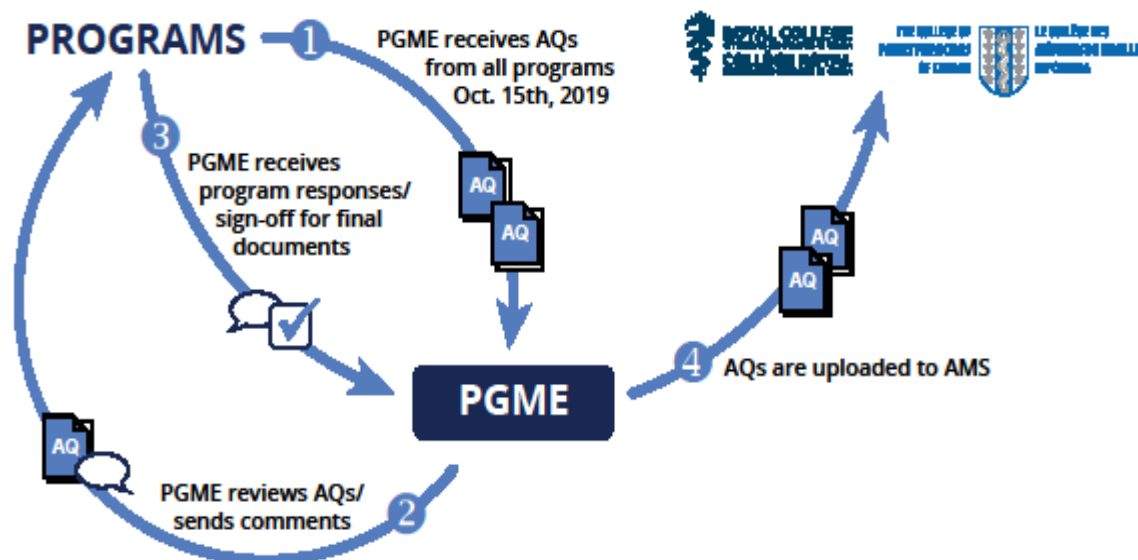# NEWS AND UPDATES

Accreditation Process Changes

The new accreditation standards apply to both competence-based and traditional stream programs. These new requirements are more focused on **outcomes**, the **learning environment** and **continuous improvement**. In addition to meeting the new accreditation standards, each residency program must also comply with discipline-specific expectations, as described in the Specific Standards of Accreditation and Competency Training Requirements.

For programs transitioning to Competence By Design (CBD), the upcoming accreditation activities will be based on the program's current practice as follows:

- **If the residency program transitions to CBD by July 1st, 2019:** They will be reviewed as a CBD program during the 2020 on-site review.

- Programs launching on July 1st, 2020 will be asked about their transition to CBD but will not be expected to fully comply with CBD standards.

Additionally, a new discipline-specific Accreditation Questionnaire (AQ) has replaced the old PSQ. To facilitate this process, each program will receive a Tip Sheet and Microsoft Word Version of the AQ tailored to reflect the program's discipline-specific requirements and CBD status.

Once your AQ and attachments have been signed off by your program, department and PGME, the PGME accreditation team will upload all responses into the CanRAC online Accreditation Management System (AMS) for submission to the Colleges.

PROGRAMS — 1 **PGME receives AQs from all programs Oct. 15th, 2019**

3 **PGME receives program responses/ sign-off for final documents**

PGME reviews AQs/ sends comments 2

PGME

4 **AQs are uploaded to AMS**

STANDARDS SPOTLIGHT

This section will highlight new accreditation standards, requirements and things to consider as we prepare for the 2020 on-site review.

Addressing Remaining Weaknesses

The Colleges are particularly attentive to persistent weaknesses. Therefore, it would be wise to ensure that all previously identified weaknesses at the last College review (e.g. 2013 External Review) have been addressed. These weaknesses will be listed on your program's most recent transmittal letter and on the first page of the Accreditation Questionnaires that will be sent to each program in April 2019.

If you are not sure of your previous weaknesses, please contact us to request a copy of your program's transmittal letter at: pgmecoordinator@utoronto.ca

POLICY SPOTLIGHT

The purpose of the CPSO's policy on Professional Responsibilities in Postgraduate Medical Education is to clarify the roles and responsibilities of the most responsible physicians (MRPs), supervisors and postgraduate trainees engaged in postgraduate medical education programs. This policy focuses on professional responsibilities related to the following aspects of postgraduate medical education:

- Supervision and Training
- Professional Relationships
- Patient Care within the Postgraduate Educational Environment

To review the complete policy, please click here (pdf).

QUESTIONS?

For all accreditation related matters and questions, please email : pgmecoordinator@utoronto.ca

Resources

Accreditation website

Accreditation Standards

CanERA Updates & Activities

Post MD Education
500 University Avenue, Suite 602,
Toronto, Ontario M5G 1V7 (University & Dundas)
Phone: 416-978-6976   Fax: 416-978-7144

http://pg.postmd.utoronto.ca

PGME Awards 2018-19

PGME continues to recognize members who are committed to the Faculty and Postgraduate Medical Education by acknowledging their efforts through various awards.

Medical Humanities Grant
Dr. Jennifer Croke, Department of Radiation Oncology;
Dr. Dawn Lim, Department of Medicine;
Dr. Giovanna Sirianni, Department of Family and Community Medicine
Dr. Susanna Talarico, Department of Pediatrics.

