



Faculty Council of the Temerty Faculty of Medicine
Minutes of the October 19, 2020 meeting
4:00 p.m.
Via Zoom Videoconference

Members Present: Boris Steipe (Chair), Todd Coomber, Alis Xu, Lynn Wilson, Luc De Nil, Nicolas Santi, Jonathan Pirie, Martin Beaulieu, Peeter Poldre, Margarete Akens, Trevor Young, David Tannenbaum, Nick Reed, Tao Chan, Sara Mirali, Gina John, Patricia Houston, Sarah Crome, Jenna Roher, Vincenzo Deluca, Wusun Paek, Beverley Orser, Brenda Mori, Allan Kaplan, Calandra Li, Michael Farkouh, Glen Bandiera, William Tran, Karl Zabjek, Sean Kidd, Modupe Tunde-Byass, Jack Barkin, Paul Cantarutti, Juan-Carlos Zúñiga-Pflücker, Dev Chopra, Mario Ostrowski, Reinhart Reithmeier, Meg Connell, Sal Spadafora, Pascal van Lieshout, Sami Chadi, Suzan Schneeweiss, Paolo Campisi, Helen Yang, Vanessa Rambihar, Brenda Mori, Sarah Rauth, Arthur Mortha, Sachin Kumar, Derek Muradali

1 Call to Order

2 Report from the Speaker

The Speaker indicated that he had no report at this time.

3 Reports from the Dean's Office

3.1 Dean's Report

Dean Young noted the work members of the Faculty have done to keep the Faculty running smoothly despite the on-going Covid-19 pandemic. He indicated that clinical trainees are going into clinical placements and learning labs every day. Dean Young noted that he had a (socially distanced) conversation with some medical students who had just come from an anatomy lab and how excited they were to be learning in person and doing meaningful work and they seemed up for the challenge of being here. He noted how everyone needs to enjoy the small snippets of the positive energy we come across.

Dean Young expressed immense gratitude to the Temerty Family for their remarkable gift to the Faculty. This gift will support the strategic plan and to fund things that were important to the Temerty Family and also the Faculty. The AI Institute and already launched and will be having its first series of talks this week. Many other things will be happening in the near future including the work on the West Wing of the Medical Sciences Building.

Dean Young noted that both the MD Program and the PGME Program will be undergoing accreditation so it is a busy time for the Faculty and that not even Covid-19 can stop the Faculty's forward progress. Dean Young again expressed his gratitude for the members of the Faculty whose efforts have pushed the Faculty through these difficult times and asked everyone to take care take be safe.

3.2 Vice Dean, Strategy and Operations

Dr. Sal Spadafora indicated his remarks would be brief as he will be presenting the Faculty Council Forum this evening. Dr. Spadafora noted that he and Dean Young have endeavored to keep everyone apprised of all of the changes that have been going on at a brisk pace since March. He indicated that he recently read an article in Times Higher Education titled Why Adaptive Universities Will Emerge Stronger from Times of Change and they have three major recommendations that Dr. Spadafora believes we are doing

but there are areas for improvement. The three practical steps that universities can take to ensure that they become stronger and more adaptive rather than regress in the time of Covid are to ensure that the operating models prioritize student, staff, and faculty requirements and focus on what makes the most impact and what most what has the most value; create a balance between designing solutions that tackle the most immediate problem today, but that still works towards a solid and pre-determined future goal; and to learn and share our successes and embed those successes in how we move forward together.

Dr. Spadafora noted that we are currently in modified stage two of the Province's reopening plan. He noted that a number of the changes didn't impact post-secondary institutions due to exemptions. He noted that people shouldn't leave their homes unless for essential business and University has taken this order seriously in determining what constitutes "essential".

Dr. Spadafora noted that the UCheck system implementation was delayed but now anyone coming to campus must complete a UCheck screening before coming. The university is taking an approach of education, rather than punitive enforcement of the UCheck system but it is being mandated by the province.

3.3 Vice Dean, Research and Innovation

Dr. Reinhart Reithmeier expressed his thanks to everyone who has been involved in getting research back up and running after the initial shut down. He noted that the Faculty has been a leader across the country in the approach to the restart with 20% capacity initially and now 50% capacity. A key to the success has been allowing leaders to schedule their own lab to maintain their own research integrity. These people are the best judges of who should be in the lab and when so depending on them has been working extremely well and the scheduling allows for contact tracing.

