



TEMERTY FACULTY OF MEDICINE
UNIVERSITY OF TORONTO

Temerty
Medicine

All Program Directors & Family Medicine Site Directors' Meeting

Friday, December 8, 2023



Welcome Remarks

Dr. Meredith Giuliani

Associate Dean, PGME



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Acknowledging the land

We would like to acknowledge this sacred land on which the University of Toronto operates. It has been a site of human activity for [thousands] of years. This land is the territory of the Huron-Wendat and Petun First Nations, the Seneca, and most recently, the Mississaugas of the Credit.

The territory was the subject of the Dish with One Spoon Wampum Belt Covenant, an agreement between the Haudenosaunee Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes.

Today, the meeting place of Toronto is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work in the community, on this territory.



Linda Probyn
Director, Accreditation



Nirit Bernhard
Faculty Lead, PG Portfolio Program



Heather McDonald-Blumer
Faculty Lead, Curriculum



John Granton
Faculty Lead, Fellowships



Anne Matlow
Faculty Lead, PG Leadership



Damien Noone
Faculty Lead, Admissions & Transitions



Jennifer Croke
Faculty Lead, PG Mentorship



Mark Rapoport
Faculty Lead, Internal Reviews –
Royal College programs



Hemen Shukla
Faculty Lead, Internal
Reviews



Julia Alleyne
Faculty Lead, Internal
Review– Family Medicine



Julie Johnstone
Faculty Lead, Assessment

Wilson Centre Update

Dr. Cynthia Whitehead

Director and Scientist, The Wilson Centre



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A Collaboration between the
Temerty Faculty of Medicine, University of Toronto
and the University Health Network



THE
WILSON
CENTRE

DR. CYNTHIA WHITEHEAD
DIRECTOR

HISTORY

Founded 25 years ago

Founding Director: Dr. Richard Reznick

One director, two scientists

Research in Health Professions Education (HPE)

Initial focus: Surgical Education and technical skills

CURRENT DAY

Director: Dr. Cynthia Whitehead

22 Scientists

44 Scholars

143 General Members

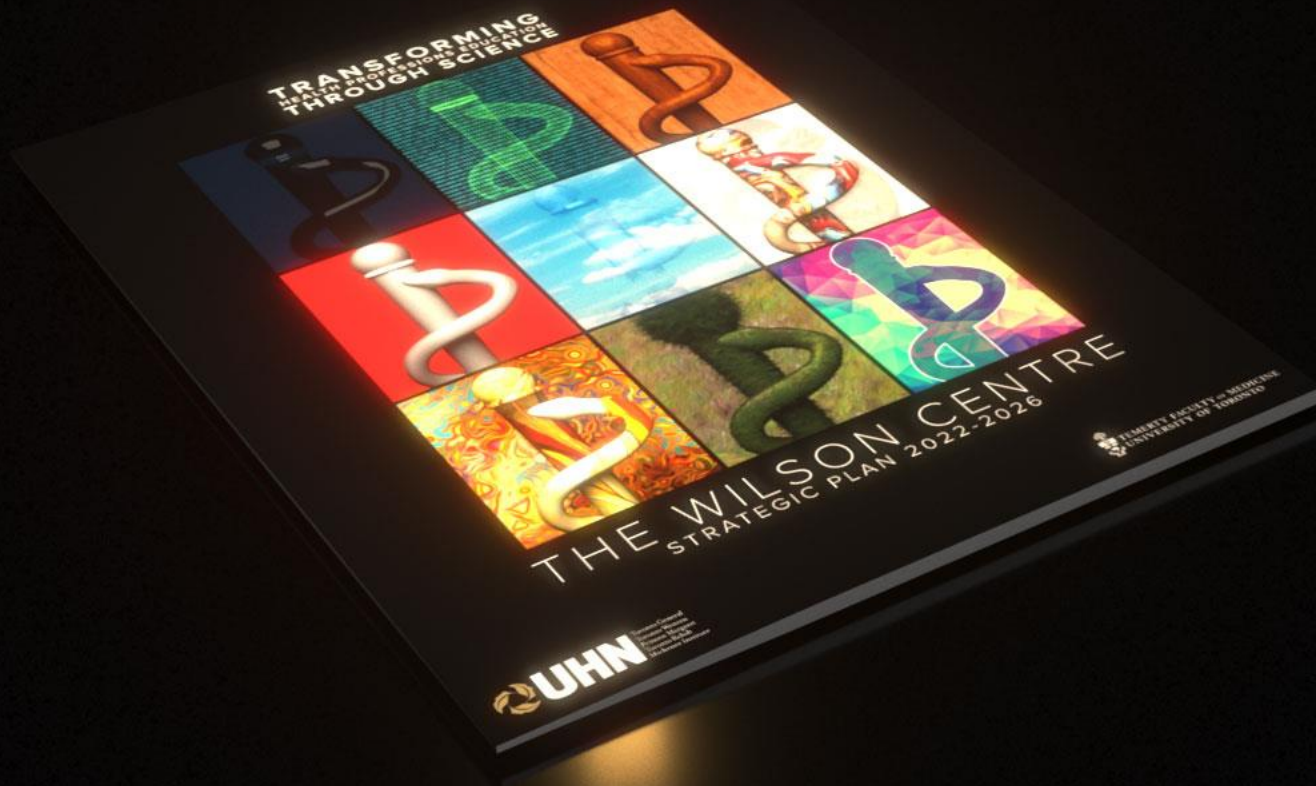
27 PhDs/Fellows

4 KI Prize Winners (of 10)

Research in Health Professions Education (HPE) writ large!

Broad Lens: How can Education help prepare Clinicians for an uncertain future?





The Mission

- High quality impactful education science

The Research

- Theory-driven expertise and knowledge creation
- Complex Issues: Push boundaries, innovate, transform
- Strategic and practical

The Research Themes

- Transformation and Technology
- People and Practices
- Data Driven Learning and Analytics

We are Global Experts in Health Professions Education Research

We study HPE questions before others even think of them

Scientists and Scholars – Faculty of Medicine

Anesthesia	3
Family & Community Medicine	10
Internal Medicine	18
Obstetrics & Gynecology	2
Paediatrics	6
Psychiatry	10
Radiation Oncology	1
Rehabilitation Medicine	4
Surgery	3



Scholars and Scientists – Other

Health & Society

1

IHPME

3

Public Health

1

Dentistry

1

Pharmacy

1



Learners

Anesthesia	1
Bio Ethics	1
Nutritional Sciences	1
Internal Medicine	3
Occupational Health	1
MD/PhD	1
Nursing	1
Occupational Therapy	1
P. Assistant	2
Paediatrics	4
Paramedicine	1
Pharmacy	1
Physiotherapy	5
Psychiatry	1
Surgery	1
<u>Other</u>	<u>19</u>
<u>Total</u>	<u>44</u>





THE WILSON CENTRE

Asks hard questions

Challenges assumptions

Imagines the health care professional of the future

Supports Scholarship – theory, methods, questions



COVID-19

AI

Virtual Care

Environmental Change

Migration of People...

The world has changed

Clinical Care must change

**Health Professions Education
must change**



Education Science

+

Clinical Wisdom

+

Knowledge

=

New Solutions
for an Uncertain Future

PG Learner Affairs

Dr. Tony Pignatiello

Associate Dean, Office of Learner Affairs (OLA)



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OFFICE OF LEARNER AFFAIRS

Dr. Tony Pignatiello, Associate Dean
Office of Learner Affairs (OLA)
Temerty Faculty of Medicine, University of Toronto



TEMERTY FACULTY OF MEDICINE
UNIVERSITY OF TORONTO

Office of
Learner Affairs

Navigate. Elevate. Advocate.

We're with you

Our mission

We work with learners,
at individual and systems levels to optimize the learning environment and experience,
and enable their development into accomplished health care professionals.



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For context . . .

We are:

- ✓ Totally voluntary
- ✓ Neutral
- ✓ Inclusive
- ✓ Safe
- ✓ Confidential (PHIPA vs FIPPA), with independent record management systems
- ✓ Free of charge

We are not:

- ✗ Evaluative
- ✗ On any selection committees
- ✗ Adjudicating
- ✗ Disciplinary
- ✗ A crisis service

What we do



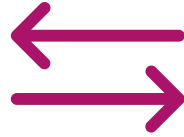
And liaise with other networks



Other ways we support learner wellness



Absences



Navigating transfers & transitions



Study spaces



Accommodations



Outreach & Warm Handovers



Mentorship



Resource of learner support for faculty



Learners experiencing difficulty



Skills enhancement



Financial outreach & literacy



Career counselling



Broad networking

Learner life specialists



- MSWs, OTs and registered psychotherapists



- Help with Intake, triage, short-term stabilization and navigation
- Optimize function of learners within their training programs
- Use a variety of therapeutic modalities
- Deliver learner wellness initiatives and are resource experts



- Available via self-referral or recommendation
- Short-term interventions
- Learners attend 4-6 sessions per episode, on average



- Efficient, effective, equitable, responsive
- Rapid access to services matched to needs

Learner Mistreatment:

intentional or unintentional behaviours that show disrespect for the dignity of others.

**Unprofessional
Behaviours**

**Discrimination/
Discriminatory
harassment**

**Sexual violence/
Sexual harassment**

Connect Online

<https://meded.temertymedicine.utoronto.ca/learner-mistreatment>



SCAN ME

A screenshot of a web browser displaying the 'Learner Mistreatment' page. The browser's address bar shows the URL 'meded.temertymedicine.utoronto.ca'. The page features a left-hand navigation menu with links such as 'What is Mistreatment?', 'Distinction Between Discussing, Disclosing and Reporting', 'How Do I Disclose or Report?', 'Who to Contact', 'Protections Against Retaliation', 'Confidentiality and Anonymous Disclosures/Reports', 'Structural Reporting', 'Recording Without Reporting', 'Submit a Disclosure', 'Next Steps Following a Disclosure or Report', 'MD Learner Mistreatment Protocol', and 'PGME Guidelines for Managing Disclosures'. The main content area has a title 'Learner Mistreatment' and a sub-header 'I would like to:'. Below this are two prominent buttons: 'Connect With a Designated Leader' (in a light blue box) and 'Disclose or Report Mistreatment' (in a dark blue box). A paragraph of text follows, advising to call 911 or seek immediate assistance if concerned about impending harm.

