

## MEETING MINUTES

### Postgraduate Medical Education Advisory Committee (PGMEAC)

Friday, October 27, 2023 | 12:00 – 2:00 pm  
Zoom Meeting

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- Present:** Meredith Giuliani (Chair), Caroline Abrahams, Ahmed Al-Awamer, Mary Bell, Arno Kumagai, Shari Thompson-Ricci, Susan Done, Michele Farrugia, Eric You-Ten, Jackie James, Jeannette Goguen, Shima Shakory, David-Dan Nguyen, Mariana da Silva Jardim, Hadeel Aljazzaf, Caroline Thompson, Mary Bell, Savannah Clancey, Vincent Lin, Stu Murdoch, Alison Freeland, Linda Probyn, Rachel Fleming, Giovanna Sirianni, Adrienne Tan, Kevin Weingarten, Aruz Mesci, Charlie Guiang, Maureen Morris, Seetha Radhakrishnan, Linda Probyn, Lisa St. Amant, John Granton, Heather McDonald-Blumer, Nirit Bernhard, Melissa Kennedy, Carolina Mitchell, Rachel Langer, Heather Flett, Shaheen Darani, Janine Hubbard, Samantha Chin (Recorder)
- Guests:** Lisa Richardson, Julie Maggie, Saba Khan, Charlene Betty, Jerusha Retnakanthan, David Conn, Heather MacNeil
- Regrets:** Vaibhav Kamble, Mojgan Hodaie, Lindsay Baker, Andrea Bezjak, Nicola Jones, Amandeep Rai, Adelle Atkinson, Barry Pakes
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#### 1. AGENDA/MINUTES

M. Giuliani welcomed new and returning members. The agenda was approved as written. PGMEAC Minutes of the Friday, Sept 29, 2023, meeting were accepted as circulated.

#### 2. CONSENT AGENDA

No consent agenda as COFM and HUEC had not met since last meeting.

#### 3. NEW BUSINESS

##### a) Office of Inclusion and Diversity (OID) Supports for PGME

L. Richardson and J. Maggi provided an overview of OID, information on supports being offered with regard to the current conflict, and psychological first aid.

L. Richardson described the broad themes regarding concerns being brought forward in the past 2.5 weeks:

- 1) Concerns around the use of social media by some preceptors, faculty, leaders, and fellow learners who are putting forward messages along the spectrum from hurtful to hateful from multiple perspectives. OID is using the various pathways, such as the learner mistreatment pathway and through faculty affairs, to address concerns.
- 2) Statements issued by the University and Hospitals that are not seen as inclusive. OID's guidance has been from the central University and to uplift President Dr. Meric S. Gertler's recent letter.

- 3) Concerns surrounding learning environments where preceptors or colleagues are asking learners their perspective on this conflict or are making statements that make learners uncomfortable.

L. Richardson wanted to emphasize that everyone is feeling pain regarding this conflict and the University's role is to provide support.

J. Maggi discussed psychological first aid; a trauma informed, evidence-based method of helping people during times of distress that is generally a 1:1 interaction, which is non-judgmental, humane, non-intrusive, and compassionate interaction with boundaries. H. Flett, J. Maggie, and the Faculty Wellness Lead Network are talking about developing training around psychological first aid over the next year. Available resources are:

- PFA Mobile ([https://www.ptsd.va.gov/appvid/mobile/pfa\\_app\\_pro.asp](https://www.ptsd.va.gov/appvid/mobile/pfa_app_pro.asp))
- Training provided by the Canadian Red Cross

L. Richardson reminded all members to take care of themselves and understand what their own situated perspective and experience is and how does it affect those around them. L. Richardson reiterated that if unsure to please reach out to OI if it is felt their involvement is necessary or useful. Also, to please be aware of the Campus Safety Office as a resource as the threats to safety are concerning. Useful links for Campus Safety Office:

UTM: <https://www.utm.utoronto.ca/campus-police/>

UT St. George: <https://www.campussafety.utoronto.ca/>

#### **b) Baycrest Site Update**

D. Conn provided an overview of Baycrest including resources for learners comprised of medical residents from geriatric medicine, geriatric psychiatry, neurology, and family medicine rotations. Feedback from learners has been positive. Baycrest has had the best response rate over the past few years to the learner experience survey and viewed as a favourable learning environment when surveyed.

