



UNIVERSITY OF TORONTO

FACULTY OF MEDICINE

Faculty Council of the Faculty of Medicine
Minutes of the April 22, 2019 meeting
4:00 p.m.
Red Room, Donnelly Centre

Members Present: B. Steipe (Speaker), T. Coomber, I. Witterick, R. Hegele, P. Houston, G. Bandiera, M. Farkouh, V. Rambihar, M. Akens, A. Kaplan, R. Kandel, J. Rutka, B. Mulsant, B. Mori, R. Collins, J. Pirie, M. Ostrowski, A. Martin, A. Giacca, J. Davis, K. Zabjek, P. Poldre, M. Connell

1 Call to Order

2 Minutes of the previous meeting of Faculty Council – February 11, 2019

The minutes of the meeting of February 11, 2019 had been previously circulated. They were approved on a motion from A. Kaplan and seconded by I. Witterick. There was no business arising.

3 Report from the Speaker

The Speaker reminded members that vacancies on Faculty Council and the Standing Committees will be opening at the end of June and members are encouraged to share these vacancies with their colleagues. They are also encouraged to take up a committee role if they haven't already done so.

4 Reports from the Dean's Office

4.1 Dean's Report

The Speaker noted that Dean Young is travelling currently and not available to provide a report.

4.2 Vice Dean, Research & Innovation

Dr. Richard Hegele noted that the change in government has resulted in a change in funding priorities and letters are being received by those who are having their funding 'sunset'. Dr. Hegele asked that anyone who receives such a letter should contact his office so plans and arrangements can be made with respect to how these shifting government priorities will be addressed.

CIHR has a new president, Mike Strong, who is embarking on a strategic planning exercise. There may be reinstatement of previous salary award programs. There is also discussion on the future of the Foundation Grant scheme.

Philanthropic support for the Faculty has been strong within the Faculty and at the University. Strides are being made in increasing support for research and innovation in this areas.

4.3 Vice-Dean, Partnerships

The Speaker noted that Dr. Lynn Wilson is travelling currently and not available to provide a report.

4.4 Vice-Deans, Education

The Vice-Deans Education provided the written report available beginning on page 8 of these minutes.

5 Items for Approval

5.1 The Research and Education Committees of Faculty Council recommend the approval of the following motion:

“THAT the proposal establish a new Master of Health Science in Laboratory Medicine be approved as submitted.”

Moved: B. Mori, Seconded: A. Kaplan

Dr. Rita Kandal indicated that the Department of Laboratory Medicine and Pathobiology (LMP), with close collaboration with the Department of Obstetrics and Gynecology (OB/GYN), is proposing the creation of a two year full-time professional Master's graduate program (Master of Health Science degree) to educate clinical laboratory medicine scientists in one of two fields: Pathologists' Assistant (PA) or Clinical Embryology (CE). Enrollment is 10 students per year (5 PA and 5 CE students) who will complete 9.5 full course equivalent (FCE) courses. The name, Masters of Health Sciences (MHSc) in Laboratory Medicine, reflects the nature of the unique program which incorporates the two fields under a Laboratory Medicine framework and is acceptable to the community of laboratory scientists and physicians. Pathologists' Assistants (PAs) are involved in providing diagnostic services in anatomical pathology by applying knowledge of tissue and laboratory analysis of human specimens. Clinical Embryologists (CEs) provide clinical management related to assisted reproductive technology in clinical embryology laboratories. The academic rationale for the program is to provide education that imparts general core knowledge in laboratory medicine and specific basic and applied principles and skills of anatomic pathology or assisted reproductive technology (ART) required to work as high quality laboratory scientists. The nature of this graduate program equips trainees to apply their knowledge to complex decision making, to serious ethical issues and to develop a strong sense of personal accountability and intellectual rigour and independence. The university graduate education imparts deep content expertise and essential practical skills to address complex clinical problems and make evidence based judgements during the course of clinical practise.

Critical research skills are taught to both interpret current research and to plan original research independently. Understanding the principles of research is essential since these two disciplines are dynamic and are constantly incorporating new concepts and techniques to improve healthcare. The curriculum will include lectures, student presentations, student reviews and reports and practica at the university teaching hospitals as well as the university affiliated Forensic Pathology unit. Students will also complete laboratory research projects at the university and teaching hospitals. The emphasis on student presentations and critical analysis provides skills for life long learning. The program will be monitored annually by an education committee that will have processes to assess courses and practica, to receive feedback and self-reflections from students, and student evaluations of courses and teaching faculty. Students will have the opportunity to attend career development and wellness sessions.

The time is right to launch this program since the medical community, the professional regulators and the lay public expect that clinical practitioners be well trained in their discipline. To accomplish this, professional masters graduate programs exist in Europe and the United States that teach appropriate academic and clinical standards of practice and graduate students who are competent to meet the modern challenges of their professional work. Furthermore, there is an education gap in Canada as clinical scientists have been historically trained on the job through random and independent apprenticeship arrangements. Such training does not focus on delivering an understanding of the scientific underpinnings of the fields and a strong academic foundation to meet the dynamic complexities that are now part of today's clinical science professions.

The motion passed.

5.2 The Education Committee of Faculty Council recommends the approval of the following motions:

“THAT the proposed Major Modification to the MSc and PhD Program in Molecular Genetics be approved as submitted.”

Moved: B. Mori, Seconded: G. Bandiera

Dr. Peter Roy indicated faculty have long argued that graduate students could improve upon their foundational knowledge as it relates to molecular genetics. Having such foundational knowledge would better prepare students to pursue their research goals. Currently, there is no uniform foundational knowledge taught to students aside from scientific presentation skills. Currently, there are 30 different 0.25 FCE specialized ‘topic’ courses and MSc students choose two of these ‘topic’ courses to complete MMG1012H, and PhD students chose five of these ‘topic’ courses to complete MMG1012H, MMG1016H, and MMG1017H.

To address the lack of foundational courses, the program is proposing two compulsory ‘core’ courses (MMG 1001H (0.5 FCE) and MMG 1002H (0.5 FCE)) for all new M.Sc. and Ph.D. students that will provide graduate-level education on fundamental knowledge and experimental approaches of molecular genetics, to be taken in the student’s first year.

MMG 1001H, Foundational Genetic Approaches I, will consist of three units (genetics, genomics, proteins) that will be taught in sequence for five weeks each in the fall. Scheduling of the course is in line with the norms of the department, and the start and end dates will align with the calendar. MMG 1001H will adopt a partially flipped classroom model. The incoming class will be divided into smaller groups of approximately 15 students each. Content (terms, explanatory youtube videos, and papers) will be communicated online using existing infrastructure (Quercus). Theoretical experimental problems related to content will be assigned to each group. Classroom hours will be used for lectures, small group discussions of potential solutions to the assigned problem, discussions of a draft papers from BioRxiv, and finally, presentations of solutions to the assigned problems to the entire class, all on a weekley basis for the duration of the course.

MMG 1002H will consist of two units that will be taught in sequence in the winter term. The first unit will be a ten week colliquim, centred around invited departmental seminar speakers of international repute. The second unit will be six weeks of computational biology.

Four of the five units (genetics, genomics, proteins, and computational biology) will be adapted and significantly modified from existing 0.25 FTE topic courses that are currently being offered. The rationale for their reorganization from the current topic structure is:

- the current topic courses do not emphasize foundational knowledge and are typically not taught from a problem-solving perspective.
- these 4 units have been identified as important areas that should be included in the proposed foundational curriculum. In the current curriculum, students were given a choice of thirty 0.25 FCE ‘topic’ courses and may not have chosen ‘topic’ courses that were related to these foundational units.

The colloquium unit that is part of MMG 1002H is based on the current MMG1010H colloquium course with only slight modifications. To accomodate MMG 1001H and 1002H without compromising a student’s time for research and time to completion, the proposal changes the structure of the current MSc and PhD program and will result in similar (MSc) or fewer (PhD) ‘classroom’ hours. These changes are:

- Reducing the previous MMG 1010H from 12 weeks to 10 weeks (which is incorporated into MMG1002H)
- Reducing the number of student seminars students must attend from 70% to below 60%
- Reducing the number of years PhD students attend student seminars. Currently, PhD students give their MMG 1017H seminar in their fifth year. Consequently, they currently have to attend 70%

of seminars for 3 additional years (beyond their first two years pre-qualification/reclassification). Instead, PhD students will give their final seminar in their fourth year (third and fourth year seminars are proposed to be the new course MMG1031Y), not their fifth, which helps reduce the demand on their time.

- Reducing the number of post-qualification/reclassification 0.25 FCE topic courses that PhD students take from three to two (which will be the MMG1041H course).
- Eliminating 0.25 FCE topic course requirements for MSc students. The academic rationale for eliminating the topic course requirements in the MSc program is that foundational knowledge is more important than formal field specific knowledge.

In addition to meeting this academic rationale for the change in curriculum, the program believes that the new program has several secondary benefits, including:

- Front-end loading graduate student's 'classroom' education will arm students with critical foundational knowledge early in their program.
- Reduced class sizes within 0.25 FCE 'topic' courses.
- The creation of a system that facilitates the 'classroom' education for a larger number of students.
- The creation of many new teaching assistant (TA) positions (up to 10) for senior PhD students. The MMG 1001H core course will require more teaching assistants to support small group activities, which our budget will support. This increased TA support has the added benefit of providing more TA opportunities for our senior PhD students.

MSc students will take the four new courses MMG1001H, MMG1002H, MMG1011H, and MMG1021H. Students who reclassify from the MSc program into the PhD program will have completed MMG1001H, MMG1002H, MMG1011H, and MMG1021H in their first 18 months of graduate school, and these courses will not be required to be re-taken as part of the reclassified student's PhD program. Direct entry PhD students will take MMG1001H, MMG1002H, MMG1011H, and MMG1021H. Regular stream PhD students (who have earned their MSc in a department other than the Department of Molecular Genetics) will be asked to take MMG1001H, MMG1002H, MMG1011H, and MMG1021H as part of conditional admission. Regular stream PhD students (who have earned their MSc in the Department of Molecular Genetics) will not be asked to retake MMG1001H, MMG1002H, MMG1011H, and MMG1021H. All PhD students will also take MMG1031Y and MMG1041H.

The program learning outcomes of the MSc and PhD in Molecular Genetics are not changing as a result of this proposal. The changes in the curriculum will support student achievement of the existing program learning outcomes.

The motion passed.

“THAT the proposal to close the Master of Health Science in Medical Radiation Sciences be approved as submitted.”

Moved: B. Mori, Seconded: A. Kaplan

Ms. Nicole Harnett indicated that the Institute of Medical Science is proposing to close the professional Master's degree program, Master of Health Science in Medical Radiation Sciences (MHScMRS). The effective date of the closure will be August 31, 2019. There was one student registered in 2018-19 who completed her degree program requirements on January 18, 2019, and will graduate in June 2019. Admissions to the program were administratively suspended in June 2018.

The MHScMRS program was developed to prepare expert radiation therapists, who have a bachelor's degree in medical radiation sciences or in an equivalent field, for practice at an advanced level within the evolving radiation medicine domain. It received its first student cohort in 2009 and has graduated a total of 12 students as of December 2018. There is one student who has completed the program requirements as of January 18, 2019. This student has been recommended for June 2019 convocation.

The demand for this program has consistently been modest since its inception, without a clear trend for improvement. Reasons for this low enrollment rate are multiple. Primarily, changes anticipated in the practice environment have been slow to take hold. These relate mostly to the successful pilot project conducted in Ontario testing an optional model of radiation treatment delivery that centred on the development and implementation of a new “advanced practice” radiation therapist role. The conversion of this work from pilot project to permanent integration has been much slower than expected with jurisdictions outside of Ontario still lacking the momentum to uptake the new model of care. This has resulted in an inadequate applicant pool for the program (limited primarily to local applicants due to the uniqueness of the radiation therapy specialty role in Canada at this time). While the quality of the program has always been seen to be high and the department remains committed to development of radiation therapy as a profession, the sustainability of the program in its current format has been a challenge due to the small number of students and high investments associated with developing and maintaining the program curriculum.

Despite concerted effort to promote the program and address many of these issues in the past 10 years, a sustained pool of students to the program has not been generated. After multiple consultations with the faculty, management and radiation therapists' representatives, the decision was made to request closure of this program.

The motion passed.

“THAT the revised curriculum for the MSc in Occupational Therapy be approved as submitted.”

Moved: B. Mori, Seconded: A. Kaplan

Dr. Deidre Dawson indicated that the Department of Occupational Sciences and Occupational Therapy has undertaken a curriculum review and renewal process starting the Summer of 2017. The proposed changes resulted from this process and are outlined in this proposal.

Through the curriculum review process, the program became aware of redundancies in a number of areas in the curriculum and identified specific places where they could optimize student learning and provide better scaffolding of the curriculum to optimize critical thinking and skill development among the students.

Removing one course (OCT1121H, Methods in Practice-based Research) and careful realignment of the other two research related courses (OCT1122H, Methods in Practice Based Research; OCT 1122H, Framing Practice-Based Research) with the Graduate Research Project (OCT1220Y) will reduce redundancy. The review process provided insight into the challenges of students engaging in OS & OT specific research methods and approaches before they had learned the foundations of the discipline. Thus, the research theme courses would begin in Term 2.

Students were having difficulty applying ‘enabling occupation’ principles, strategies and techniques from one client age group to another as each was taught in relation to a specific age group. In addition, there was redundancy with similar content being taught in three different age group courses and that a life course perspective (the life course perspective elaborates the importance of time, context, process, and meaning on human development and family life), an important perspective in OS & OT, was missing due to the way the courses were set up. The proposal introduces enabling occupation in a new course in Term 3 (OCT1193H: Enabling Occupation across the Life Course) that addresses both life course and similarities in approaches across the life span.