We request that supervisors / faculty / leads:

- **Refer learners to the Learner Experience Unit** for advice, direction, and support whether they are a complainant, witness, or respondent.
- ***Reach out directly!*** If reviewing locally, **consult** the Director or Assistant Director of Learner Experience*:
 - To ensure procedural consistency
 - To access available supports & resources for review and resolution

*Director of Learner Experience: Dr. Reena Pattani, Reena.Pattani@utoronto.ca
Assistant Director of Learner Experience: Dr. Meeta Patel, md.patel@utoronto.ca



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How to Navigate Learner Mistreatment → Primer for teachers

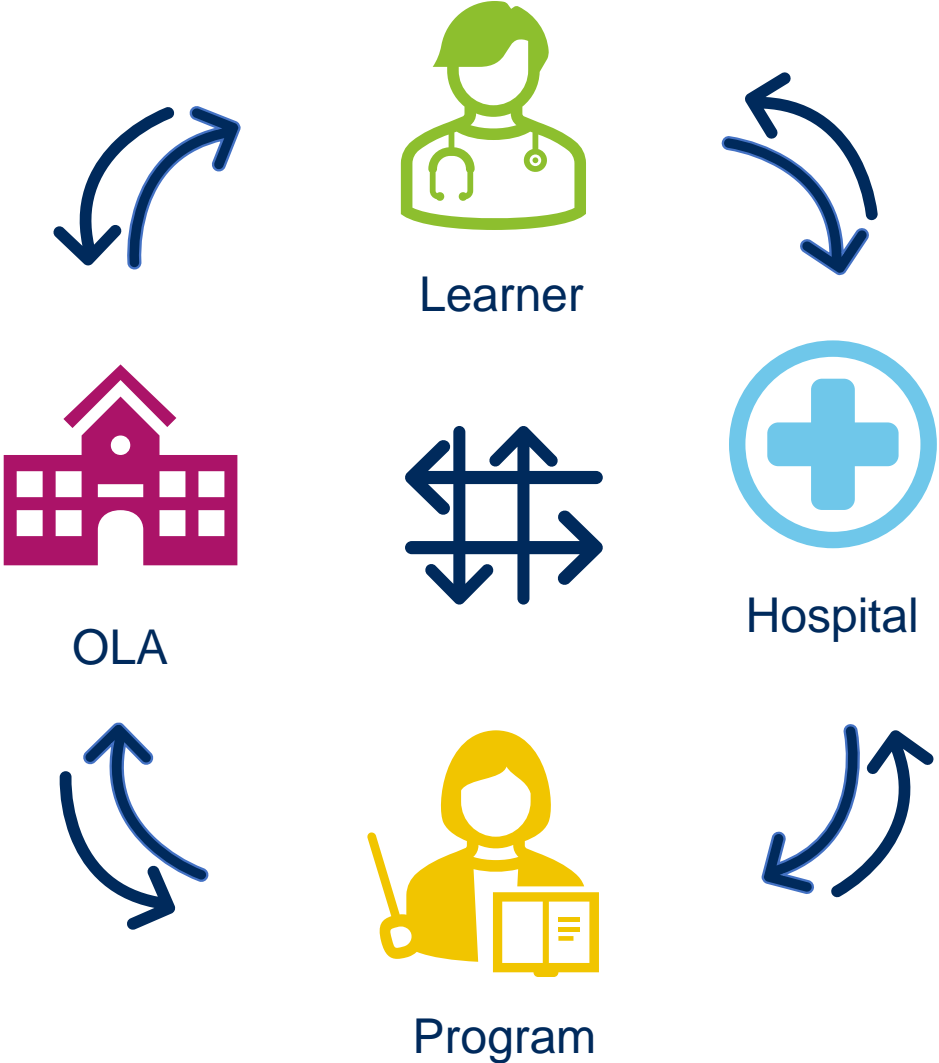


Academic Coaching



- Available to MD program learners who need help to *improve study habits and/or exam performance*
- One-on-one meetings with a learning specialist
- Students may self-refer

Working together



Getting to OLA



St. George Campus



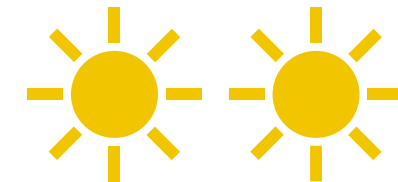
Mississauga Academy of
Medicine



No door
is the wrong door



Appointments usually within 2
weeks



Response within
2 business days

Contact us



meded.temertymedicine.utoronto.ca/office-learner-affairs
[/learner-mistreatment](#)
[/book-appointment](#)



ola.reception@utoronto.ca



416-978-2764 (MD/MRS/OS&OT/PA learners)
416-946-3074 (PGME learners/trainees)



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Career Advising

Dr. Laila Premji

Director, Career Advising System, Office of Learner Affairs (OLA)

Dr. Stacey Bernstein

Assistant Director, Career Advising System, Office of Learner Affairs (OLA)



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All Program Directors and Family Medicine Site Directors Meeting: PG Career Advising

December 8th, 2023

**Drs. Laila Premji and Stacey
Bernstein**

**Director and Assistant Director
Career Advising Program**

**Office of Learner Affairs
Temerty Faculty of Medicine,
University of Toronto**



Career Advising Team



Dr. Stacey Bernstein
Assistant Director, Career
Advising System



Dr. Laila Premji
Director, Career Advising
System



Colleen O'Connor
OLA Career Counsellor



Stephanie Karam
OLA Career Counsellor




Diana Nuss
PG Administrative
Coordinator



Michael Cournoyea
Assistant Professor
Health Science Writing
Centre



Sundeep Battu
UG Administrative &
Data Coordinator

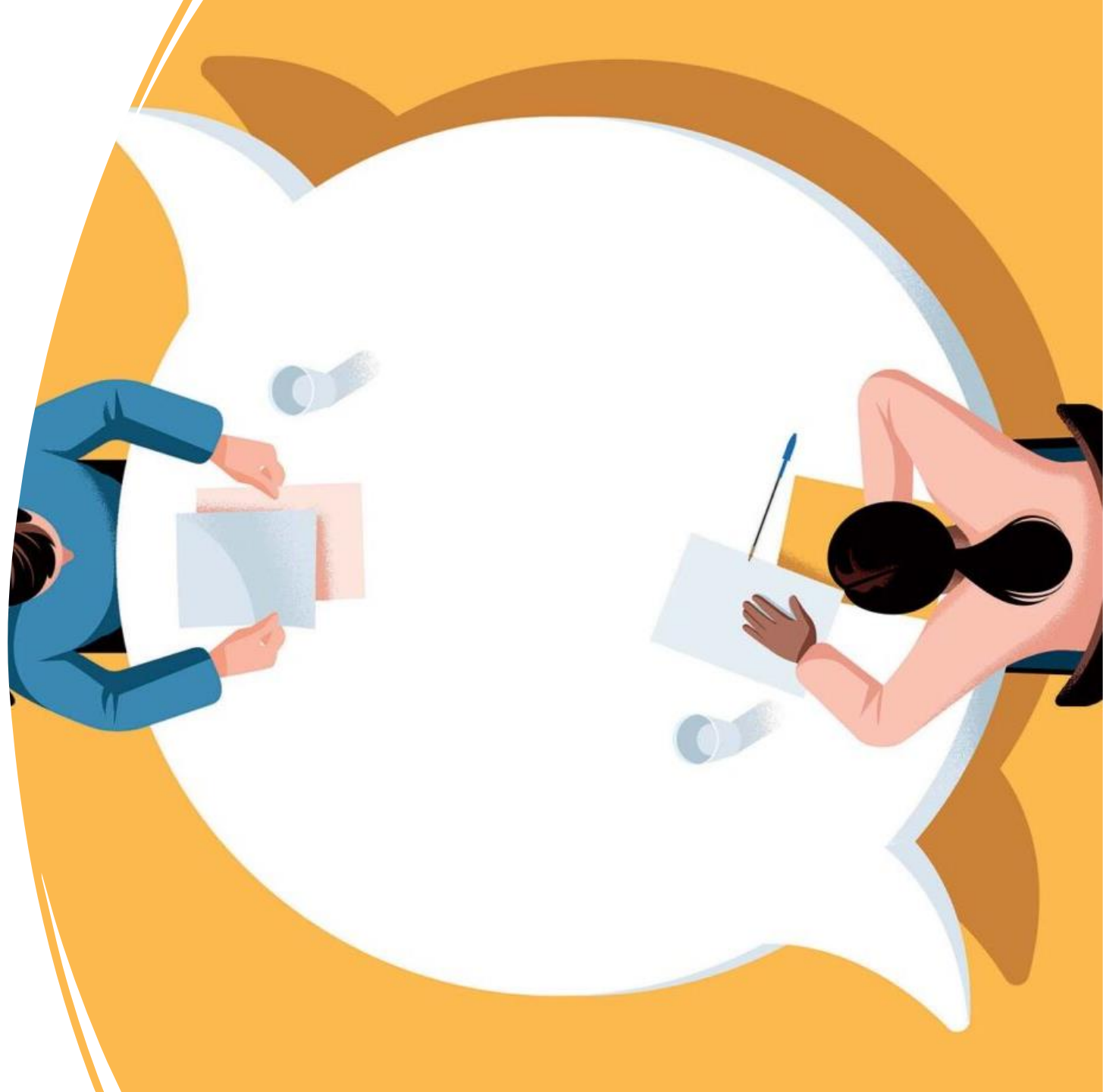


Postgraduate Vision: Three- Pronged Approach



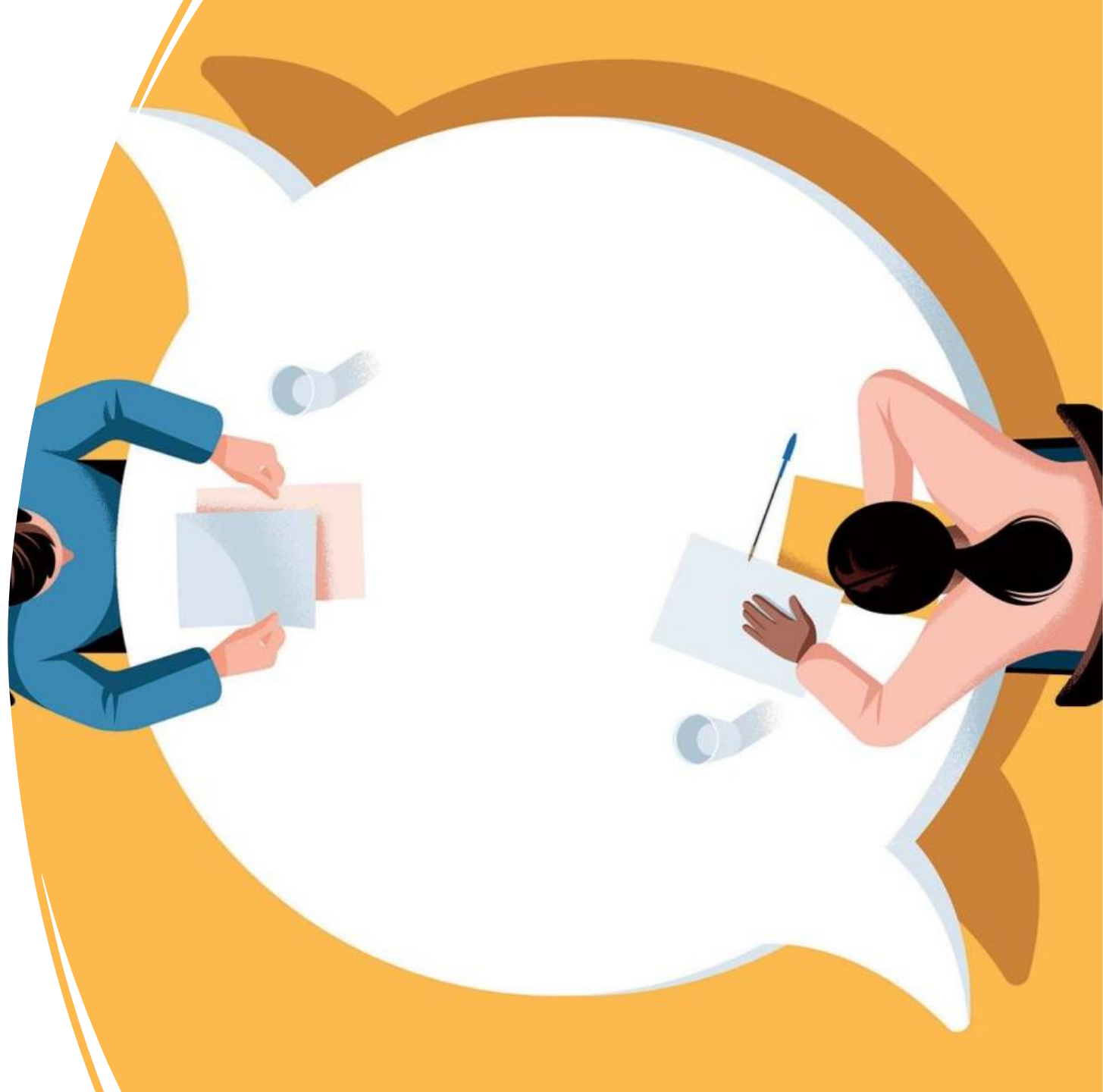
1:1 Meetings with Learners

- Transfers
- Job Search
- Subspecialty Match/Work search- CV, personal statement, interview preparation
- Pathways for international fellows
- Careers outside medicine