- Robert Sheppard Award (Faculty): Dr. Meb Rashid, Department of Family and Community Medicine
- Robert Sheppard Award (Trainee): Dr. Alissa Tedesco, Department of Family and Community Medicine and Dr. Michael Scott, Department of Medicine
- Social Responsibility Award (Faculty): Dr. Ashna Bowry, Department of Family and Community Medicine
- Social Responsibility Award (Trainee): Dr. Bushra Khan, Department of Psychiatry
- Sarita Verma Award: Dr. Barbara Liu, Department of Medicine
- Charles Mickle Award: Dr. Ivan Silver, Department of Psychiatry
- Excellence Award – Development and Innovation: Dr. Joan Lipa, Department of Surgery and Dr. Veronica Wadey, Department of Surgery
- Excellence Award – Teaching Performance, Mentorship and Advocacy: Dr. Jeannette Goguen, Department of Medicine and Dr. Peter Ferguson, Department of Surgery
- Trainee Leadership Awards: 6 as noted below:

Ryan Luther	PGY5	General Internal Med
Taher Ahmed	PGY5	Emergency Medicine
Ryan Perlus	PGY5	Orthopedic Surgery
Michelle Sukhu	PGY5	Psychiatry
Samah Alkhawashki	PGY5	Child & Adolescent Psychiatry
Luciana Rodriguez Guerineau	Clin Fellow	Pediatric Critical Care

- PARO Excellence in Clinical Teaching Award: Dr. Jennifer Croke, Department of Radiation Oncology and Dr. Adam Pyle, Department of Family and Community Medicine
- PARO Residency Program Excellence Award: Division of Dermatology
- PARO Citizenship Awards for Medical Students: Ms. Madelaine Bell and Ms. Kayla Sliskovic
- PARO Resident Teaching Award: Dr. Andrew Gao, PGY4, Department of Laboratory Medicine & Pathobiology and Dr. Elizabeth Miazga, PGY5, Department of Obstetrics & Gynaecology

To review all of the PG award winners for 2018-19, please see

http://pg.postmd.utoronto.ca/about-pgme/awards/

Postgraduate Medical Education Advisory Committee (PGMEAC)

The PGMEAC meets monthly between September and May, including two meetings held in a larger venue to which all 68 program directors and Family Medicine Site Directors are invited.

The PGMEAC serves as an advisory committee to the Postgraduate Dean, and is generates recommendations to Faculty Council on all matters related to postgraduate Medical Education.

Its membership consists of all core/PGY1 residency Program Directors, a departmental representative for subspecialties, resident representatives from PARO, hospital representatives involved in medical education, the Faculty's Undergraduate MD program, the CPSO, and subcommittee representatives.

There are several subcommittees which report annually to PGMEAC on their activities.

After each meeting, a summary is distributed via email to PGMEAC members, all program directors, business managers, department chairs, and hospital VPs Education.

Standing items on the monthly agenda are Reports from the residents via PARO members, subcommittee reports, Internal Review Committee/Accreditation, Hospital University Education Committee, the Council of Ontario Faculties of Medicine, and CBME.

The PGMEAC is also the forum to discuss, review and approve guidelines and policies related to Postgraduate Medical Education. Policies and guidelines reviewed this year by PGMEAC were:

- Assignment and Removal of Trainees from Teaching Sites
- Residency Education Support for Program directors and Program Administrators
- BPEA Guideline: Reporting on Assessment Results

Highlights of issues and topics presented during PGMEAC this year included:

- Allocation of UofT unmatched students from 2018 CARMS
- Canadian Medical Protective Association (CMPA) training for residents
- Conflict of Interest and Relationships With Industry training for faculty
- Establishment of a Streamlined Hospital Onboarding Working Group
- Implementation of new Royal College Accreditation standards
- Maximum number of elective in a single discipline
- PARO Call Room audits
- PGME Office November 2018 External Review
- Presentation of a simulated pager program/educational tool - My On Call Pager
- Provincial Health Human Resources modelling data
- Quotas Allocations for CaRMS matches – PGY1, FM Emerg, Medicine + Peds subspecialties
- Standardization of Faculty Teaching Evaluations
- Use of Elentra for assessment of residents and use of Tableau for reporting
- WSIB coverage and hospital liability for non-Ontario government funded trainees

The PGMEAC agendas, minutes and related presentations/documents are available on the PGME website at https://pg.postmd.utoronto.ca/pgmeac-meeting-materials/

Board of Examiners – Postgraduate (BOE)

Board of Examiners – Postgraduate Programs (BOE-PG)

The BOE-PG is a committee of faculty and residents appointed by Faculty Council of the University of Toronto's Faculty of Medicine. The committee is chaired by Dr. Jonathan Pirie.

Residents are routinely being assessed and evaluated on an ongoing basis both formally and informally. These assessments and evaluations must be conducted in accordance with the policies of the University, the Royal College of Physicians and Surgeons of Canada (Royal College) and the College of Family Physicians of Canada (CFPC). When residents have difficulties achieving the goals and objectives of their respective residency programs, they are referred to the BOE-PG. Assessment and Evaluation procedures are outlined in the *Guidelines for the Assessment of Postgraduate Residents of the Faculty of Medicine at the University of Toronto* (updated March 2017).

The Role of the BOE-PG

At the request of a Program Director and Dr. Glen Bandiera, Associate Dean of Postgraduate Programs, the BOE-PG reviews cases of residents in academic difficulty and determines the best course of action, which may include remediation, remediation with probation, probation, suspension and dismissal. Assessment of residents may include an evaluation of academic, behavioural, ethical and professional performance in their residency programs, or may be based on an evaluation and recommendation from an independent process. Members of the BOE-PG also assess residents' progress through remediation by reviewing interim and completion reports during monthly meetings.