Once this course is complete, the other enabling courses will be taught in Terms 4 & 5. The introduction of this new course, however, means 2 weeks of classes will be removed from Term 5.

The proposal to move OCT1152Y: Musculoskeletal Structure and Function Perspectives in Occupational Therapy to extend across Terms 1 and 2 (rather than being situated in Term 2) was made for three reasons: (1) it extends the foundational material covered in Term 1; (2) it supports the research theme

starting in Term 2 and thus being able to build on foundational material taught in Term 1); (3) it balances the workload more appropriately over Terms 1 and 2 as students had highlighted that Term 2 had a heavier workload which they attributed to OCT1152Y.

The proposed changes in course titles for OCT1152Y: Musculoskeletal Structure and Function Perspectives in Occupational Therapy to Musculo-Skeletal Foundations for Occupational Therapy Practice; OCT1162Y from Psychosocial Perspectives in Occupational Therapy to Mental Health Foundations for Occupational Therapy Practice and OCT1172Y: Neuro-motor /Neuro-cognitive Perspectives in Occupational Therapy to Neurological Foundations for Occupational Therapy Practice better reflects the content of these course and shows that they are aligned in content related to different practice areas.

The proposal to start the final fieldwork course OCT1283Y: Occupational Therapy Fieldwork IV 1 week later allows the introduction of a new course in Term 6 titled OCT1236H: Transition to Occupational Therapy Practice, which will be designed to 1) allow students to self-direct their learning in order to best prepare for their transition to their desired areas of practice and (2) provide opportunities for enhanced integration of academic theory with skills needed for clinical practice. The removal of 2 weeks of classes from Term 5 and moving Fieldwork IV one week later, means that Term 6 can be six weeks long and allows for the introduction of this new course.

The motion passed.

6 Standing Committee Annual Reports

6.1 PGME Board of Examiners

Dr. Jonathan Pirie, Chair of the PGME Board of Examiners, presented the report available beginning on page 52 of these minutes.

6.2 Education Committee

Dr. Brenda Mori thanked the members of the Committee for their service. Dr. Mori noted that the Education Committee approved, on Council's behalf a number of Minor Program Modifications. These included seven new graduate courses; minor curricular changes; and changes to admission requirements, program delivery, and grading.

Dr. Mori reminded the members that the Education Committee recommended to Council the creation of three new programs (two of which were approved by Council tonight), and one program closure (also approved tonight). In addition, the Committee recommended to Council the approval of the Major Modifications to the MSc. in Occupational Therapy and the MD Program Education Goals. Also recommended for approval were the Guidelines for the Assessment of Teaching Effectiveness in Tenure Decisions for Tenure-Stream Faculty and Assessment of Teaching Effectiveness in Continuing Status Decisions and Promotion for Teaching Stream Faculty and the Relationships with Industry and the Educational Environment in Undergraduate and Postgraduate Medical Education document. All items recommended for approval by the Education Committee were approved by Faculty Council.

Finally, the Education Committee received on behalf of Council reports from the Medical Radiation Science Program, Post MD (including the PGME Program and Continuing Education), the MD Program, and the BScPA Program

6.3 Research Committee

Dr. Mario Ostrowski noted that a number of the items mentioned by Dr. Mori were also recommended to Council for approval by the Research Committee. Dr. Ostrowski indicated that the Research Committee has discussed a website that lists core facilities and research services provided by the University and surrounding

hospitals. Dr. Ostrowski notes that a website currently exists but could use improvement. The Research Committee recommends this as a priority in the coming year.

7 Faculty Council Forum

Ms. Heather Taylor presented the Faculty Council Forum on Faculty of Medicine Space Planning and the ongoing rejuvenation of the Medical Sciences Building.

8 Adjournment

The meeting was adjourned at 5:55pm

Council of Education Vice Deans

Faculty Council Report

April 22, 2019

Submitted by:

Patricia Houston, Vice Dean, MD Program

Allan S. Kaplan, Vice Dean, Graduate and Academic Affairs

Salvatore Spadafora, Vice-Dean, Post MD Education (PGME & CPD)

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A. Education Vice-Deans Integrative Activities

1. External Education and Teaching Awards | Call for Nominations

Each spring and fall, the Faculty's Teaching and Education Awards Committee has the privilege of recognizing individuals who are making significant contributions to medical education.

We are currently calling for nominations for the following awards:

[AFMC - John Ruedy Award for Innovation in Medical Education](#)

[AFMC – May Cohen Equity, Diversity & Gender Award](#)

[AFMC - President's Award](#)

[AFMC - Young Educators Award](#)

[CAME - Meridith Marks New Educator Award](#)

[CMA - Award for Young Leaders](#)

[CMA - May Cohen Award for Women Mentors](#)

[RCPSC - Donald R. Wilson Award](#)

[RCPSC – The Duncan Graham Award](#)

[UofT – President's Teaching Award \(University of Toronto\)](#)

If you are interested in nominating someone for one of these awards, please submit [the online nomination form](#) and supporting documentation by 5PM on Wednesday, May 8, 2019. Nominations require a two page letter of support from the nominator, the nominee's current CV and Teaching and Education Report, all of which should be emailed to medicine.awards@utoronto.ca by the deadline. It is strongly recommended that the nominee's Department Chair be in support of the nomination. For more information, contact the Office of the Education Vice-Deans at medicine.awards@utoronto.ca or at (416) 946-8067.

2. Award Announcements

Award for Excellence in Community-Based Teaching (Hospital)

- **Dr. Brian Yau, Department of Anesthesia, North York General Hospital**

Award for Excellence in Community-Based Teaching (Office/Clinic)

- **Dr. Sherri Baine, Department of Pediatrics, Office Practice Associated with North York General Hospital**

Community Based Teaching Award for Sustained Excellence

- **Dr. Risa Bordman, Department of Family and Community Medicine, Golden Mile Walk-In Clinic**

Award recipients will be honored at the 17th Annual Education Achievement Celebration.

3. Annual Education Achievement Celebration

The Faculty of Medicine's **17th Annual Education Achievement Celebration** will be held on **Wednesday, May 15th** from **4:30–6:30pm** in the **Great Hall at Hart House**. The C.I. Whiteside Education Achievement Keynote Address will be presented by **Dr. Pier Bryden**, Vice-Chair, Education, Department of Psychiatry and Director, Program Integration, MD Program. Doors will open at 4:00 pm.

Please [RSVP here](#) no later than April 30th, 2019.

4. Faculty of Medicine's Strategic Plan Initiatives

As part of the [Faculty of Medicine's Academic Strategic Plan \(2018-2023\)](#), the Education Vice-Deans are supporting the following initiatives:

Optimizing Our Learning Environments

Tasked with the identification and prioritization of initiatives or projects focused on optimizing the learning environments for all Faculty of Medicine learners, the [Optimizing Our Learning Environments \(OLE\) Working Group](#) will be working towards identification of specific initiatives, including consideration of:

- Elements of a positive learning environment
- Learner mistreatment principles and pathway clarity
- Learner support service integration

The OLE Working Group is Co-Chaired by MD and PGME learner support leaders (Dr. Tony Pignatiello, Associate Dean, HPSA, and Dr. Heather Flett, Associate Director, Resident Wellness) and has representation from all learners from across the learning continuum (medical students, residents, fellows), as well as MD, PGME and GLSE leaders; department leaders; hospital leaders; and other FoM stakeholder representatives, including with respect to diversity and inclusion. The Working Group has met twice already (once in January 2019 and once in March 2019), with a third meeting scheduled for the end of April.

Expansion of the Mandate of the Office of Indigenous Medical Education

One of the objectives of this initiative is to develop, support and demonstrate [excellence through equity](#). The expansion of the mandate of the Office of Indigenous Medical Education to support learners, faculty and staff across the education continuum while identifying appropriate resources and Indigenous leadership will be co-led by the Indigenous Faculty Leads, Dr. Lisa Richardson and Dr. Jason Pennington. Dr. Richardson

and Dr. Pennington will serve in an advisory capacity, providing expertise for the development of curriculum and programs in Indigenous Health and engage with university staff and faculty as well as external groups to develop collaborative partnerships. Additionally, we welcome their expertise in the facilitation and the development of policy and procedures grounded in traditional Indigenous values, knowledge and ways of knowing.

B. MD Program

1. CaRMS | 2019 First Iteration Match Results

The following are initial statistics; more will be available over the next few months.

The results of the first iteration of the CaRMS R-1 Main Residency Match were announced on February 26, 2019. Ninety-five per cent (242 of 256) of U of T MD students who applied to Canadian residency positions matched in the first iteration. One hundred per cent of previously unmatched U of T MD students who participated in the 2019 first iteration matched.

In total, 13 U of T MD students went unmatched. This is the lowest number of unmatched students since 2015. Based on students' home Academy, there are no significant differences in the percentage of unmatched students by Academy. None of the unmatched students are from the MD/PhD program.

The Office of Health Professions Student Affairs (OHPSA) will continue to provide personalized support to each of those students who went unmatched as they work towards their goals. Across Canada, there are more than 200 residency spots that remain unfilled, including more than 70 in Ontario. The second iteration match results are indicated in the following section.

Of the 242 U of T students who matched in the first iteration:

- 82.4% matched in Ontario
- 51.7% matched to U of T residency programs
- 31.0% matched to Family Medicine

2. CaRMS | 2019 Second Iteration Match Results

The results of the second iteration of the CaRMS residency matching process were announced on April 10, 2019. Of the U of T students who participated in the second round, 80 per cent successfully matched. We will work closely with those students who didn't match on pathways forward to ensure they too will have the opportunity to practise

medicine. All the students who had not matched last year found a match this year, and we are confident that this is a temporary setback.

As of now, 98 per cent of our students have successfully matched this year. We believe these results reflect the effective efforts of students, faculty, MD Program staff, and our Post Graduate Medical Education colleagues, in collaboration with the [Office of Health Professions Student Affairs](#). However, we know there are always opportunities to improve, and we are soliciting suggestions and feedback on how we can further support students throughout the residency matching process.

3. Accreditation

The MD Program's next [full accreditation review](#) site visit is scheduled to take place May 3 – 7, 2020. Preparations for that site visit are well underway. These preparations include an Independent Student Analysis (ISA) by our medical students. The ISA is informed by a student-led survey that features 58 core questions from the Committee on Accreditation of Canadian Medical Schools (CACMS), as well as additional University of Toronto specific items. The ISA survey was deployed over February-March 2019. The survey received an overall response rate of 90%. Next steps include an analysis of the survey data by the student-led ISA Task Force and preparation of an ISA Report. Along with the Data Collection Instrument (DCI), in which the MD Program is required to address a series of questions on all aspects of the program, the ISA Report will inform the Medical School Self-Study (MSS), which will take place over the Fall 2019/early winter 2020.



Leads have been identified to manage completion of the Data Collection Instrument (DCI) for each of the 96 accreditation elements. These elements comprise the 12 accreditation standards.

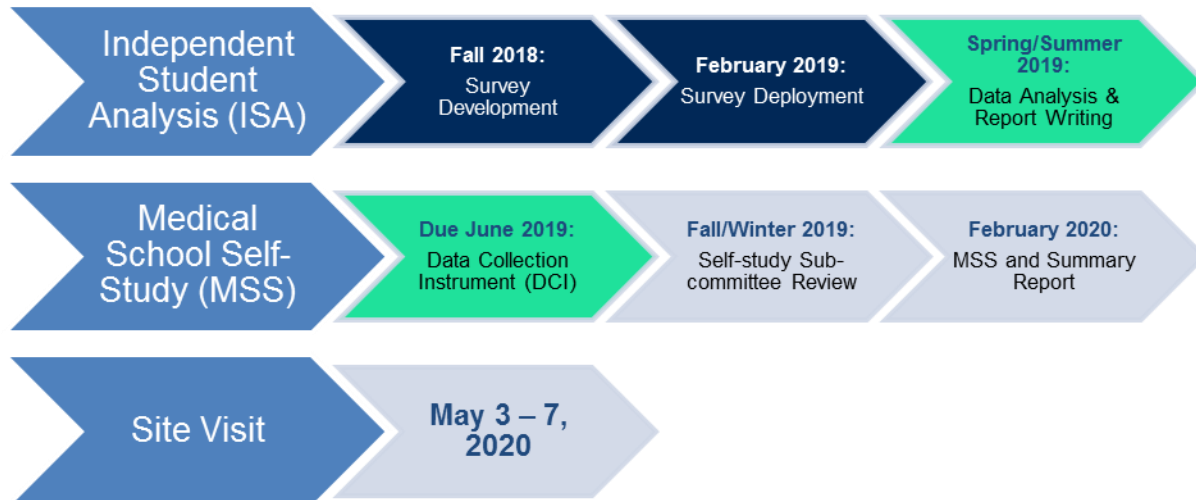
Co-Chairs have been confirmed for each of the five self-study subcommittees. Each subcommittee will focus on two or three accreditation standards, as follows:

Accreditation Standards	Self-Study Subcommittee Co-Chairs
<ul style="list-style-type: none"> ○ Standard 1 Mission, planning, organization and integrity ○ Standard 2 Leadership and administration ○ Standard 3 Academic and learning environments 	Leslie Nickell David McKnight
<ul style="list-style-type: none"> ○ Standard 4 Faculty preparation, productivity, participation, and policies ○ Standard 5 Educational resources and infrastructure 	Alison Freeland Dev Chopra

Accreditation Standards	Self-Study Subcommittee Co-Chairs
<ul style="list-style-type: none"> ○ Standard 6 Competencies, curricular objectives and curricular design ○ Standard 7 Curricular content 	Molly Zirkle Rich Pincener
<ul style="list-style-type: none"> ○ Standard 8 Curricular management, evaluation, and enhancement ○ Standard 9 Teaching, supervision, assessment, and student and patient safety 	Risa Freeman Mahan Kulasegaram
<ul style="list-style-type: none"> ○ Standard 10 Medical student selection, assignment, and progress ○ Standard 11 Medical student academic support, career advising, and educational records ○ Standard 12 Medical student health services, personal counseling, and financial aid services 	Jackie James Don McMillan

Efforts are underway to populate each of the self-study subcommittees to ensure broad representation among all stakeholders, including faculty at both campuses and among our hospital partners, medical students, and administrative staff. The work of the subcommittees will be overseen by a steering committee, co-chaired by Patricia Houston, Vice Dean, MD Program and Gina John, Director of Operations, MD Program. The steering committee will be populated by the subcommittee co-chairs, medical student, resident and alumni representatives, and a dean’s designate.