How Can Learners Book an Appointment

- Career Counsellors and Health Sciences Writing Centre
 - **Virtual**
 - **In person (on select days)**
 - **Evening appointments**
 - <https://veribook.com/ew.jsp?cpUserId=10080&cpAlias=YHZXQFuMJm2574>
- Drs. Premji and Bernstein
 - sundeep.battu@utoronto.ca



Ideas for Virtual Evening Workshop Development

- Family Planning
- Managing Sleep
- Subspecialty match
- Career planning- personal goals and values
- Managing Debt, Financial literacy
- Job Application
- Contract negotiation
- Giving an Impactful Talk
- Careers outside Medicine
- Applying to US
- Transition to Practise- Billing, set up office, credentialing/licensing
- Navigating college complaint
- Social Media

Inaugural Workshop: Family Planning in Medicine

- Dr. Shirin Dason
- Tuesday November 28th from 6:00-7:30 pm
- Evaluations pending
- 70 attendees
- Option to ask questions anonymously
- Not recorded
- Faculty panel:
 - Egg freezing, adoption, surrogacy, planning a family while in residency/on faculty
 - Single parenthood, same sex and heterosexual couples

Next Steps

- Needs Assessment
- Academic half-days
- Build evaluation program
- Communication network
- Website development: Post archived presentations
- Increase outreach: advertise services through PG roadshow





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ITER/ITAR Appeals

Dr. Melissa Hynes

Manager, Curriculum & Learner Assessment



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ITER & ITAR Appeals Process

Dr. Melissa Hynes

Manager, Curriculum & Learner Assessment

December 8, 2023



PURPOSE

- To give learners an opportunity to review, appeal, contest, or opine on record regarding in scope assessment data and decisions.
- To promote alignment, transparency and fairness of process across all PGME training programs

ELIGIBLE CRITERIA

- Process not followed;
- Unfair;
- Appropriate evidence not considered;

CONSTRAINTS

- Ensuring this an academic issue
 - Cannot be used to address learning environment concerns

DUE PROCESS

- Formal written submission of intention to Program Director
- Timelines are followed as outlined
- General process of review - written arguments, decision by standing or ad hoc committee involving learners, possible outcomes (reconsider, deny appeal, uphold appeal...)

ITER & ITAR APPEAL PROCESS

Residents and Clinical Fellows in a Temerty Faculty of Medicine training program may make a formal appeal of an ITER or ITAR within their training program.

1. Notify the Program Director (or delegate) of the intention to appeal the ITER/ITAR, including the rotation name and dates of the ITER/ITAR, in writing via email.
2. Upon receipt of the intention to appeal, the Program Director (or delegate) will provide the resident with a deadline of ten business days to prepare their appeal statement.
3. On or before the deadline, the resident must submit their appeal statement in writing via email to the Program Director (or delegate).
4. Upon receipt of the resident appeal statement, the Program will provide a written response to the appeal within ten business days.

5. The Program Director (or delegate) will schedule a meeting between the resident, a representative of the committee that completed the ITER/ITAR, the Program Director (or delegate) and an independent advisor. The independent advisor is a former Program Director from a different program, who has not previously been involved with evaluating the resident.
6. After the meeting per above, the resident's appeal statement and the Program's response is provided to the department Clinical Chair. The Program Director (or delegate) and the independent advisor will then meet with the department Clinical Chair to discuss the ITER/ITAR, the appeal statement, and the program's response.
7. The department Clinical Chair will review all of the information and decide whether the evaluation should stand, or whether it should be modified.

There is no further level of appeal beyond the decision of the Clinical Chair.

Questions

Transfers/Learner Appreciation/PGME Holiday Closure

Janine Hubbard

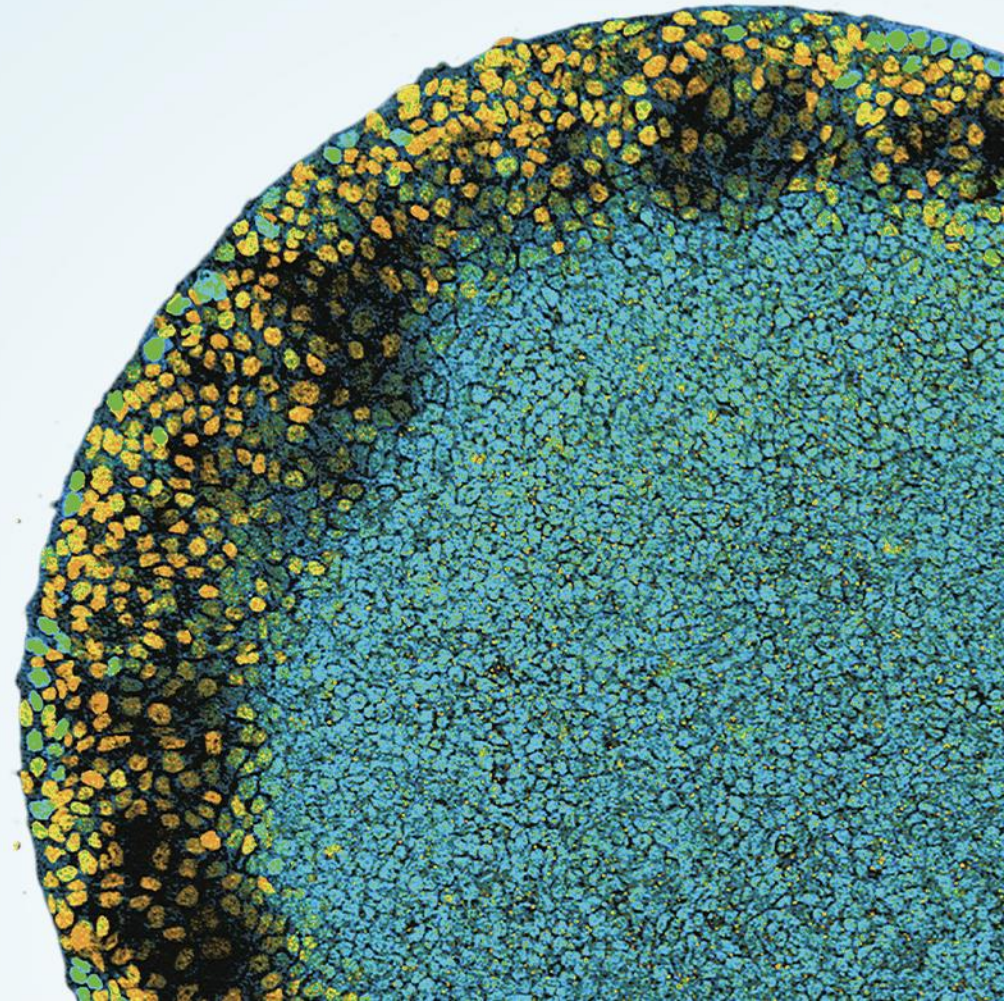
Manager, Admissions and Registration



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PGME Update



Holiday Closures

- **University of Toronto** will close at 5:00 pm Wednesday, December 20th and will reopen at 8:45 am on Wednesday, January 3, 2024.
 - Urgent registration inquiries should be directed to postgrad.med@utoronto.ca
 - Team will be checking in periodically over closure to process urgent requests
- **CPSO** will close at 5:00 pm Thursday, December 21, 2023 and will reopen at 8:00 am Tuesday, January 2nd, 2024.
- **CMPA** will be closed as end of business day on December 24th and will reopen on Tuesday, January 2nd 2024.

Please encourage learners to ensure all registration requirements are completed in advance of the closures.

Resident Doctor Appreciation Week

February 5 to 9, 2024

- PGME will be recognizing both residents and fellows during the Resident Doctor Appreciation week
- Sending electronic gift cards as a small token of appreciation
- Gift cards will be sent to the email address provided on POWER
- Will be sent to all Postgraduate Learners who are fully registered (including those on leaves) by the start of the appreciation week

Transfers Update

- All residents will be emailed on December 15, 2023 with information regarding requests to transfer internally and externally
 - Deadline for Internal Requests – January 22, 2024 at 9:00AM
 - Deadline for External Requests – March 31, 2024 at 11:59PM

Important Note – External Residents looking to transfer to UofT should contact their PGME office for timelines (requests are managed by their current school)

- PGME will be 2 holding information sessions in partnership with OLA in January
 - Tuesday, January 9, 2024 – 6PM – 7PM
 - Monday, January 15, 2024 – 6PM – 7PM
 - No registration will be required
 - Will be set up so that participants will not be identified

Internal Transfer – Important Milestones

- PGME will be emailing Residency PDs to confirm if NO capacity is available (deadline will be mid January)
- PGME will forward packages to those with capacity by February 1, 2024
- Programs will be asked to submit a rank order list by March 6, 2024
- PGME will be formally preparing letters of offer for successful candidates with copy to the program they are offered to join; offers to be sent March 21, 2024
 - Clarify expectations regarding level and pay
 - Ensure they are referred to OLA for career advising
 - Next Steps regarding release
- Goal is to finalize offers prior to second iteration; this way unsuccessful learners have options if interested

Internal Transfers – Important Reminders

- Please do not make any promises or commitments to learners
- Only those packages provided should be considered; PGME will not forward packages for ineligible learners

Questions

Postgrad.med@utoronto.ca
pgme.transfers@utoronto.ca

Global Health Update

Dr. Barry Pakes

Global Health Academic Lead; Program Director, Public Health and Preventative Medicine



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Global Health @ PGME



Dr. Barry Pakes,
PGME Global Health Academic Lead

All-PD Meeting, December 2023



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Global Health @ PGME

Vision. PGME Global Health is an international leader in developing and offering coordinated, inter-specialty programming in global health education, research and practice.

PROGRAMS

- **Global Health Education Initiative**
 - 2 year co-curricular program for residents/fellows
- **Global Health Electives**
 - Guidelines, registration, Pre-departure training, post-travel debriefing
- [Global Health Research Showcase](#) – February 2, 2024 (evening)
 - All specialty evening of learning and networking
- **Global Health Day – May 22, 2024 (noon-5pm)**
 - Keynote, Roundtables, Networking

*All Current and Incoming Residents, Fellows and Faculty
are invited to the*

**Postgraduate Medical Education and PGME at St. Michael's
10th Annual PGME Global Health Day**

Reflections on the Future of Global Health

Wednesday, May 24, 2023 at 1:30-6:30 pm via Zoom.
Required registration from [this link](#).

