



UNIVERSITY OF TORONTO

FACULTY OF MEDICINE

Faculty Council of the Faculty of Medicine
Minutes of the October 19, 2015 meeting
4:00 p.m.
Red Room, Donnelly Centre

Members Present: D. McKnight (Acting Speaker), T. Young, A. Buchan, M. Connell, T. Coomber, T. Neff, I. Witterick, C. Flaherty, T. Agarwal, M. Peng, M. Gritti, D. Dawson, A. Bonnyman, P. Hamel, J-Y Yoon, P. Berger, N. Romanosky, A. Kaplan, J. C. Zuniga-Pflucker, T. Breukelman, P. Poldre, G. Yousef, Z. Bismilla, S. Rappolt, C. Evans, J. Nodwell, R. Forman, A. Emili

Call to Order

The Deputy Speaker, Dr. David McKnight, called the meeting to order and noted that there was a quorum. The Deputy Speaker noted that the Speaker, Dr. Luc De Nil, is currently on research leave and that Dr. McKnight would be acting as speaker in his absence.

1 Approval of the Agenda

The Deputy Speaker indicated that there were three items on the agenda requiring amendment. (1) Dr. Blake Papsin has been held up in the OR and would not be able to present the annual report from the UME Board of Examiners. (2) Key members of the planned panel discussion on the CIHR funding reforms are not able to attend the meeting. (3) The Provost's Office has asked that the proposed constitutional amendments be deferred as they will be requesting University wide amendments to faculty constitutions later in the academic year. The Deputy Speaker opened the amendments to the agenda for discussion. Dr. Paul Hamel noted that the Provost's Office has been opposed to the inclusion of Post-Doctoral Fellows (PDFs) in the membership of the Faculty Council since it was first proposed. He reminded the membership that previously the Constitution was to be amended to include PDFs and the Provost's Office requested the amendment be removed as there was no definition included. He pointed out that there is now a definition and the item should go forward. The Deputy Speaker indicated that the Provost's Office has also asked for time to review the definition. The Deputy Speaker's understanding was that all of this would be done prior to the final Faculty Council governance cycle of the year and, if it was not, Council could move the constitutional amendments forward at that time.

The amended agenda was approved on a motion from S. Rappolt and seconded by A. Kaplan.

2 Minutes of the previous meeting of Faculty Council – May 4, 2015

The minutes of the meeting of May 4, 2015 had been previously circulated. They were approved on a motion from I. Witterick and seconded by A. Buchan. There was no business arising.

3 Report from the Speaker

The Deputy Speaker indicated that he did not have a report but indicated that the Executive Committee did not receive any External Reviews during this governance cycle.

4 Reports from the Dean's Office

3.1 Report from the Dean's Office

Dean Young indicated Faculty of Medicine's Strategic Priorities would be refreshed for a number of reasons. The Faculty has achieved many of the current Strategic Planning objectives, there have been leadership transitions within the Faculty and the University, President Gertler has defined the University's priorities (Leveraging urban location more fully for the mutual benefit of the University and the city, Strengthen and deepen key international partnerships, and Re-imagine and re-invent undergraduate education), and changes in political landscape at all levels of government. The Faculty Strategic Priorities for 2015 fall into three categories: Prepare, Discover, and Partner.

Prepare represents the preparation of the next generation of leaders in the health sciences. This will be done by providing exceptional education programs, diversifying the community, developing dual degree programs, and strengthening clinician scientist programs.

Discover indicates the establishment of leading research that answers questions of fundamental and societal relevance as well as the translation of discoveries into improved health. The Faculty will strive to promote collaborative research networks, refresh and renew discovery-based research, attract and retain the best people, and encourage entrepreneurship and commercialization.

Partner is the drive to become an ideal and preferred partner and a gateway to and for the world. This will be accomplished through the leveraging of the University's location, positioning the Faculty as a leading destination for academic medicine, strategic partnerships (national and international), and advocacy for patients, families and the communities we serve.

The next step in the Strategic Priorities is the dissemination across the Faculty of Medicine. There will be guidelines for Faculty of Medicine annual reporting and the development of a framework for assessing annual activities of all academic units.

3.2 Vice Dean, Research & International Relations

Dr. Alison Buchan noted that UofT/TAHSN received 52 of the 150 CIHR Foundation grants for 2015. She reported that the nationwide success rate was 12% with the Faculty of Medicine (on campus only) fairsing only slightly better at 14%. Dr. Buchan indicated that the total dollar value was down when comparing the previous open competition with the new foundation grants. She also noted a shift in the allotment of Canada Research Chairs where the Faculty market share is now determined with the rest of U of T rather than, as it used to be, as a share within the TAHSN hospitals. Dr. Buchan expressed concern that this may result in a loss of CRCs. She noted that nine had been lost in the past two years (both due to the shift in how they are allotted and the splitting off of the School of Public Health into a separate faculty).

3.3 Vice-Deans, Education

Dr. Alan Kaplan presented the report that is included in these minutes beginning on **page 4**.

5 New Business

5.1 Research Committee

5.1.1 Centre for Child Nutrition, Health, and Development

The following was moved by P. Hamel and seconded by A. Buchan:

“THAT the Centre for Child Nutrition, Health, and Development be renamed the Centre for Child Nutrition and Health.”

Dr. Alison Buchan noted that the rationale for this name change is to primarily alleviate the ongoing confusion between the Centre for Child Nutrition, Health and Development and the Fraser Mustard Institute of Human Development. The mandate of the Centre will not change.

The motion passed.

5.2 Executive Committee

5.2.1 Faculty of Medicine By-Laws

The following was moved by I. Witterick and seconded by A. Buchan:

“THAT the proposed amendments to the Faculty of Medicine By-Laws be approved as submitted.”

The Deputy Speaker noted that the proposed amendments primarily fall into three categories. First, a number of decanal portfolios have changed and the titles of these Vice Deans and Associate Deans have been amended accordingly in the proposed amendments. Secondly, the function section of the Education, Research, and CPD Committees' Terms of Reference has been amended such that the Executive Committee can assign overlapping items to any Standing Committee without being bound by specific restrictions as had been previously present in the Terms of Reference of those Standing Committees. Finally, the proposed amendments transfer the governance authority from the Graduate Education Committee to the Education Committee with the Graduate Education Committee being eliminated. This will draw a clearer line between the Vice Dean's Graduate Curriculum Committee (which will continue to approve items as dictated by the Vice Dean) and the Education Committee (which will act in a governance capacity as dictated by Faculty Council).

The motion passed.

6 Standing Committee Annual Reports

6.1 Postgraduate Medical Education Board of Examiners

Dr. Jonathan Pirie was not able to attend the meeting. The Vice Chair, Dr. Kyle Kirkham attended on his behalf and presented the report that is included in these minutes beginning on **page 25**.