The Research and Innovation office is operating remotely and things are working very well. Many activities within the Faculty have ongoing importance to researchers and services such as the microscope imaging laboratory or the animal facility continue to be managed. Dr. Reithmeier estimates that most research units are working at 80% capacity. Research continues to be driven forward by all those putting grant applications Canada Research Chair renewals.

Dr. Reithmeier noted that the Temerty gift has been a ray of sunshine in a very dark time and his office has been moving very quickly on some of the key elements of the Temerty gift with pathway grants that have already been awarded. These are grants to faculty members who just missed the cut for a CIHR grant so it keeps their research going. Most of these grants have been to young investigators who have been struggling to get grants. The pathway grants are \$100,000 awards for a year.

3.4 Vice-Dean, Partnerships

Dr. Lynn Wilson noted that faculty wellness has been a priority during the past eight months or so during the pandemic The Health Professions working has been doing extraordinary work. With some early funds released by the Temerty foundation, work has been done to try to support faculty across our three sectors to help them with what is going on during the pandemic. A faculty wellness coordinator has been hired and two working groups have been established (Julie Maggi chairs the clinical group and Bonnie Kirsch chairs the basic science and rehab group). A quick needs assessments was done regarding the immediate needs of faculty and then the groups created and curated a number of resources for issues such as child care or counseling. A wellness webinar series has been established with seven webinars on topics such as mental health during Covid, parenting during the pandemic, etc. There were 200 to 650 people in attendance for each session.

Dr. Wilson noted that her office continues to work on professional values with ongoing revisions to the Standards of Professional Behavior for medical clinical faculty. Work is also being done to develop education resources, including an online module. Work is also being done with the Rehabilitation and Basic Science sectors around the same issues of professional behavior while being respectful of collective agreements and the status of tenured faculty.

Dr. Wilson noted that more research will be conducted over the coming year to aid in leading for wellness for Chairs, Vice Chairs, and Program Directors. This will also include leaders from the hospitals because often people are coming to them in distress and they're not always sure how to deal with that distress or the distress manifests itself saying in a lapse of professionalism.

3.5 Vice-Deans, Education

Dr. Patricia Houston and Dr. Allan Kaplan referred members to the written report available in these minutes beginning on page 6.

In addition, Dr. Patricia Houston noted that the MD program accreditation virtual site visit will begin on November 2 with the program learning this evening after Council whom the accreditors want to meet. This will leave two weeks to arrange a weeklong schedule of meetings. Following that, on November 22 the PGME accreditors will conduct a two-week virtual site visit. Finally, on December 7, the MD accreditors will return. Dr. Houston indicated that, despite this hectic six week period of accreditation, the Faculty is very well prepared. The Faculty has excellent programs, fantastic faculty, inspiring learners, and great staff.

Dr. Houston noted that the Temerty gift is going to make a huge difference to the Faculty's educational programs in many ways including the plans to build a new building, which will have a focus on education space and space for communities to come together for Wellness for events. The gift will also allow a focus on MD plus programs which are planned for the next few years.

Dr. Houston outlined how the medical education program adapted to the Covid pandemic. The MD Program year 1 and 2 Foundations curriculum was transitioned to remote learning and assessments with additional clinical skills learning sessions for year 2 students, including virtual clinical skills "boot camp" sessions, virtual workshops, and virtual OSCE prep sessions. Clerkship year 3 students received an adapted, four-week Transition to Clerkship (TTC) course delivered over August 24 to September 18, 2020 and began core clerkship rotations on September 21, 2020. Other learning activities (e.g. Portfolio, Transition Education Days) and assessments are being delivered remotely. There is a seven week double cohort of outgoing and incoming clerks in year 3, from September 21 to November 9, 2020. Clerkship year 4 students received Return to Clerkship curriculum and Academy-based learning donning and doffing sessions delivered in June prior to clinical reintegration on July 6, 2020. Clinical reintegration (July 6 to November 6): eight-week rotations are being truncated to six weeks and six-week rotations truncated to four or five weeks. Electives will be between November 9, 2020 and February 26, 2021. All visiting electives are cancelled nationally and CaRMS match day is April 20, 2021.

Postgraduate Medical Education is providing support and subsidization for housing displacement and transportation costs. Guidelines have been developed for Trainees at Risk during COVID-19 to support accommodation. There will be PPE training with initial focus on redeployed residents, and second focus on moving back to program-based approach.

