

MEETING MINUTES

Postgraduate Medical Education Advisory Committee (PGMEAC)

Friday, January 31, 2025 | 12:00 – 2:00 pm
Zoom Meeting

- Present:** Meredith Giuliani, Caroline Abrahams, Ahmed Al-Awamer, Lindsay Baker, Andrea Bezjak, Rodrigo Cavalcanti, David Chan, Ari Cuperfain, Shaheen Darani, Susan Done, Heather Flett, Alison Freeland, Ryan Giroux, Mojgan Hodaie, Jackie James, Sheri Johnston, Vaibhav Kamble, Julia Kfoury, Saba Khan, Vincent Lin, Gordon Martins, Andrea McCart, Heather McDonald-Blumer, Carolina Mitchell, Laura Leigh Murgaski, Danielle Penney, Linda Probyn, Seetha Radhakrishnan, Mark Rapaport, David Rojas, Hemen Shukla, Shannon Spencer, Lisa St. Amant, Adrienne Tan, Charles Yan, Eric You-Ten, Tessa Catchpole (Recorder)
- Guests:** Sanjeev Sockalingam, Golda Milo-Manson, Calvin Law, Matthew Muller
- Regrets:** Petal Abdool, Hiba Abu-Khalil, Julia Alleyne, Nirit Bernhard, Ashna Bowry, Elicia Bryant, Jennifer Croke, Jamal Depradine, John Granton, Samir Grover, Batya Grundland, Patricia Houston, Janine Hubbard, Shakir Hussain, Melissa Hynes, Yasmine Ishmael, Julie Johnstone, Arno Kumagai, Anne Matlow, Barry Pakes, Reena Pattani, Amandeep Rai, Katina Tzanetos, Kevin Weingarten
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1. AGENDA/MINUTES

- a) M. Giuliani welcomed committee members. The agenda was approved as written.
- b) Minutes of the Friday, November 29, 2024 meeting were accepted as circulated.

2. CONSENT AGENDA

Consent agenda was pre-circulated.

M. Giuliani noted that applications are open for several Centre for Faculty Development (CFD) programs. PGME will once again financially support attendance at Atelier, NEAL, and ESP, and the annual application e-mails will be sent out soon.

3. NEW BUSINESS

a. Centre for Addiction and Mental Health (CAMH) Update

S. Sockalingam provided an overview of the education structure at CAMH, which focuses on training future mental health care professionals, family medicine practitioners, and other disciplines. They offer a variety of resources, including a library, health sciences library, and a simulation center. Their programs support continuing professional development for healthcare providers across regions, hospitals, agencies, and provinces, with a specialty focus on mental health and addictions.

CAMH has expanded significantly in simulation and digital education and has a dedicated research unit affiliated with the Wilson Center, focusing on education research. CAMH trains approximately 45,000 healthcare providers annually through their continuing education and professional development programs. They host over 2,000 students from various disciplines and offer trauma-informed de-escalation training in partnership with other agencies and hospitals. Since 2016, CAMH has seen substantial growth in their CPD learners, simulation center usage, and student placements.

Learner Supports include:

- Wellness centers with discounts for students and staff
- Call rooms and resident lounge, with upgrades ongoing to call room furniture
- Indigenous sacred spaces
- Safe Ride Home participation
- Parking availability and bike compounds
- Onboarding support through the student center
- Real-time location devices for safety and code tracking
- Navigation areas for student support
- High satisfaction with placements and recommendations
- Virtual reality simulation centre, integrated into nursing and medical training programs
- Writing groups for interdisciplinary scholarship and mentorship

CAMH also has a learner council focused on improving student experience and a chief fellow to provide peer support and mentorship.

b. Holland Bloorview Kids Rehabilitation Hospital Update (*see attachment*)

G. Milo-Manson introduced Holland Bloorview, the only freestanding pediatric rehabilitation hospital and academic hospital in Ontario, and part of the Department of Pediatrics at the University of Toronto.