Included below is a graphic that provides an overview of accreditation timelines:



4. Curriculum

Update – MD Program Competency Framework

The MD Program [competency framework](#) was developed between 2014 and 2016, and is intended to articulate the exit competencies of the MD Program. As currently constructed,

the competency framework is comprised of key and enabling competencies grounded in the seven CanMEDS Roles, as well as detailed milestones for each of the enabling competencies. Efforts to integrate the competency framework into the program's curriculum planning/development, student assessment and program evaluation processes have revealed that although the framework is comprehensive, it is not always very user-friendly or utilitarian. In particular, duplication of key and enabling competencies between CanMEDS Roles and the varying specificity of many of the milestones have been identified as barriers. Consequently, work is underway to modify the competency framework to remove duplication and to ensure that the key and enabling competencies reflect the exit-level knowledge, skills and attitudes of a graduate of the MD Program. Once finalized, these revisions will be presented to the relevant program- and Faculty-level committees for approval.

Furthermore, the working group consisting of MD Program leaders, research scientists, and student representatives has recommended the development of overarching Foundations and Clerkship learning outcomes that reflect the developmental nature of the MD Program curriculum and assessment models; contribute to the exit-level competencies articulated in in the competency framework; and, make explicit the integration that is fundamental to the Foundations curriculum and plans for a renewed Clerkship curriculum. The intention is for the overarching Foundations and Clerkship learning outcomes to be supported by descriptions of courses that describe how each course within the MD Program provides context, educational objectives, and developmental opportunities that will contribute to learners' attainment of the outcomes.

Update – Renewal of Assessment in Clerkship

The MD Program Curriculum Committee endorsed a project charter that details steps required for the introduction of competency- and workplace-based assessment in Clerkship. The overarching goals of the renewal of assessment in Clerkship include:

- aligning Clerkship assessment, student progress monitoring and student support with the best practices implemented within the Foundations curriculum and where possible with the Post-MD Program, and
- improving the quality and standardizing processes for Clerkship assessment, student support and student progress with the aim of creating an integrated and longitudinal student and faculty experience across all four years of the MD Program.

The introduction of competency- and workplace-based assessment in Clerkship will be a significant culture change for both faculty and students, and both of these groups will be consulted on design, development and implementation. Timelines for the project span from November 2018 to September 2021. Changes to the Clerkship assessment models, approaches and supports will be presented to the relevant program- and Faculty-level committees for approval, as appropriate.

Update – Year 3 Elective Opportunity

At the beginning of Year 4, 13 weeks are allocated to elective experiences, where medical students are provided the opportunity to gain exposure to areas of expertise beyond the scope of the core Clerkship and to further enhance their training in sub-disciplines within the major specialties. Electives are organized so that by the time of graduation each student has had an elective experience in a minimum of three different disciplines, each of which takes place for a minimum of two weeks.

In response to student requests for earlier career exploration, a task force was organized to review the need and feasibility for a Year 3 elective opportunity. The MD Program Curriculum Committee approved the task force recommendations, which includes scheduling changes such that students have the opportunity to complete a two week U of T elective in May/June of Year 3. This Year 3 elective opportunity is considered part of the MD Program’s electives course, with the same learning objectives as the Year 4 electives. With the scheduling changes, the electives course will now be 16 weeks in duration instead of the current 15 weeks. Students will continue to be required to complete at least 13 weeks of electives to receive course credit, with the option of taking up to 3 weeks of vacation (previously 2 weeks) over the duration of the electives course. Course directors were consulted and agreed that students could pursue a Year 3 elective prior to completion of the core rotation in the discipline of interest.

5. Admissions

Interviews of candidates for September 2019 entry were held on:

- MD Program: February 9, February 24, March 2, March 30, March 31, and April 7, 2019
- MD/PhD Program : February 17 and 23, 2019

MD Program

	Sept 2017 Entry	Sept 2018 Entry	Sept 2019 Entry
Applicants	3167	3265	3555
In-depth/ full file review	2107	2060	2216
Interviews	599¹	628²	613³

Supernumerary Interviews

- ^{1.} 9 international applicants were interviewed in addition to the 599 domestic applicants for 2017 entry.
- ^{2.} 12 international applicants were interviewed in addition to the 628 domestic applicants for 2018 entry.
- ^{3.} 24 international applicants and 1 Department of National Defense applicant will be interviewed in addition to the 613 domestic applicants for 2019 entry.

MD/PhD Program

	Sept 2017 Entry	Sept 2018 Entry	Sept 2019 Entry
Applicants	178	131	139
In-depth/ full file review	78	86	102
Interviews	48	48	48
Offers	15	9	8 (as of March 11, 2019)

6. Governance & Leadership

- Dr. Jennifer Lake has been appointed as the MD Program Faculty Lead for the Pharmacology and Pharmacotherapeutics (P&P) theme, which encompasses the curriculum and assessment modalities across all four years of curriculum to ensure MD students achieve the competencies relevant to clinical pharmacology.
- Dr. Pamela Mosher has been appointed as the MD Program Clerkship Lead for Medical Psychiatry. Working in collaboration with the Director of Medical Psychiatry Curriculum Renewal for the Medical Psychiatry Alliance (MPA) and the Clerkship Director, Dr. Mosher will develop, coordinate and implement MP curricula in clerkship.
- Dr. Jasmine Pawa has been appointed as the MD Program Co-Lead, Public Health, which includes the educational elements that constitute Public Health theme across all four years of the MD Program curriculum.
- Dr. Laila Premji has been appointed as the Director, Career Advising System, starting effective March 1, 2019. Dr. Premji will oversee all components of medical student career advising at both St. George and Mississauga campuses and will also play a prominent role in the residency matching process. Dr. Premji succeeds Dr. Jon Novick. As the inaugural Director, Career Advising System, Dr. Novick advanced the impact of the “EEE” (Enriching Educational Experiences) Program, developed the Extended Clerkship Program, co-developed the new year three Clerkship Core Days, and has introduced additional career oriented seminars in work force issues, writing workshops locally and provincially. Thank you to Dr. Novick for setting a positive standard in student career advising for the last few years.
- Dr. David Rojas has been appointed as the inaugural Women’s College Hospital, Centre for Ambulatory Care Education (CACE) and MD Program Evaluation Scientist. Within the MD Program, Dr. Rojas will bring his breadth of experience in and theoretical understanding of evaluation sciences in health professions education to the work of the Office of Assessment & Evaluation.

C. Post MD Education (PGME & CPD)

Postgraduate Medical Education

1. Governance, Staffing, Leadership

Two staff members are on maternity leave - Laura Lysecki, Research & Information Systems Analyst; Rebecca Saunders, Administrative Assistant CBME Faculty Development. Both positions were posted and have been filled (Charles Andreasen, Jean Morran). Chris Trevelyan, Counsellor in the PG Wellness Office resigned his position to take up private practice and the office is currently working to fill this vacancy. Nimaliny Krishnan joined PGME as a Medical Education Assessment Data Co-ordinator in February 2019. Tamara Bahr, Manager, Academic Technology Unit and Nathan Harrison, Systems Analyst left PGME for other positions in the University. After 32 years of service at the University, John Kerr, Manager, International Programs, retired as of January 31, 2019.

2. Competency Based Medical Education (CBME)

Overview

Significant progress has been made over the fall and winter of 2018/19 in the implementation of the Royal College's Competence By Design (CBD) model of Competency Based Medical Education (CBME). Anesthesia and Otolaryngology – Head and Neck Surgery (OHNS) now have two years of residents fully implemented in CBME. Since July 2018, residents in Nephrology (Adult and Pediatric), Emergency Medicine, Urology, Surgical Foundations (9 surgical programs), Medical Oncology, and Forensic Pathology have also started the CBME curriculum and Entrustable Professional Activity (EPA) assessments in concert with their national counterparts.

Family Medicine, Orthopedics, and Psychiatry have been leading nationally with approved innovative curriculum. Many other programs are experimenting with a variety of CBME approaches including Palliative Medicine, Core Internal Medicine, General Internal Medicine in the lead-up to their launch.

In July 2018, we launched the Elentra (formerly known as Entrada) platform as the enduring Postgraduate Medical Education (PGME) Information Technology (IT) infrastructure to support CBME. Since the July 1 launch, faculty and residents have completed almost 5,000 Entrustable Professional Activity assessments using Elentra. Over the fall and winter months, we have hosted a series of mini-conferences to support the onboarding of another 25 programs to the CBME model in either full or partial implementation by July 2019.

The leadership for CBME implementation was modified last fall in order to create necessary supports for both educational design and systems development, as well as to create a focus on faculty development. Lisa St. Amant has assumed project management responsibilities for program support, and Alison Pattern provides project management support for the systems development work. Both work closely with Caroline Abrahams, Director of Policy and Analysis leading the systems planning, and Glen Bandiera providing educational expertise to the team and oversight of the work. Susan Glover Takahashi has shifted her focus and continues to lead on Faculty Development to support CBME implementation.

The Best Practices in Evaluation and Assessment (BPEA) committee, chaired by Glen Bandiera, and the BPEA Usability subcommittee, chaired by Dr. Paolo Campisi, have continued to synthesize evidence and advice on policy and practice related to assessment. Both committees are working to balance best possible evidence and systems' needs, while affording programs as much versatility as is possible.

Extensive outreach, training and support has been provided by the PostMD team to Program Directors, Program Administrators, CBME leads, Competency Committee members and learners as part of the CBME implementation process, achieved through a wide range of workshops and resources as well as support materials and training resources. Broad-based CBME/CBD resources are found online at the PostMD [website](#).

CBME - Systems Development

As identified above, the plan is to bring all residency programs into Elentra as soon as possible, regardless of their phase of CBME development and includes a pilot with the Department of Family and Community Medicine for their use as a Field Notes platform. We have made the tactical decision to adopt a more streamlined implementation model when we migrate to the next version of Elentra for 2019-2020. This will allow us to take advantage of all of the enhancements being contributed by consortium members to improve the platform. This move will also enable us to more easily align with reporting requirements for the Royal College and greatly reduce the workload for programs when building new tools or revising EPAs. This change will occur for July 2019, and will bring with it a number of requested improvements from our users (e.g. being able to select an EPA first, rather than the tool, and the ability to preview an EPA or tool without triggering an assessment).

In addition to launching Elentra, PGME at U of T is also using Tableau as a learning analytics and reporting platform to support Competency Committees in the visualization of EPA assessment data, and learner progress, as well as to visualize key program evaluation metrics such as assessment completion rates by site, faculty and case complexity.

PGME has developed a suite of training and learning materials to assist users in becoming familiar with Elentra and Tableau available [here](#). In addition, many training sessions have been held on-site and by webinar for learners, faculty and administrators.

CBME - Faculty and Learner Development

The faculty and learner development work is collaboratively planned with the input and guidance of departmental and divisional education leaders, the PostMD team, and the Centre for Faculty Development.

There is an ongoing partnership between PostMD Education and the Centre for Faculty Development (CFD) with Dr. Susan Glover Takahashi's role as Integrated Senior Scholar for CBME Faculty Development, building capacity and networks.

The CBME/CBD learner and faculty development materials and sessions have focused on strengthening skills in such areas as completing the more frequent direct observations in the clinical setting, assessing and communicating explicit 'entrustment' decisions, and enhancing the giving and receiving of feedback and coaching. The learner and faculty development has occurred through dozens of workshops and training sessions for hundreds of learners, faculty and administrators in many locations and formats (e.g., at PostMD, at CFD, at clinical sites and by webinar).

3. Accreditation & Internal Reviews

The Internal Review Committee (IRC), a standing committee of the Postgraduate Medical Education Advisory Committee, is wrapping up its activities with written reports from programs and Family Medicine sites to address any remaining weaknesses identified during the internal review process. There is a new accreditation process now in play, and an entirely redesigned standards framework to which programs will be held. Programs have completed a self-study to determine areas where they meet, partially meet or do not meet the new accreditation standards. The next external survey visit for the University of Toronto will be in the Fall of 2020. Results of the self-studies, highlighting themes and common areas for improvement were presented at the All Program Directors' and Site Directors' Meeting in December 2018 and to the Business Managers in February 2019. The University of Toronto PGME Office will also be held to a new set of standards with increased detail and accountability, and for the first time the entire PGME enterprise will also be given an accreditation 'status' alongside the programs.

The PGME Office conducted an external review of our office in November 2018. A list of strengths and areas for improvement was generated. These outcomes have been shared broadly with stakeholders and we are working to ensure appropriate follow-up.