Continuing Professional Development rapidly developed capacity and expertise in the delivery of digital conferences and programs. A COVID-19 Webinar Series was developed with 44 different webinars including a variety of specialty-specific clinical topics. CPD also developed a COVID-19 Website to serve as resource hub and a COVID-19 Resource Library (searchable database constraining 180 curated resources and clinical supports from trusted sources).

4 Items for Approval

4.1 Education Committee

THAT the proposal to close the Collaborative Specialization in Human Development be approved as submitted.

Moved: B. Mori, Seconded: B. Orser

Dr. Allan Kaplan indicated that the Collaborative Specialization in Human Development was the primary educational arm of the Fraser Mustard Institute for Human Development which has been inactive for several years. There has not been any new graduate students enrolled in this collaborative specialization since 2017 and there aren't any currently in the program. The funding that supported the program came from the Fraser Mustard Institute which is in the process of closing so the funding stream has ceased. The Collaborative Specialization is no longer doing what it originally set out to do which is educate graduate students in a trans disciplinary manner and a lot of the focus of the specialization has been taken up by other graduate units in the area of human development.

The motion passed.

THAT the Guidelines for Appropriate Use of the Internet, Electronic Networking and Other Media be approved as submitted

Moved: B. Mori, Seconded: G. Bandiera

Ms. Melissa Hynes indicated that the original document was approved in 2008 and that it was time for an update. It is her hope the new document will be approved and in place in advance of PGME accreditation which is taking place at the end of November. This document's revisions have been approved by PARO (February 2020), PGMEAC (February 2020), UG Curriculum Committee (March 2020), and HUEC (March 2020).

The primary goal of the update were to align the Guidelines with policies, procedures and guidelines set out by out by the CPSO, CMPA, the Royal College and CFPC and the University of Toronto as they refer to Internet, Electronic, Networking and Other Media. In addition, the document was evaluated and validated by legal council, PGMEAC, HEUC, and the University of Toronto Governing Council.

The content of the document was not changed significantly but there were updates to the language of the documents and the resource web links. In addition, the foundational principles of the guidelines were updated to include the importance of professional behaviour in and around electronic platforms.

The motion passed.

4.1 Education and Research Committees

THAT the By-laws of the Faculty of Medicine be amended as submitted

Moved: B. Mori, Seconded: M. Ostrowski

Mr. Todd Coomber noted that there are a number of minor amendments throughout the By-Laws and he could answer any questions but only the more significant amendments would be addressed in detail. Throughout the document titles and committee roles have been updated based on the new decanal portfolios. Sole responsibility for the approval of EDU-Ds has been downloaded to the Research Committee. In addition, the provisions for electronic meetings and voting has been moved from the rules governing Standing Committee to the section on Faculty Council procedure to ensure they also apply to Council.

Mr. Coomber noted that the proposed amendments would enable Teaching Staff positions on Council and Standing Committees to be held by Other Academic Appointees from clinical departments. Other Academic Appointees are, in essence, part time Teaching Staff who hold less than 50% appointment to the Faculty. This is different than full-time Teaching Staff who hold less than a 50% appointment to the Faculty. For example, a physician in one of the hospitals with a 20% appointment to the Faculty and the rank of Assistant Professor is an Other Academic Appointee and is eligible to serve on Faculty Council. An Assistant Professor in the Dalla Lana School of Public Health who holds a 20% appointment in the Faculty of Medicine is neither an Other Academic Appointee nor a member of the Teaching Staff (in the Faculty of Medicine) and is ineligible to serve on Council

5 Standing Committee Annual Reports

5.1 MRS Board of Examiners

Dr. Sarah Rauth indicated that 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 twice in 2020 and reviewed the cases of 6 students this year. In a typical year, the Board would meet four times and consider more than twice as many cases.

Four students were placed on Remediation for course failure. Of these, two students failed required courses and were placed on leaves of absence until the next course offering. One student failed a clinical course which had to be repeated at a time arranged by the Program. The last student failed an elective course and had the option to use a transfer credit rather than repeat an elective course.

Two students were dismissed from the MRS Program. One dismissal was the result of ongoing academic difficulty and the other was due to ongoing professional and patient safety issues. Both dismissals occurred in January 2020 so the student performance issues were in no way a result of the coronavirus pandemic.