The Role of Post-MD Education

The Post-MD Education and Learner Education Support group provides support to programs including educational expertise related to the development of individually tailored remedial plans, effective teaching and assessment resources, as well as access to highly experienced coaches.

Staffing:

Ms. Melissa Hynes is the Lead, Learner Education Support and is the first point of contact for all remediation issues and requests for learner support. Ms. Adrienne Fung is the Education Coordinator who coordinates the administrative processes in preparation for meetings and tracks and maintains the records for residents on remediation. Dr. Marla Nayer is an Education Consultant for our team and assists Ms. Hynes with reviews of remediation education plans. Dr. Nayer also coaches residents for exam preparation. Dr. Erika Abner, Dr. Nellie Perret and other educational coaches continue to support our residents in difficulty by offering their expertise in the various CanMEDS Roles.

Questions?

- Contact Ms. Melissa Hynes via melissa.kennedy@utoronto.ca or at (416) 946-0046 for a new case
- Contact Ms. Adrienne Fung via pgboe@utoronto.ca for general inquiries
- See webpage for: Resources and BOE-PG meeting dates and deadlines for 2019-2020

Summary of this Year's Statistics Compared with Previous two Academic Years

Table 1: BOE-PG Case Volumes and Outcomes

BOE-PG Case Volumes	2016-17	2017-18	2018-19*
New and Re-open Cases	18	17	10
(Re-open)	(2)	(2)	(0)
Continuing (open and active at beginning of academic year July 1)	15	18	19
Total Cases over the year	**33**	**35**	**29**
BOE-PG Outcomes			
Total closed cases over the year	15	17	15
• Successful completion	13	14	12
• Withdrawal	1	1	0
• Transfer	1	0	0
• Dismissal	0	2	3
Appeals	1	3	0

*As of April 30, 2019
Appeals = number of residents that went through the formal appeals process to appeal the BOE decision, irrespective of outcome of appeal

Table 2: BOE-PG Cases by Category

Category	Criteria	2016-17 N=33	2017-18 N=35	2018-19* N=29
Training Level	PGY1	2	4	3
	PGY2	10	8	7
	PGY3	9	9	4
	PGY4	7	7	9
	PGY5+	5	7	6
Type of Resident	MOH CMG	20	23	18
	MOH IMG	9	10	11
	Visa / Other	4	2	0
Remediation Focus (CanMEDS Roles)**	Medical Expert	22	22	17
	Professional	14	15	11
	Communicator	6	5	8
	Collaborator	7	3	3
	Manager/Leader	5	3	3
	Health Advocate	0	0	0
	Scholar	5	3	1

**In 2018-19, 14 out of the 29 cases (48.2%) of residents were identified as having weaknesses in more than one CanMEDS role.

Fellowship Education Advisory Committee (FEAC)

The Fellowship Education Advisory Committee (FEAC) was established in 2009 as a source of advice to the Vice Dean Post MD Education, who requires the FEAC to identify and respond to issues that govern individual clinical fellows and the management of clinical fellowships.

The FEAC gathers information across postgraduate medical departments and from clinical fellows to assist in developing recommendations to improve the experience of clinical fellows and the management of the fellowships. At the request of the Vice Dean Post MD Education, the FEAC also reviews the applications of University of Toronto clinical fellowships for Royal College accreditation as Areas of Focused Competence (AFC) programs.

The committee meets quarterly under the direction of its Chair, Dr. Rayfel Schneider. The terms of reference, as well as agendas and minutes of FEAC meetings, are publicly accessible through the PGME website at http://pg.postmd.utoronto.ca/about-pgme/boards-committees/. For further details, please contact Shannon Spencer of Postgraduate Medical Education (PGME) by email at: sd.spencer@utoronto.ca.

Mandate

The FEAC fulfils its purpose under the direction of the Vice Dean Post MD Education by providing recommendations on the following issues:

• Appointment of clinical fellows, including cross-departmental appointments
• Educational goals and objectives of clinical fellowships
• Remuneration of clinical fellows
• Orientation support for new clinical fellows
• Assessment and management of clinical fellows during training, including termination and appeals
• Completion of clinical fellowship training certificates
• Royal College Areas of Focused Competence (AFC) diploma programs
• Royal College Subspecialty Examination Affiliate Program (SEAP)
• Other issues, as identified by the Vice Dean Post MD Education

Initiatives of FEAC 2018-2019

- The FEAC undertook the gathering of departmental data to track access to WSIB coverage for clinical fellows, as well as reviewing access to benefits for clinical fellows, to promote optimal outcomes in these areas. The results will be reported to HUEC for follow up.

- The FEAC supported wellness initiatives for clinical fellows in 2018-19, including ongoing initiatives such as improved access to primary health care for new clinical fellows and their accompanying family members

- FEAC appointed sub-committee(s) reviewed several new AFC applications in 18-19 and submitted recommendations to the Vice Dean

Postgraduate Administrators
Advisory Committee (PAAC)

The Postgraduate Administrators Advisory Committee (PAAC) meets every 2 months between September and May, or at the call of the Chair. The committee provides collaborative support, orientation, and knowledge pertaining to the medical education administrator role and provides advice to the Postgraduate Medical Education Advisory Committee on enhancing support for administrators.