We continue to work with the hospital sites and residency programs to gather information on new institutional standards of accreditation. Several accreditation workshops for Program Directors, Program Administrators and interested Faculty are scheduled to assist with implementation of the new accreditation standards. We will continue working with partners to ensure that all of the accreditation standards are met to best prepare for the on-site survey in 2020.

4. Conferences, Workshops, Projects & Initiatives

Initiatives

To meet the new accreditation standard regarding feedback and a quality improvement process for Program Directors (PDs), a **Multi Source Feedback** process was initiated in May 2018 based on a [leadership competency inventory developed for PDs](#). Thirteen Program Directors in their position for 12-24 months were asked to submit a self-assessment as well as name 15 reviewers to contact for assessment of their leadership competencies.

The survey was distributed electronically to the reviewers and the results were aggregated and analyzed. A standardized process was used to debrief the PDs, focusing on opportunities for improvement. Going forward the plan is to continue to survey a cohort of PDs early in their role on an annual basis in order to maintain the QI cycle. In addition, a process is underway to develop a more regular assessment of all PDs' performance.

PGME has developed its Strategic Plan for the 5-year period 2018-2023. All initiatives follow the priority areas outlined in the Faculty of Medicine's Academic Strategic Plan – Collaboration, Imagination, Equity, supported by the Enablers. The plan harmonizes with the strategic goals of Continuing Professional Development and the known evolving changes in the Postgrad external environment, (i.e., the CanMEDS 2015 curriculum, Competency-Based Medical Education, increased accountability expectations, a new accreditation process and standards, new partnerships, and limited resources).

Conferences, Symposia, Meetings & Sessions

- **CBME Implementation Mini-Conferences** – This series of five mini-conferences will align programs to any changes in the CBME implementation process, provide the materials for completion during each step, and allow programs to share/discuss knowledge and ideas with colleagues. Each mini-conference was offered twice in the 2018-19 academic year to ensure programs had an opportunity to participate in these valuable sessions.
 - **#1 – Thursday, September 13th & Monday, September 17th**
 - **#2 – Tuesday, October 23rd & Wednesday, October 24th**
 - **#3 – Thursday, December 6th & Wednesday, December 12th**
 - **#4 – Wednesday, February 27th & Thursday, March 7th**
 - **#5 – Tuesday, April 2nd & Thursday, April 11th**
- **BPAS: File Review – Tuesday, October 30th** - This workshop focussed on utilizing Best Practices in Applications and Selection during the File Review Process.
- **Lunch and Learn: Finding our way home – Tuesday, November 27th** – Dr. Damon Dagnone shared his experiences with loss and recovery. He is an emergency medicine physician in Kingston and the CBME Lead for Queen's University. Damon has shared his

experiences using both art and stories. Damon shared from his recently published book called, [Finding Our Way Home: A family's story of life, love, and loss](#).

- **CBME Implementation Discussion – Wednesday, November 28th** – Dr. Damon Dagnone met with our local CBME leads to discuss the CBME Implementation process.
- **Introducing New Faculty to PGME – Friday, December 14th** - This session provided an introduction to the Postgraduate Medical Education Office and its respective units, Admissions & Assessments and overviews of BOE and CBME. The session also provided background on the IRC and Accreditation as well as Resident Wellness, Accommodation and the Board of Medical Assessors. Dr. Heather McDonald-Blumer shared the pearls and pitfalls from her experience as a Program Director.
- **[All Program and Family Medicine Site Directors’ Meeting](#) – Friday, December 14th** – Updates were given on CBME, Elentra, Accreditation and the Postgraduate Administrators Advisory Committee. The plenary talk “Generation Google: How to Survive and Thrive in a Multigenerational Work Environment” was delivered by Dr. Mara Goldstein, Associate Director of Postgraduate Medical Education, Department of Psychiatry.
- **BPAS: Interviews – Tuesday, January 8th** – This workshop focused on utilizing Best Practices in Applications and Selection during the Interview Process.
- **Building a Robust Teacher Evaluation – Tuesday, March 5th** – This workshop for U of T Postgraduate Program Directors and Faculty members focused on developing the teacher evaluation process in their program. This workshop looked at processes for teacher evaluations, the applicable accreditation requirements and discussed useful strategies that have been employed by other programs that may be adapted for their context and setting.
- **[CMPA Faculty Development workshops](#) – Tuesday, March 6th** - These faculty development workshops are intended for teaching faculty, program directors, and other individuals involved in postgraduate medical education. These workshops complement the CMPA Resident Symposium, with the goal of supporting residents as they develop lifelong competencies that promote safe medical care.
- **Post MD Education Appreciation Reception – Thursday, March 7th** – This reception formally acknowledged the dedication and contributions of our departing directors. Vice Dean Spadafora presented each of our departing program and family medicine site directors and CPD directors and leaders with a certificate of appreciation. Interim leadership were also acknowledged with a letter of appreciation.
- **[CBME/CBD Symposium](#) – Tuesday, March 26th** - Co-hosted by Post MD Education at the University of Toronto, The Wilson Centre, UHN and the Centre for Faculty Development,

St. Michael's Hospital, this symposium aimed to further delve into the strides that have been made in CBME/CBD implementation in the medical education community to date. This symposium focussed on what the theory and practice around feedback and coaching offer to improve new residency education through our implementation of competency-based curriculum.

Resident Education, Development & Forums

- [CMPA Resident Symposia](#) – **Tuesday, November 6th (PGY2 Specialty Residents), Wednesday, November 7th (PGY1-Family Medicine Residents), Wednesday, March 6th (PGY2 Specialty Residents) and Thursday, March 7th (PGY2 Specialty Residents)** - A full-day, interactive, face-to-face educational event, focusing on patient safety and medical-legal risk reduction. The standardized curriculum is based on CMPA medical-legal risk data and the CanMEDS 2015 and CanMEDS-FM competencies. The workshop content was co-created with volunteers from Resident Doctors of Canada (RDoC). CMPA physician advisors and legal counsel, who have specialized content expertise, facilitated all plenaries and workshops.
- **Resident Leadership Forum – Tuesday, November 20th** – The second of two forums. The theme of this forum was centered on “Playing with Power” and discussed how you recognize, cope and recover from a situation in which you are dealing with a power play. Whether it be due to hierarchy, coercion, or other sources, LEGO was used as a tool to enact and enrich the discussion around power relations.
- **Cinema Medica Film Screenings in conjunction with Health Humanities:**
 - **Tuesday, November 27th – East Hastings Pharmacy**
 - **Tuesday, February 19th – Bending the Arc**
 - **Monday, March 11th – Bedside Manner**
- **OHIP Billing Education for University of Toronto Residency Programs – OMA Course: Family Medicine (Wednesday, December 5th) & Adolescent Medicine (Friday, January 18th)** - Offered to all residency programs to be incorporated into their academic half-days. These sessions provide residents with an introduction to the basic principles of OHIP billing, claims, codes and payment reconciliation as well as outlined basic legal and financial requirement to starting a practice.
- [Practice Management Curriculum Seminar for Residents](#) – **Tuesday, February 19th** – This half-day session covers the basics on what residents will need when they transition to practice, (i.e., insurance, taxes, negotiating contracts, etc.)
- **Nova Scotia Healthcare Outreach – Monday, March 11th** – A healthcare consultant from Nova Scotia met with a small group of residents who are interested in practicing in Nova Scotia upon completing their residency.

Program Administrator Development and Information Sessions

- **New Accreditation Standards Information Session – Monday, October 23rd** – This session reviewed the new accreditation program standards. New standards were highlighted and participants had an opportunity to discuss and work through some of the most relevant standards in more detail. Updates on the new accreditation management system were also discussed. This session was open to both faculty and staff and was offered twice previously to ensure faculty and staff could attend.
- **PGME Overview – Wednesday, November 14th** – This session provided attendees with a more in-depth overview of PGME including information on Postgraduate Wellness, Board of Examiners and Competency-Based Medical Education curriculum and systems supports.
- **CaRMS – Wednesday, November 14th** - This session provided an overview of the CaRMS application process: program descriptions; quota allocation; file organization; interview scheduling, and communications.
- **Post-ICRE Lunch and Learn – Thursday, November 15th** – This session allowed for those administrators who were in attendance at this year's PA Stream-ICRE2018 to share their takeaways from this year's conference. The target audience for this session are administrators who attended ICRE2018.
- **PARO-CAHO – Wednesday, November 28th** – At this session representatives from PARO and PGME talked about PARO's work and, most importantly, started a dialogue to create an opportunity for discussion about how best to support residents. This session was open to both Faculty and Staff.
- **[Introducing the New Administrator to Postgraduate Medical Education](#) – Thursday, January 10th** – This session provided a high-level introduction to Postgraduate Medical Education and introduced new administrative support staff to key PGME staff members. This session is offered three times per year. The target audience for these sessions are administrative support staff members who have been in their position 6 months or less.
- **Royal College: Credentials – Tuesday, January 15th** – A representative from the Royal College of Physicians and Surgeons of Canada joined us to talk about the various pathways for residents to attain their credentials.
- **Accreditation – Tuesday, January 15th** – Our Accreditation Team provided attendees with an overview of the accreditation cycle and provided an overview on how to prepare for the upcoming External Review in 2020.

- **VISA Registration and Reappointments – Thursday, February 7th** – Our VISA registration team presented on the registration process for our VISA and Sponsored Trainees as well as provided a step-by-step guide to completing reappointments in POWER.
- **Electives – Thursday, February 7th** – Representatives from both the MD Program and PGME provided attendees with an overview on what medical students and residents need to do in order to complete an elective at the University of Toronto.
- **College of Physicians and Surgeons of Ontario – Tuesday, March 5th** – Representatives from the CPSO joined us to provide an overview of their team, processes and timelines.
- **PEAP/AVP/PRP – Tuesday, March 5th** – This session provided an overview of the processes associated with the Pre-Entry Assessment Program (PEAP), the Assessment Verification Period (AVP) and the Pre-Residency Program (PRP).
- **MTD Refresher and Community Preceptor Payments – Monday, March 18th** – The first half of this session provided an overview of the MTD submissions and reconciliation process, rotation scheduling and tips and strategies for MTD reporting. The second half of this session covered the unique elements and differences between Preceptor Payment and MTD reports, an overview of who and which rotations are eligible for payment and the conflict resolution process.
- All content from the above listed sessions is now available for all administrators to access through Quercus.

5. Awards & Publications

PGME continues to recognize members who are committed to the Faculty and Postgraduate Medical Education by acknowledging their efforts through various awards.

Recipients of the Fall 2018 **Medical Humanities Grant** are Dr. Jennifer Croke, Department of Radiation Oncology; Dr. Dawn Lim, Department of Medicine; Dr. Giovanna Sirianni, Department of Family and Community Medicine and Dr. Susanna Talarico, Department of Pediatrics.

Other Awards:

- Robert Sheppard Award: Dr. Meb Rashid, Department of Family and Community Medicine
- Social Responsibility Award: Dr. Ashna Bowry, Department of Family and Community Medicine
- Sarita Verma Award: Dr. Barbara Liu, Department of Medicine
- Charles Mickle Award: Dr. Ivan Silver, Department of Psychiatry

To review all of the PG award winners for 2018-19, please see <http://pg.postmd.utoronto.ca/about-pgme/awards/>

6. CaRMS

The CaRMS Medicine Subspecialty Match took place last fall and resulted in a total of 63 residents matching into University of Toronto medical subspecialty programs. This is a very similar result to the previous two years where a total of 64 and 65 positions were matched for 2017 and 2018 respectively. In addition, a total of 7 positions were matched in the CaRMS Family Medicine/Emergency Medicine Match (FM/EM) which took place on December 19, 2018.

The PGY1 match occurred on February 26th, 2019. All of the PGY1 positions were filled including 337 by Canadian Medical Graduates and 70 by International Medical Graduates. The University of Toronto was the only school in Canada to fill all of its PGY1 positions (407) in the first iteration.

Best Practices in Applications and Selection

The 2019 PGY1 CaRMS match represented the first CaRMS cycle where U of T residency programs were required to implement 10 actions from the 21 recommendations as required as best practices for this year. In addition, the PGME office hosted two workshops for PDs and PAs on BPAS on October 30th 2018 and January 8th 2019.

In addition, CaRMS has agreed to adopt selected BPAS recommendations as part of the application process. Plans are underway for CaRMS to implement BPAS enhancements for the 2020 PGY1 cycle pending approval by AFMC Deans.

7. Global Health

[Global Health \(GH\) at Postgraduate Medical Education](#) develops and delivers a comprehensive array of education initiatives. Our programming reflects our commitment to local and global social responsibility and accountability, and supports trainee interest in global health education, research and practice. Our leadership team includes Dr. Barry Pakes, Global Health Academic Lead and Judy Kopelow, Global Health Manager of Strategic Initiatives. Our governance structure engages global health leaders from across the faculty of medicine through the PGME Global Health Education Sub-Committee, and reports to the Postgraduate Medical Education Advisory Committee (PGMEAC). We provide leadership and guidance for postgraduate Global Health Electives, including pre-departure training and

preparation. Our activities also include adjudicating the Sheppard and Social Responsibility Awards.

The GH Education Initiative (GHEI) is now in its 10th year. This 2-year certificate program includes 26 modules (2-3 sessions per module) offered annually; 100+ participants per year; 100+ faculty per year; including 15 new faculty who are GHEI graduates; new themes r/t Transition to Global Health Professional Practice and Preparing for GH Field Work with sessions led by Faculty of Medicine Diversity Strategist; enhanced theme on Cultural Competency with Office of Indigenous Health; on Aging Global Populations led by Dr. Samir Sinha, Director of Geriatrics, Sinai Health System; on cultural competency led by Office of Indigenous Health plus continuing global health education and leadership opportunities for GHEI alumni and PGME community.

