

MEETING MINUTES

Postgraduate Medical Education Advisory Committee (PGMEAC)

Friday, November 29, 2024 | 12:00 – 2:00 pm
Zoom Meeting

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

1. AGENDA/MINUTES

- a) M. Giuliani welcomed new and returning members. The agenda was approved as written.
- b) Minutes of the Friday, October 25, 2024 meeting were accepted as circulated.

2. CONSENT AGENDA

Consent agenda was pre-circulated.

3. NEW BUSINESS

a. Sinai Health System Update *(see attachment)*

J. James provided an update on Sinai Health System (SHS), which includes Mount Sinai Hospital (MSH) and Hennick Bridgepoint Hospital (HBH), highlighting its commitment to service, humanity, inclusivity, and discovery.

J. James gave an overview of the SHS education structure, including various committees, and facilities.

Recent system and facilities improvement include:

- Centralized onboarding- Nirvsystem
- Updated orientation video
- Password-protected dedicated Wi-Fi for learners
- Call Rooms/Lounge spaces
- Observership policy refined to avoid interference with core and elective training
- MD Documentation on POWERCHART
- Library system with extensive online resources
- Renew Sinai: significant construction projects have been completed (new ICU, Emergency Centre, etc.)

SHS hosts over 4,000 learners annually, with many shared with UHN. Fellowship programs have grown, with 171 Sinai fellows. Despite challenges from ongoing renovations and IT issues, Sinai remains committed to improving the learning experience, with Bridgepoint consistently excelling in teaching effectiveness.

Full details can be found in the attached slides.

b. Task Force on Best Practices in PGME Program Support (*see attachment*)

L. Probyn and C. Li introduced the Task Force, which aims to update the guidelines for Residency Program support. These guidelines, originally created in 2014 and last reviewed in 2019, focus on defining FTE allocations for Program Directors (PDs) and Program Administrators (PAs) to align with Canadian residency accreditation standards. The task force will address key accreditation standards, including standardized job descriptions, collaborative appointment processes, regular policy reviews, and written guidelines for support and remuneration.

The task force will conduct an environmental scan to assess support structures and administrative practices nationwide. Data collection has started, gathering information from other Associate Deans and institutions. The goal is to recommend updated minimum FTE allotments for Program Directors and PAs, and set a remuneration minimum for PDs.

L. Probyn and C. Li will co-chair the task force, which includes representatives from various departments, program directors, administrators, business officers, and resident members. The task force will meet over the next year to draft updated guidelines and recommendations for consideration at relevant institutional committees. The process will be collaborative, with broad membership to ensure comprehensive and effective guidelines.

c. OID Update

S. Khan provided an update on the Office of Inclusion and Diversity (OID). The office is currently hiring to replace two full-time staff who have moved on to promotional opportunities within the faculty and university. Recently, S. Khan and Dr. Upton Allen conducted workshops on Equity, Diversity, Inclusion, and Accessibility (EDIA) in the promotions process, highlighting current requirements and upcoming changes. These workshops were well-received, with plans to present to the Decanal Promotions Committee in January.

The Temerty Medicine Community Connections (TMCC) Series continues to support diverse communities, with recent events focusing on the Southeast Asian community. Future events are planned for the South Asian community and first-generation medical learners. Additionally, the office is developing workshops on anti-semitism and Islamophobia in healthcare, led by postdoctoral fellows Dr. Joanna Krongold and Dr. Kashmala Qasim, to be offered in spring 2025.

OID is also finalizing a guide to planning inclusive educational events, with a CPD accredited workshop on its practical applications expected in the new year. The office remains open to feedback and collaboration on these initiatives.

d. PARO Update

D. Penney provided an update on PARO activities:

Resident Doctor Appreciation Week

- The PARO Toronto General Council team is preparing for the Resident Doctors of Canada (RDoC) upcoming Resident Doctor Appreciation Week, scheduled for February 10th to 14th.

- Various initiatives are planned to celebrate residents' hard work, including in-person events and e-cards. The e-cards, which were successful last year, will be sent via a Google form where people can write thank you messages to residents. Staff are also encouraged to participate.

Call Room Reviews

- PARO is conducting call room reviews again to ensure compliance with the arbitration award requirements, such as internet access and computer equipment connected to the hospital's electronic medical record system.

Social Events

- PARO is organizing several social events, including two sold-out spin classes and a paint night, with over 150 residents participating.