Affiliations and Programs:

- The hospital has 22 active affiliation agreements with various colleges and universities.
- It has a Teaching and Learning Institute, which focuses on student wellness and optimal learning opportunities.
- Holland Bloorview has a strong interprofessional education program and a unique Student Led Learning Environments (SLE) program that provides students with leadership opportunities.
- **Family Leadership Program:** started with the Faculty of Social Work at the University of Toronto. Families undergo training and co-lead educational programs with staff, both internally and externally.
- Home to the largest Royal College-approved developmental pediatric subspecialty program in Canada which takes in 2-3 new trainees annually for a two-year program. The hospital is a required rotation for all pediatric residents at the University of Toronto. They also offer rotations for physical medicine rehab residents, child neurology, psychiatry, genetics, and complex care.
- **Summer Medical Student Program:** The hospital has a summer medical student program for students at the end of their second year. Initially exclusive to University of Toronto students, it is now open to all Ontario medical schools. Students are paid for their 10-week placement, focusing on child development and childhood disability.

Training Challenges:

- G. Milo-Manson noted that there are no issues related to Wi-Fi, as trainees are provided with laptops and VPN access.
- There are no in-house call rooms, as fellows and subspecialty residents do on-call only on weekends from home.
- The biggest challenge is space, but there are designated rooms and generic student spaces available.
- Outdoor only parking is available and affordable.

Full details can be found in the attached slides.

c. Sunnybrook Health Sciences Centre Update (*see attachment*)

C. Law provided an update on Sunnybrook's extensive health system and recent developments:

- **Bayview Campus:** Includes the cancer center, the new Brain Sciences center, the veterans center, the trauma and burn center, and the soon-to-open geriatric center.
- **Vaughan Estates:** Reopened for educational meetings and events, now in collaboration with Oliver and Bonacini.
- **Holland Orthopedic and Arthritic Center:** Recently renovated, includes a VR learning site, and collaborates with multiple sites.
- **St. John's Rehab:** home to Sunnybrook Center for Independent Living, making advanced prosthetics.
- **Reactivation Center:** active learning centre, collaborating with other centers to provide a broad spectrum of healthcare.
- **Vibrant Healthcare Alliance:** Focuses on community care and primary care training.

Facilities improvements for learners:

- Updated lounge facilities and a transparent audit process.
- 24/7 access to locked student lounges and computer labs.
- New soundproof booths for virtual learning, providing quiet spaces for students.
- Minor issues identified by PARO in the call-room inspection are being addressed.

Additionally, C. Law highlighted:

- SBH Simulation Training (SIM): In 2024, 2,700 students were trained through SIM, with top courses including point of care, ultrasound, plastics, OB/GYN, code blue, and cardiovascular.
- Resident Wellness resources, including a hospital wellness resource on the main website, an immediate hotline to the psychiatry department, and primary care through the academic family practice unit.
- The library has been transformed into a knowledge and innovation space, providing additional support for students, including help with research projects and bibliographies.
- Resident Liaison Committee: Regular meetings with chief or senior residents to discuss issues like the Safe Ride Home initiative and extended parking.
- Funding and Renovations: Nearly \$12 million has been secured over the last five years to renovate education spaces, call rooms, and create modern workspaces with new technology.

Full details can be found in the attached slides.

d. PGPort

Deferred to a future meeting.

e. Immunization Policies

M. Muller presented two policies for review and update:

Blood and Body Fluid Exposure Policy

- Last updated in 2002, this policy ensures U of T-affiliated hospitals have procedures for dealing with sharp injuries and blood/body fluid exposures. Program directors must ensure learners are aware of these procedures.
- The main update was expanding the policy to include all healthcare settings, not just hospitals. Minor edits were made to modernize language and formatting.

Guidelines Regarding Infectious Diseases and Occupational Health for Applicants to and Learners of the Faculty of Medicine Academic Programs

- Last updated in 2013, this policy covers applicants and learners in the Faculty of Medicine's academic programs and aims to minimize infection transmission risk from learners to colleagues

- or patients and protect learners from infections in healthcare settings.
- Learners must follow immunization requirements, receive infection prevention training, and adhere to it during clinical rotations.
- Testing Requirements: Learners must be tested for Tuberculosis and Hepatitis B before entering medical programs. HIV and Hepatitis C testing is not mandatory, but positive results must be reported to the program.
- **Major Updates:**
 - References to OHA and OMA communicable disease surveillance protocols were removed as they are outdated and no longer available. Hospitals will still follow evidence-based protocols.
 - Significant advancements in vaccination and antiviral treatments for bloodborne viruses (HIV, Hepatitis B, Hepatitis C) have reduced transmission risks so only learners performing exposure-prone procedures (e.g., surgeries) require a full panel review if positive for these viruses. Non-exposure-prone learners (e.g., psychiatry fellows) do not need this review.