6.2 Medical Radiation Sciences Board of Examiners

Dr. Anthony Brade was unable to attend due to his clinic schedule but provided the following written report:

The Medical Radiation Sciences Board of Examiners reviews cases of students in academic difficulty and determines the appropriate course of action, which may include promotion, remediation, failure, suspension and dismissal.

The MRS Board of Examiners met four times in 2015. The BOE has reviewed the cases of 22 students this year. Four students were reviewed twice in 2015.

15 students were placed on remediation. Two students were placed on remediation with probation. Four students received modified programs without a change in academic status. One student was placed on probation and later dismissed from the program.

7 Adjournment

The meeting was adjourned at 5:15pm

Council of Education Vice-Deans Faculty Council Report

October 19, 2015

Submitted on behalf of:

Dr. Allan Kaplan, Vice-Dean, Graduate and Academic Affairs

Dr. Jay Rosenfield, Vice-Dean, MD Program

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

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Education Vice-Deans, Integrative Activities

1. Education Development Fund

List of Funded Projects

The Education Vice-Deans are pleased to announce the recipients of the 2015 Education Development Fund:

- *Into Whatsoever Home I Enter, I Shall Enter To Help The Sick: Developing a Curriculum for Integrated Home-Based Primary Care (IHBPC)*
Sabrina Akhtar, Family and Community Medicine (DFCM)
- *Test-Enhanced Continuing Education - A Randomized Controlled Trial*
Mark Feldman, Department of Paediatrics
- *Relationships as Learning: Understanding How Relationship Building Facilitates Patient-Centered Learning in Longitudinal Integrated Clerkships*
Clare Hutchinson, Department of Paediatrics
- *The Effect of an Educational Session and Structured Communication Tool on the Quality of Obstetrics and Gynecology Resident Handover*
Deborah Robertson, Department of Obstetrics and Gynecology
- *Implementation and Evaluation of a Novel Family Medicine Obstetrical Point of Care Ultrasound (FaMOUS) Course*
Catherine Varner and Erin Bearss, Department of Family and Community Medicine (DFCM)

2016 EDF Cycle | Timeline

The Education Development Fund 2016 cycle will commence November 2015 with an initial call for applications. Below is a tentative timeline and is subject to change. For further information, please refer to the [Education Development Fund website](#).

November 1, 2015:	Call for submissions
December 1, 2015:	Application process open
February 1, 2016:	Application process closes at 5pm
February 5 – May 1, 2016:	Adjudication process
May 2016:	Notification of Funding
June 2016:	Deadline for final ethics approval

2. 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. The committee looks for faculty members who are demonstrating excellence in teaching, education scholarship and leadership in education, and recognizes their contributions by supporting their nomination to a diverse selection of awards.

At this time, you are invited to submit nominations for the following four awards recognizing sustained excellence in medical education:

- [OCUFA Teaching Award](#) – *An award recognizing outstanding teaching in Ontario universities.*
- [STHLE 3M National Teaching Fellowship](#) – *Canada’s most prestigious recognition of excellence in university teaching and educational leadership.*
- [AAMC Abraham Flexner Award](#) – *An international award, and the AAMC’s highest honour, recognizing the highest standards in medical education.*
- [AAMC Alpha Omega Alpha Robert Glaser Award](#) – *An international award recognizing distinction in medical education.*

[Click here](#) to access the electronic nomination form.

Please submit online nomination forms and supporting documentation by **5pm on Friday, November 27, 2015**. This deadline will be strictly observed and late nominations will not be accepted. Supporting documentation should be submitted electronically to Erin Bedard at medicine.awards@utoronto.ca.

Should you have any questions or concerns, please do not hesitate to contact Erin Bedard at medicine.awards@utoronto.ca or at (416)946-3921.

3. 14th Annual Education Achievement Celebration

The Faculty of Medicine’s **14th Annual Education Achievement Celebration** will be held on **Wednesday, May 11th, 2016** from **5:30–7:30pm** in the **Great Hall at Hart House**. This annual evening of celebration hosted by the Education Vice-Deans is a Faculty-wide forum to recognize and showcase excellence in teaching and education. To learn more, please visit the [EAC webpage](#).

4. Integrated Projects

Learning Environment Working Group

The Learning Environment Working Group, led by Drs. Martin Schreiber, Undergraduate Medical Education Curriculum Director, and Leslie Nickell, Associate Dean, Health Professions Student Affairs, was created under the auspices of the Hospital University Education Committee in Fall 2014 to make recommendations to address concerns and enhance the learning environment for all medical learners (undergraduate medical students, PGME trainees and clinical fellows) at clinical teaching sites.

Working group membership spans both undergraduate and postgraduate medical education programs, and includes Vice-Presidents of Education from St. Michael’s Hospital, Sunnybrook Hospital and CAMH and Academy Directors. Membership also includes Director, Resident Wellness from Postgraduate Medical Education, representation from the Centre for Faculty Development and learners from both undergraduate and postgraduate programs.

The Learning Environment Working Group has set out to review and assess existing policies, procedures, resources and reporting structures and to engage with learners to identify important themes and needs relating to the learning environment. After identifying existing strengths, successes and positive examples, as well as

gaps and opportunities to foster positive change, the working group will make recommendations and develop initiatives to enhance the learning environment across clinical teaching sites and at specific institutions.

The learning environment for medical students was identified as a priority during the 2012 CACMS-LCME accreditation of the UME program. The working group's efforts are expected to have a positive impact for learners, faculty and staff, and to foster positive engagement in hospital and clinical settings. Findings will be widely shared once the working group's assessment and recommendations are complete.

For further information, please contact Lindsey Fechtig in the Office of the Education Vice-Deans, (lindsey.fechtig@utoronto.ca).

Inaugural Annual UPAR Retreat

The **Inaugural Annual University Partnership for Academic Rehabilitation Retreat**, presented by the University Steering Committee for Academic Rehabilitation (USCAR), will be held on **Wednesday, November 4th, 2015** from **12–5pm** in the **Music Room at Hart House**.

The retreat will consist of a plenary address, delivered by Walter Wodchis, PhD, Institute of Health Policy Management and Evaluation, entitled: "Implementing Research in Practice: Context, Mechanism and Outcomes." The address will be followed by three short presentations on related topics, and an afternoon of facilitated small group discussion in order to:

- Engage the rehab community to identify new opportunities for collaboration in the academic enterprise – in particular exploring the feasibility of designing, developing, implementing and evaluating successful new applied research and educational opportunities at hospital and community sites;
- Identify and promote best practices among the affiliated institutions, including systematic evaluation and analysis of new and existing programs and initiatives giving USCAR the ability to make strategic recommendations; and
- Foster knowledge exchange.

The retreat will be followed by the launch of the Rehabilitation Sciences Institute (RSI), the RSI Launch will be held at Hart House at 5:30pm.