Keynote by Mr. Joseph Belliveau, Executive Director
Doctors Without Borders/Médecins Sans Frontières - Canada

"Global Health and the Future of Humanitarianism"

Roundtable Leads from across disciplines.
Recognition of 2023 PGME Global Health Education Initiative Graduates

Global Health @ PGME

RESOURCES

- [Global Health Website](#)
- Faculty liaison and mentorship
- Guidelines for Educational and Ethical Global Health Electives

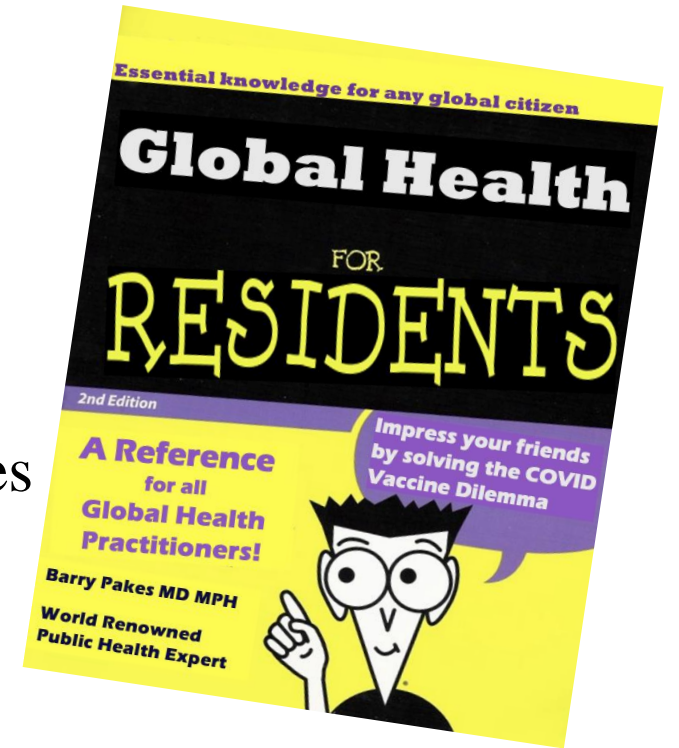
OTHER PROGRAMS

- [Global Health Mini-Masters](#) with OISE and UofT Schools
- Global Health Alumni Alliance (>400 members)
- [Global Health Education Program \(GHEP\) for MD Program](#)
 - Annual Mohammad and Zeynab Asadi-Lari Memorial Special Lecture

AWARDS

Social Responsibility Award – Resident/Fellow and Faculty

Sheppard Award for Health Equity and Social Justice - Resident/Fellow and Faculty



Global Health @ PGME

GOVERNANCE and LEADERSHIP

- PGME Global Health Education Sub-committee
- Judy Kopelow BA RN MEd, Doctoral Student, OISE, University of Toronto
Manager, Global Health Programming and Strategic Initiatives
Administrative Director, Global Health Education Initiative
- Barry Pakes MD MPH CCFP PhD FRCPC
Global Health Lead. Medical Education
Program Director, Public Health and Preventive Medicine

Global Health Education Initiative (GHEI)

Co-curricular program for residents/fellows

- 26 modules (3hrs evenings x3 or 7hr day) over 2 years
- Includes [Global Surgical Scholar Program](#)

Current: >180 residents/fellows from >30 specialties

- >450 graduates
- Over 130 faculty from diverse departments and disciplines
 - >30 are GHEI Graduates

[Global Health Education Initiative Program Link](#)

- GH at PGME Special Series on COVID-19 (40+ sessions; Ethics, Public Health, Mental Health)
- GH at PGME Special Series on Ukraine- Russia Crisis Series (4 sessions)



GHEI Modules

• Core Modules

- 1C: The Context of Global Health
- 2C: Global Health Governance and Infrastructure
- 3C: Ethics, Rights, and Law
- 4C: Fundamentals of Public Health Practice
- 5C: Primary Care
- 6C: Global Health Work & Partnerships outside Canada
- 7C: Post-Travel Debriefing
- 8C: Cross-Cultural Communication
- 9C: Non-Communicable Diseases
- 10C: Infectious Diseases in the Developing World

Elective Modules

- 11E: Innovative Health Service Delivery Models
- 12E: Innovation and Technology in Global Health
- 13E: The Environment and Health
- 14E: Program Planning and Evaluation
- 15E: Research and Global Health
- 16E: Complex Humanitarian Emergencies
- 17E: Health and Human Rights
- 18E: Gender and Global Health
- 19E: Teaching in International Settings
- 20E: Nutrition and Food Security
- 21E: Advocacy and Special Populations
- 22E: Global Mental Health
- 23E: Surgical Skills and Anaesthesia for Global Health
- 24E: Focus on Child Health
- 25E: Health Economics
- 26E: Transition to Global Health Practice

[2023-2024 GHEI Program Link](#)

2022 and 2023 Cohorts

Family Medicine	17	Chronic Pain	Paediatric Critical Care
Ob/Gyn	10	Cardiac Sx	Hospital Medicine (Internal)
General Surgery	5	Cardiology	Trauma Sx fellowship
Internal Medicine	4	Hospitalist - DFCM	Perinatal-Neonatal Medicine
Urology	4	Nephrology	Behavioural Neurology
Anesthesia/Critical Care	3	Ocular Oncology	Cardiovascular Prev Medicine
Medical Oncology	3	Oncology	Pediatric Rheumatology
Radiation Oncology	3	Ophthalmology	Radiology
Dermatology	2	Orthopedic Sx	Spine Sx
Diag+Neuro Radiology	2	Otolaryngology	Transplant Sx
Neurology	2	Palliative Care	Cardiothoracic Imaging
NeuroSx	2	Pediatrics x2	Plastic Sx x2
Vascular Sx	2		Emergency Medicine x2

Global Health @ PGME – Continuum of Education



High School
Global Health
Program



Undergraduate
Global Health
Assistant
Mentorship



GH Education
Program for
Medical Students



GHEI for Residents
and Fellows



Global Health
Electives



Global
Health Faculty

Our ASK

1. ***Be aware*** of the GHEI Program - ***offer*** to your trainees

[*Global Health Education Initiative link*](#)

2. ***Facilitate*** attendance at Research Showcase and Global Health Day

[*Global Health Day link*](#) + [*Global Health Research Showcase link*](#)

3. ***Ensure*** Global Health electives go thru PGME Registration Process

[*Global Health Electives Program link*](#)

4. ***Support*** (and let us know about) your Global Health faculty

[*Global Health Website link*](#)

Why?

- CANMEDS competencies: advocate, scholar, professional (ethics), communicator, manager
- Happy + excellent residents!

CIP Update

Dr. Nicola Jones

Program Director, Clinical Investigator Program (CIP)



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University of Toronto Clinician Investigator Program



Nicola Jones MD, FRCPC, PhD
Director, Integrated Physician Scientist Program
Temerty Faculty of Medicine



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Clinician
Investigator
Program

Program Overview

- **Background**
- **Goals and Objectives**
- **Program Content and Organization**
- **Research Program Evaluation**
- **Application process**

Background

- **RCPSC accredited program intended to provide trainees with knowledge, skills, and attitudes for career in health research**
- **Largest program in Canada with ~130 trainees enrolled in graduate and postdoctoral fellowship programs**
- **Novel workshop-based multi-faceted curriculum**

Administrative Structure and the CIP Resident

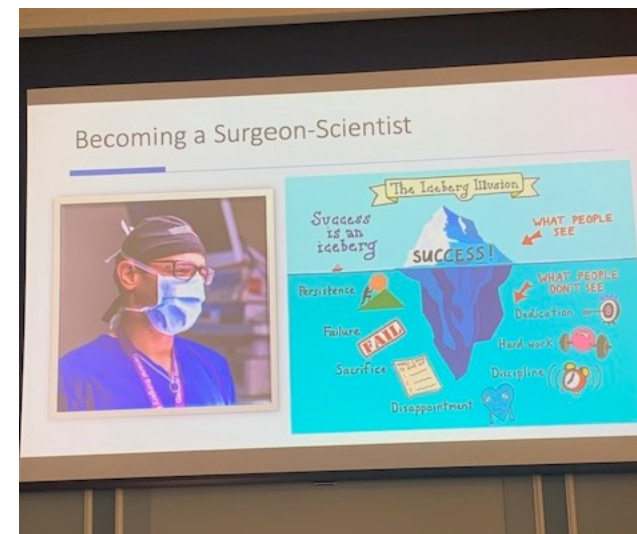
- **CIP Director and CIP Office**
- **CIP Resident Program Committee**
 - **selection of residents, education design, resident wellness**
 - **4 trainee representatives**
- **CIP Competence Committee**
 - **assess residents' readiness for progression**

Goals and Objectives

- **CANMEDS competency-based**
 - **Medical Research Expert, Scholar, Collaborator, Professional, Communicator, Manager, Health Advocate**
- **Readily available on the CIP website**
www.cip.utoronto.ca
 - **Reflected on the ITARs and CIP Final Evaluation Form**

Program Content and Organization

- **Research: A core focus of every CIP trainee**
- **Course work within a graduate program**
- **Graded professional responsibility**
- **Integration of research and clinical activities**
- **CIP Career development curriculum**



Royal College Training Expectations starting July 1, 2021

- 1. Coursework for graduate degree**
- 2. Mentored research training**
- 3. Training in:**
 - **Research ethics**
 - **Submission of grant or fellowship application**
 - **Teaching skills**
 - **Communication skills**
 - **Data presentation**
 - **EDI in research protocols**



Royal College Training Expectations starting July 1, 2021

4. Contributions to and mentorship in research activities leading to:

- Presentation at a local, national or international meeting
- Submission of at least one article for peer-reviewed publication

5. Academic activities of CIP



CIP Curriculum Requirements

- **Workshops – attendance to 8 workshops**
 - Organize one with 1-2 fellow CIP trainees
- **Patient engagement online modules**
- **Symposium**
 - attendance to 2 annual meetings
 - ECR Networking evening in Spring
- **ITAR – Phase I (first 12 months)**
 - every six months on POWER
- **ITAR – Phase II (starting year 2)**
 - Every six months on POWER
 - Yearly starting in the third year of a PhD
- **Annual Program Trainee Evaluation**
 - Form from annual home program or graduate unit to be submitted to CIP yearly

2023 CIP-MD/PhD SYMPOSIUM

PROGRAM SCHEDULE

MONDAY NOVEMBER 20, 2023 - The Faculty Club

7:30 am	CIP/MD-PhD Registration Desk Opens Main Lounge
7:30-8:30 am	Poster Set-Up and Continental Breakfast Upper Dining Room
8:30-8:45 am	University of Toronto CIP-MD/PhD Symposium Chair Welcome Wedgewood Dining Room <i>Dr. Nicola Jones</i>
8:45-9:30 am	Keynote Speaker Wedgewood Dining Room <i>Speaker: Dr. Amin Madani</i> <i>"Building a Research Program as a Physician-Scientist: Tips, Tricks and Pitfalls"</i>
9:30-9:45 am	Preparation of Poster Presentation and Judging Upper Dining Room
9:45-11:00 am	Poster Session Upper Dining Room
11:00-12:00 pm	Oral Presentations Wedgewood Dining Room
12:00-12:30 pm	Lunch Buffet served in Main Lounge
12:30-1:30 pm	Hidden Curriculum Workshop Wedgewood Dining Room <i>Dr. Tina Martimianakis</i>
1:30-3:00 pm	Workshop Sessions Workshop #1 – Hiring a Clinician Scientist Wedgewood Dining Room Workshop #2 – Financial Wellbeing Upper Dining Room Workshop #3 – Grant Writing Main Lounge
3:00-3:15 pm	Poster and Oral Presentation Awards Wedgewood Dining Room
3:15-3:30 pm	Closing Remarks Wedgewood Dining Room



Networking ECR evening

- Career development session with Early Career Researchers
- Opportunity to network, develop mentors and build community within CIP and Clinician Scientist/ Investigator community at UofT



Career development workshops



Date	Title
2023	
March 29	Commercialization in Research
May 19	Communicating Scientific Information to Press and Media
May 26	Navigating US Fellowship and Employment
June 21	Collaboration and Network Building in the Academic Context
July 27	Academic promotion and award reference letters: Can you spot the gender bias?
August 8	Strengthening Writing Skills
August 15	Maintaining Wellness as Clinician Investigators
November 30	A picture is worth a thousand words: communicating through data visualization and visual abstracts
December 12	Transitioning to a Clinician Scientist/Investigator

Application deadlines

- ❑ **January 8, 2024** for Ministry of Health-CIP Funding Competition ***and*** new CIP trainee Applications (for July 1, 2024 enrollment)
- ❑ **May 1, 2024** new CIP trainee Applications for July 1, 2024 enrollment

Application requirements

- Application
- Program Director Letter of Support (confirmation of **80% time dedicated to research** and **confirmed funding for 2 years**)
- Funding Confirmation Form - completed and signed by Program Director
- Research Supervisor Letter of Support
- A one page letter of intent from the trainee
- A copy of the Graduate Program acceptance letter (when enrollment is confirmed)
- Current CV
- One page research proposal