6 Faculty Council Forum

Dr. Salvatore Spadafora presented the Faculty Council Forum on the Faculty's response to the Covid-19 pandemic.

7 Adjournment

The meeting was adjourned at 5:55pm

8 Electronic Approvals

During the week of September 1, 2020, the Faculty Council considered the following motion:

THAT the proposal to rename the Centre for Machine Learning in Medicine to the Centre for AI Research and Education in Medicine be approved as submitted effective immediately.

Moved: M. Farkouh, Seconded: P. van Lieshout

The motion passed.

During the week of November 23, 2020, the Faculty Council considered the following motion:

THAT the proposal to close the Fraser Mustard Institute for Human Development be approved as submitted.

Moved: S. Kumar, Seconded: N. Mehta

The motion passed.

Council of Education Deans

Faculty Council Briefing Report

October 5, 2020

Submitted on behalf of:

Patricia Houston, Vice Dean, Medical Education

Allan Kaplan, Vice Dean Graduate and Academic Affairs

Lynn Wilson, Vice Dean, Clinical and Faculty Affairs

Glen Bandiera, Associate Dean, Postgraduate Medical Education

Suzan Schneeweiss, Associate Dean, Continuing Professional Development

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A. Integrative Activities and Awards

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 **Local, National and International awards**:

- [AAMC Abraham Flexner Award](#)
- [AAMC Alpha Omega Alpha Robert J. Glaser Award](#)
- [STLHE 3M Fellowship](#)
- [University of Toronto Presidents Teaching Award](#)

If you are interested in nominating someone for any one of these awards, please submit [the online nomination form](#) and supporting documentation to Lindsey Fechtig, Project and Administrative Manager, Office of the Education Deans (medicine.awards@utoronto.ca) by 5PM on Monday, November 9, 2020. Nominations require:

1. A letter of support from the nominee's Departmental Chair;
2. 1-2 page nomination brief completed by the nominator* that speaks to the specific award criteria, and;
3. The nominee's current CV and Teaching and Education Report (if available).

**Nominator can be different from the Chair.*

For more information, contact the Office of the Education Deans at medicine.awards@utoronto.ca or at (416) 946-8067.

CAME Certificate of Merit

We are also currently calling for nominations for the CAME Certificate of Merit. Details are as follows:

Nomination Criteria (CAME Certificate of Merit ONLY)

1. All contributors to medical education in each school are eligible (undergraduate, postgraduate, CME/CPD and Faculty Development).
2. Recipients will have made a contribution to medical education deemed to be valuable within their medical school (teaching, assessment, evaluation, educational leadership, course coordination, education, research).
3. Recipients should not have already been nationally awarded for this contribution.

4. Members currently serving on the CAME Executive or CAME Board of Directors are not eligible.

Nomination Procedures (CAME Certificate of Merit ONLY)

Each Department and Education Centre of the Faculty of Medicine at the University of Toronto is eligible to nominate **one** faculty member for a Certificate of Merit Award. Nominations should include:

1. A letter from the Department Chair or Vice-Chair Education, or Education Centre Director as appropriate outlining the specific contributions of the faculty member in the area of education. Letters should not exceed two pages, and
2. A Curriculum Vitae of the candidate. *This will only be used by the selection committee if clarification of the details in the nomination letter are needed.*

Nomination letters and CVs should be submitted electronically by **11:59pm on November 16, 2020** to Dr. Suzan Schneeweiss, Temerty Faculty of Medicine's CAME Representative, c/o the Office of the Education Deans at medicine.awards@utoronto.ca.

B. MD Program

CaRMS – 2020 Match Results

2020 was a highly successful match year for U of T medical students. 97% (256 of 264) of U of T medical students who applied to Canadian residency positions matched in the first iteration, which was a slightly higher match rate than the national average (95.2%). After the second iteration, the match rate for U of T medical students was 98.1% (259 of 264).

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.