For more information, please contact Lindsey Fechtig (lindsey.fechtig@utoronto.ca).

Undergraduate Medical Education Faculty Council Update

1. Admissions

MD Program	Sept 2013 Entry	Sept 2014 Entry	Sept 2015 Entry	MD/PhD Program	Sept 2013 Entry	Sept 2014 Entry	Sept 2015 Entry
Applicants	3153	3463	3488	Applicants	124	151	193
In-depth/full file review	1775	1990	1777	In-depth/full file review	81	88	83
Interviews	587	600	599	Interviews	42	46	47
Offers	338	336	327	Offers	14	10	13
Acceptances	259	259	260	Acceptances	12	8	13
Acceptance Rate (excluding deferrals)	78%	79%	80%	Acceptance Rate (excluding deferrals)	86%	80%	100%

A full report regarding the 2014-15 admissions cycle will be provided to the Faculty Council Education Committee later in the fall.

2. Curriculum

Update – Longitudinal Integrated Clerkship (LInC)

In 2014–15, under the leadership of Dr. Stacey Bernstein, Clerkship Director, UME ran a Longitudinal Integrated Clerkship (LInC) pilot project that involved seven students at the FitzGerald Academy. Building upon the success of the 2014-15 pilot, which saw LInC students perform at a level comparable to or above their block clerkship classmates, the LInC pilot was extended in 2015–16 to include eight students at each of the FitzGerald and Peters-Boyd Academies and 6 students at the Wightman-Berris Academy. Further expansion is planned for 2016–17. The ultimate goal is to have 50 students (approximately 20% of the class) in a LInC on an ongoing basis.

Update – Foundations Curriculum

As highlighted in the [September 2, 2015 MedEmail](#), UME is on track to launch the new Foundations Curriculum in August 2016, which involves a revitalization of the entire two-year preclerkship curriculum. Under the leadership of Marcus Law, Director of Preclerkship Renewal and Director of Academic Innovation; Pier Bryden, Director of Preclerkship; and Martin Schreiber, Director, UME Curriculum, the Foundations Curriculum will introduce the most significant change made to the way we deliver medical education in 25 years.

The Foundations Curriculum will feature a highly integrated program with clinical content from the beginning of medical school, early exposure to patients and diverse community-based settings, extensive use of online materials and other teaching methods that support active learning and flexible pathways, and a competency-based assessment program designed to support learning. The overarching goal of this approach to medical education, as supported by recent medical education literature, is to create a program better suited to educating physicians for the 21st century.

To ensure the ability to support this approach and provide students with the best possible learning experience, a pilot was run in 2014–15 (which is being repeated in 2015–16) in which three weeks of the first year Structure

and Function course were transferred to the Foundations Curriculum format, with case-based learning, integrated anatomy teaching, integrated population health and community-based learning, a small number of introductory and summary lectures, and coordinated teaching of history-taking and physical examination. A second pilot ran for the first three weeks of the second year Mechanisms, Manifestations and Management of Disease course in September 2015.

Further details are available on the [Foundations Curriculum website](#), which includes a video where students describe what the new curriculum means for them.

Update – MD Program Competencies

The development of user-friendly competency-based program objectives that both inform curriculum planning and are readily linked to enabling objectives within courses and other curricular components is a foundational strategic direction for UME. In 2013–14, under the leadership of Dr. Schreiber, Director, UME Curriculum, a review was initiated of our MD program goals and objectives. A major impetus for this review was CanMEDS 2015, a multi-year project intended to update and further align the CanMEDS framework with a competency-based approach to medical education. Accreditation is another important reason for the review; there is a specific accreditation element which stipulates that an MD program must define its educational objectives in competency-based terms.

In May 2015, a UME Competencies Consultation Document was widely circulated to education leaders within the Faculty of Medicine and at our partner hospitals and health care centres. The consultation document included draft key and enabling competencies for the MD program, grounded in the seven CanMEDS Roles. Based on feedback to the consultation document, which was overwhelming positive, the project working groups (one for each CanMEDS Role) and steering committee are finalizing the MD program competencies, with the plan of submitting them to the UME Curriculum Committee, then the Faculty Council Education Committee, later in the fall. The projected date for full implementation of the new MD program competencies is August 2016. As a second phase of this project, the working groups are developing milestones which will more specifically describe the level of achievement expected of our MD students.

3. Governance & Leadership

Medical Academies

- Dr. Molly Zirkle was reappointed as Academy Director, FitzGerald Academy, beginning July 1, 2015. Dr. Eugenia Piliotis was appointed as interim Academy Director, Peters-Boyd Academy, beginning July 1, 2015.

Curriculum

- Dr. Thirumagal Yogaparan was appointed as our first UME Faculty Lead for the Care of the Elderly/Geriatrics, beginning May 1, 2015.
- Dr. Brian Simmons was appointed as Chief Examiner, Integrated OSCE, beginning May 1, 2015.
- Dr. Seetha Radhakrishnan's role as Director of Undergraduate Electives was expanded to include her appointment as Course Co-Director of Transition to Residency (Selectives), beginning May 1, 2015.
- Dr. Tatiana Freire-Lizama was appointed as Director, Transition to Clerkship (TTC) and Co-Director, Transition to Residency (TTR) – Campus Teaching, beginning August 1, 2015.

- Dr. Susanna Talarico was appointed as Associate Course Director, Portfolio, beginning July 1, 2015.
- Dr. Mitesh Patel was appointed as Associate Course Director, Community, Population and Public Health – Community Based Scholarship (CPPH-CBS), beginning July 1, 2015.
- Dr. Hosanna Au was appointed as Unit Director, Foundations Curriculum, Unit 3, beginning July 1, 2015.
- Dr. Heather Sampson was appointed to a new role as UME as Faculty Lead, Research Ethics and Support for Medical Students Research Projects, beginning September 2015.

Medical Psychiatry Alliance

- Dr. Sanjeev Sockalingam was appointed as UME Faculty Lead for the Medical Psychiatry Alliance, beginning June 1, 2015.
- Dr. Maria Mylopoulos was appointed as Curriculum Scientist for the Medical Psychiatry Alliance in The Wilson Centre, beginning August 15, 2015.

4. Office of Health Professions Student Affairs (OHPSA)

Key Facts

The number of students seen by the OHPSA has increased.

Counselling – Number of sessions per department

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Increase from 2010 to 2015
Personal	640	837	852	962	1075	1394	117.81%
Career	360	450	825	1415	1711	1577	338.06%
Academic	51	49	48	46	116	139	172.55%

Students	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Increase from 2010 to 2015
Personal	164	193	189	245	263	284	73.17%
Career	203	247	476	732	738	681	235.47%
Academic	51	59	48	29	62	84	64.71%
Associate Dean	203	168	224	225	211	163	-19.7%

Additional updates:

- Creation of the Wellness in Transition (WIT) Program. Similar to the Check Your Pulse program, it allows for MD students entering clerkship to meet with a personal counsellor and help identify where students may need assistance and support.
- Summer Mentorship Program (SMP) has completed its 21st year. The 2015 session had 61 students, including 11 indigenous students, the largest intake ever. It has graduated 791 students underrepresented in medicine and health sciences (African-Canadian and Indigenous communities, and the economically disadvantaged).