Our annual calendar includes a variety of Global Health [education events](#). These include our Annual Resident Global Health Research Showcase (February 1, 2019), our Annual Global Health Day and regular GHEI Alumni events with keynote speakers and discussions. Each of these events engage residents through a resident planning committee and resident leadership. This year, our [GH Day \(May 29, 2019\)](#) is on Women, Girls and Global Health. Visit Global Health at PGME [from this link](#).

Continuing Professional Development

1. Annual Report

The Post MD Education Annual Report can be viewed here:
<https://annualreport.postmd.ca/>

2. Governance

The CPD Directors and Leaders Committee last met on January 29, 2019. The Committee welcomed new member, Branka Agic, MD, PhD, who will represent the Dalla Lana School of Public Health. The Committee reviewed the strategic priorities and recorded new contributions. The next CPD Directors and Leaders meeting is scheduled for April 9, 2019. At the Post MD Education Awards reception on March 7, 2019, former CPD directors, Dr. Peter Slinger (Anaesthesia) and Dr. Sanjeev Sockalingam (Psychiatry), were recognized for their contributions to CPD.

Current Departmental CPD Directors and Leaders

First name	Last name	Representation
Branka	Agic	Dalla Lana School of Public Health
Anna	Banerji	Indigenous and Refugee Health, PostMD Education
Yvonne	Chan	Otolaryngology – Head and Neck Surgery
Mark	Feldman	Paediatrics
Ralph	George	General Surgery
Debbie	Hebert	Occupational Science & Occupational Therapy
Kartik	Jhaveri	Medical Imaging
Anna	Plotkin	Laboratory Medicine & Pathobiology
Raj	Rasasingham	Psychiatry
Jeremy	Rezmovitz	Family and Community Medicine
Suzan	Schneeweiss	Chair and CPD Associate Dean
Allan	Slomovic	Ophthalmology and Vision Science
Robin	Sutherland-Harris	Physical Therapy
Ewa	Szumacher	Radiation Oncology
Martina	Trinkaus	Medical Alumni
Pascal	Van Lieshout	Speech-Language Pathology
Rory	Windrim	Obstetrics & Gynaecology
Brian	Wong	Medicine

3. CACME Accreditation

In June 2018, the CPD office received CACME accreditation approval until 2026 with seven exemplary compliances. A Working Group is preparing an interim status report due in 2020. Two items are currently being developed: 1) new guidance materials for scientific planning committees and 2) a revised tool for communicating with speakers.

4. CPD Academic Activity

Academic Plan

CPD continues to track its progress in four key strategic priority areas on an online dashboard: <https://www.cpd.utoronto.ca/about-us/strategic-plan-2017-2022/strategy-progress/>.

Future of Medical Education in CPD Project

CPD has been involved in the Royal College and the CFPC's joint-national project, The Future of Medical Education-CPD. U of T CPD contributed recommendations (Theme 7) around the knowledge and skills needed by those who develop and deliver CPD. The report was recently published and released: https://www.fmec-cpd.ca/wp-content/uploads/2019/02/FMEC-CPD_Final-Report_EN_Feb-7-2019_1.pdf

Education Conferences

U of T CPD was well represented at the Society of Academic Medical Continuing Education (SACME)'s 2019 Annual Meeting, held in Charleston, SC, Feb. 27- Mar. 1, 2019. Several oral and poster presentations featured CPD leaders and staff. Also at SACME, University of Toronto faculty, Kulamakan (Mahan) Kulasegaram PhD, Mark Feldman MD, Oshan Fernando PhD, Tasnia Khan MSc, and Tina Martimianakis PhD, were honored with the Phil Manning Grant for their study "Supporting Self-Directed Learning and Transfer through Testing in Continuing Medical Education." Congratulations also to Dr. Sanjeev Sockalingam MD MHPE, Anna Kirvin MSW, RSW, Cheryl Pereira MPH, Thiyake Rajaratnam MSc, Yasmeenah Elzein MA, Eva Serhal MBA, PhD(c), and Allison Crawford MD PhD, who were awarded the 2019 SACME Scholarship Award for Best Poster for "The Role of Project ECHO in Quality Improvement: Data from Mental Health and Addictions."

Academic Programs

IDEAS Quality Improvement Foundations Program

CPD has completed its fifth year of delivering the IDEAS Quality Improvement Foundations Program. Over this period, 1462 health professionals have taken this program, increasing capacity for quality improvement in Ontario.

Leading and Influencing Change in CPD, 2018

From October 22-26, 2018, CPD delivered the final week of the advanced certificate program, [Leading and Influencing Change in CPD](#). This program, formerly Continuing Education Leaders Program, consists of two on-site instructional weeks and self-directed projects where learners are matched with a coach to assist in their development. This year's self-directed projects addressed topics such as: the learning needs of non-Indigenous Ontario midwives with respect to Indigenous Cultural Safety; the development of a screening tool for physician burn-out; a community network for practicing pathologists to engage in scientific discussions, and the strategies physicians use to consolidate their

learning from large conferences. The 2018 cohort represented a broad range of perspectives and included 13 learners from across Canada, the US, and Europe.

Safer Opioid Prescribing Program

CPD has continued to work with Saegus (subsidiary of CMPA) to expand the [Safer Opioid Prescribing](#) Program by organizing workshops in Montréal, Saskatoon, and Edmonton, with a future iteration scheduled for Nova Scotia in June 2019. This partnership is providing new opportunities for collaboration with Doctors Nova Scotia and Fédération des Médecins Spécialistes du Québec (FMSQ). A research project evaluating the efficacy of the Safer Opioid Prescribing program continues under the leadership of Dr. Abhimanyu Sud and Dr. Kathleen Doukas. Preliminary results of the evaluation were shared at the SACME Conference in February.

Opioids Clinical Primer

U of T CPD has been involved in the development and promotion of the [Opioids Clinical Primer](#), a province wide CPD effort supported by the Ontario Ministry of Health and Long-Term Care. The Primer consists of a series of six, free, interactive, accredited online courses intended to provide primary care practitioners with concrete tools to assist with safer opioid prescribing, assessing and managing opioid use disorder and chronic pain. The following courses are live:

1. *Opioid Use Disorder in Primary Care: Principles of Assessment and Management*
2. *Managing Patients with Opioid Use Disorder in Primary Care with Buprenorphine*
3. *Safer Prescribing Opioids Strategies*

The following courses are in production and expected to launch soon:

4. *Mental Health, Chronic Pain, and Substance Use: Addressing the Connections*
5. *Strategies for Managing Chronic Pain: Moving Beyond Opioids*
6. *Treating Opioid Use Disorder: Initiating Buprenorphine in Primary Care, ED and Inpatient Settings*

5. Enrollment and Accreditation

Enrollment

The annual report detailing the yearly total of accredited activities and learners will be available in August 2019.

Accreditation

CPD has been working on the development of a user-friendly online accreditation application and reviewing system, *CadmiumCD*. Over the past year, the CPD team has been engaged to develop a new streamlined process to harmonize accreditation criteria from the Royal College and Canadian College of Family Physicians. The system is currently being piloted and is scheduled to launch on 1 July 2019. Training sessions for faculty and staff will

be scheduled prior to launch. U of T CPD has also participated in a national pilot to accredit CFPC Mainpro + level 2/3 programs and the first program was accredited in December 2018.

6. CPD Research and Scholarship

CPD Research and Development Grants

The next cycle of applications for the CPD Research and Development Grant closes on April 30, 2019. [Grants](#) up to a maximum of \$5,000 are awarded to support research and scholarly activities focused on the continuing professional development of practicing healthcare professionals.

Congratulations to the most recent recipients of grants, awarded December 2018:

- Dr. Dominique Piquette, Department of Medicine: “Simulation as a CPD Strategy: A Scoping Review”
- Dr. Rishi Seth, Department of Medicine. Co-applicants: Victor Tron, Ajay Kapur, Donna Arab-O’Brien: “Best Practices in Medicine: Evaluating the Impact of a Personalized Audit and Feedback Portfolio on Health Care Practitioners Resource Utilization”
- Dr. Kathryn Parker, Department of Paediatrics. Co-applicants: Daniela Bellicoso, Maria Tassone, Belinda Vilhena, Lynne Sinclair: “Exploring Unintended Impact of CPD: Using a Utilization-focused Evaluation Approach to Inform Program Decision”
- Dr. Ian Zenlea, Department of Paediatrics: “Raising Awareness, Building Sensitivity, Co-Creating Strategies: An Innovative CPD Curriculum Pilot to Address Weight-Based Discrimination in Healthcare Through Lived Experience Educator Podcasts and Workshop”

Also, congratulations to Dr. Peter Slinger and Dr. David Wiljer, recipients of the AHSC AFP Innovation Grant (189.5K), for their project entitled “CPD by the Minute: An Innovative Use of Mobile Technology to Improve Continuing Medical Education and Physician Self-Assessment”.

7. CPD Awards

Dr. Ivan Silver, MD, MEd, FRCPC, and former Vice Dean of CEPD (2005-2011), is the recipient of the 2019 Charles Mickle Award. The Charles Mickle Award recognizes a member of the medical profession anywhere in the world, who has “done the most -within the preceding 10 years- to advance and promote sound knowledge of a practical kind in medical art or science by careful and thorough work.”

Other 2019 Award winners include:

- Dr. Sanjeev Sockalingam, *Colin Woolf Excellence in Program Development and Coordination Award* for Medical Psychiatry Collaborative Care Certificate (MP3C)
- Dr. Ivan Silver, *Colin Woolf Award for Long-term Contributions to CPD Award*
- Dr. Andrea Waddell, *Colin Woolf Sustained Excellence in Teaching of CPD Award*
- Dr. Kathy Boutis, *Fred Fallis Award in Online Learning Award* (ImageSim)
- Dr. Laritka Nirula and Dr. Karen Leslie, *Excellence in Interprofessional CPD Award* - The Centre for Addiction and Mental Health (CAMH) Simulation Centre and the Hospital for Sick Children(Sick Kids) Simulation Centre's Interprofessional Simulations of Patient Experiences Across the Care Continuum – Child and Youth Course (iSPEACC-CY)
- Dr. Peter Selby and project team including Dr. Dolly Balunias, Rosa Dragonetti, Myra Fahim, Sheleza Ahad, Anna Ivanova, Elise Tanzini, Mathangee Lingam, Megan Barker, Stephanie Duench; *Dave Davis Research Award* for Training Enhancement in Applied Cessation Counselling and Health (TEACH) Project (Co-Winner)
- Dr. Paula Ravitz, Dr. Clare Pain, and Dr. Dawit Wondimagegn, *Dave Davis Research Award* for U of T Department of Psychiatry Biaber Project (Co-Winner)
- Dr. Peter Selby and project team including Galit Kadan, Dr. Keyghobad Farid-Araki, Dr. Narges Beyraghi, Dr. Jonathan Bertram, Dr. Stephanie Soo, Tucker Gordon, Laura Hayos; *Ivan Silver Innovation Award* (Simulation-Based Learning for Methadone Prescribing Skills)

For more details about updated award terms and nomination requirements, please see the award listings: <https://www.cpd.utoronto.ca/scholarship/>.

8. Refugee Health

The biennial [North American Refugee Health Conference](#) (NAHRC) will be held 14-16 June 2019 in Toronto at the Sheraton Centre Toronto Hotel. The NARHC conference has become known as the largest clinical refugee conference, globally, and it focuses on best practice, education, research, and advocacy on refugee health. The 2019 NARHC conference will address the Rohingya refugee crisis, trauma, and resiliency.

This is third North American Refugee Health Conference to be hosted by U of T CPD and led by Dr. Anna Banerji, Conference Chair and Faculty Lead, Indigenous and Refugee Health, Post MD Education, University of Toronto.

D. Graduate and Life Sciences Education (GLSE)

Undergraduate Life Sciences Education

1. Events

Special Session for Domestic & International Students Considering Course-Based & Professional Master's Programs

We have a captive audience of domestic and international students at U of T (across 3 campuses) and GLSE organized a special event to meet representatives from the course-based and professional programs that are offered in the Faculty of Medicine. This recruitment session began with Dr. Allan Kaplan, Vice-Dean, Graduate and Academic Affairs, giving opening remarks, followed by a representative from the School of Graduate Studies who presented information about services for domestic and international students. Each department had a chance to present their program and field questions. The event was held on October 5, 2018 at 12:00pm-1:00pm in the Medical Sciences Building.

Programs included:

Applied Immunology
Medical Genomics
Medical Physiology (Fall 2019)
Occupational Science & Therapy
Applied Clinical Pharmacology
Physical Therapy
School of Graduate Studies
Speech-Language Pathology
Translational Research

Seventh Annual Recruitment Fair Considering Graduate Studies in the Faculty of Medicine

The recruitment fair was held on November 1, 2018, in the Medical Sciences Building from 10:30am – 2:00pm. Exhibitors in attendance included our undergraduate and graduate units, as well as hospitals and the School of Graduate Studies. Approximately over 1000 students visit this fair. The next fair will be held in October 2019.

Discussion in Best Practices in Applying to Summer Research, Jobs and Graduate Schools

This GLSE Seminar, presented by Dr. Nana Lee, Director of Graduate and Professional Development, took place on January 29, 2019 at 10:00am – 11:00am in the Medical Sciences Building. Students learned how to construct a research-focused resume/CV and enhance their academic career perspectives – for grad school, research opportunities, and beyond.