Comments and Questions

CBD Update

Dr. Heather McDonald-Blumer

Faculty Lead, Curriculum

Lisa St. Amant

Project Manager, Curriculum

Carolina Mitchell

Manager, Education Technology & Systems Management



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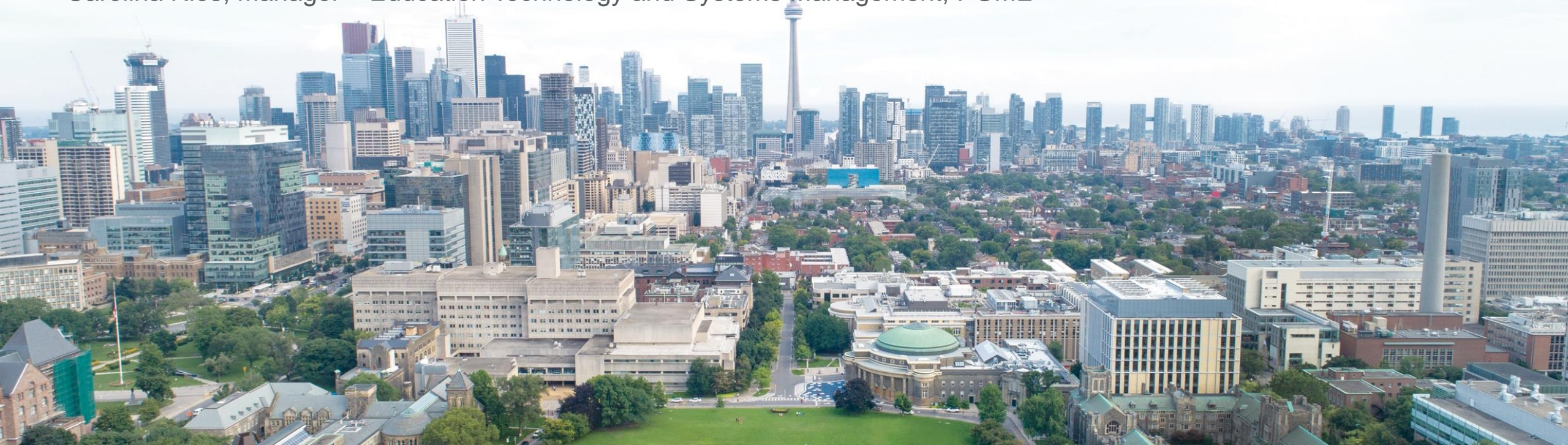
CURRICULUM – CBD+ UPDATE

All PDs & FM SDs Meeting
December 8th, 2023

Heather McDonald-Blumer, Faculty Lead – Curriculum, PGME

Lisa St. Amant, Project Manager – Curriculum, PGME

Carolina Rios, Manager – Education Technology and Systems Management, PGME



PGME Curriculum Team

- Heather McDonald-Blumer – Faculty Lead, Curriculum (h.mcdonaldblumer@utoronto.ca)
- Melissa Hynes – Manager, Curriculum & Learner Assessment (melissa.kennedy@utoronto.ca)
- Adrienne Fung – Project Manager, Learner Support (adrienne.fung@utoronto.ca)
- Lisa St. Amant – Project Manager, Curriculum (lisa.st.amant@utoronto.ca)
- Charles Andreasen – Assessment Systems & Curriculum Coordinator (charles.andreasen@utoronto.ca)
- Jennifer Dita – Curriculum Coordinator (jennifer.ditta@utoronto.ca)

PGME Curriculum Committee

- Subcommittee of PGMEAC, reporting to the Associate Dean of PGME
- Responsibilities:
 - oversee scope, standards, and quality assurance/improvement of central residency curriculum
 - mandatory and enrichment opportunities
 - balancing standardization and harmonization with program-specific needs
 - facilitate information sharing about curriculum initiatives, innovations, and wise practices
- Informed by PDs, CFPC, RC, accreditation standards, and local and national guidelines and policies

CBD Implementation Progress to Date

60 Programs in CBD across 13 Departments

Programs	Anesthesia	Critical Care	Lab Medicine	Medical Imaging	Medicine	Obstetrics & Gynaecology
# in CBD	2	1	4	2	21	3
Total # in Department	2	1	5	5	25	4
% of total in CBD	100%	100%	80.0%	40.0%	84.0%	75.0%

Programs	Ophthalmology	Otolaryngology - Head & Neck Surgery	Paediatrics	Psychiatry	Public Health	Radiation Oncology	Surgery
# in CBD	1	1	11	4	1	1	9
Total # in Department	1	1	13	4	1	1	12
% in CBD of total	100.0%	100.0%	84.6%	100.0%	100.0%	100.0%	75.0%

CBD 2.0 – National Adaptions to the CBD Model

- The RC is investing in a national collaborative process to reimagine how CBD can enhance residency training across Canada
- Series of RC National Summits with key leaders from our invested partner groups to co-create the path forward
- Enhanced local flexibility with CBD implementation
- U of T CBD Town Hall in June 2023: discussed the implications + process for making adaptations locally (see materials [here](#))
- Resources:
 - [Royal College Statement granting institutions with enhanced flexibility](#) in their implementation of CBD
 - [Essential CBD requirements](#) for accreditation
 - [Local FAQ Regarding the RC's Statement and Action Plan for CBD](#)

CBD 2.0 – Priority Items Being Addressed

- Manage assessment volume
- Simplify + enhance EPA assessment tool and process:
 - for formative learning
 - as a vehicle for feedback and coaching
- Utilize and optimize non-EPA Assessments to support a robust program of assessment
- Enhance daily feedback and coaching moments
- Explore longitudinal coaching within programs

Curriculum and Assessment Inventory Survey

What?

- 5-10 min **survey**
- sent to all PGME and FM Residency PDs on Nov. 28th (reminder Dec. 7th)
- Asking each Program to indicate:
 - *the assessment modalities used in resident progress and promotion decisions*
 - *the presence of formal curricula on key topics*

Why?

- Enhance our understanding of learner assessment across Programs
- Understand curriculum needs pertaining to intrinsic competencies that might be challenging to incorporate but that are important from an accreditation perspective
- Identify opportunities for central support and the sharing of resources across Programs

Your completion of the survey by **Tuesday December 12th, 2023**, is greatly appreciated

- Survey Link: https://survey.ca1.qualtrics.com/jfe/form/SV_ahIRMyhDzE6jjBc

Elentra Changes: The Next Iteration of CBD^a

To refocus on direct observation and feedback to enhance resident learning, the following changes are being made to the EPA tool/process in Elentra:

1. Comments + Overall Rating Scale Moved to Beginning of EPA Form
2. New labels for comment fields on EPA forms
3. Removal of line separating “achievement” from “non-achievement” ratings on the Overall Rating Scale
4. Limit date of encounter to 7-days from the date of assessment initiation

Implementation Date: Block 8/January 16th, 2024

^aNote: the above changes will not impact the CBME reporting dashboards, nor the Family Medicine Field Notes in Elentra

Elentra Changes: The Next Iteration of CBD^a

Communication:

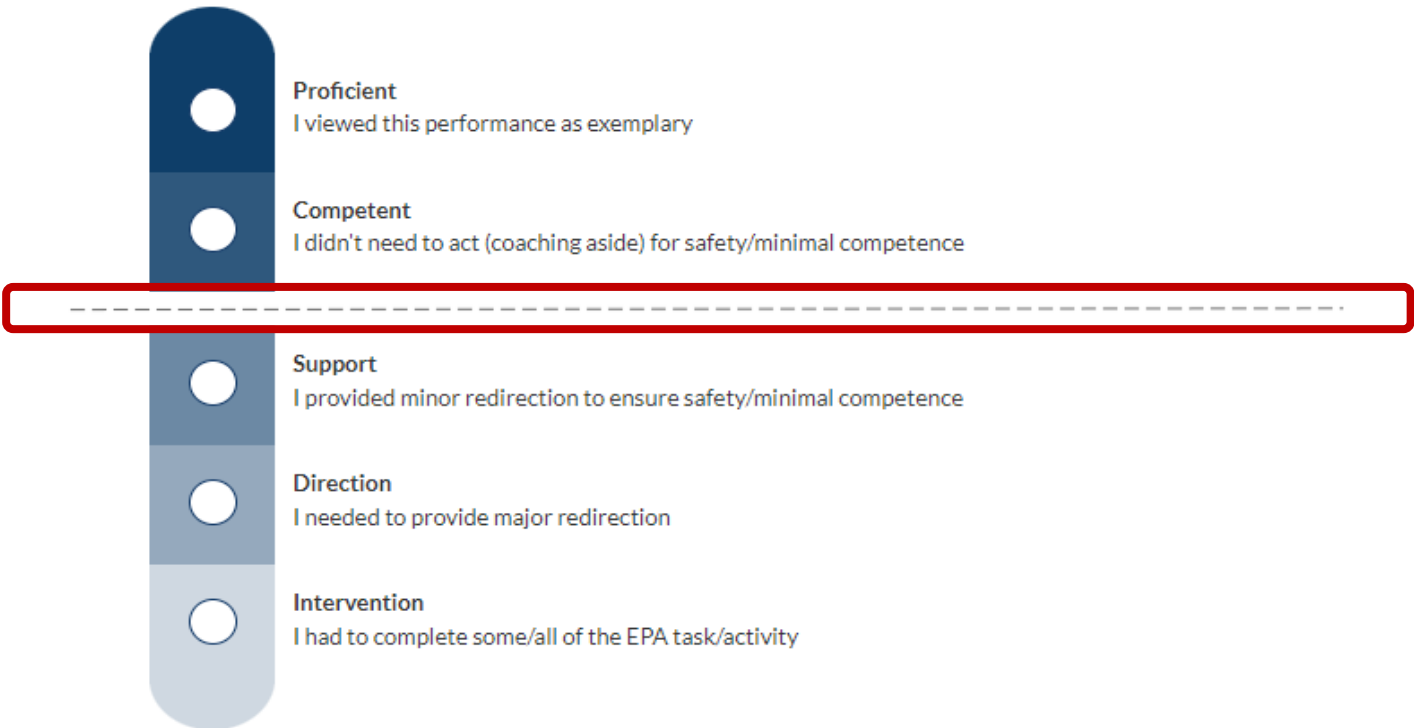
- December PGME Post
- Notification embedded in Elentra, seen by all users upon log-in with link to informational 1-pager
- Updated user guides

Support:

- PGME CBD Leads will assist programs with Faculty, Resident and CC/RPC development in the early New Year
- Stakeholder-specific PowerPoint presentations will be provided to programs

^aNote: the above changes will not impact the CBME reporting dashboards, nor the Family Medicine Field Notes in Elentra

*OVERALL: Indicate your assessment of this resident's performance on this specific encounter. This assessment does not confer overall entrustability; it will inform future Competence Committee decisions that are made in consideration of all available data.



New EPA Scale Format

***OVERALL:** Indicate your assessment of this resident's performance on this specific encounter. This assessment does not confer overall entrustability; it will inform future Competence Committee decisions that are made in consideration of all available data.

The scale consists of five vertically stacked, rounded rectangular segments. Each segment contains a white circle on the left side, which serves as a radio button. The segments are colored in a gradient from dark blue at the top to light blue at the bottom. To the right of each segment is a label and a descriptive sentence.