PAAC has a diverse membership consisting of program administrators in academic departments and medical education administrators from training sites affiliated with postgraduate medical education. Key priorities are to create opportunities for **Recognition & Appreciation** of the program administrator role; to promote education, learning and Career Growth through the PGME's **Information Series for Administrators**; and to **Strengthen Partnerships** amongst the program administrator **Community**.

2018/19 Highlights

PAAC Award
PAAC is happy to announce that Mr. Ed Ang is the recipient of the **2019 Positive Achievement and Appreciation Certificate**.
This award of excellence was established to recognize University and hospital administrators who demonstrate a high quality of proactive and reactive support to trainees and faculty and consistently exhibit a commitment to enhancing the program and trainee experience through innovative program planning and process improvements. This year we received 24 nominations (a significant increase from the 14 nominations from last year)! Based on the overwhelming response to recognize administrators, PAAC will spend the next few months reviewing the criteria for the award and explore possible expansion.

2018 Information Series
This year there were 15 unique Information Series topics geared specifically for Program Administrators. As advocated by PAAC, a "new administrator" session was introduced for staff who have been in their roles for 6 months or less. This session covers various topics including an overview of PGME, PGME Website Navigation, Accreditation, Payroll/Call Stipends, POWER Overview and Registration tips and tricks. New program administrators are strongly encouraged to attend.

On the Horizon

Membership Updates
In September 2019, the executive team supporting PAAC will change. PAAC is happy to announce that Bernice Baumgart will assume the role of Chair, Savannah Clancey will assume the role of Vice Chair and Catherine Wong will be our new secretary. There will be a call-out to all PA's to join PAAC.

Key Projects
Over the next year, PAAC will continue to look at different initiatives to strengthen the partnerships between program administrators and medical education offices at training sites will focus on improving trainee information-sharing to streamline onsite hospital registration.

Postgraduate Admin Development and Information Series

The Postgraduate Administrator Information Series began in 2014-15. This annual program, administered by the PGME Office, offers a variety of sessions on topic s of relevance to medical education administrators such as CaRMS, re-appointments, CPSO, Royal College credentialing, Internal Reviews, PARO contract, personal development seminars on time management, etc. Below is a summary of the 2018-19 schedule. The presentations for each of the sessions are maintained on the UofT Quercus site for the Postgraduate Administrators Advisory Committee. See https://pg.postmd.utoronto.ca/faculty-staff/program-administrator-information-series/e

		2018-19 PGME Administrators' Information Series
	Date	**Proposed Session Topic**
1	14 November 2018	PGME Overview
2		CaRMS
3	15 November 2018	Post-ICRE Lunch and Learn
4	28 November 2018	PARO Information Session
5	15 January 2019	Royal College Credentials
6		Accreditation
7	7 February 2019	VISA Registration and Reappointments
8		Electives
9	5 March 2019	CPSO
10		PEAP/AVP/PRP
11	18 March 2019	Medical Trainee Days and Preceptor Payments
12	4 April 2019	Adobe Acrobat Pro
13	24 April 2019	Appreciation Event
14	6 May 2019	PARO-CAHO Contract Information Session
15	16 May 2019	Effective Time Management: Make your email and To Do lists work for you
16	5 June 2019	Taking Care of Yourself: Stress Management and Beyond

Postgraduate Wellness Office

We have a new name and tag line to reflect our work with all postgraduate medicine trainees: **The 'Postgraduate Wellness Office', serving residents and clinical fellows.**

- Staffing totals in our office remain the same, although one of our full-time wellness consultant positions is vacant; we are in the process of filling this position.

- We continue to offer workshops for residents and clinical fellows. In order to be able to offer the workshops widely, we request that programs consider which workshops are of interest to your program and book them with us as early as possible. The earlier we know, the better we can ensure that we distribute our offerings as widely as possible amongst all the programs. We have two other requests: (i) Please book the workshops so that as many of your trainees as possible can benefit. We have found that academic half days and retreats are great venues for the workshops; (ii) If your program's administrative coordinator calls us to set up a workshop, please provide them with guidance regarding which workshop the trainees would benefit from. This helps us to better meet the needs of your trainees.

- We have started a project in which our wellness consultants use a train-the-trainer model to teach staff within programs how to facilitate balint-type groups for trainees. This program offers training and support for an academic year to start up these groups in your program. If you are interested, please let us know. We have limited capacity per year, but we would be pleased to sign you up for an upcoming year!

- We have initiated the 'Docs for Docs' project to explore primary health care needs for postgraduate trainees and their families. We are examining how residents and clinical fellows at U of T access medical care both formally and informally, and our ultimate goal is to better link trainees and their families with primary care resources that meet their needs.

- Other things to stay tuned for, that will be discussed and approved at PGMEAC in the early fall meetings: a new centralized 'PGME Wellness Policy', and revised 'PGME Accommodation Guidelines'. For those programs working on their own departmental wellness policy, please feel free to contact us and we can share with you the draft list of 'guiding questions' developed by our PGMEAC Wellness subcommittee.

- You are warmly invited to attend the 2019 Physician Health Symposium on Tuesday June 11, 2019 at the Peter Gilgan Centre. PGME is co-sponsoring the event with the MD Program's Office of Health Professions Student Affairs. The Symposium's theme *is Supporting Physician Health across the Continuums of Time, Places and Cultures. To register, please see the website at:* https://www.cpd.utoronto.ca/physicianhealth/

- As always, our office is here to serve individual residents and clinical fellows who may need counseling, and we are here to answer your questions and provide guidance as you navigate complicated wellness situations in your programs or with individual trainees.

  julie.maggi@utoronto.ca

  heather.flett@utoronto.ca

PGME Leadership Certificate Program

Overarching Goal: To equip select postgraduate residents with the knowledge and skills needed to contribute to local and systems level improvements in the delivery of health care.