- Increased Summer Mentorship Program longitudinal programs to continue mentorship with SMP graduates after their program to gain further exposure to health sciences through research and volunteer opportunities. This includes participation in the Public Health History Conference early in 2015. Students presented findings on hookah smoking in Toronto.
- New shadowing activities for MD students were created for inner-city health and francophone populations.

5. Physician Assistant Program Update

Student Retention

Attrition is relatively low. Data continues to be tracked in anticipation of future in-depth analysis. To date, reasons for attrition include: withdrawal for personal reasons (family, illness, mismatched expectations in becoming a PA), withdrawal for pursuit of medical career (medical school, post-graduate training), and academic failure. At times, students take a Leave of Absence rather than withdrawing completely – this shows as attrition from their original cohort, but on their return, they increase the numbers in their new cohort.

Table 1 presents the historic retention rates by cohort of students. In the early years, the number on students in the class was relatively small, with an increase seen in 2014 that has been sustained to date. Factors that can be identified as contributing to the improvement in retention include: a competitive application process, faculty engaging proactively to support students approaching academic difficulty, increased collaboration with Office of Health Professions Student Affairs regarding student wellness. In addition, it cannot be understated the impact that the establishment of the PA profession has on student retention, as there are now more practicing PAs in the communities in Ontario, with jobs and advocacy that continues.

Table 1: BScPA Student Retention Rate by Year

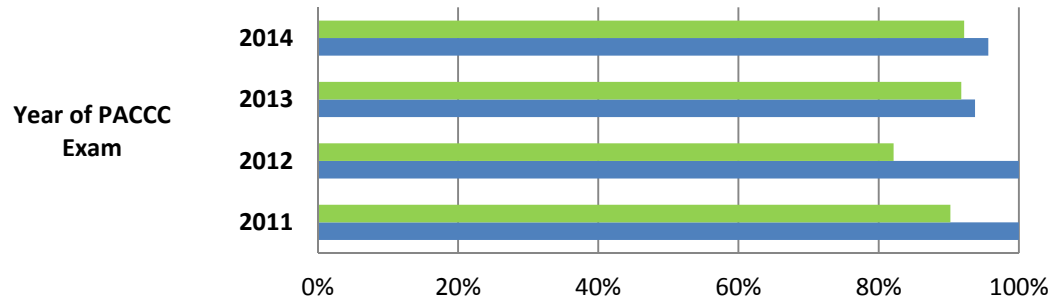
Class of	# Admitted Students	# Graduates	Retention Rate
2011	24	17	71%
2012	14	11	79%
2013	21	17	81%
2014	30	27	90%
2015	32	26	81%
2016	34	30*	88%
Total	146	128	88%

(*Anticipated as of Sept 2015)

National Certification Results

The results of the BScPA students on the National Certification Exam continue to be impressive, with the BScPA students achieving scores above the national average. University of Toronto BScPA program students have performed very well on the National Certification Exam, scoring above the national average (see Figure 2). At the October 2014 sitting, our students represented 30% of the 77 individual candidates who wrote this national exam for the first time. **Our pass rate was 96%**, while the overall national pass rate was 92%. To date, the UofT student writers have represented 13–30% (year dependent) of all writers nationally.

Figure 2. Comparison of Pass Rate on PACCC National Certification Exam by Year



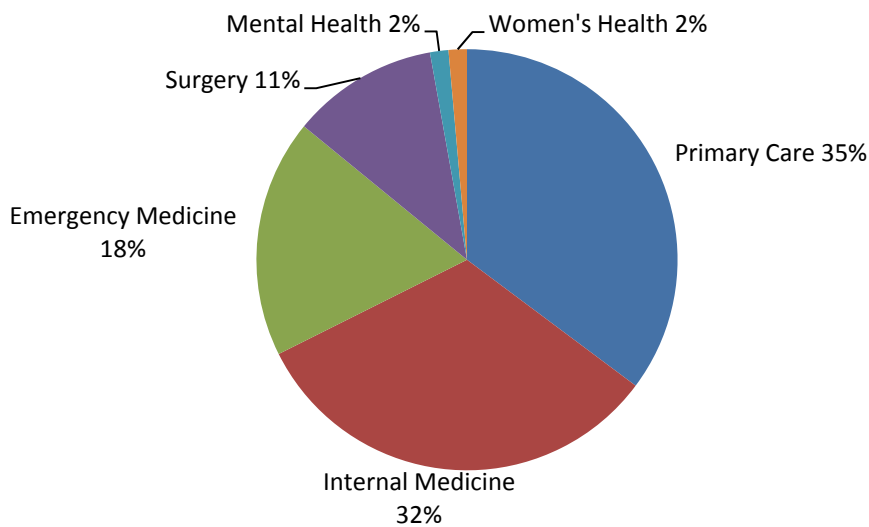
	2011	2012	2013	2014
National Pass Rate	90%	82%	92%	92%
BScPA Program Pass Rate	100%	100%	94%	96%

Pass Rate

Graduate Employment

As of January 2015, 71 students have graduated from the BScPA Program. **100% have been employed as a PA within two months of graduation, 99% within one month of completing the program.** More than 35% of the graduates started employment in Primary Care, and a similar percentage garnered their initial employment in Northern Ontario or in rural communities.

Figure 3. BScPA Program Graduate Employment by Discipline, Jan 2012–Jan 2015



Postgraduate Medical Education Faculty Council Update

1. PGME Governance, Leadership and Staffing

Dr. Salvatore Spadafora returned from administrative leave on July 1, 2015 and has taken on a new role as Vice Dean Post MD Education (PGME & Continuing Professional Development [CPD]). Many thanks to Drs. Glen Bandiera and Linda Probyn, who acted as excellent stewards of PGME activities during Dr. Spadafora’s leave.

2. Enrollment – 2015

In light of population health needs, requests from Program Directors, and other factors, the Quotas Allocation Subcommittee of the Postgraduate Medical Education Advisory Committee (PGMEAC) approved a re-allocation of PGY1 quotas for 2015. It allocated an additional five Canadian Medical Graduate (CMG) positions to Psychiatry, and two additional CMG positions to Internal Medicine. In total in 2015, the number of enrolled trainees is: 1,418 fellows, 2,054 residents, 991 international Visa trainees from 74 countries, and 839 elective trainees from other medical schools in 1,018 rotations.