<input type="radio"/>	Proficient I viewed this performance as exemplary
<input type="radio"/>	Competent I didn't need to act (coaching aside) for safety/minimal competence
<input type="radio"/>	Support I provided minor redirection to ensure safety/minimal competence
<input type="radio"/>	Direction I needed to provide major redirection
<input type="radio"/>	Intervention I had to complete some/all of the EPA task/activity



1

*Type of Assessor

-- Please Select --

*Type of Assessment

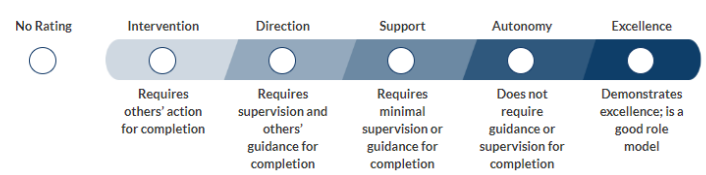
-- Please Select --

*Rotation Service

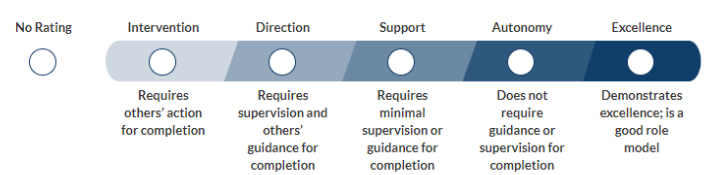
-- Please Select --

2

Enter a history that informs the diagnosis

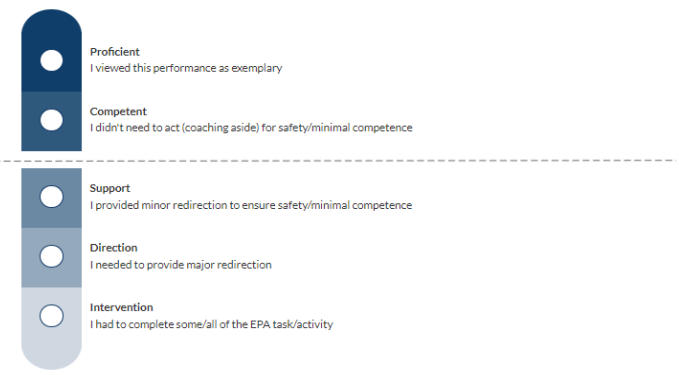


Perform a physical exam that informs the diagnosis



3

*OVERALL: Indicate your assessment of this resident's performance on this specific encounter. This assessment does not confer overall entrustability; it will inform future Competence Committee decisions that are made in consideration of all available data.



4

2 - 3 Strengths

Text input box for strengths

2 - 3 Actions or areas for improvement

Text input box for actions or areas for improvement

New EPA Form Layout

1

*Type of Assessor

*Type of Assessment

*Rotation Service

2

2 - 3 Strengths

Next steps

3

*OVERALL: Indicate your assessment of this resident's performance on this specific encounter. This assessment does not confer overall entrustability; it will inform future Competence Committee decisions that are made in consideration of all available data.

- Proficient
I viewed this performance as exemplary
- Competent
I didn't need to act (coaching/aside) for safety/minimal competence

- Support
I provided minor redirection to ensure safety/minimal competence
- Direction
I needed to provide major redirection
- Intervention
I had to complete some/all of the EPA task/activity

4

Elicit a history that informs the diagnosis

No Rating	Intervention	Direction	Support	Autonomy	Excellence
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Requires others' action for completion	Requires supervision and others' guidance for completion	Requires minimal supervision or guidance for completion	Does not require guidance or supervision for completion	Demonstrates excellence; is a good role model

Perform a physical exam that informs the diagnosis

No Rating	Intervention	Direction	Support	Autonomy	Excellence
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Requires others' action for completion	Requires supervision and others' guidance for completion	Requires minimal supervision or guidance for completion	Does not require guidance or supervision for completion	Demonstrates excellence; is a good role model

2 - 3 Strengths

2 - 3 Actions or areas for improvement

New Comment Field Wording

Things to continue doing...

Things to work on...



On-Demand Workflow

Entrustable Professional Activity (EPA) ▾

Select Assessor

Demo Faculty ▾

+ Add Assessor

Select Assessee

Learner Demo ▾

Select Date of Encounter

December 2023

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

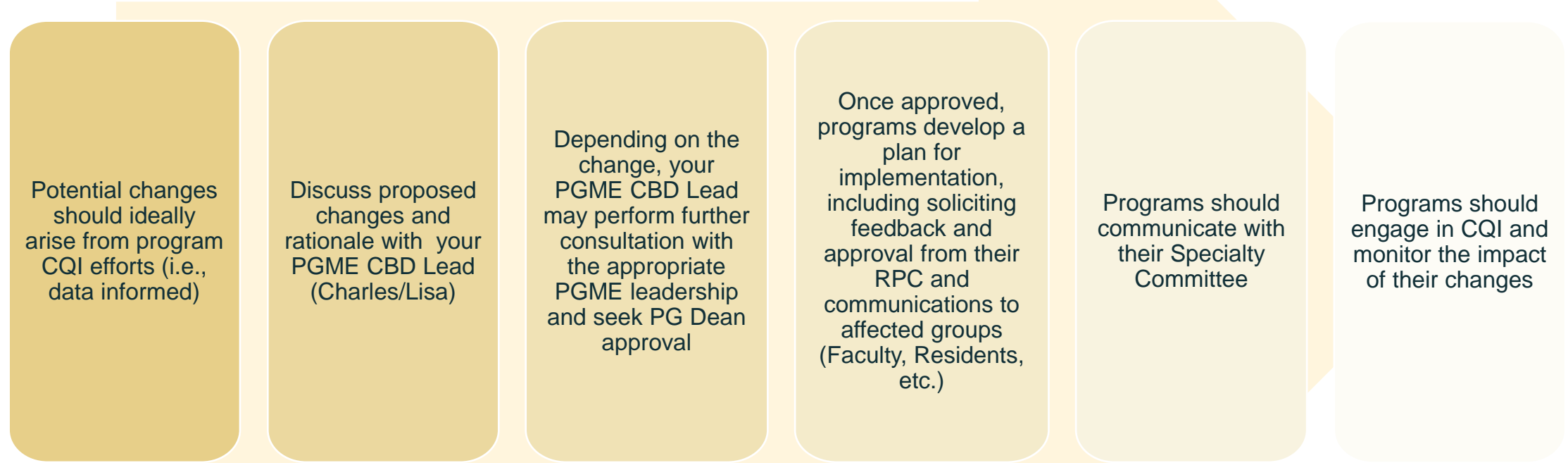
▾

Currently, users can select the date of encounter retrospectively without any limitations

New: Users will only be able to initiate an assessment for an encounter/observation that took place within 7 days. They will not be able to send assessments for an observation that took place more than 7 days ago, neither will they be able to send an assessment for a future date (pre-emptive)

NOTE: This change does not affect the current assessment expiry duration.
Users will still have 14-days to complete an EPA assessment from the point of initiation.

Process for Local Adaptations to CBD



For greater details on process for implementing local adaptations to CBD, please refer to page 3 of the [Local FAQ Regarding the RC's Statement and Action Plan for CBD](#)

Upcoming Educational Initiatives

- Next iteration of the CanMEDS Physician Competency Framework (2025)
 - RC is holding an Open Call for public consultation regarding the [CanMEDS Project Foundational Report](#)
 - Stakeholders can submit feedback via the following [survey](#) → Due December 31, 2023
 - May want to decide whether to submit individually, as a program, Department, and/or Division
- Integration of core curriculum (including – but not limited to – Indigenous health, anti-racism, equity, diversity; planetary health and sustainable health care; and MAiD)

Resources & Supports

- Plans for central repository of resources for Programs (guidelines and policy, curriculum and assessment resources, etc.)
- Competence Committee (CC) Support
 - Currently conducting check-in meetings with all CBD programs' CC Chairs to inventory different CC processes and practices, and understand common challenges in an effort to provide resources and support targeted to their needs
 - Plans for CC Town Hall Series in 2024 for all programs (residency – CBD/non-CBD; and AFC)
- [U of T PGME Policies and Guidelines](#)
- [Royal College CBD Resources](#)

Questions?

- Heather McDonald-Blumer – Faculty Lead, Curriculum (h.mcdonaldblumer@utoronto.ca)
- Melissa Hynes – Manager, Curriculum & Learner Assessment (melissa.kennedy@utoronto.ca)
- Adrienne Fung – Project Manager, Learner Support (adrienne.fung@utoronto.ca)
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Program Administrators Advisory Committee (PAAC) Update

Savannah Clancey

Chair, PAAC



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Postgraduate Administrators Advisory Committee (PAAC)

Savannah Clancey | PAAC Chair

savannah.clancey@sickkids.ca



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Postgraduate Administrators Advisory Committee - Executives



Savannah Clancey (Chair)



Program Coordinator
Postgraduate Medical Education
Department of Paediatrics

Sheri Johnston (Vice Chair)



Team Lead
Internal Medicine
Department of Medicine

Keri Fernandes (Secretary)



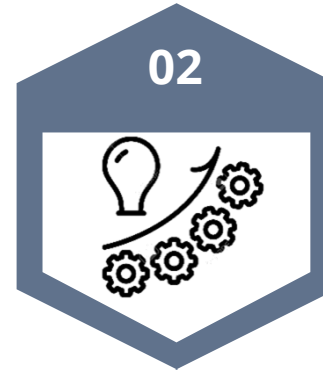
Scheduling Coordinator & Student
Liaison, Emergency Medicine &
Mental Health

Key Priorities for PAAC



Recognition & Appreciation

- Administrative Excellence award
- Quality Improvement and Innovation award
- In Memory of Dan Stojimirovic award



Growth & Development

- Tips and Tricks Series
- General Information Series
- Continuing Education/Professional Development Series
- Wellness Series



Strengthen Partnerships

- Networking
- Resource sharing
- Increasing communication between hospital medical education offices and programs

Resources for Administrators

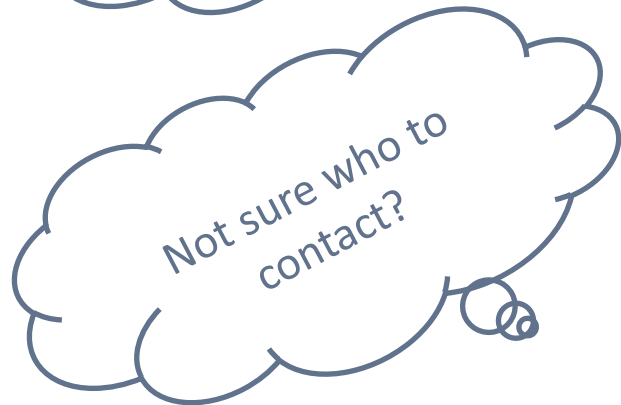


A screenshot of the University of Toronto's administrator dashboard. The browser address bar shows 'https://q.utoronto.ca'. The dashboard has a dark blue sidebar with navigation icons for Account, Dashboard, Courses, Groups, Calendar, Inbox, History, Course Evals, and Help. The main content area is titled 'Dashboard' and is divided into 'Published Courses' and 'Unpublished Courses'. Under 'Published Courses', there is a card for 'Residency Training' with the subtitle 'PG Administrators Info Series' and the URL 'pg-administrators-info-series'. A hand-drawn black arrow points from the 'Residency Training' card towards the list of resources on the right. The University of Toronto logo and name are visible at the bottom left of the dashboard.