Description: Longitudinal interactive leadership development program based on the LEADS in Caring Environment Leadership Capabilities Framework, incorporating leading practices in postgraduate leadership education.

Steering Committee:

- Dr. Lisa Bahrey, Program Director, Anaesthesia and Pain Management, U of T
- Dr. Michael Gardam,   Program Director, Healthcare Leadership Development Program, Schulich School of Business, York University
- Dr. Helene Retrouvey, Resident, Division of Plastic and Reconstructive Surgery, UofT
- Dr. Anne Matlow, Faculty Lead, Post-MD Education Strategic Initiatives

Timing: One session per month, Sept 2019-April 2020 (Dec excluded), Tuesday or Wednesday, held from 5 to 8:30 pm

Action Learning Project (ALP)

All participants will be expected to engage in an ALP that demonstrates application of the knowledge and/or skills acquired during the course as related to medical leadership. To be presented to larger audience at closing session, April 21, 2020.

Certificate Eligibility:

Residents at any stage of training in all programs.   Applications open May 13- June 10.

Selection Criteria: https://pg.postmd.utoronto.ca/pgme-leadership-certificate-program/

Residents must submit an application letter, CV, a 90 second video as well as a confidential letter of support from the resident's program. They must commit to attending at least 6 of 7 sessions.

Note: The Confidential Letter of Support from the Resident's Program Director, must include:

1) a description of how the resident will benefit from the certificate,
2) a commitment to support the resident in this certificate programme, and
3) a statement on the likelihood the resident will fulfill their commitment to attend 6 of the 7 sessions.

The letter of support should be sent to anne.matlow@utoronto.ca

Course Capacity: Maximum 20 participants for the inaugural year.

Global Health at PGME

[Global Health (GH) at Postgraduate Medical Education](#) develops and delivers a comprehensive array of education initiatives. Our programming reflects our commitment to local and global social responsibility and accountability, and supports trainee interest in global health education, research and practice. Our leadership team includes Dr. Barry Pakes, Global Health Academic Lead and Judy Kopelow, Global Health Manager of Strategic Initiatives.

Our governance structure engages global health leaders from across the faculty of medicine through the PGME Global Health Education Sub-Committee, and reports to the Postgraduate Medical Education Advisory Committee (PGMEAC). We provide leadership and guidance for postgraduate Global Health Electives, including pre-departure training and preparation. Our activities also include adjudicating the Sheppard and Social Responsibility Awards.

[The GH Education Initiative (GHEI)](#) is now in its 10th year. This 2-year certificate program includes 26 modules (2-3 sessions per module) offered annually; 100+ participants per year; 100+ faculty per year; including 15 new faculty who are GHEI graduates; new themes r/t Transition to Global Health Professional Practice and Preparing for GH Field Work with sessions led by Faculty of Medicine Diversity Strategist; enhanced theme on Cultural Competency with Office of Indigenous Health; on Aging Global Populations led by Dr. Samir Sinha, Director of Geriatrics, Sinai Health System; on cultural competency led by Office of Indigenous Health plus continuing global health education and leadership opportunities for GHEI alumni and PGME community.

Our annual calendar includes a variety of Global Health education events. These include our Annual Resident Global Health Research Showcase, our [Annual Global Health Day](#) and regular GHEI Alumni events with keynote speakers and discussions. Each of these events engage residents through a resident planning committee and resident leadership. Our Annual GH Day took place on Wednesday May 29, 2019 on "Women, Girls and Global Health with Keynote speaker Dr. Wendy Lai, Emergency Medicine and President Doctors without Borders, Canada.

2019-2020 Dates to share with trainees

● [PGME GHEI applications available now](#)

● Jan 30, 2020 PGME 3rd Annual Global Health Research Showcase

● May 27, 2020 PGME 7th Annual Global Health Day.

Visit Global Health at PGME [from this link.](#)

@UofTPGME CBME NEWS

An occasional newsletter for Program Directors and PGME leaders and administrators

ISSUE 10 - April 2019

NEWS FROM THE PGME ASSOCIATE DEAN

Much work has been done by programs and PGME in preparation for the third year of CBD implementation that starts July 1st 2019.

In addition to our implementation efforts, we are consulting those who have been involved over the past year or two for the purpose of program evaluation. The feedback from learners, faculty and education leaders is being used to improve and refine our systems and processes to support CBME. Additionally, the feedback helps us to identify priorities for further development.

This newsletter highlights available Faculty Development resources and others planned, along with implementation and systems developments, including early information about how Competence by Design is working in the Elentra platform.

The Best Practices in Evaluation and Assessment (BPEA) committee, chaired by myself, and the BPEA Usability subcommittee, chaired by Dr. Paolo Campisi, have continued to synthesize evidence and advice on policy and practice related to assessment. Both committees will work to balance best possible evidence and systems' needs, while affording programs as much versatility as is possible.

Thanks for all your efforts and suggestions as we concurrently move forward on implementation of CBME models both formally and informally.

Need more info? If you have any questions, do not hesitate to contact me at adpgme@utoronto.ca or cbme.pgme@utoronto.ca

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NEW Offering: Feedback & Coaching TRAINING Program

PGME & CFD are launching a new educational offering to support Faculty and Learners in the giving and receiving of feedback and coaching.