Teaching Seminar Series

GLSE initiated a lunchtime seminar series in collaboration with Dr. Michelle Arnot (Pharmacology and Toxicology), Dr. Michelle French (Physiology), and Dr. Stavroula Andreopoulos (Biochemistry) for interested faculty members who teach/coordinate undergraduate and/or graduate courses in the Faculty of Medicine in Basic Medical Sciences (BMS). This series presents an opportunity for faculty to learn and share experiences and best-practices/strategies on topics related to teaching. They occur once a month on Fridays, from 12:00 pm – 1:00pm.

Roundtable Discussions on the Following Topics:

September 21, 2018 - Academic Integrity

October 19, 2018 - Interactive Classroom Response Tools

November 16, 2018 - SoTL: Scholarship of Teaching and Learning

January 18, 2019 - Inclusive Teaching Practices

February 8, 2019 - Experiential and Integrated Learning at the University of Toronto

March 22, 2019 - Facilitating Experiential Learning in Your Course with the Riipen Platform

Graduate and Professional Schools Fair

In the fall, GLSE attended the Human Biology Graduate School Fair, and the Graduate and Professional Schools Fairs at the University of Toronto Mississauga and Scarborough campuses, respectively. We provide support to the 14 graduate departments.

2. Mentorship Program - Undergraduate and Graduate

GLSE Undergraduate Shadowing Program

Graduate and Life Sciences Education is committed to organizing events that will help undergraduate students discern their future career paths. The program aims to give undergraduate students in the Life Sciences an opportunity to learn about the innovative research conducted in the Faculty of Medicine. We will be pairing senior undergraduate and graduate students from across the 8 Life Sciences and 14 different graduate programs offered in the Faculty of Medicine.

Undergraduate and graduate mentors will give an overview of the nature of their research and how it may tie with concepts undergraduate students have learned in their lectures. Additionally, students will have an opportunity to shadow graduate students as they perform their experiments and daily tasks. The shadowing program was held in February and will happen again in June and July.

3. Awards

Undergraduate Faculty Teaching Awards

Four awards were adjudicated in four categories. The awards carry a cash value of \$1,000 each and will be presented at the Faculty of Medicine Annual Education Achievement Celebration on May 15, 2019. The awards are:

- Excellence in Undergraduate Teaching in Life Sciences
- Excellence in Undergraduate Laboratory Teaching in Life Sciences
- Excellence in Linking Undergraduate Teaching to Research in Life Sciences
- Sustained Excellence and Innovation in Life Sciences Education

GLSE Undergraduate Leadership Awards

Graduate and Life Sciences Education will award up to three annual Undergraduate Student Leadership Awards in Life Sciences. The purpose of these awards is to provide opportunities for our undergraduate students in the Faculty of Medicine, Arts and Science Programs to be recognized for their leadership and scholarship. Each award will receive a University of Toronto framed certificate. The winners will be announced in April.

GLSE Undergraduate Summer Research Project Studentship

GLSE awards 7 annual summer research project studentships each summer to support third or fourth year specialist and/or major students in our Basic Science departments and in Laboratory Medicine and Pathobiology. This is a 12 full week summer program, running between May 1 and August 31, 2019. Starting in 2018, support from GLSE was set at \$2,000 per student and the student must be guaranteed at least an additional \$2,000 in compensation from other sources managed by the sponsoring department.

Undergraduate Research Opportunity Program (UROP)

UROP awards will be allocated to 9 departments within the Faculty of Medicine. Support is set at \$2,000 per student. The students must be guaranteed at least an additional \$2,000 in compensation from other sources managed by the sponsoring department/centre/institute/program, and are expected to engage in full-time research for at least 12 weeks in the summer.

In addition, a summer research award named after Dr. John P. Mitchell will be allocated to each department.

University of Toronto Excellence Awards (UTEA NSERC & SSHRC)

The University of Toronto Excellence Award (UTEA) program, funded by the Vice-President, Research and Innovation, provides eligible undergraduate students with opportunities to

conduct summer research projects under the supervision of eligible U of T faculty members. The research term required is 14 weeks.

UTEA-NSE

Laboratory Medicine and Pathobiology (2)

Nutritional Sciences (2)

Physiology (1)

UTEA-SSH

Psychiatry (2)

4. Student Engagement

GLSE Recruitment Student Group

The Graduate and Life Sciences Education Recruitment Student Group was established in September 2016. The group, which is comprised of 15 undergraduate and graduate student volunteers for a year-long commitment, delivers outreach recruitment activities to educate undergraduate students of the summer research opportunities and graduate programs (MSc & PhD) available throughout the Faculty of Medicine. Each volunteer sets five goals they would like to achieve during this experience, and upon completion, will receive a Co-curricular record.

5. Social Media

The GLSE Instagram Working Group (@ScienceTOu, established in November 2017) is comprised of staff and undergraduate and graduate students in the Basic Sciences and Rehab, working together to showcase outstanding scientists at the Faculty of Medicine.

Goals:

- Recruitment of new students
- Foster community amongst current trainees
- Broaden exposure of graduate education/research that happens at the Faculty of Medicine

Audience:

- Undergraduates (prospective graduates): mentorship, advice, academic tips (getting into research, graduate applications, choosing a lab, etc), career paths
- Current students: events, opportunities, careers paths, well-known scientists, show off University of Toronto's connections (pride), U of T alumni/current faculty notoriety
- Scientists: Research, policy

6. Recruitment Material

The following recruitment materials were designed by GLSE: “How to Apply for Graduate Student Financial Support as an International Student” Infographic, and “Student Health & Wellness” Poster.

Graduate Education

1. Creating Mentorship Impact: Graduate Student Mentorship Program

In partnership with Dr. Nana Lee, Director of Graduate Professional Development to improve graduate mentorship at the Faculty of Medicine. We realized that almost all departments have been running a mentorship program for mentees in year 1 and 2 to be mentored by a PhD graduate student in years 3, 4, or 5. The program aims to give mentees an opportunity to appreciate the innovative research conducted in the Faculty of Medicine and learn from senior colleague’s perspective in graduate life and developing as a whole scientist and career preparation. Therefore, Dr. Nana Lee wanted to share best practices of mentorship programming with other departments and student associations so we can all learn from each other. The seminar was held on September 18, October 5, 2018 and a follow up session on April 26, 2019.

2. Establishing Best Practices for Graduate Supervisors Aimed at Reducing Time to Completion (TTC): A Faculty Development Program

The objective of this program is to reduce times to completion through the optimization of supervisory mentorship in graduate student research progress and professional development.

Target Audience:

- Faculty who currently have or are planning to train graduate students;
- Faculty who are interested in establishing their own graduate professional development workshop series, course, or program for their department.

This Innovative Graduate Faculty Development Program is being coordinated by Dr. Nana Lee, who is also a co-author of “Success After Graduate School” (2016) with Dr. Reinhart Reithmeier.

Topics:

- Emotional Intelligence (EQ): How it Affects Lab Productivity
- Introduction to Design Thinking in the Lab and in Your Classroom Part I
- Applying Design Thinking in Your Lab and Classroom to Optimize Research Impact Part II
- Helping Your Students Help You in a Diverse and Inclusive World
- Building a Strategic Research and Business Plan for your Lab and the Individual Development (IDP) Plan: The US and Canadian Perspective
- GPD Best Practice and Next Steps

3. Graduate Awards

Graduate Faculty Teaching Awards

In 2019, three faculty members were awarded in the following three categories:

Early Career Excellence in Graduate Teaching & Mentorship Award

- Walter Swardfager – Department of Pharmacology and Toxicology

Mid-Career Excellence in Graduate Teaching & Mentorship Award

- Cindi Morshead – Institute of Medical Science, Department of Surgery

Sustained Excellence in Graduate Teaching & Mentorship Award

- Denise Belsham – Department of Physiology

Each awardee will receive a framed certificate at the Education Achievement Celebration on May 15, 2019 and \$1,000 cash prize.

Queen Elizabeth II Graduate Scholarships in Science and Technology (QEII –GSST)

The 2019-20 QEII-GSST competition deadline for student applications were due on March 29, 2019. There are 68 QEII-GSST awards at up to \$15,000 per award available for doctoral-stream Master’s and PhD students and clinician/surgical-scQuientist trainees. QEII-GSST awards are included as part of the graduate student’s total stipend funding package and are accompanied by a \$2,000 top up for the student.

Faculty of Medicine GSEF Merit Scholarships for International Students

The 2019-2020 competition deadline for graduate units’ nominations is May 1, 2019. The GSEF offers merit-based scholarships valued at \$5,000 each to international master’s students who have demonstrated the highest degree of academic excellence. Up to 20

scholarships will be funded by the Office of Graduate and Life Sciences Education. Each GSEF will be approved by the Awards Committee chaired by the Vice Dean, Graduate and Academic Affairs, and will be included as part of the student's total stipend funding package. The GSEF is designed to retain international students by alleviating the cost to the department.

Graduate & Life Sciences Education: OSOTF and Other Endowed Awards Competition

The 2019-2020 OSOTF and Other Endowed awards competition deadline for graduate student applications is May 10, 2019. There is approximately \$890,000 available for scholarships for graduate students (primarily M.Sc. and Ph.D.) through this GLSE competition. On average, approximately 110 students are awarded and award value is up to \$25,000. OSOTF and Other Endowed Awards are included as part of the graduate student's total stipend funding package and are accompanied by a \$2,000 to \$4,000 top up for the student.

JJ Berry Smith PhD Supervision Award

The JJ Berry Smith Doctoral Supervision Award recognizes outstanding performance in the multiple roles associated with doctoral (PhD) supervision. Two awards are offered annually: one in the Humanities and Social Sciences and one in the Physical and Life Sciences. The awards are presented at the Governor General's Medal reception ceremony in the spring. Recipients receive a JJ Berry Smith Doctoral Supervision Award certificate, an SGS Travel or Conference Award to grant a current doctoral student to support conference participation or research travel, and have their name inscribed on a plaque housed at the School of Graduate Studies. The Faculty of Medicine nominations to the School of Graduate Studies were due on April 1, 2019.

Last year, Faculty of Medicine's nomination of Dr. Rotstein was selected by the School of Graduate Studies for 2018 and was acknowledged for his outstanding contribution to the doctoral supervision and graduate education in the Faculty of Medicine at the Governor General's Gold Medals and the JJ Berry Smith Doctoral Supervision Award Reception on May 29, 2018. Dr. Rotstein is Faculty of Medicine's third winner following Dr. Eleftherios Diamandis and Dr. Brenda Andrews (inaugural winner in 2012). The bio-sketches for these winners are available on the [GLSE website](#).

4. Curricular Changes 2018/2019

New Program: MHS in Medical Physiology

On December 4, 2018, the Master of Health Science (MHS) in Medical Physiology received final approval from the University of Toronto. Currently, this proposal is with the Ministry of Training, Universities and Colleges for approval. The program is scheduled to take its first cohort in Fall 2019.

New Program: Master of Health Science in Laboratory Medicine

The Department of Laboratory Medicine and Pathobiology (LMP), in close collaboration with the Department of Obstetrics and Gynecology (OB/GYN), has submitted a proposal to create a two year full-time professional Master's graduate program (Master of Health Science) in Laboratory Medicine to educate clinical laboratory medicine scientists in one of two fields: Pathologists' Assistant (PA) or Clinical Embryology (CE). The program will be small - 10 students per year (5 PA and 5 CE students) and open to taking international students in a few years. This program is unique to Canada and the world and is meant to strengthen laboratory healthcare in an efficient and effective way by offering a core curriculum in laboratory sciences with a stratified curriculum for PAs and CEs.

The new program has completed its External Appraisal with positive feedback and glowing support from its reviewers. The proposal will now continue through governance (divisional and university) with the intent to submit to the Ministry of Teaching, Universities and Colleges by Fall 2019. The program is tentatively scheduled to start Fall 2020.

Program Closure: Master of Health Science in Medical Radiation Sciences

The MHS in Medical Radiation Sciences was developed to prepare expert radiation therapists with a Bachelor's degree in medical radiation sciences or in an equivalent field, for practice at an advanced level within the evolving radiation medicine domain. It received its first student cohort in 2009 and has graduated a total of 12 students as of December 2018.

The demand for this program has consistently been modest since its inception, without a clear trend for improvement. Primarily, changes anticipated in the practice environment have been slow to take hold. This has resulted in an inadequate applicant pool for the program (limited primarily to local applicants due to the uniqueness of the radiation therapy specialty role in Canada at this time). While the quality of our program is high and the department's commitment to develop radiation therapists as a profession, the sustainability of the program has been a challenge due to the small number of students and high investments associated with developing and maintaining the program curriculum. Despite the program's concerted effort to promote the program and address many of these issues in the past 10 years, a sustained pool of students has yet to be generated. After multiple consultations with its faculty, management and radiation therapists' representatives, the host departments (IMS and Department of Radiation Oncology) admissions was suspended for Fall 2017. Given these long-standing factors and unsustainable environment, the program is scheduled to officially close before Fall 2019.

Major Modification: Curriculum Renewal for the MSc and PhD in Molecular Genetics

The Department of Molecular Genetics has completed a curriculum review and concluded that the curriculum of its research stream, thesis based MSc and PhD programs will be revised. The primary change is to develop graduate-level core foundational knowledge to better prepare our graduate students to engage and achieve their research goals. Two new

foundational courses will cover modified and new material (MMG 1001H and MMG 1002H). This early, graduate-level foundational knowledge is essential to fostering our student’s creativity and insight with their research projects. In turn, this will lead to better research productivity, and the capacity for increased creative thinking among our graduates, which is in line with our Department’s and Faculty’s academic goals. It is anticipated this early investment in foundational knowledge will ultimately increase productivity and in turn, decrease the student’s time to completion.