#### **c) New Private Clinics and Learners**

L. Wilson provided insight into Bill 60 – Integrated Community Health Services Centres (ICHSC) Act that looks at private for-profit and not-for-profit clinics. Early analysis, if accurate, may impact TFOM's academic mission for faculty and learners. Areas of concern are:

- diversion of human resources that will impact hospital capacity and wait times,
- “upselling” of medical interventions not currently part of evidence-based standard of care practice.

The University is considering:

- Faculty engagement with private clinics relating to academic position description (APD)
- Learner environment, is it suitable for the learners?
- Looking at conflict of interests and conflict of commitment relating to working at for-profit and not-for-profit sites
- understand how to address grievances.
- Access to opportunity for learners at private sites.

Next steps:

- Office of Clinical and Faculty Affairs will reach out to TAHSN CEO Group to ensure TFOM approach aligns with TASHN partners.
- Interview with key informants to gain better understanding.
- Draft recommendations that will be presented to groups like PGMEAC before implementation.

If more information is required, please contact L. Wilson at [lynn.wilson@utoronto.ca](mailto:lynn.wilson@utoronto.ca)

#### **d) Universal Mistreatment Guidelines**

R. Pattani presented on behalf of the Learner Experience Unit (LEU), OLA for approval of a revision of the Universal Learner Mistreatment Guidelines. Since Fall 2023 LEU expanded to support additional clinical learners in Physician Assistant, Medical Radiation Sciences, and Clinical Rehabilitation Sciences programs.

Changes to the guidelines include:

- Clarification of a “placement site” due to heterogeneity of learner environments,
- Clarification around jurisdictions for reports, with five ways identified:
  - 1) Early resolution at department or program level.
  - 2) TFOM will lead investigation.
  - 3) Referral to another office or process at the University.
  - 4) Placement Site leads investigation.
  - 5) TFOM collaborate with Placement Site on joint investigation.
- Resolution Mechanisms now advise regarding need for notification or consultation with LEU.

Website where learners can report: <https://meded.temertymedicine.utoronto.ca/learner-mistreatment>

PGMEAC is the final step of approval, all other units have had a chance to review and approve the revisions.  
**PGMEAC members voted to approve these revisions.**

#### **e) Education Technology**

H. MacNeil lead a discussion around use of education technology to engage learners effectively and interactively while being accessible. Through the use of virtual meetings, speaking to ‘black screens’ is a growing concern, especially for invited speakers to academic half days, and the Committee asked about how to navigate it. H. MacNeil suggested having a discussion with the learners to set standards of etiquette as opposed to making cameras on/off mandatory.

M. Giuliani reiterated that if there is need for guidance around accessibility to speak with C. Guiang and his team at Office of Learner Affairs (OLA).

Resources:

- <https://www.tandfonline.com/doi/full/10.1080/0142159X.2023.2197135?src=recsys>
- <https://pubmed.ncbi.nlm.nih.gov/37740948/>
- <https://www.cpd.utoronto.ca/teachingwithtech/agenda/>

#### **f) Career Support for PG Learners**

S. Bernstein and L. Premji described the career supports for PG learners offered through the following means:

- 1:1 Meetings with learners
- Development of workshops aimed to be held in the evening.
- Website development

Next steps include: a needs assessment, build an evaluation into the program, seeing what is offered in academic half-days, implementation of first workshop on family planning on November 28<sup>th</sup> at 6pm.

Communication about planned workshops will be through program directors, PGME newsletter, and the website to be developed. Discussions are being held on whether to record workshops or in-person attendance.

#### **g) CaRMS Self-Identification Questionnaire (CSIQ)**

D. Noone identified that only 4 of 17 medical schools are using the CSIQ. PGME at the University of Toronto is considering using the CSIQ but has put a decision on hold. The Association of Faculties of Medicine of Canada (AFMC) are in the process of exploring measures to prevent misuse of CSIQ data. Considerations that need to be considered CSIQ are:

- Why is the data being collected.
- Who is the steward of this data to prevent misuse.
- Currently no Best Practices in place for how this should be done.
- Challenges have arisen regarding “is there another way to collect this data?”
- Internal Stakeholder Feedback

Please reach out to D. Noone if your program has interest in utilizing the CaRMS CSIQ in future.

#### **h) Humber River Site Update**

Z. Ahmed indicated that both core and elective rotations are being undertaken by learners from the University of Toronto, Queen’s University, McMaster University (OB/GYN residents), Western University, NOSM University, and other Canadian medical schools. An in-depth description of the resources available to the public and learners is available in their Orientation Guide and YouTube video.

**Next Meeting:** Friday, November 27, 2023; 12:00 – 2:00 pm – virtual