WHY? Residents and faculty have repeatedly identified that one of the hurdles to implementation of competency-based models is the need for additional training and support in feedback and coaching.

This is a program to train Faculty & Resident Co-Leaders in the delivery and support of feedback and coaching training in their own program.

First series: **Resident & Faculty Co-training in Feedback and Coaching**
This program is offered over a series of 3 workshops (with some 'homework' between sessions). Both the resident/fellow & faculty co-leaders are expected to attend each of the 3 sessions in the series. Watch for emails with the dates of offerings of this series for the 19-20 academic year.

IF YOU'RE INTERESTED, forward the name of the Faculty & Resident Co-Leaders via email to Jean Morran at cmbe.facdev@utoronto.ca

CBME/CBD Faculty Development Leads Network

This is a network of program, divisional, departmental and hospital leaders responsible for faculty development, who meet to exchange ideas, tips and resources.

The **next meeting of CFD CBME/CBD FD** Leads is Thursday, May 23, 2019 from 4:30-6:00 pm EDT

- All FD leads and interested education leaders are welcome at this meeting
- Location: Room 216, Li Ka Shing Knowledge Institute, Centre for Faculty Development, St. Michael's Hospital, 209 Victoria Street OR via online: GoToMeeting
- The agenda includes: Update on Faculty Development Resources, Debrief on the 3rd Annual Symposium

Please confirm if attending with Michelle Kassis via email: KassisM@smh.ca

Thanks to the guest speaker at the February meeting, Dr. Jana Lazor, EdD, the Director of Faculty Development for the University of Toronto MD Program, who spoke on the topic: Who's connected to whom and how: A model of evolving relationships and roles in faculty development and curriculum development during curriculum renewal and innovation

3RD ANNUAL CBME/CBD IMPLEMENTATION SYMPOSIUM - HIGHLIGHTS

The 3rd symposium, on Tuesday, March 26, 2019, about supporting successful implementation in a CBME world, was a sold-out success with learners, faculty and educational leaders meeting with world class researchers and practitioners in the areas of Feedback and Coaching.

The symposium looked at the culture and practices of feedback and coaching in medicine and in other fields and how we can harness the research and insights in *our* educational practices and *our* systems.

It was co-hosted by Post MD Education at the University of Toronto, the Centre for Faculty Development, St. Michael's Hospital, and the Wilson Centre for Medical Education Research and we are pleased to offer a debrief session for the symposium at the next meeting of CFD CBME FD Leads. This will take place Thursday, May 23, 2019 from 4:30-6:00 pm EDT and the presentations will be available soon on the PGME website.

Be in touch if you have any questions about **faculty development** at: cbme.facdev@utoronto.ca or via sglover.takahashi@utoronto.ca

Susan Glover Takahashi, PhD
Director, Education & Research, PostMD Education
Integrated Senior Scholar—Centre for Faculty Development (CFD) & PostMD Education Lead, Faculty Development—CBME

IMPLEMENTATION UPDATES

CBD Implementation Update

Significant progress has been made in the implementation of the Royal College's Competence By Design (CBD) model at the University of Toronto. Anaesthesia and Otolaryngology– Head and Neck Surgery (OHNS) are now in their second year of full CBD implementation and Nephrology (Adult and Pediatric), Emergency Medicine, Urology, Surgical Foundations (9 surgical programs), Medical Oncology, and Forensic Pathology are in their first.

In addition, nine programs will continue to roll out CBD, and four programs plan to partially launch selected components of CBD.

Our dedicated PostMD team is providing curriculum development and assessment systems support to those programs on-ramping and continuing in Competence By Design (CBD) by offering five CBD Planning Mini-Conferences between September 2018 and June 2019. These conferences are great networking opportunities and provide important tools, templates, tips and resources for CBD implementation.

Continued

Over the past academic year, the PGME CBME Education and Systems Team has worked closely with the next cohort of programs to prepare for their CBD Launch this upcoming July 2019. A full list of programs preparing for 2019-20 CBD implementation can be found in the table below.
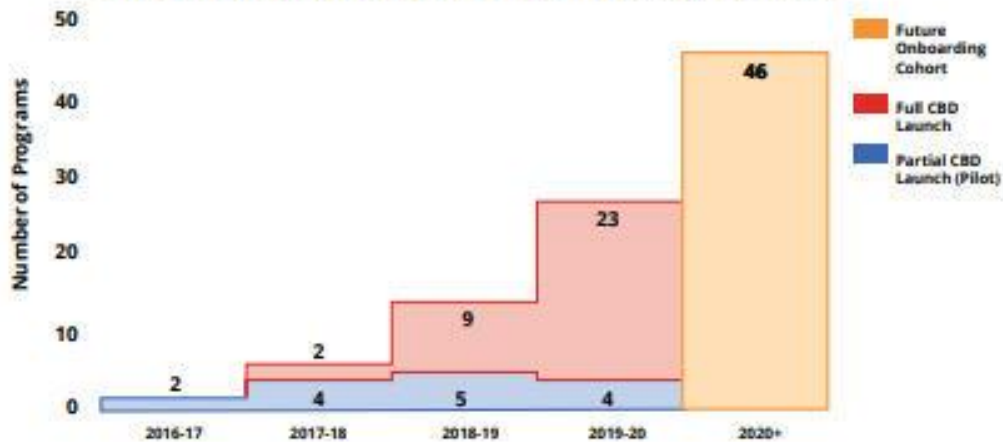
CBD Implementation "Checkpoints"	Programs in Each Phase for 2019-20	
	Total #	List
Partial CBD Launch	4[a]	Adult Cardiology Nuclear Medicine Pediatrics: Core Vascular Surgery
Full CBD Launch	14	Adult & Pediatric Critical Care Medicine Adult & Pediatric Gastroenterology Adult & Pediatric Rheumatology Anatomical Pathology Cardiac Surgery General Internal Medicine Geriatric Medicine Internal Medicine: Core Neurosurgery Obstetrics & Gynecology Radiation Oncology
Continued CBD Launch	9	Anesthesia Otolaryngology – Head & Neck Surgery (OHNS) Adult & Pediatric Nephrology Adult Emergency Medicine Forensic Pathology Medical Oncology Urology Surgical Foundations[b]