3. Accreditation

The following is a summary of PGME accreditation decisions from July 1, 2014 to June 30, 2015:

<i>Royal College of Physicians and Surgeons of Canada</i>	
Accredited New Programs	2
Full Accreditation with Follow-up at next Regular Survey	4
Accredited program with Follow-up by mandated Internal Review	2
<i>College of Family Physicians of Canada</i>	
Accepted Update Reports with Full Accreditation	2
<i>Areas of Focused Competence</i>	
Accredited New Program	1
<i>Submitted Fundamental Innovations in Residency Education (FIRE) applications:</i>	
	1

4. Scholarly Activity and Awards

From July 1, 2014 to June 30, 2015:

PGME Office Scholarly Activity

- 12 Paper Presentations at Conferences
- 14 Posters
- 15 Workshops
- 17 Peer-reviewed Publications

PGME Awards

- 2 Resident Teaching
- 3 Global Health (see also section #7 below)
- 4 Resident Leadership
- 6 Faculty Excellence/Advocacy
- 11 Clinician Graduate Scholarships (\$137,014)
- 33 Resident Research Awards (\$232,095)

5. Global Health

Over 250 residents, fellows and faculty attended Global Health Day on June 11, 2015. The day's theme was "Is Global Health Possible?" and included lectures, debates and 20 roundtable sessions with global health leaders from across the university and affiliated non-governmental organizations.

Global Health at PGME also inaugurated a new social responsibility award for residents and faculty in recognition of their outstanding contributions in the development and/or implementation of socially responsible initiatives, programs or research related to postgraduate medical education. The 2015 Inaugural PGME Social Responsibility Award recipients were Dr. Lisa Andermann and Dr. Kenneth Fung, who were jointly recognized with the faculty award; and Dr. Nicole Kozloff, PGY6, who was recognized with the resident award.

6. Resident Wellness

In 2014–15, 184 residents and fellows sought support services at the Office of Resident Wellness (ORW). In total, trainees seeking help attended 681 individual sessions. Broadly, mental health concerns are the most common issues that bring trainees to the ORW, including general stress and feeling anxious or low mood. For the first time, concerns regarding personal relationships entered the list of top presenting issues, followed by concerns with work relationships. Included in this category are difficulties managing relationships with faculty, staff and training colleagues, as well as concerns regarding learner mistreatment. Trainees in academic difficulty continue to be a common reason for seeking ORW services.

The ORW also embarked on a new partnership with the Office of Health Professionals Student Affairs, University of São Paulo (USP) to consult on the creation of a Learner/Faculty Wellness Office in the Faculty of Medicine at USP. This included hosting a delegation from the Faculty of Medicine, USP which reviewed the student and resident wellness programs at U of T, followed by an invitation to visit USP in March 2015, where a needs assessment of learner and faculty wellness programs was completed and consultation on the development of a wellness office was provided.

7. Certificate Ceremonies

In June 2015, PGME again partnered with UofT Advancement and the Faculty of Medicine clinical departments to host certificate ceremonies at Hart House and The Faculty Club with the Departments of Radiation Oncology, Obstetrics & Gynaecology, Medicine, Pediatrics and Anesthesia.

These memorable events mark the successful completion of the advanced training of our medical residents and clinical fellows as they seek out the next chapter in their careers. It was an opportunity for our learners to celebrate their accomplishments with warm congratulations from family, friends and faculty members.

8. Leadership/Stewardship

PGME recognizes the critical role played by faculty in teaching and role modeling the core competencies of resource stewardship. To that end, a half-day faculty development workshop was designed to give faculty the educational tools and resources they require to be most effective. This workshop will take place in November 2015.

The Future of Medical Education in Canada (FMEC) reports highlighted the need to impart leadership attributes to health professional learners. PGME collaborated with the Institute of Health Policy, Management and Evaluation and the RCPSC to develop the inaugural Toronto International Summit on Leadership Education for Physicians (TISLEP). The goal was to create guiding principles for a physician leadership curriculum and drive improvement of the health care system. The event attracted 64 stakeholders from eight countries who discussed physician leadership education. These conversations will continue at TISLEP 2015 on October 20, 2015 in Vancouver, a pre-International Conference on Residency Education (ICRE) event.

9. Projects/Initiatives

Rotation and Education Site Evaluation Changes

The new Rotation and Education Site Evaluation (RESe) tool was piloted in 36 RCPSC Programs and 18 FM Programs in 2014-15. The new tool evaluates six categories of the rotation, including: organization, educational design, learning supports, learning climate, educational experience and facilities, and has an overall rating question and comments section. For the 2015-16 academic year, the standardized RESe form will be implemented in POWER in all residency programs.

Continuing Professional Development Faculty Council Update

1. CPD Enrolment + Business Operations

Trevor Cuddy, Director, CPD Portfolio

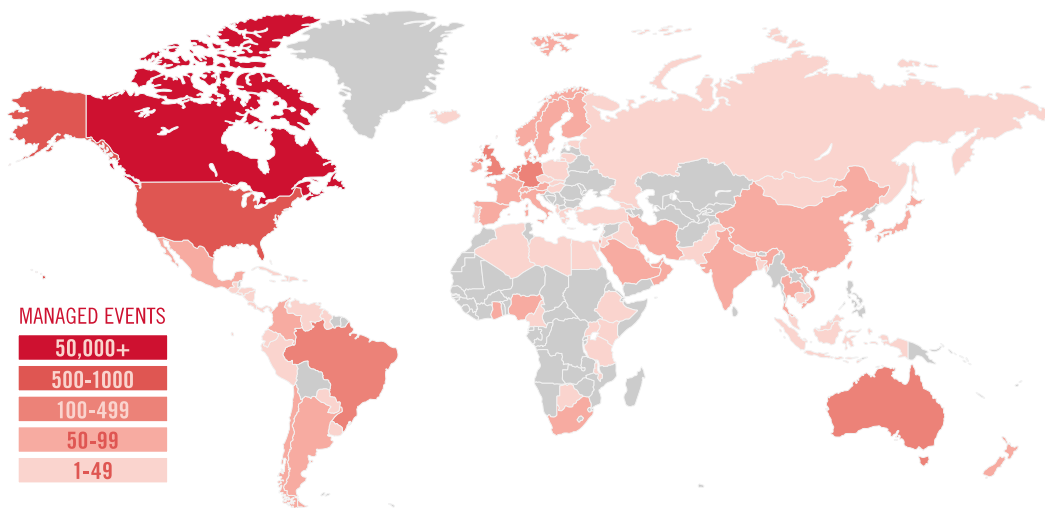
In the 2014-2015 fiscal year there were over 39,400 learners who participated in 380 accredited U of T CPD events. This was a record high, up from 34,500 in 2013-2014. The CPD Office managed over 130 courses working with over 500 course directors.

The CPD Marketing and Communications team was recipient of a 2015 CAUCE marketing award for its work on promoting the inaugural Indigenous Health Conference.