- Job Opportunities
- Accreditation
- CaRMS (Canadian Resident Matching Service)
- External Organization
- Technology
- Administrator Support
- New Administrators
- PAAC
 - Membership List
 - Agendas/Minutes
 - Terms or Reference
 - Roles and Responsibilities
- PGME/Postgraduate Medical Education
- CBME/CBD Resources
- Residents & Fellows
- Events
- Archived Presentations

Contact Us

utoronto.paac@gmail.com



IRC Cycle

Dr. Linda Probyn

Director, Admissions & Evaluation

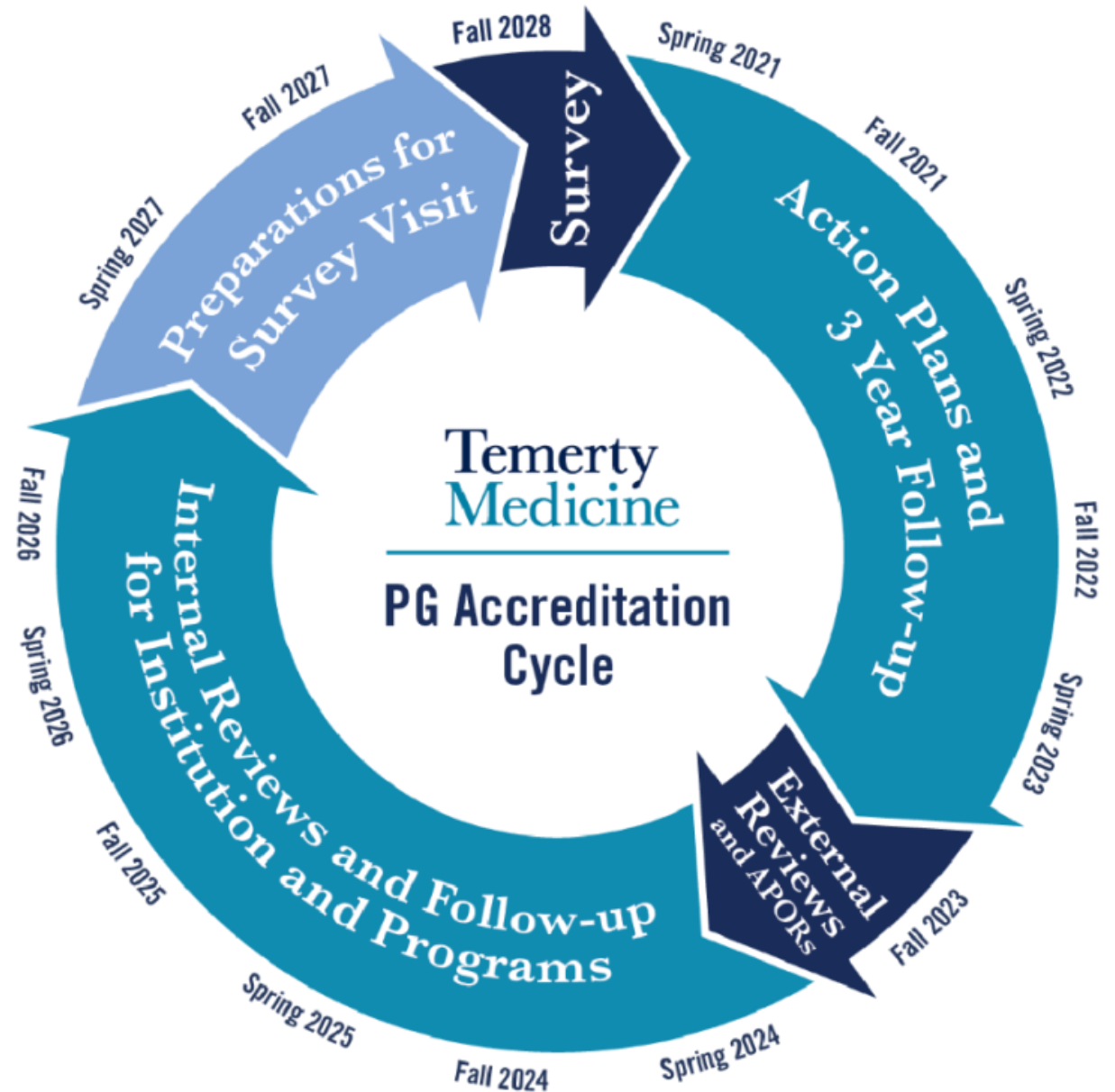


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Accreditation Update

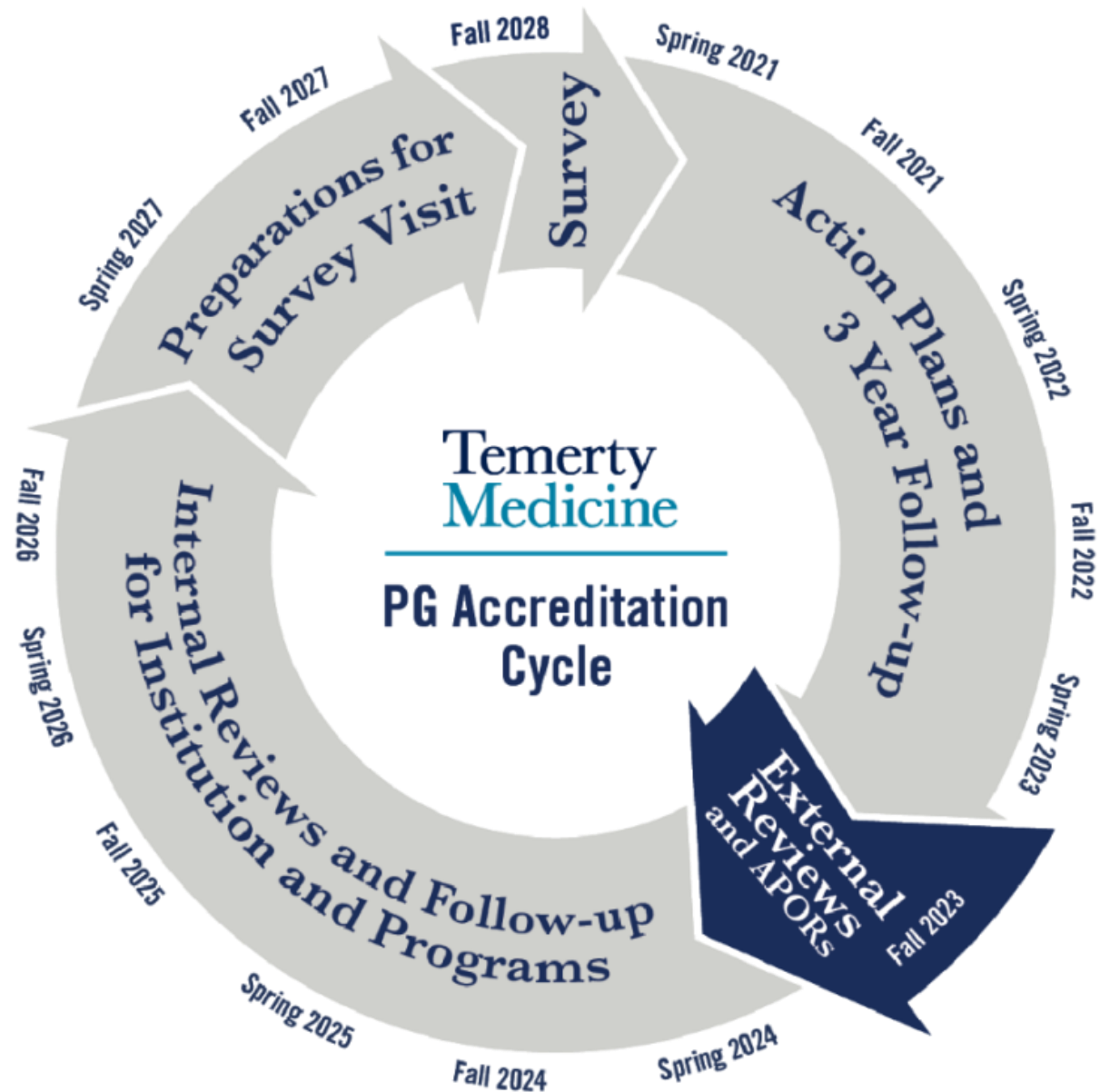
Dr. Linda Probyn
Laura Leigh Murgaski



2023 Follow-up Completed

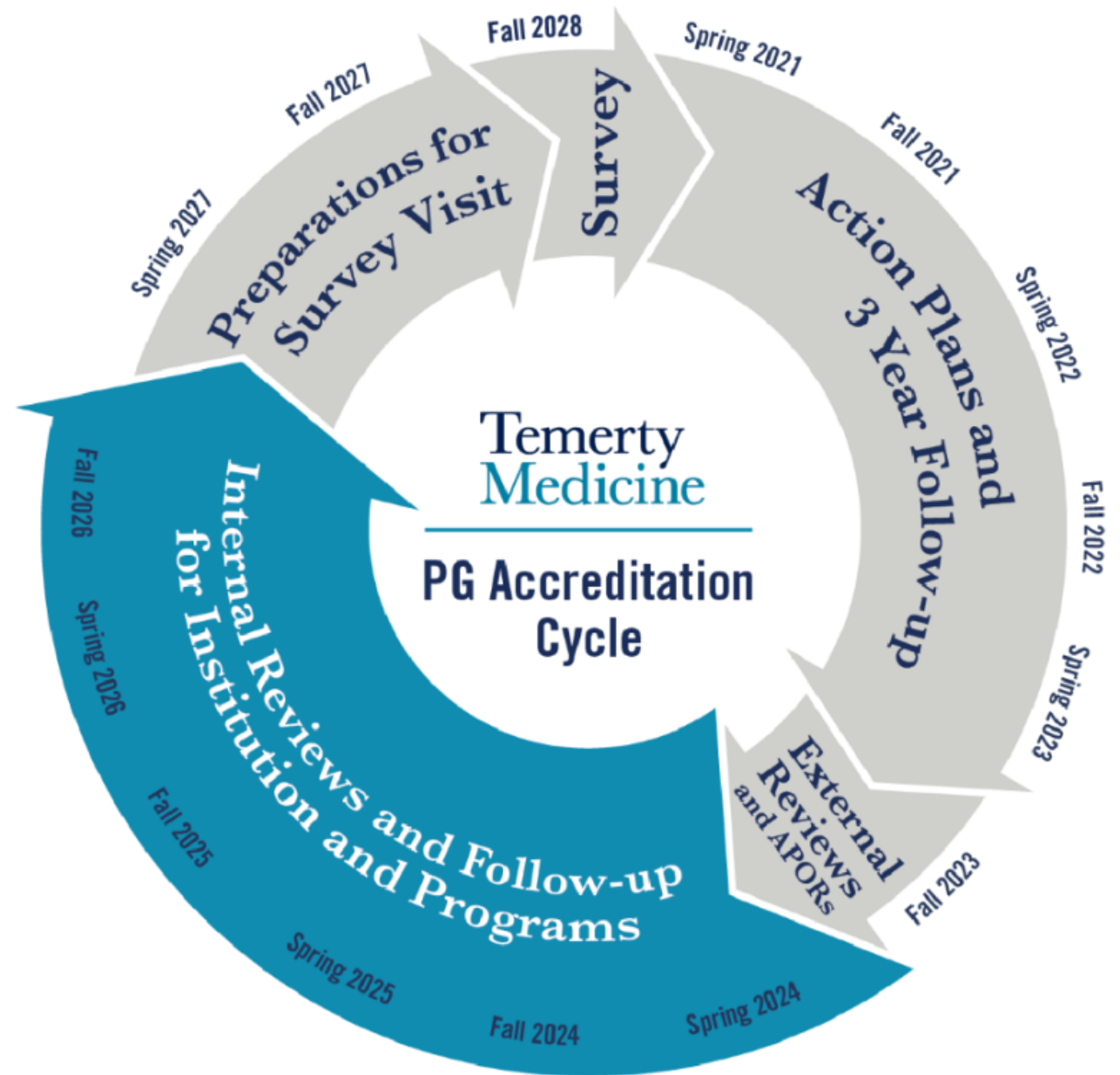
- 7 External Reviews
- 10 APORs submitted
- Final outcomes expected June 2024

**Thanks everyone
for all your hard
work!!**



Temerty Medicine

Internal Reviews 2024-2026



Goals of the Internal Review Cycle

- Meet the accreditation standards for programs and requirement to do internal reviews,
- Reduce the process pieces and workload for programs where possible,
- Help familiarize programs with the program accreditation standards,
- Include program self-study component (standard 9), focus on continuous improvement.

STANDARD 9: The residency program committee systematically reviews and improves the quality of the residency program.

9.1.1: There is a systematic process to regularly review and improve the residency program.

9.1.2: A range of data and information is reviewed to inform the evaluation and improvement of all aspects of the residency program.

9.1.3: Based on the data and information reviewed, strengths are identified, and action is taken to address areas identified for improvement.