[a] Includes programs to date who have expressed interest in partial launching

[b] Includes 9 surgical programs

For perspective, below is a stepped area chart displaying the number of programs that have either partially or fully launched CBD since 2016, and those planned for CBD onboarding in the future. As of the 2019-20 academic year, we will have implemented CBD in about a third of all programs at the University of Toronto.

CBD Implementation Progress at the University of Toronto

Phases of Competence

There are four "checkpoints" to the Competence By Design (CBD) implementation process: (1) Program alignment with CBD (e.g. changes to rotation structure and sequence); (2) Partial CBD Launch (Pilot) (e.g. implementation of a few EPAs); (3) Full CBD Launch (launch date set nationally by the Royal College); and (4) Continued CBD Launch (where programs continue to implement CBD for the remaining years of their program). This process is depicted in the graphic below.

Programs will work closely with the PostMD CBME Education and Systems Team in between **checkpoints** (as indicated by the **Phases**, with timing represented as number of months before Full CBD Launch).

Programs work closely with the PostMD CBME Education and Systems Team in between "checkpoints" (as indicated by the "Phases") with timing represented as number of months before the Full CBD Launch date. For example, programs can begin to partially launch select EPAs 12-24 months in advance of their Full Launch Date – depending on the availability of draft versions of their Royal College EPA documents. Those programs who have not yet developed their CBD documents within their Specialty Committees can focus on "meantime activities" such as change of rotation sequence, faculty and resident development on feedback and coaching, implementing workplace-based assessments, and other activities.

Best Practices in Evaluation and Assessment (BPEA) Usability Committee and the Learner Experience with CBD

Overview

The BPEA Usability Working Group, chaired by Dr. Paolo Campisi, has provided important advice and guidance on the ongoing development of Elentra as a CBME platform and on the creation of reporting that includes data visualization and education analytics. Comprised of learners, program directors, administrators and technical experts, the group has met 5 times since its inception in 2018, and has been instrumental in enhancing interface design and reporting validity.

Part of the BPEA Usability Committee's mandate is to understand the users' experience and solicit feedback to make needed improvements. These users include the faculty, learners, Program Directors, Program Administrators and Competence Committees of programs currently launching CBD. Focus groups with learners and faculty are being organized and led by the CBME Education & Systems Team for this purpose. Findings from these focus groups will become part of the larger program evaluation for CBD/CBME and will contribute to improvements made both in CBD/CBME educational design, and implementation, as well as systems development.

Understanding the users' experience - Highlights from a CBME Learner Focus Group

The PGME Office hosted Learner Focus Groups in February and April with learners from CBD- launched programs. The interviews were split into two parts, focusing on the educational components of, and system development for, CBME/CBD. Below are selected highlights from the Focus Group interviews.

CBME/CBD Education and Implementation Feedback:

- The expectations for EPA assessments were not always clear within their program. Clearer communication by Program Directors/Administrators and accessible resources outlining these expectations were deemed to be very important – especially whenever changes are made to the CBD curriculum.

- Learners noted faculty discomfort in using the "Autonomous" overall entrustment rating. They feel they need to explain the scale–how it is relative to their training level and specific to the EPA task at hand. This makes them feel like they are manipulating the faculty into giving them a better score.

- Learners are said to have minimal time with faculty due to opposing work schedules. Learners said that only about 20% of their assessments were completed through direct observation, the majority being done retrospectively.

- The vast majority of assessments were said to be initiated by learners. Learners voiced their concerns over having to "bug" faculty however, especially since these are the individuals they will be seeking out for future work opportunities.

- Learners would appreciate the opportunity to send (limited) reminders to faculty to complete pending assessments in Elentra.

Systems Development for CBME/CBD Feedback:

- Learners want to be able to see their progress visualized in an easy to understand format.
- It takes too long to log in, find the right assessment tools, locate the assessor in the dropdown list and begin the assessment.
- Learners want all of their assessments in one place.
- More information should be available for in-progress and pending assessments, including: email of assessor, information about the procedure/case. Based on this information, Learners would like to send email reminders for specific assessments tools.

Changes to Elentra for 2019-20

As part of our transition to Core Elentra, the Assessment Initiation screens needed to be redeveloped. We took this as an opportunity to make improvements to the user experience. We consulted with the BPEA Usability Working Group and Learner Focus Group and came up with a few key changes we believe will improve the use of Elentra.

Below is a short summary of the changes. For a detailed explanation, please view the video at the following https://www.youtube.com/watch?v=4eY__W1bXHk

EPA Search
During the assessment initiation process, users will now select the EPA they would like to assess. The list of tools will be restricted to those associated with the selected EPA. There will be an option to view only the EPAs in the Learner's current stage.

Form Preview
Users will now be able to preview a form, before initiating an assessment.