Enrolment growth in 2015-2016 will continue to be a focus, including growing international participation. Over the past 5 years, CPD managed events have attracted learners from over 100 countries.

COUNTRIES OF CPD REGISTRANTS OVER ACADEMIC YEARS 2009-2014

CPD's target population includes all health care professionals at the local, provincial, national & international levels



2. CPD Academic

Dr. Suzan Schneeweiss, Academic Director

CPD academic has continued to provide excellence in academic programming over the spring/summer 2015. The 2-day IDEAS Quality Improvement course continues to attract a wide audience from across all professions and sectors. University of Toronto CPD partnered with William Osler Health Systems and North York General Hospital to host 2 courses in the winter and spring of this year respectively. Registration continues to be strong with courses fully subscribed within 24 hours of opening registration. The Safe Opioid Prescribing Course successfully completed a spring webinar series with a revised face-to-face program in June. Fifteen Medical Recording Keeping courses were held over the past academic year with a >35 % increase in registration. CPD is also collaborating with Western University to hold a course in Windsor this fall. Both programs are well received with excellent evaluations and feedback.

For the third year, University of Toronto CPD presented the Essential Skills in CPD (ESCPD) as a pre-conference course with the Association of Medical Education in Europe Conference (AMEE). Participants were inter-professional and represented countries from around the world including Australia, Singapore, Taiwan, Qatar, Mexico and Portugal. We have also developed a new innovative faculty development international foundations certificate program in CPD which will launch in October 2015. The program is webinar-based and aims to aid CPD professionals to build better programs to improve health outcomes.

The group has also been working on facilitating integration of self-assessment and simulation into CPD activities by developing a Quick Tip guide for Royal College Section 3 credits and improving the accreditation process. Dr.

Schneeweiss will also be facilitating a workshop at the 7th Annual National Accredited Providers Conference in September 2015 to help other providers better integrate these activities in CPD learning activities.

3. Global and Indigenous Health

Dr. Anna Banerji, Director

The goal of Global and Indigenous Health at CPD is to build internationally recognized educational programs that create inter-disciplinary academic activity around social responsibility and health equity globally. The 3 areas of focus include: Immigrant and Refugee Health in Canada, Indigenous Health and International Health and Social Development. Currently we run two international conferences: the North American Refugee Health Conference and the Indigenous Health Conference.

The North American Refugee Health Conference was held 4-6 June 2015 at the Metro Toronto Convention Centre. The event attracted 530 participants, and for the first time more than half were from outside Canada. There was representation from all corners of the globe. Speakers included the Director General of Citizenship and Immigration Canada, the Director of the Division of Global Migration and Quarantine at CDC Atlanta, and the Deputy Director, Division of Programme Support and Management United Nations High Commissioner for Refugees (UNHCR). Over 220 abstracts were submitted, and there were 35 workshops, 50 oral presentations and numerous posters. This event is now the largest clinical refugee health conference in the world.

Planning is underway for the second Indigenous Health Conference: “Towards Health and Reconciliation”. The event will take place in Toronto in May 2016. Tentative speakers include prominent indigenous leaders Justice Murray Sinclair and Wab Kinew.

4. Standardized Patient Program (SPP)

Trevor Cuddy, Director, CPD Portfolio

Dr. Brian Simmons, Academic Director

The Standardized Patient Program continues in the three major areas of focus: (1) teaching, learning and assessment, (2) national licensure examinations, (3) research in human simulation methodology and pedagogy. The Faculty of Medicine continues to be our primary client related to teaching, learning and assessment, with 70% of activities based in MD education.

Dr. Brian Simmons has assumed a new role with the SPP as Academic Director. Program administration will be overseen by Trevor Cuddy until a new administrative director is appointed.

Competency-based medical education presents new opportunities for the SPP. Competence by Design (CBD) is a multi-year change initiative launched by the Royal College of Physicians and Surgeons of Canada, which in the coming years will influence the teaching and learning of our health care students. CBD will introduce a competency-based education model to learning and assessment in undergraduate/postgraduate education, preparing students to be geared towards patient needs and excellent health care. The SPP will be used to enable students to be focused on demonstrating skills and performance, instead of time-spent in training. This will require a different approach to assessment, using entrusted activities as the students' progress through their performance based milestones. This will involve performance based progress testing and the development of portfolios.

5. Innovations and Education (i+e)

Peter Azmi, Business Development Officer

i+e's mandate is to help faculty and departments develop sustainable education-based programs and assets. i+e continues to grow its book of business with the addition of new projects related to business development, communications, marketing and reputation management.

Since the last report, some recent activities and accomplishments include:

1. As a consequence of recommendations made by the Faculty of Medicine's eLearning Taskforce (see: <http://elearning.innovatingedu.ca/>), i+e is taking on several key initiatives related to eLearning, partnerships brokering and revenue generation. Current initiatives include, but are not limited to:
 - a. The Innovating Education Seminar Series: organized and presented by i+e, this series introduces education faculty in medicine (life sciences, health sciences, undergrad, postgrad, and CPD/CME) to innovative tools and technologies that enable new ways of creating, presenting and distributing educational content. Since its inception, over 150 faculty and staff have attended the series. For more information: <http://innovatingedu.ca/iess/>
 - b. The Virtual Learning Centre (VLC): The VLC was originally conceived in a business case put-forward by i+e to develop a centre for the advancement of eLearning at the Faculty of Medicine. The VLC business case is under active review and the creation of the VLC is considered a strategic priority for the FOM.
 - c. The Health Sciences Online: i+e is working with several departments in the Faculty of Medicine to help attract new learners to specific online continuing education courses. See: <http://healthscionline.ca>
2. i+e is supporting national partnerships for The Advanced Clinician Practitioner in Arthritis Care Program (ACPAC: <http://acpacprogram.ca/>) and has developed new sources of support for learners. Supported by i+e, the ACPAC program has recently developed an national faculty network - see Regional Faculty Representatives: <http://acpacprogram.ca/about-us/faculty/>. Additionally, i+e has developed a new fellowships program that can provide support for up to 4 ACPAC learners in the 2015/16 academic year - see: <http://acpacprogram.ca/fellowships/>.

In partnership with the ACPAC program and CPD, i+e has helped to launch a new online resource for Chronic Diseases Management (see: <http://chronicdiseases.ca/>). This resource aims to: 1) inform stakeholders about current challenges in Chronic Diseases Management, 2) propose an innovative model for improving access to care for patients with Chronic Diseases, 3) call on stakeholders to become champions of improved patient care through innovative educational programming for allied health professions.