In the last cycle there was both a self study & an AQ

STANDARD 5: Safety and wellness is promoted throughout the learning environment.						
Element 5.1: The safety and wellness of patients and residents are actively promoted. (Indicator page number(s) are listed below in blue)						
	Requirement(s)	Exceeds	Meets	Partially Meets	Does not Meet	Findings
5.1.1	Residents are appropriately supervised. (p.21)		x			We are working hard to ensure this consistently happens.
5.1.2	Residency education occurs in a safe learning environment. (p.21-22)		x			We are working hard to ensure this consistently happens.
5.1.3	Residency education occurs in a positive learning environment that promotes resident wellness. (p.22-23)		x			We are working hard to ensure this consistently happens. We have a robust Wellness Subcommittee.

STANDARD 6: Residents are treated fairly and adequately supported throughout their progression through the residency program.						
Element 6.1: The progression of residents through the residency program is supported, fair, and transparent. (Indicator page number(s) are listed below in blue)						
	Requirement(s)	Exceeds	Meets	Partially Meets	Does not Meet	Findings
6.1.1	There are effective, clearly defined, transparent, formal processes for the selection and progression of residents. (p.23)	x				CaRMS selection has a clear and rigorous structure. We are using the Competence Committee now for promotion decisions.
6.1.2	Support services are available to facilitate resident achievement of success. (p.23)	x				We have faculty mentors when required, academic advisors, site directors, chief medical residents and the

- c) Describe how the Residency Program Committee functions **OR** provide a copy of the Terms of Reference for the Committee (include name of attachment on page 1).

The Residency Program Committee (RPC) is responsible for the overall operations of the program (please see Appendix L) and therefore discussions and decisions occur about many aspects of the program. Discussions are open and collegial to allow for effective problem resolution and productive program review. All members are aware of the "Blue Book" (RCPSC Standards of Accreditation). All members have the opportunity to add items to the agenda for discussion. In addition, there are standing agenda items which include "Resident Forum" to allow the residents protected time to bring any issues to the committee they wish. Other standing items on the agenda include "CBC Update" and "Integrated Research Year (IRY) update" which occurs at each meeting. At the end of each meeting, all members of the committee are asked to communicate any important information to the groups they represent. Minutes are distributed to all faculty and residents. Minutes are circulated within 1 week of the meeting in most circumstances. Quarterly, the committee hears reports from the evaluation committee. All decisions by the RPC are reached by consensus.

The Program Director, Associate Program Director and Chief Resident attend Orthopaedic Council meetings (the Committee is chaired by the Division Chair and members of the committee include the Site Chief Orthopaedic Surgeons and Co-Chairs of the Research Committee). Any issues discussed at the Residency Program Committee level that need to be brought to the Orthopaedic Council are done so by the Program Director.

- d) List the subcommittees of the Residency Program Committee, if any, and describe the functions of each subcommittee **OR** provide a copy of the Terms of Reference for the subcommittees (include name of attachment on page 1).

- a. **The Resident Evaluation Committee** meets quarterly and reports to the RPC. This subcommittee is also chaired by the Program Director, Dr. Peter Ferguson. The committee is responsible for reviewing the quarterly resident evaluations, for recommending remediation to the RPC, and for resident promotion.
- b. **The Research Committee** reports to the RPC for research matters related to the residents. It is co-chaired by Dr. Cari Whyne and Dr. Diane Nam.
- c. **The Curriculum Committee** is responsible for the organization of Orthopaedic Principles (OP) day (academic half day). It is chaired by Dr. Raj Rampersaud.
- d. **The Selection Committee** is a subcommittee of the RPC that only meets during the resident selection process.
- e. **The Competency-Based Curriculum (CBC) Committee** meets monthly, chaired by Dr. Markku Nousiainen, to review all aspects of the CBC stream. This committee reports directly to the Program Director and the RPC.

Accreditation Program Evaluation (APE) for Internal Reviews

- One form for self-study that is also used for internal reviews
- PGME accreditation team will move the information from your last accreditation questionnaire (AQ) into the Accreditation Program Evaluation (APE)
- Programs evaluate how they are meeting the standards (Standard 9)
- Review team adds information from document review and interviews

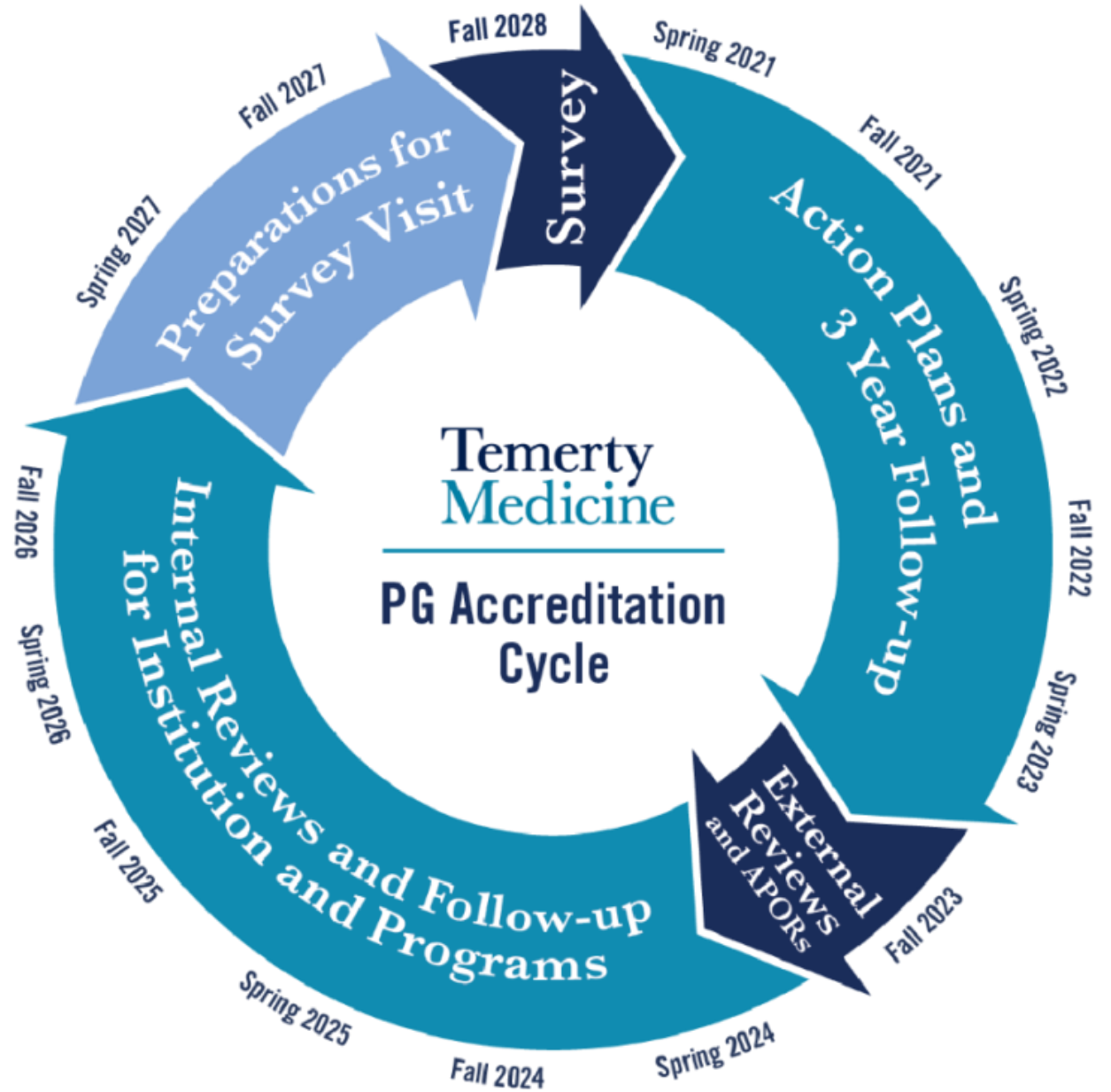
Element 1.2: There is an effective and functional residency program committee structure to support the program director in planning, organizing, evaluating, and advancing the residency program.

Standard	Program Information	RPC Findings (M/DNM)	Review Team Findings (M/DNM)
Requirement 1.2.1: The residency program committee structure is composed of appropriate individuals in the residency program.			
1.2.1.1: Major academic and clinical components and relevant learning sites are represented on the residency program committee.	See attachment # - RPC Terms of Reference See attachment # - RPC Membership List		
1.2.1.2: There is an effective, fair, and transparent process for residents to select their representatives on the residency program committee.			
1.2.1.3: There is an effective process for individuals involved in resident wellness and safety program/plans to provide input to the residency program committee.			
1.2.1.4 [Exemplary]: <i>There is an effective process for individuals responsible for the quality of care and patient safety at learning sites to provide input to the residency program committee.</i>	Exemplary Indicator, describe if applicable but not required.		
Review Team Findings:			

Coming Soon

- Programs to select internal review dates
- Program Directors to sign-up as internal review team members
- Each Program Director is required to participate in at least 2 internal reviews
- Starting 2024: Workshops for programs preparing for internal reviews and for review team members
- Internal reviews will be **in person** rather than virtual

Questions?



MSF Update

Dr. Anne Matlow

Faculty Lead, PG Leadership



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Multisource Feedback (MSF) for Program Directors

Anne Matlow MD FRCPC ACC



General Standards of Accreditation for Institutions with Residency Programs

Version 2.1

1.2.4.5: There is an effective process using multiple sources of feedback, for regular and formal review of each program director's performance, conducted collaboratively between the academic lead of the discipline and the postgraduate office.

Multisource Feedback (MSF) for Program Directors



UNIVERSITY OF TORONTO LEADERSHIP INVENTORY FOR PROGRAM DIRECTORS

1. COMMUNICATION AND RELATIONSHIP MANAGEMENT

1.1 Presents complex information clearly and succinctly
1.2 Keeps people appropriately and efficiently informed
1.3 Listens well
1.4 Ensures their relationships with residents, staff and faculty are open, respectful and honest
1.5 Able to manage conflict (i.e. between self and others, between individuals or groups)
1.6 Is appropriately accessible for time-sensitive and routine matters

2. LEADERSHIP

2.1 Builds consensus around a common set of values for running the organization (e.g. Re: diversity, rights and confidentiality of residents and teachers)
2.2 Facilitates efforts to implement change
2.3 Advocates for program with relevant leadership (e.g. division, department, decanal leaders)

3. PROFESSIONALISM AND SELF-MANAGEMENT

3.1 Demonstrates priorities anchored in a greater good rather than own interests
3.2 Acts as a positive role model (e.g. setting a personal example, modelling best practices, organizational values)
3.3 Follows through on commitments
3.4 Solicits feedback on their performance
3.5 Maintains a connection with students, staff and faculty through outreach and visibility
3.6 Demonstrates recognition of faculty, staff and resident contributions

4. ENVIRONMENTAL ENGAGEMENT

4.1 Acts as an effective liaison between external environment and postgraduate program
4.2 Takes advantage of relevant opportunities to improve the program
4.3 Plans for changing trends, priorities and policies relevant to postgraduate medical education

5. MANAGEMENT SKILLS AND KNOWLEDGE

5.1 Creates a climate of accountability
5.2 Ensures that processes and procedures for efficient operation of the program are in place
5.3 Delegates effectively
5.4 Considers all issues relevant to effective decision-making (e.g. perspectives, information, timeliness, complexity, resources, consequences)
5.5 Assumes responsibility for risks and unpopular decisions
5.6 Makes clear decisions

- Published competency inventory used (Lieff S et al. *The feasibility and utility of a multisource feedback process for the leadership of postgraduate medical education directors. Medical Education 2014; 48:94.*)

- Process now automated

- Year 2 in role as PD and every 3 years thereafter; 22 PDs went through this year

- Opportunities for growth offered including NEAL and coaching.

PGME Updates & Closing Remarks

Dr. Meredith Giuliani

Associate Dean, PGME



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