Further changes include:

- Reducing the required course, MMG 1010H from 12 weeks to 10 weeks (which is incorporated into MMG1002H).
- Reducing the number of student seminars students must attend from 70% to 60%.
- Reducing the number of years PhD students attend student seminars. Currently, our PhD students give their MMG 1017H seminar in their fifth year. Consequently, they currently have to attend 70% of seminars for 3 additional years (beyond their first two years pre-qualification/reclassification). Instead, we propose that PhD students give their final seminar in their fourth year (third and fourth year seminars are proposed to be the new course MMG1031Y), not their fifth, which helps reduce the demand on their time.
- Reducing the number of post-qualification/reclassification 0.25 FCE topic courses that PhD students take from three to two (which will be the MMG1041H course).
- Eliminating 0.25 FCE topic course requirements for MSc students.

The proposal to change the research stream, thesis based MSc and PhD curriculum is in its final stages (i.e. divisional governance) and is scheduled to take effect with the first cohort entering in Fall 2019.

Summary of Minor Modifications for 2018/19

Type of Curricular Change	Totals
New Courses	5
Change in Existing Courses (e.g. change in course titles, course codes, significant change in timing of courses)	22
Change in Program Requirements	1

5. Update on Graduate Initiatives 2018/19

Online Course Evaluations

Last year, GLSE and the Centre of Teaching Innovation and Support, concluded a pilot project to evaluate graduate course offerings in the 2017/18 academic year. The project found that approximately 80% of the graduate courses offered in the Faculty of Medicine did not fit the framework that UofT uses to evaluate courses; the framework was developed using didactic large undergraduate classes with no more than 2-3 instructors. Courses in the Faculty of Medicine utilize a variety of modes of delivery (i.e. didactic, modules, seminars) as well as different guest speakers who share their expertise each week.

The diversity of our innovative curriculum across our 13 departments means that the Faculty of Medicine will need to find an alternative solution(s) to evaluating these non-traditional graduate courses. A taskforce has been established by Dr. Kaplan to explore different solutions, including platforms, to evaluate these courses online. CTSI will continue to evaluate FOM graduate courses that fit the university's framework.

6. Fall 2018 Graduate Enrollment

For the first time, the Faculty of Medicine achieved its largest intake of international PhDs in Fall 2018 – an approximately 44% increase relative to the previous year. This is primarily due to two factors:

- a) The university's decision to match PhD international student tuition with PhD domestic student tuition.
- b) Continuing support from the Faculty of Medicine to provide partial funding to graduate units of approximately \$6,000 per year for each international student.

However, the Faculty fell short of its domestic MSc enrolment plans. Several reasons for this include: lack of supervisory capacity, lack of sufficient granting funding and the University's emphasis on recruiting PhD students. The majority of this shortfall is explained by an unprecedented number of deferrals for Fall 2018; we anticipate at least 25% will register by Fall 2019 (i.e. Winter 2019, Fall 2019).

To date, recruitment strategies and processes have been the sole responsibility of each of the 13 graduate units. The outcomes of Fall 2018 provide an opportunity for GLSE to collaborate with the departments to explore the following:

- a streamlined application process so that prospective students can apply to the MSc and PhD research stream program based on their research interest

- development and implementation of a decline survey to gather data to help inform future recruitment strategies and identify other issues that FOM may be able to address
- collect information of recruitment strategies and processes across all 13 graduate units for the purpose of sharing best practices
- develop faculty wide promotional material for graduate studies at the Faculty of Medicine
- collect systematic data on all graduate alumni, similar to the SGS 10,000 PhD study
- identify other opportunities to work collaboratively to recruit domestic (i.e. outside of south western Ontario) and international students to graduate studies at the Faculty of Medicine

To achieve these goals, Dr. Kaplan has established the Recruitment and Admissions Working Group in Winter 2019. This group will meet monthly for the first half of 2019 with a final report of recommendations to Chairs and Graduate Coordinators before the next recruitment cycle.

7. Graduate Supervisory Experience Project (formally known as the Online Supervisor Evaluation Taskforce)

The Graduate Supervisory Experience Taskforce met regularly during the 2018/19 academic year to develop questions to measure satisfaction with graduate supervision in the Faculty of Medicine, as well as the protocols to administer, access and report findings. In addition to reviewing similar questions developed by departments by other Canadian and US universities and the Canadian Graduate and Professional Student Survey (administered every 6 years), the survey was primarily based on the latest edition of the SGS Supervisory Guidelines. This initial draft was administered to a small number of research stream doctoral students in Summer 2018 as part of a pre-test in order to:

- test the instrument (i.e. clarity in questions, missing elements about supervision that we should consider)
- review the data to see if there are potential misinterpretations/challenges in posing these question (i.e. double barred questions, survey fatigue)
- provide an opportunity to get feedback on its content and the flow of the survey

Given the objectives of this pretest, participation was voluntary and no identifiable data of the respondent or their supervisor was collected. Feedback from the pretest was mostly positive with two recommendations: 1) add a narrative to explain each scale, and 2) add questions about mentorship. The version of the survey was distributed to Graduate Chairs in early Fall 2018, with instructions to share it with their faculty for feedback. The Chairs agreed that a narrative to explain each scale was necessary to help students interpret each

anchor. The survey was then revised to provide clear examples of what was considered an excellent supervisor versus an inadequate supervisor.

Additional consultations have occurred with the Vice Provosts of Academic Programs and Faculty Affairs, legal counsel for the Faculty of Medicine and University of Toronto, Director of Human Resources at FOM, SGS Dean and the Office of Freedom of Information and Protection of Privacy. Their feedback will be incorporated, as necessary, in the survey and processes/protocols prior to administering the pilot project scheduled for Summer 2019.

E. Physician Assistant Program

1. Admissions

In the 2017-18 admissions year, the BScPA Program adjusted the application deadline from February 1st to January 15th to enable transcript processing and ultimately, to be able to send out offers of admission earlier. Our revised deadline is now two weeks earlier than the McMaster PA program, (the only other Ontario program). This resulted in a decrease in applications in 2018, over the previous year. However, as we continue to advertise the January 15th deadline, we have seen an upswing in applicants again, such that we had 465 applicants as of January 15, 2019 (full details to be provided in subsequent reports).

PA Program Admissions Figures (2010 – 2018)

	Jan 2010 Entry	Jan 2011 Entry	Jan 2012 Entry	Jan 2013 Entry	Jan 2014 Entry	Sept 2014 Entry	Sept 2015 Entry	Sept 2016 Entry	Sept 2017 Entry	Sept 2018 Entry
Applicants	160	152	236	215	259	244	413	388	515	433
Files Reviewed	117	71	91	90	91	107	190	251	304	317
Interviews	64	49	59	66	66	66	66	80	84	88
Admitted	24	14	21	30	30	34	29	30	30	28
Graduates	17	11	16	27	26	29	26	30		

2. Retention

The retention rate has been reflective of the increasing program stability over time. The 2015 & 2016 cohorts were overlapping cohorts as we transitioned from a January start to a September start. The retention rate has remained at 90% or higher since the September 2015 intake, which includes students taking a Leave of Absence from their admissions cohort and returning to a new cohort.

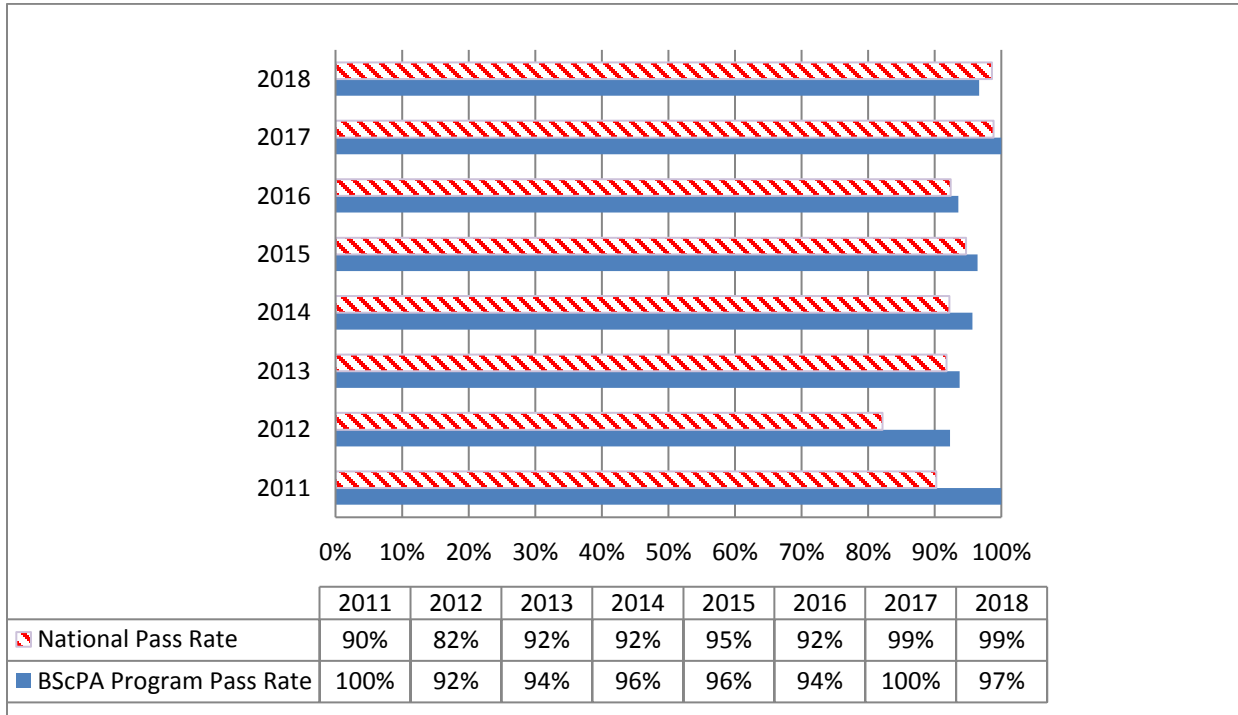
Class of	# Admits	# Graduates	Retention rate
2011	24	17	71%
2012	14	11	79%
2013	21	16	76%
2014	30	27	90%
2015	30	26	87%
2016	34	29	85%
2017	29	26	90%
2018	30	30	100%
2019	30	27	90%
2020	28	26	93%
Total	270	235	87%