Safe Ride Home Pilot

- The Safe Ride Home pilot program starting on January 13th, with multiple hospitals participating.
- A document detailing the program's logistics will be sent to participating sites, and hospitals that missed the initial sign-up can still join by contacting Jennifer Wallace: jwallace@paroteam.ca.

e. Resolution of Resident Disagreement with Attending Physician or Supervisor Guideline

M. Hynes provided an update on the guideline for resolving disagreements between residents and attending physicians or supervisors. This review is part of a larger policy and guideline overview undertaken by Temerty Medicine over the past 36 months. The original guideline, developed in 2002, addresses complaints such as perceived inappropriate professional behavior, inadequate teaching, poor patient care, and inadequate supervision.

After reviewing the guideline with various stakeholders, including the Office of Learner Affairs and the Vice Dean's office, it was decided that the [current learner mistreatment guidelines](#) sufficiently cover these issues. The mistreatment guidelines define mistreatment broadly and include behaviors covered by the 2002 guideline. Therefore, to avoid redundancy, the decision was made to sunset the 2002 guideline and refer all related issues to the mistreatment guidelines. This change aims to streamline processes and ensure comprehensive coverage of all relevant issues.

f. Faculty Appeals Guideline

D. Rojas presented draft Faculty Appeals Guidelines, developed as part of a broader policy review by the Best Practices in Evaluation & Assessment (BPEA) Committee. The guidelines aim to address inconsistencies in the appeals processes across different departments and educational levels and establish a minimal standard for addressing and resolving faculty appeals related to teacher evaluations. They focus on evaluations deemed inappropriate or erroneous, such as those resulting from critical feedback, program-related comments, mistaken identity, personal conflicts, discrimination, or lack of context for improvement. The guidelines also allow for appeals of group assessments to identify retaliatory patterns and emphasize transparency and confidentiality in the appeals process.

If a trainee has submitted a disclosed report to the Learner Experience Office (LEO) about an interaction with a teacher, the faculty appeal will wait until that analysis is completed to avoid parallel processes. Departments are encouraged to establish protocols for distributing appeals, including methods, responsible persons, and required information. The guidelines suggest flexibility in timelines, starting from when the faculty receives the evaluation report.

The guidelines recommend that clinical departments may appoint either a standing or ad hoc appeals committee, depending on their size and volume of appeals. These committees should have diverse representation, including members with lived experiences of discrimination and harassment, to ensure

equitable analysis. The guidelines also highlight the importance of considering additional data sources to get a comprehensive understanding of the situation.

Successful appeals will result in the removal of the entire assessment from the system, while unsuccessful appeals will leave the assessment unchanged. The guidelines also propose developing a second stage of appeal for special circumstances. The document has been reviewed and feedback collected from various committees, and the final draft is now presented.

M. Giuliani tabled the motion to approve the Faculty Appeals Guidelines, as presented.

Vote: All members voted unanimously in approval of the Faculty Appeals Guidelines as presented.

g. Learner Wellness Guideline

H. Flett provided an update on the development of new Learner Wellness Guidelines. These guidelines aim to support various clinical learners, including those in postgraduate and undergraduate medicine, occupational science, therapy, medical radiation science, and physician assistance. The new guidelines are being developed to be more universal and inclusive, supporting initiatives, programming, and curriculum across all these learner groups.

The guidelines are based on four guiding principles:

1. **Shared Responsibility:** Wellness is a shared responsibility among faculties, training programs, teachers, supervisors, and learners.
2. **Equity, Diversity, Inclusion, Indigeneity, and Accessibility (EDIIA):** Approaches to learner well-being must be informed by EDIIA principles, recognizing that different individuals experience the learning environment differently.
3. **Addressing Common Challenges:** Explicitly addressing common challenges in training and preparing learners for these challenges.
4. **Promoting Self-Care and Mental Health:** Encouraging self-care and destigmatizing access to mental health supports, recognizing the higher incidence of mental health issues in the learner population.

H. Flett emphasized the importance of creating supportive learning environments and the role of structural factors, leadership, and policy development in these efforts. The importance of orientations to promote well-being and clear communication about expectations and accommodations was discussed. Various tools and resources developed through the learner wellness portfolio were highlighted, such as the "Leading for Wellness" community of practice, best practices documents, toolkits, and an upcoming OLA e-module. These resources aim to support wellness across different programs and promote dialogue on managing fatigue and well-being.