Graduate and Life Sciences Education Faculty Council Update

Undergraduate Life Sciences Education

1. Communication Strategies

- a) Fourth Annual Graduate and Undergraduate Research Information Fair will be held on November 12, 2015, Medical Sciences Building (10:30 am to 2:00 pm). Exhibitors in attendance will include our undergraduate and graduate units, as well as hospitals, Life Sciences Career Development Society and the School of Graduate Studies. Approximately over 1000 students will visit this fair.
- b) Career Centre Seminar – Resumés / CVs for Graduate School and Research – November 12, 2015 (4:00 pm to 4:45 pm).
- c) Graduate Alumni Panel Discussion – November 12, 2015 (5:00 pm to 6:00 pm) - GLSE will invite 8 alumni to talk about their graduate school experience and current career.
- d) GLSE Recruitment Student Group of 4 undergraduate and graduate students to assist with advertising and general help for upcoming events.
- e) GLSE included a searchable catalogue to the Undergraduate Research Opportunities section of the website.

2. Undergraduate Faculty Teaching Awards

Four awards will be adjudicated in three categories.

- 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

Each awardee will receive a framed certificate and \$1,000 cash prize. **Deadline:** January 29, 2016

3. Graduate Recruitment

a) **Second Annual Interactive Graduate School Webinar** will be held on October 30, 2015 to meet admission deadlines. GLSE will be inviting undergraduate students thinking about graduate studies to explore our interdisciplinary MSc and PhD programs. Streaming will be available (also via mobile device) being presented by seven of the graduate departments. The videos will be available on the GLSE website.

b) **Graduate Applicant Survey – Understanding Decliners to the Faculty of Medicine**

GLSE and OSCER hired Rand Market Research Corporation to provide a qualitative survey from our 13 graduate departments (excluding IBBME because they are engineering students). Detailed telephone interviews were conducted of 27 applicants who had declined offers of admission to do graduate training in Life Sciences or Rehabilitation Sciences at the University of Toronto in 2015 and had chosen to go elsewhere for the same training. This survey provided very detailed information as to why these

students chose not to come to the Faculty of Medicine for graduate school. **The results of this survey will be presented to the Graduate Chairs and SGS Dean on September 9.**

c) Graduate and Professional School Fairs

GLSE will be attending the University of Toronto Graduate and Professional School Fairs for the 2015-16 academic year. We will continue to provide support to the 14 graduate departments.

Graduate Education

1. Strategic Priorities: 2015–2016

a) Development of New Funding Model for Graduate Education, Including International Graduate Students

GLSE instituted for this September a new International Graduate Student Funding Program; for each international student accepted, graduate departments will receive \$6000 to help offset higher tuition costs for international students. In addition, a merit based scholarship program has been established for international students (see below).

b) Training Graduate Students For The New Job Market - Development Of Co-Curricular Transferable Professional Skills

The GLSE Graduate Innovative Curriculum Taskforce met in early March 2015 to brainstorm and identify key professional skills that Faculty of Medicine graduate students should have in order to build successful career paths in the life and biomedical field. Among the deliverables for the end of the summer include promotional recruitment material (e.g. outline career paths of alumni) and an inventory of professional skills currently offered at the Faculty of Medicine across all graduate units.

The Taskforce is co-chaired by Dr. Allan Kaplan and Professor Joseph Ferenbok and includes:

Samih Alqawlaq	PhD Student, Laboratory Medicine and Pathobiology
Prof. Dina Brooks	Rehabilitation Sciences Institute
Prof. Leah Cower	Molecular Genetics, Assistant Chair
Prof. Julie Claycomb	Molecular Genetics, Assistant Graduate Coordinator
Richard Foty	PhD student, IMS
Sean Froese	PhD student, Physiology
Victoria Higgins	PhD student, Laboratory Medicine and Pathobiology
Sascha Hunschede	PhD student, Nutritional Sciences
Prof. Nana Lee	Immunology
Prof. Reinhart Reithmeier	Special Advisor to the Dean, Graduate Skills Development and Engagement
Liam O'Leary	Grad Room Programming Coordinator
Rachel Zulla	Graduate Affairs Administrator, Graduate and Life Sciences Education

C) Supporting Entrepreneurship | Health Innovation Hub (H2i) Program at the Faculty of Medicine

Since May 1, 2015, the Graduate and Life Sciences Office (GLSE) has taken oversight of the finances for the Health Innovation Hub (H2i) program. This program is part of the University's Campus Linked Accelerator initiative funded by the Ontario Government. Professors Paul Santerre and Joseph Ferenbok are the appointed Co-Directors of H2i. The mission of the program is to enable, collaborate, educate and facilitate student initiated entrepreneurial translation of ideas to positively impact human health . Three student entrepreneurial fellowships of \$5000 each will be awarded in the academic year 2015-16 to student innovations on health matters

2. Summary of Academic Changes at the Faculty of Medicine

a. Below is a snapshot of academic changes that have been approved in 2014/15

Number of New Courses	15 ^a
Changes to Admission Requirements	3
Change in course weights/rename course	4
New Field(s)	1 ^b
New Program(s)	1 ^c
Establishment of new EDU	1 ^d
Other	2

^a 8 new course proposals are in the final stages of obtaining divisional governance approval, implementation for Fall 2015

^b MSc Applied Immunology

^c MHS in Translational Research

^d Rehabilitation Sciences Institute (EDU:B)

b. Transfer of the Institute for Life Course and Aging and the Joint Centre for Bioethics

Effective July 1, 2015, the Institute of Life Course and Aging transferred from the Faculty of Medicine to the Factor-Inwentash Faculty of Social Work. It was agreed that 2015-16 would be a transition year for financial arrangements to be made, such as transfer of funds and process of student award payments.

Effective July 1, 2015, the Joint Centre for Bioethics transferred from the Faculty of Medicine to the Dalla Lana School of Public Health. It was agreed that 2015-16 would be a transition year for financial arrangements to be made, such as transfer of funds and process of student award payments as well.

3. External Reviews

The following graduate units/graduate programs will be externally reviewed within the next calendar year:

- Department of Molecular Genetics, October 19 and 20, 2015

- Rehabilitation Sciences Institute, Fall 2015 (exact dates to be announced)

The MSc in Biomedical Communications External Review took place on February 25 and 26, 2015.

4. Enhanced Graduate Awards

a) Merit Entrance Scholarships (MES)

The *Centralized Entrance Scholarships* (mentioned in the last report) have been renamed the **Merit Entrance Scholarships**. GLSE will adjudicate these merit-based entrance scholarships valued at \$2,000 each. The funds will be provided by individual departments to a limited number of incoming MSc and PhD who have demonstrated the highest degree of academic excellence. Inaugural competition deadline is early Spring 2015 and recipients will be granted the MES for September 2015 admissions.

b) FoM GSEF Merit Scholarships for International Students

For the first time, the Office of the Vice-Dean, Graduate and Life Sciences Education (GLSE) will be offering merit-based entrance scholarships valued at \$5,000 each to international graduate students who have demonstrated the highest degree of academic excellence. Each Graduate Scholarship Endowment Fund (GSEF) will be approved by the Awards Committee chaired by the Vice Dean, Graduate and Life Sciences Education, and will contribute to the student's total stipend. No more than 20 scholarships will be given out on an annual basis.

