

## VISION

Our postgraduate (PG) learners, graduates, faculty, staff and partners will be an unparalleled force for new knowledge, better health and equity.

We will cultivate and bring to life ideas that impact scholarship and society through unprecedented collaboration drawing in the diverse voices of our research, learning and clinical network.

## ENABLERS



### Support Health and Well-being in Everything We Do

- Monitor the learning experience with a focus on continuous quality improvement
- Expand Wellness and Learner Support to the population served, and help to foster the development of internal departmental wellness resources



### Infrastructure, Policies and Technology that Compel Collaboration and Support Sustainability

- Operate a centralized and seamless orientation and registration system
- Develop a standardized approach for departments to provide feedback to clinical teachers
- Optimize information technology for field-based education
- Enable programs to transition to an evidence-informed, competency-based model
- Identify gaps in best practices across the system and develop strategies to address them
- Establish a systematic approach for delivery of education information

# PGME ACADEMIC STRATEGIC PLAN: 2018-2023

## STRATEGIC PRIORITY AREAS: OBJECTIVES



### Groundbreaking Imagination

- 1.1 Advance and apply knowledge that optimizes performance, learning, safety and well-being in our training environments
- 1.2 Build on our contribution to medical education research
- 1.3 Increase opportunities for learners to explore tailored training in all areas of clinical practice, health systems, leadership, medical scholarship and research
- 1.4 Formalize innovative leadership training in PGME programs



### Ecosystem of Collaboration

- 2.1 Engage and assist leaders and stakeholders to better understand and meet the needs of clinical teachers
- 2.2 Support innovative education models that increase integration across and within phases of training
- 2.3 Disseminate PGME innovations to local, national and international audiences
- 2.4 Engage Program Directors in Health Human Resources (HHR) planning priorities as part of the annual quotas allocation process
- 2.5 Take a national leadership position on a Canadian HHR strategy
- 2.6 Support PG learners and faculty leaders to have active roles in impactful national activities
- 2.7 Support local and national initiatives to educate PG learners on their career options with an emphasis on population health



### Excellence through Equity

- 3.1 Lead in defining and delivering PGME social accountability
- 3.2 Encourage and assist programs to continuously adapt evidence-informed practices
- 3.3 Establish an award to recognize PG learners engaged in service to underserved communities

### Results 2019-20 - 2020-21

- Transitioned all learner-facing PGME office activities: Over 80% of new international trainees arrived safely
- Postgraduate Wellness Office (PWOO) developed a workshop for postgraduate trainees: Residency during the COVID-19 Pandemic: Coping with Uncertainty and Change
- PWOO created several videos to support wellness including an overview of PWO services for trainees and coping during the pandemic
- Started a facilitated small group mentorship program, which combines small-group networking with faculty mentorship
- Consulted broadly through surveys to residents and faculty that led to the refinement of the overall EPA assessment scale that addresses previous issues: The scale was implemented in the Summer of 2020
- Developed and launched PGME Global Health COVID-19 Series (March - July 2020)
- Created additional recognition awards for Program Administrators (via PAAQ)
- Continued to publish research and present at national and international medical education conferences

### Results 2019-20 - 2020-21

- Worked closely with the provincial regulators and the Ontario Hospital Association (OHA) to ensure that residents and fellows could safely undertake redeployment during Covid-19
- Collaborated with the national certifying Colleges to ensure modified curricula and experiential learning would not compromise learner progress and advocated for changes to exam requirements
- Partnered with external providers and through the generosity of the Temerty Foundation was able to cover costs for learners requiring self-isolation due to work and who had at-risk family members at home
- Underwent accreditation of PGME programs and MD program.
- Worked with the Association of Faculties of Medicine of Canada (AFMC) Residency Matching Committee (RMC) to address a compressed CaRMS timeline, the challenge of virtual interviews and virtual program promotion and applications and the review
- Conducted CBD mini-conferences and one-on-one meetings to engage and support programs in curriculum and assessment mapping and assessment tool development to integrate new CBD standards into their programs
- Participated in ongoing partnership between PGME and the Centre for Faculty Development (CFD) continues to provide implementation of CBME support through the CBME Faculty Development Leads Network and the Competence Committee Special Interest Group
- Worked with CMPA to operationalize modular virtual medico-legal risk mitigation workshop
- Conducted Global Health Education Program for MD Students
- Provided over 300 residents/fellows simulated training on PPE Safety, and an additional 100 participated in the virtual orientation on PPE training
- Implemented an integrated teacher assessment tool with MD program for learners to assess clinical teachers
- Integrated Data Management with MD program
- Piloted a satellite group from Queens University participating in the PGME Leadership Certificate Program

### Results 2019-20 - 2020-21

- Supported, through the Postgraduate Wellness Office (PWOO), the development of accommodations for postgraduate trainees at increased risk for serious health consequences from COVID-19.
- Established Guidelines for Trainees at Risk during COVID-19
- Added educational imperatives such as Leadership through an EDI Lens<sup>1</sup> to the PGME Leadership Certificate Program curriculum
- To meet the increased demand for the PGME Leadership Certificate Program, the total number of participants was increased to 31, and for the first time included fellows
- Created the Office for Learner Experience that focuses on creating positive learning environments for PGME learners
- Launched PGME Version of Diversity Mentorship Program.
- Increased expectations for all programs to address COI and intrinsic bias in resident selection processes

This plan has been developed in the context of known evolving changes in the external environment: the CanMEDS 2015 curriculum, Competency-Based Medical Education (CBME), increased accountability expectations, a new accreditation process and standards, new partnerships, and limited resources.

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