The committee discussed clarification on what is consider exposure-prone procedures, and guidance on ensuring confidentiality for learners in implementing this policy. Minor edits were suggested.

***Note:** All members voted in approval of both policies, pending minor edits as discussed. Final versions will be circulated for review.*

f. **PARO Update**

D. Penney provided an update on PARO activities:

Resident Appreciation Week:

- Scheduled for February 9 – 14, featuring various activities including two free yoga classes and treats in lounges at all sites.
- E-Cards: Resident appreciation e-cards are being sent out, with around 200 already sent within a day of the site opening.
- Five events have taken place, including Sweat & Tonic fitness classes and paint nights, with over 240 residents participating.

PARO Awards:

- Recently concluded, with awards for clinical teaching, resident advocacy, and program excellence.
- The Selection Committee will soon discuss nominations.

Resident Enhancement Fund:

- 17 projects approved, including coffee machines, chargers, massage chairs, TVs, heaters, mini-fridges, wall art, and board games.

g. **CFD Foundational Programs**

L. Baker introduced the Center for Faculty Development's (CFD) foundational programs, including Teaching and Learning in the Clinical Context (TLC), Stepping Stones, and Atelier. TLC focuses on clinical teaching, while Stepping Stones covers all educational roles and activities in health professions education. Atelier supports scholarship and research. L. Baker also mentioned the availability of an access and inclusion bursary for financial support.

TLC:

- **Focus:** Balancing clinical duties with teaching responsibilities.

- **Next Cohort:** Winter 2026.
- **Target Audience:** Current and aspiring clinical supervisors, educators, and preceptors.
- **Goals:** Develop foundational teaching skills and adaptability in diverse clinical contexts.
- **Format:** Hybrid, with e-modules and five synchronous application sessions over 12 weeks.
- **Topics Covered:** Clinical teacher identity, teaching environment, learner needs, feedback, setting objectives, and addressing learner difficulties or mistreatment.

Stepping Stones:

- **Registration:** Opens end of March, deadline June 30th.
- **Target Audience:** Faculty and learners interested in core educational concepts.
- **Structure:** Can be completed in one year or over three years, with a set of workshops and a one-year journal club.
- **Goals:** Promote growth in teaching, leadership, scholarship, and advocacy.
- **Format:** Participants select workshops based on interest and schedule, providing flexibility and tailored learning.
- **Networking:** Opportunities across professions, hospitals, and departments.
- **Topics Covered:** Workplace-based assessment, curriculum development, generative AI for learning outcomes, mentorship, coaching, test development, adaptive expertise, and faculty wellness.

Atelier:

T. Martimianakis discussed the Atelier, a three-day in-person program designed to build capacity in engaging with educational research.

- **Target Audience:** Researchers and scholars not primarily engaged in research but interested in collaborations or understanding the evidence base.
- **Content:** Introduction to educational science, concepts like test-enhanced learning, data collection methods (interviews, focus groups, designing scales and questionnaires), and analytical processes.
- **Format:** Three-day in-person course to foster a community of practice among education scholars.
- **Goals:** Develop appreciation for research efforts, introduce participants to colleagues and mentors, integrate participants' research topics into the curriculum, and cover dissemination and collaborative research.

L. Baker offered to answer questions and help determine the best program fit for interested applicants.

h. Sponsored Trainee Offer Timelines & Processes

S. Spencer provided an update on the sponsored trainees application process and timelines. Training Agreements exist with Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, and the UAE.

Application Process:

- Sponsored applicants apply through their sponsor, who sends applications to Shannon's team for review and forwarding to the appropriate program or fellowship director.
- Residency position deadlines follow a national schedule. Programs have access to the Sponsored Trainee Application System (STAR) system for managing applications.
- Programs initiate interviews and make admission decisions.

The Pediatric subspecialty sponsored trainee match is ongoing, with applications due January 15 and offers out on March 26. Medicine subspecialty and Family Medicine Enhanced Skills deadlines are in August and September. PGY1 deadlines are usually announced in the spring.

S. Spencer noted that programs should copy her team on any offers to sponsored candidates and direct candidates to apply through their sponsor. Departmentally funded positions should not be offered to

sponsored trainees to avoid conflicts with training agreements. She emphasized the importance of following these procedures to ensure compliance and avoid issues with sponsors.

With no other business, the meeting was adjourned at 1:20pm.

Next Meeting: Friday, February 28; 12:00 – 2:00 pm | Virtual