Admissions

MD Program			
	2018 Entry	2019 Entry	2020 Entry
Applications	3262	3555	3943
Full file review	2048	2216	2655
Interviews	639	636	636*
Offers	301	307	311
Acceptances	254	268	268**
Yield	84.2%	87.3%	86.1%

* Interviews for 2020 entry

- 400 participated in Modified Personal Interviews (in-person)
- 236 participated in Video Modified Personal Interviews (virtually)

In addition to acceptances by domestic applicants for 2020 entry, offers were accepted by:

- 5 international applicants
- 1 Department of National Defense (DND) Military Medical Training Plan (MMTP) applicant

Alternative Admission Pathways									
	MD/PhD			ISAP			BSAP		
	2018 Entry	2019 Entry	2020 Entry	2018 Entry	2019 Entry	2020 Entry	2018 Entry	2019 Entry	2020 Entry
Applications	131	139	170	16	11	11	92	104	139
Full file review	86	111	130	7	6	4	52	56	89
Interviews	48	48	48	5	6	4	31	31	52
Offers	9	10	9	5	5	4	17	15	26
Acceptances	8	9	8	2	4	2	15 (+ 1 deferral)	15	24

Accreditation

In view of the COVID-19 outbreak and the rapidly evolving situation, the Committee on Accreditation of Canadian Medical Schools (CACMS) in consultation with the U of T Faculty of Medicine decided to postpone the MD Program's accreditation site visit that was scheduled to take place May 3 – 7, 2020.



That [site visit](#) has been rescheduled to take place over November 2 – 6, 2020, and will be conducted remotely, utilizing videoconferencing technology for meetings with faculty, staff, and students. Because of the remote nature of the visit, a one-day follow-up visit is tentatively scheduled for Monday, December 7, 2020.

The MD Program has submitted updates to complement its initial submission of required accreditation documents, which were provided to the [external review team](#) on February 3, 2020. The updates included documenting how we have responded to [medical school self-study](#) findings and quality improvement recommendations as well as [Independent Student Analysis](#) (ISA) recommendations. Given the remote nature of the site visit, the meetings held over November 2 – 6, 2020 will focus on and be organized according to accreditation elements identified by the external review team as requiring further discussion. Those meetings will be scheduled 1 - 2 weeks prior to the date of the site visit.

It is anticipated that the external review team's final report will be finalized in early February 2021, with decisions regarding the U of T medical school's accreditation status being determined at the May/June 2021 Committee on Accreditation of Canadian Medical Schools (CACMS) and Liaison Committee on Medical Education (LCME) meetings.

Curriculum (Covid Adaptations)

Included below is a summary of curricular adaptations implemented by the MD Program for the 2020-2021 academic year.

Foundations Curriculum: Year 1 (2T4) and Year 2 (2T3) students

- Delivery of the Foundations curriculum has (and continues) to be adapted based on the evolving situation with COVID-19, advice from public health authorities, University of Toronto, and our teaching hospitals. The fall term (until end of 2020) includes remote learning and assessments. The situation will be reassessed in November 2020 with respect to delivery of the curriculum in the winter term.
- In order to support current Year 2 (2T3) students who lost three months of in-person clinical skills teaching at the end of the 2019-2020 academic year, the MD Program developed and delivered learning sessions to ensure that students have attained the required clinical skills competencies, such as history taking and physical examination skills. These activities included virtual clinical skills "boot camp" sessions, virtual workshops, and virtual OSCE prep sessions.

Clerkship Curriculum

The MD Program has and continues to work with hospital education leaders through the Toronto Academic Health Science Network (TAHSN) and our community partners to plan for reintegrating learners into hospital and physician office activities while prioritizing the safety of staff, learners, and patients.

Current Year 3 (2T2) students

- In order to support current Year 3 (2T2) students who lost three months of in-person clinical skills teaching at the end of the 2019-2020 academic year, the MD Program delivered an adapted, four-week Transition to Clerkship (TTC) course in over August 24 to September 18, 2020 to help ensure that students are prepared for their core clerkship rotations.
- Due the pause in 2019-2020 to the Year 3 core clerkship rotations effective March 16, 2020 and subsequent return on July 6, 2020, planning for the 2T2 rotation schedule had to take into account a seven week double cohort of outgoing and incoming clerks in Year 3, from September 21 to November 9, 2020. This planning included a partial rotation order rematch with additional rotations to help mitigate capacity pressures in the clinical learning environment.
- Following the four-week TTC course noted above, 2T2 students started their core clerkship rotations on September 21, 2020.
- Other learning activities (e.g. Portfolio, Transition Education Days) and assessments are being delivered remotely.