The GSEF is designed to retain international students by mitigating the cost to the department.

c) Faculty of Medicine OSOTF, GSEF, PPEF, Departmental Endowed and Expendable Awards

- 25 Faculty of Medicine-wide OSOTF, Expendable and Other Endowed Awards were adjudicated by the Awards Committee chaired by the Vice Dean, Graduate and Life Sciences Education in June and July 2015 with over \$575,000 available for distribution for the 2015-16 academic year.
- 366 OSOTF, GSEF, PPEF, Departmental Expendable and Endowed Funds with over \$17.2 million was distributed to 14 graduate departments, 21 clinical departments, and 7 affiliated hospitals (total 42) for distribution for the 2015-16 academic year.
- A total of \$3,703,735 University of Toronto Fellowships was distributed in May 2015 to 10 graduate departments for 2015-16 graduate students funding. Note: the Institute of Health Policy, Management and Evaluation's base budget allocation was transferred to the Dalla Lana School of Public Health. The Department of Speech-Language-Pathology's allocation now resides under the Rehabilitation Sciences Institute (formerly Graduate Department of Rehabilitation Science).
- 68 QEII-GSST (49 doctoral-stem awards and 19 clinician/surgical-scientist trainee awards) at \$15,000 each are to be distributed for the 2015-16 academic year (total \$1,020,000).
- \$275,000 Doctoral Completion Award (DCA) has been allocated to 10 graduate departments for 2015-16 academic year. The DCA is to support full-time PhD students who are beyond the funded cohort and within time-limit for the degree. Note: the Institute of Health Policy, Management and

Evaluation's base budget allocation was transferred to the Dalla Lana School of Public Health. The Department of Speech-Language-Pathology's allocation now resides under the Rehabilitation Sciences Institute (formerly Graduate Department of Rehabilitation Science).

- \$224,775 will be distributed to 5 graduate departments with professional masters programs in early-Fall 2015. Note: the Institute of Health Policy, Management and Evaluation's base budget allocation was transferred to the Dalla Lana School of Public Health.
- Over 40 graduate studentships, including CIHR CGS D and other external doctoral research awards are being paid through ROSI to doctoral-stream students with Principal Investigators affiliated with the Faculty of Medicine.

d) Weston Brain Institute International Fellowships in Neuroscience

The Weston Brain Institute International Fellowships in Neuroscience provided an award of \$30,000-\$60,000 (6–12 months) to 4 Canadian graduate students from the University of Toronto conducting research in neurodegenerative diseases of aging. This award will enable outstanding students to travel to and work in world-renowned labs to further their research in neurodegenerative diseases of aging. The goal is to build international collaborations, foster influential neuroscience research and bring enhanced research capabilities back to Canada

Awardees:

- Jelena Borovac, Molecular Genetics
- Zainab Fatima, Institute of Medical Science
- Sarah Gagliano, Institute of Medical Science
- Joelle Zimmermann, Psychology



UNIVERSITY OF TORONTO FACULTY OF MEDICINE

Report to Faculty Council

2014-2015

October 14, 2015

The Board of Examiners – Postgraduate Programs (BOE-PG) is a committee of faculty and residents appointed by Faculty Council, chaired by Dr. Jonathan Pirie. Trainees in a residency program are routinely evaluated on an ongoing basis, both formally and informally. This evaluation must be conducted in accordance with the policies of the University of Toronto, the RCPSC and the CFPC. When residents have difficulty achieving the goals and objectives of the residency program they are referred to the BOE-PG. The evaluation procedures are outlined in the Guidelines for the Evaluation of Postgraduate Trainees of the Faculty of Medicine at the University of Toronto [February 2007].

[http://www.pgme.utoronto.ca/sites/default/files/public/EdResearch/BoardOfExaminers/PoliciesGuidelines/5.1.3.1%20Guidelines for Evaluation of PG Trainees UofT 2010_TB_v1_20Dec2011.pdf](http://www.pgme.utoronto.ca/sites/default/files/public/EdResearch/BoardOfExaminers/PoliciesGuidelines/5.1.3.1%20Guidelines%20for%20Evaluation%20of%20PG%20Trainees%20UofT%202010_TB_v1_20Dec2011.pdf)

Role of the BOE-PG

At the request of a Program Director and the Vice Dean Postgraduate Medical Education, the Board of Examiners-Postgraduate Committee reviews the cases of residents in academic difficulty to decide the appropriate course(s) of action, which may include: remediation, remediation with probation, probation, or suspension and dismissal (Table 1). The assessment of a resident's performance may include the evaluation of the resident's academic, behavioural, ethical and/or professional performance in their residency program, or the evaluation and recommendation received through an independent process (Table 2).

Table 1: BOE-PG Case Volumes and Outcomes

BOE-PG Case Volumes	2013-2014	2014-2015
Total cases over the year	35	36
Total cases open and active at beginning of academic year (July 1)	13	21
Number of NEW cases over the year	22	15
BOE-PG Outcomes		
Total closed cases over the year	14	26
Successful completion	13	23
Withdrawal	0	1
Dismissal	0	1
Resignation	0	1
Transfer	1	0
Appeal	0	1

Table 2: BOE-PG Cases by Category

Category	Criteria	2013-2014 Count (%) N=35	2014-2015 Count (%) N=36
Training Level	PGY1	2 (6%)	2 (6%)
	PGY2	8 (23%)	11 (31%)
	PGY3	7 (20%)	5 (14%)
	PGY4	7 (20%)	6 (17%)
	PGY5+	11 (31%)	12 (33%)
Types of Trainees	MOH CMG	18 (51%)	20 (56%)
	MOH IMG	15 (43%)	15 (41%)
	Visa / Other	2 (6%)	1 (3%)
Type of Problem by Case (most cases have >1 CanMEDS problem area)	Medical Expert	25 (71%)	24 (67%)
	Professional	19 (54%)	19 (53%)
	Communicator	19 (54%)	15 (42%)
	Manager	9 (26%)	8 (22%)
	Collaborator	5 (14%)	7 (19%)
	Health Advocate	0	1 (3%)
	Scholar	1 (3%)	1 (3%)

National Leadership

In February 2015 Dr. Jonathan Pirie along with several staff from Postgraduate Medical Education (PGME) hosted a one day information session for PGME staff from McGill University. The McGill group was interested in learning more about BOE-PG processes, learner assessment strategies, remediation plans and tools, and ways in which to develop capacity among staff to effectively implement a similar program. The BOE-PG at the University of Toronto continues to be a national leader in the field of resident remediation.

Respectfully Submitted,

Jonathan Pirie, MD, MEd, FAAP, DABPed
Chair, Board of Examiners – Postgraduate Programs