of students active in cohort as of March 2019

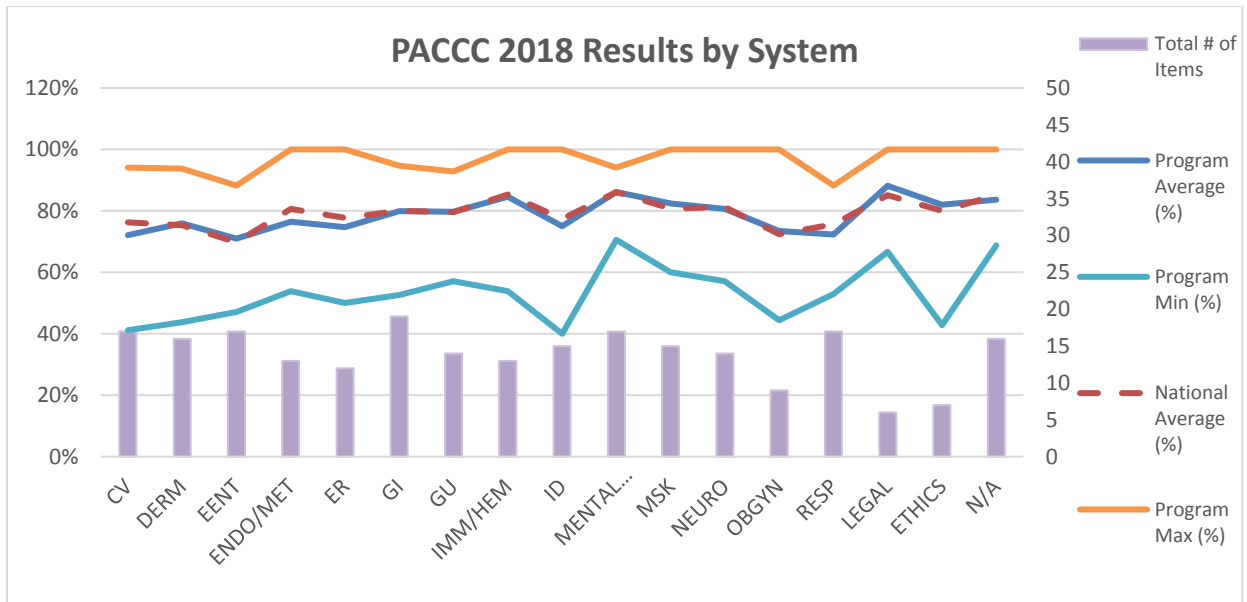
3. National Certification Results

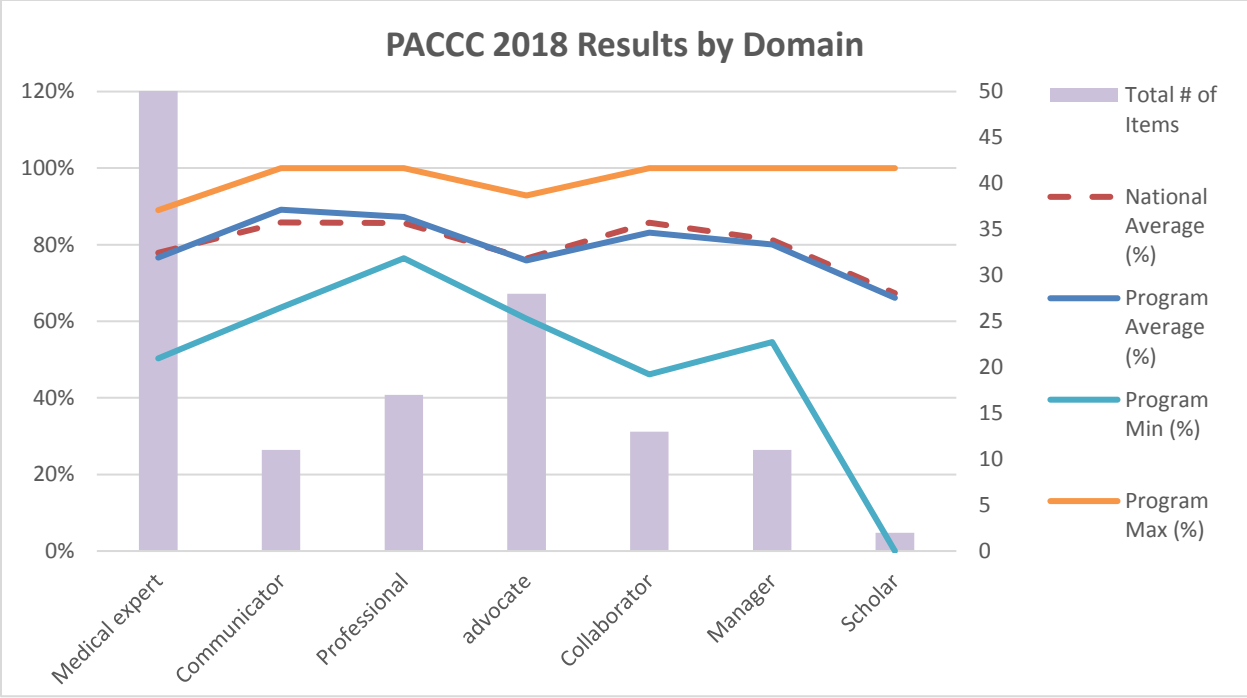
Graduates from the four Canadian Physician Assistant programs (three civilian, one military) write the national certification exam in November each year. The total number of first time writers in the country has ranged between 72 and 94 writers over the last eight iterations, with the BScPA Program graduates comprising 13 to 31 of those first time writers each year, with an average representation of approximately 30% of the total number of first time exam writers each year. To date, 98% of all BScPA Program graduates have passed the national certification exam.

National Certification Exam Results



Exam data is provided by system as well as domain. The BScPA Program reviews this data each year as one of the means of informing curriculum adjustments.





4. Graduate Employment

As of March 20, 2019, we have confirmation that 29 of 30 graduates who completed their program August 2018 (Class of 2018) are employed as PAs. We maintain an employment rate of ~ 30% of our graduates in northern or rural communities.

We continue to work with HFO, in collaboration with the PA Education Program at McMaster University, for further improvements in the process for both graduates and employers. HFO is making a concerted effort to ensure that employer proposals approved for the Career Start Funding include clearly articulated plans for sustained employment of PAs.

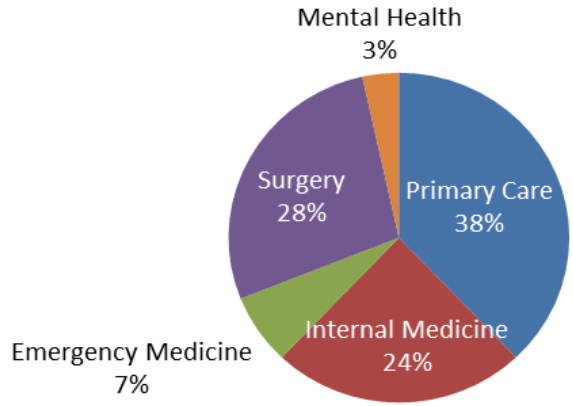
Program Completion year	Total # Grads	# Grads employed as PA within 6 months*	Known* Employment rate within 6 months
2018	30	29	97%
2017	26	22	85%
2016	29	28	97%
2015	26	17	65%
2014	27	26	96%
2013	16	15	94%
2012	11	11	100%
2011	17	17	100%

*as known by the Program

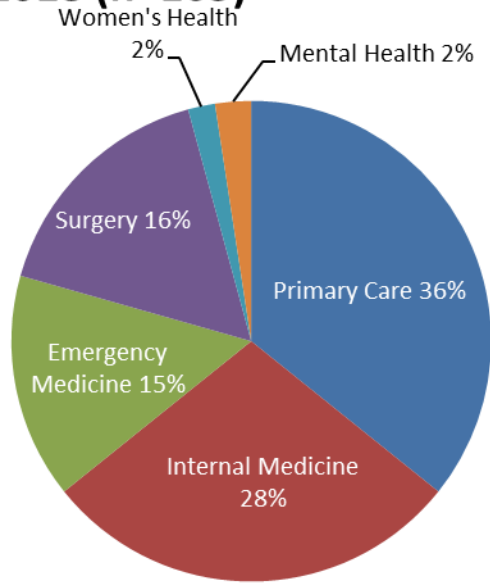
Overall, primary care is the most stable employer of our graduates, however there is an increasing diversity in employment opportunities developing. In the early years, surgical employment ranged from 0% to <10%, but has climbed to approximately 25% each year. Internal Medicine employment this year includes neurology, dermatology, haematology, ICU, rTMS, and endocrinology.

Figure 1. Graduate Employment dispersion by discipline: Class of 2018 vs. all Graduates

Class of 2018, n = 29



Classes 2011-2018 (n=165)



5. Curriculum

The BScPA Program smoothly and successfully integrated all online portions of the program to the University's new Learning Management Engine (LME), Quercus, as of September 2019. Two remaining courses (scheduled for Summer 2019) have yet been conducted via Quercus. All other summer courses transitioned to Quercus as of Summer 2018, in an early adoption initiative.

Course Directors have found that the new LME allows for increased information on student conduct during online examination, including amount of time spent on any given question. These metrics can assist with future exam building.

The Program has implemented a change in name to two courses: PAP131 Primary Care Medicine I and PAP241 Primary Care Medicine II to PAP136 Medical Foundations I and PAP246 Medical Foundations II to more accurately reflect the content of the courses. A pilot was conducted in the winter 2019 semester, to include a Quality Improvement component to our second year course, PAP265 Evidence Based Medicine (EBM). Upon course completion, course evaluations will be reviewed, with the intent to continue this component as an integral part of the course. This change will necessitate approvals through appropriate committees due to content change, and then a change in the course name and code.

6. Human Resources

The BScPA Program was pleased to welcome Dr. Leslie Nickell as the new BScPA Program Medical Director in September 2018.

The 2018-19 academic year has seen other staffing changes. With the Academic Coordinator on research leave as of July 2018, the BScPA Program divided the role into component parts of course teaching, Interprofessional Education facilitation, and student and faculty support. This has efficaciously allowed for increased assistance for the students and faculty during the transition to the new LME.

7. UTQAP

On March 26, 2018, the Program underwent an external review for the University of Toronto Quality Assurance Process (UTQAP). A positive report was received from the reviewers. The University of Toronto's Governing Council reviewed the UTQAP report summary and decanal response on November 1, 2018. Clarification was provided to the AP&P Reading Group regarding plans to address the perceived isolation from the MD

program, including sharing of student services and enhanced curriculum sharing. A follow-up report was not requested.

The BScPA Program will also be included in the UTQAP review of our home department, the Department of Family & Community Medicine, which will take place in 2021-22.

F. Medical Radiation Sciences Program

1. Enrollment

Currently MRS has a total of 287 in the Program, as of March 29, 2018

- Radiological Technology - 118
- Nuclear Medicine & Molecular Imaging - 53
- Radiation Therapy – 116

2. Accreditation

The MRS Program is currently accredited until April 2019. The MRS Program is preparing for the Phase I document submission on July 1st 2018, with an anticipated date of January/February 2019 for the on-site visit. This will be the first time that the MRS Program is working with the new accreditation body, Health Standards Organization (HSO), an affiliate of Accreditation Canada (AC), after the CMA divested itself of accreditation services, as February 1st 2018. In addition, the MRS Program was reviewed as a focus of the Department of Radiation Oncology review in early 2017 - with the report indicating that the MRS Program was the "jewel in the crown" of the department.

3. Curriculum Renewal

In August 2016, the MRS Program embarked on a process of curriculum renewal. With extensive stakeholder input, the program reviewed where it needs to position itself in the next few years and is proposing several changes to both design and delivery of content. As a joint program with the Michener, resources are currently being negotiated with the intention of presenting a fulsome proposal at the May 24th 2018 Education Committee.

2018-19 Board of Examiners Section for PGME Annual Report

Board of Examiners – Postgraduate Programs (BOE-PG)

The BOE-PG is a committee of faculty and residents appointed by Faculty Council of the University of Toronto. The committee is currently chaired by Dr. Jonathan Pirie. Trainees in residency programs are routinely evaluated on an ongoing basis both formally and informally. This evaluation must be conducted in accordance with the policies of the University, the RCPSC and CFPC. When residents have difficulties achieving the goals and objectives of their respective residency programs, they are referred to the BOE-PG. Evaluation procedures are outlined in the *Guidelines for the Assessment of Postgraduate Residents of the Faculty of Medicine at the University of Toronto* (2017) <http://pg.postmd.utoronto.ca/about-pgme/boards-committees/>

The Role of the BOE-PG

At the request of a Program Director and/or Dr. Glen Bandiera, Associate Dean of Post-MD Postgraduate Medical Education (PGME), the BOE-PG reviews cases of residents in academic difficulty and determines the best course of action which may include remediation, remediation with probation, probation or suspension and dismissal. Assessment of residents may include an evaluation performance in their residency programs within the CanMEDS framework of physician roles, or may be based on an evaluation and recommendation from an independent process. BOE-PG committee members also monitor residents' progress through remediation by reviewing interim and completion reports during monthly BOE-PG committee meetings.

The Role of Post-MD Education

Post-MD provides support to programs including educational expertise related to the development of individually tailored remedial plans, effective teaching and assessment resources, as well as access to highly experienced coaches that work with BOE-PG residents in the following areas: Professional, Communication, Leader/Manager, Collaborator. Post-MD also provides access to a Learning Strategist who focuses on studying techniques and a multiple-choice questionnaire (MCQ) expert for test taking instruction.

Successful Initiatives for 2018-2019

Successful Initiatives for 2018-2019 include:

- The implementation and finalization of a single form BOE remediation-reporting template for Program Directors.
- The PostMD, PGME office also established a centralized contact person to liaise with the College of Physicians and Surgeons of Ontario (CPSO) to ensure that residents who are required to self-disclose remediation on their postgraduate licensure renewal and/or independent licensure applications receive a fair and equitable review process. This is achieved by PGME standardizing the submission of remediation documentation and information provided to the CPSO.

- *The Resident Guide to Remediation* was finalized and uploaded to the PGME website to provide increased transparency on the BOE-PG process to residents undergoing remediation.
- *The Guidelines for the Assessment of Postgraduate Residents of the Faculty of Medicine at the University of Toronto (2017)* was successfully reviewed and updated to include reference to the University - Mandated Leave of Absence Policy (University of Toronto, 2018).
- Additionally, the process for remediation completion reports was formalized with a more rigorous review and required voting by BOE-PG members.

Plans for 2019-20

Plans for 2019- 2020 include the continued implementation and on-going data analysis of an *Annual Remediation Program Evaluation* that aims to measure satisfaction, learning, behavior change and results. This initiative stems from feedback received in a series of Program Director focus groups (2016-2017). The Program Evaluation includes doing surveys and interviews of Program Directors, Coaches and residents on their remediation experiences with various processes and procedures. Select members of the BOE-PG will continue to participate and work with the Best Practices in Evaluation and Assessment (BPEA) committee to ensure that the BOE-PG evaluation and assessment procedures and processes reflect and comply with the RCPSC's Competency by Design framework.

Table 1: BOE-PG Case Volumes and Outcomes

BOE-PG Case Volumes	2015-16	2016-17	2017-18	2018-19*
New and Re-opened Cases	20	18	17	10
(Re-open)	(3)	(2)	(2)	(0)
Continuing (open and active at beginning of academic year July 1)	10	15	18	19
Total Cases over the year	30	33	35	29
BOE-PG Outcomes				
Total closed cases over the year	12	15	17	15
• Successful completion	12	13	14	12
• Withdrawal	0	1	1	0
• Transfer	0	1	0	0
• Dismissal	0	0	2	3
Appeals	2	1	3	0

Appeals = number of residents that initiated the formal appeals process to appeal the BOE decision, irrespective of outcome of appeal

Table 2: BOE-PG Cases by Category

Category	Criteria	2015-16 N=30	2016-17 N=33	2017-18 N=35	2018-19* N=29
Training Level	PGY1	3	2	4	3
	PGY2	12	10	8	7
	PGY3	4	9	9	4
	PGY4	4	7	7	9
	PGY5+	7	5	7	6
Type of Resident	MOH CMG	20	20	23	18
	MOH IMG	7	9	10	11
	Visa / Other	3	4	2	0
Remediation Focus (CanMEDS Roles)**	Medical Expert	20	22	22	17
	Professional	18	14	15	11
	Communicator	13	6	5	8
	Collaborator	13	7	3	3
	Manager/Leader	3	5	3	3
	Health Advocate	0	0	0	0
	Scholar	4	5	3	1

*data up to March 30, 2019

In 2018-19, 14 out of the 29 cases (48.2%) of residents were identified as having weaknesses in more than one CanMEDS role.