Start Assessment from the CBME Dashboard
Learners will easily be able initiate an assessment on a particular EPA, directly from the CBME dashboard.

Assessors email address
The Assessors email will now appear in the assessor drop-down list.

Elentra development is an iterative process. We will continue to solicit feedback from users. If you would like to contribute to the improvement process, please email the Elentra Help Desk at: mededhelp.postmd@utoronto.ca

Learning Analytics & Reporting

CBME reporting is available both within Elentra and in Tableau. Reports are continuing to develop andevolve as we understand the needs of programs, competency committees and learners. Key reports available in Elentra to Program Directors, Administrators and Competency Committee members, are the EPA Progress Summary Report, and the Progress Summary. In addition, programs have access to a raw data extract, intended for analysis and creation of dashboards, but not as a decision support tool in the current format. Tableau is the data visualization platform currently being used by PGME to provide analytics on the performance of both learners and faculty for EPA assessments.

REPORTS IN ELENTRA

The key reports available to Competency Committees are EPA Progress Reports, which summarize completed assessments and entrustments for each learner by EPA, and a Stage Progress Report, which summarizes assessments and entrustments by the Stage of the EPA and confirms stage progress of the learner.

1. EPA Progress Summary Report
2. Progress Summary

REPORTING IN TABLEAU

To date, we have developed dashboards for each program using Elentra, highlighting assessments triggered, completed and entrusted. The dashboards enable competency committees to quickly visualize the performance of a cohort of trainees, or to focus on a single trainee, according to a specific EPA, as well as showing the context and complexity of the EPA, the training site, and the specific assessor. The dashboards allow not only for quantitative analysis and comparisons to means and targets, but also incorporate the narratives included on the assessments.

The on-line nature of these dynamic Tableau reports, also allow competency committees to drilldown and hyperlink directly to individual assessments in Elentra. Samples of a Competency Committee Dashboard as well as EPA Assessment Completion data are featured below.

- Example of CC Dashboard with EPA Targets
- Example of EPA Assessment Completions

The strategic direction of data visualization is to create a set of useful topline reports that individual programs and competency committees may wish to augment through their own program or departmental level analysis.

⚠ MYTH BUSTING

Three key myths to be busted relate to (1) PDs as Chairs of Competency Committees, (2) Membership of Competency Committees versus RPC's and (3) EPA Targets set by the Royal College.

MYTH #1: PROGRAM DIRECTORS CANNOT BE CHAIR OF THEIR COMPETENCE COMMITTEE

FACT: Program Directors can be Chair of their Competence Committee (CC). The RPC needs to approve a Terms of Reference that is consistent with the PGMEAC approved guideline (that also says it is OK for the PD to be the Chair).

Important is that all competence committee members are contributing to decisions around resident progress and promotion.

Those PDs who are also the Chair, reported it has been very beneficial to serve as Chair for the first year of CBD implementation and then 'pass the torch' once the kinks in CC functioning and practice have been sorted out.

MYTH #2: COMPETENCE COMMITTEE MEMBERS CANNOT OVERLAP WITH THE RESIDENCY PROGRAM COMMITTEE (RPC)

FACT: All faculty appointed by the RPC can be Competence Committee members.

The PGMEAC guideline on Competency Committee members is silent on who can be a member...so it is up to the RPC to determine if it makes sense for their program whether overlap with RPC is appropriate.

MYTH #3: A SPECIFIC NUMBER OF EPA OBSERVATIONS ARE REQUIRED BY THE SPECIALTY COMMITTEE AND/OR ROYAL COLLEGE

FACT: The numbers provided by the Specialty Committee are meant to act as guidance only. See page 6.

Guidance does *not* mean requirement or standard.

Locally, when a Program Director is working with the PGME office on their CBD implementation, they consider many factors as they establish their Assessment Plans, including the guidance for establishing local targets for successful entrustments for each of the EPA tools.

The Competence Committee looks at many factors related to a resident's performance in total including: local targets, assessments completed, patterns of assessment, qualitative comments etc.

⚙ OTHER RESOURCES

PREVIOUS NEWSLETTERS:

The **@UofT PGME CBME Newsletters** provide important updates on the implementation of CBME at the University of Toronto for Learners/Residents, Assessors, Faculty, Program Directors and Administrators, and other Education Leaders.

Each issue contains a message from the PGME Associate Dean, news and updates related to the Royal College and/or University of Toronto programs, CBME Innovators at the University of Toronto, definitions of related CBME/CBD terms, clarification on common CBME myths and a resources page.

A QUICK LOOK AT 18-19 PAST ISSUES

All issues available at: http://cbme.postmd.utoronto.ca

Issue 8, Released Aug 2018, available at: @UofTPGME CBME NEWS Issue 8 - Aug 2018

- Outlines recent policy and guidelines by the BPEA Working Group.
- Profiles 5 successful implementation grant projects developing resident and faculty skills in feedback and coaching.

Issue 9, Released Dec 2018, available at: @UofTPGME CBME NEWS Issue 9 - Dec 2018

- Updates on the launch of Elentra
- Updates from the Implementation Team

RESOURCES FOR PDS, SITE DIRECTORS & PGME LEADERS:

- U of T PostMD CBME/CBE online tools found here.
- **CanMEDs Interactive** is the online, ready to use version of CanMEDS 2015 Framework and many of the resources in the CanMEDs Tools Guide, found here.
- **PD handbook** is the RC resource on residency education. You can find more info, here.

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New Resident Welcome Reception