Action: The final draft Learner Wellness Guidelines will be presented for approval at a future PGMEAC meeting.

h. Governance Survey

As part of our commitment to continuous quality improvement, PGMEAC committee members completed a short PGMEAC Self-Assessment Survey in 2022 and 2023. This survey is one of the tools used to monitor and improve PGME governance on an ongoing basis and will be administered annually. We are now seeking updated feedback from committee members with an opportunity to complete the brief survey during this meeting. Members not present will have an opportunity to complete the survey until December 13, 2024 via this link: https://survey.ca1.qualtrics.com/jfe/form/SV_6GqGFeDdrEfrPpk.

i. Surrey Place Site Update (*see attachment*)

A. Loh provide a site update for Surrey Place, a center for intellectual disability that has been serving the community for 60 years. Surrey Place operates five locations in Toronto and serves about 10,000 clients annually, and also supports Northern Ontario through specialized programs and partnerships.

Learning Environment & Facilities:

- Primarily an outpatient facility with a calm atmosphere compared to hospital sites.
- Trainees at Surrey Place have access to clinical rooms, offices for virtual meetings, and other amenities like a lactation pod.
- The center operates on weekdays, with no weekend or overnight shifts for medical trainees.
- One of the highlights at Surrey Place is the coffee shed, staffed by individuals with intellectual disabilities and autism.

Challenges:

- WiFi access issues and the need for an electronic medical record (EMR) system to improve documentation efficiency.
- There is a need for a program assistant to help with scheduling and onboarding trainees.

Full details can be found in the attached slides.

j. Medical Education Awards & Grants Update (*see attachment*)

E. Sanchez-Swaren provided an update on research grants and teaching awards in the Medical Education portfolio.

Education Development Fund (EDF)

- EDF has been relaunched with two streams: one for early career researchers and another for larger projects (Medical Education Strategic Research Grant)
- No longer requires matched funding.
- Open for projects of up to 2 years and up to \$20,000 in funding.
- Current call for proposals closes on January 20th, with an info session on December 12th.
 - o Register for the info session here:
<https://centreforfacdev.ca/events/?eventtemplate=471-education-development-fund-edf-grant-workshop>.

Medical Education Strategic Research Grant

- Larger grant for experienced researchers, offered in alternating years to EDF.
- Does not require matched funding.
- Next call for proposals starts in 2025, with funding issued by 2026.
- Open for projects of up to 2 years with maximum funding of \$50,000.

Teaching Awards

- Various awards are currently open for nominations, including the UofT President's Award and AAMC awards.
- Upcoming call for community-based teaching awards and Charles Mickle Fellowship Award in January.
- Spring cycle for external awards will open with many awards, with a nomination deadline in July.

Faculty are encouraged to [sign up for the centralized mailing list](#) to stay updated on awards and grants. More information is available on the [website](#) and full details can be found in the attached slides.

k. CFD Programs: ESP & NEAL (*see attachment*)

L. Baker, D. Grace, and M. Saini joined the meeting to provide an overview of intermediate and advanced level programs at the Center for Faculty Development (CFD):

Education Scholars Program (ESP)

- Recently redesigned to improve accessibility and alignment.
- Focuses on curriculum development, program evaluation, and education leadership.
- Now includes personalized coaching throughout the two-year program.
- Applications for 2025-2027 open in January, with a deadline of May 15, 2025.

New and Evolving Academic Leaders (NEAL) Program

- Emphasizes leadership and equity, with a curriculum revamp to integrate these principles.
- Designed for emerging leaders and those seeking to advance their leadership skills.
- Applications require departmental support to ensure participants have the necessary resources.
- The program includes in-person and virtual modules, with a focus on self-use as a leadership tool.
- Positive feedback highlights the program's impact on participants' confidence and leadership abilities.

Both programs support various roles in health professions education, including clinical preceptors, academic leaders, and education administrators. The CFD offers a range of resources, including workshops, online resources, coaching, and communities of practice. An access and inclusion bursary is available for applicants facing financial barriers.

An [overview of CFD offerings](#) is available and full details can be found in the attached slides.

With no other business, the meeting was adjourned at 1:58pm.

Next Meeting: All PDs/FMSDs | Friday, December 13; 12:00 – 2:00 pm | Virtual