Current Year 4 (2T1) Students

- In order to support current Year 4 students whose Year 3 core clerkship rotations were paused on March 16, 2020, the MD Program delivered a Return to Clerkship (RTC) curriculum for 2T1 students. RTC, which included coverage of COVID-related topics relevant to clinical learning, was delivered over the last two weeks of June 2020, prior to the clinical reintegration of the 2T1 students on July 6, 2020. In addition to RTC, Academy-based donning and doffing sessions took place during the weeks of June 8 and June 15, 2020.
- In order to ensure that the 2T1 students successfully achieve the Year 3 clerkship learning objectives but are still able to complete the Year 4 program requirements and graduate on time to transition to postgraduate education in July 2021, the former eight-week clerkship rotations have been truncated to six weeks and courses that were six-weeks in length are running for four or five weeks depending on where they fall in the rotation schedule. A seventh rotation was added to ensure Paediatrics, Family Medicine, Psychiatry and Obstetrics and Gynaecology courses are always running. As noted above, 2T1 students were reintegrated into their core clerkship rotations on July 6, 2020, which will run until November 6, 2020.
- Scheduling of the Year 4 curriculum for 2T1 students was informed by clinical reintegration schedule summarized above as well as the 2021 CaRMS timeline, with match day scheduled to occur on April 20, 2021. The Year 4 curriculum for 2T1 students includes the following adaptations:

- Students will have 14 weeks of electives between November 9, 2020 and February 26, 2021, with two weeks mandatory vacation during the Christmas holidays. Students are required to successfully fulfill a minimum of 10 elective and are expected to continue to meet the graduation requirement of electives and selectives in a minimum of three CaRMS entry level disciplines. Students will not be required to complete at least selective in a community setting.
- The Undergraduate Medical Education Deans across Canada have agreed to cancel all visiting electives for the class of 2021.

Governance & Leadership

Recent (since October 2019) MD Program leadership appointments.

- Dr. Susanna Talarico was appointed as the MD Program Faculty Lead for Faculty Development, effective November 1, 2019.
- Dr. Shaan Chugh was appointed as the MD Program Quality and Patient Safety Theme Lead, effective November 1, 2019.
- Dr. Chase McMurren was appointed as the MD Program Indigenous Medical Education Theme Lead, effective January 1, 2020.
- Dr. Michelle Hart was appointed as the MD Program Geriatrics and Care of the Elderly Theme Lead, effective April 1, 2020.
- Dr. Robert Goldberg was appointed as the Course Director, Foundations, Concepts, Patients and Communities – 1 (CPC1), effective July 1, 2020 .
- Dr. Clare Hutchinson was appointed as the Clerkship Competency/Consolidation Lead, effective August 1, 2020.
- Dr. Jordan Tarshis was appointed as the Faculty Lead, Simulation Education Integration, in the Faculty of Medicine, effective July 1, 2020.
- Drs. Maria Wolfs, Penny Yin, Yashi Yathindra, Natalie Clavel and Michelle Yee were appointed as the inaugural MD Program Academy Career and Transitions (ACT) Leads, effective August 1, 2020.
- Dr. Nanky Rai was appointed as the MD Program 2-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and Asexual + (2SLGBTQIA+) Education Lead, effective September 1, 2020.
- Dr. Nirit Bernhard's role as Portfolio Course Director has been revised to MD Program Faculty Lead, Portfolio and Theme Integration to include as integration of the theme leads in the MD Program in addition to existing responsibilities for the Portfolio component of the MD Program curriculum.

C. Postgraduate Medical Education

Governance, Leadership and Staffing

Dr. Sal Spadafora completed his term as Vice Dean Post MD Education. We thank him for his dedication, commitment and innovations over the past 10 years in PGME – first as Vice Dean Postgraduate Medical Education and then as Vice Dean Post MD Education – Postgraduate Medical Education and Continuing Professional Development. We wish Sal the best in his new role as Vice Dean Strategy and Operations for the Faculty of Medicine.

We welcomed Dr. Patricia Houston as Vice Dean, Medical Education, a new role within the Faculty of Medicine.

Dr. Jordan Tarshis was appointed as Faculty Lead, Simulation Education Integration and is Chair of the Simulation Education Advisory Committee (SEAC).

Dr. Reena Pattani was appointed Director, Learner Experience in the Faculty of Medicine and is leading the Learner Experience Advisory Council.

After 20 years at PGME, Loreta Muharuma retired as Director of Operations at the end of February 2020. Maureen Morris was appointed to the Director of Operations position from her previous role as Associate Director, Operations.

Carolina Rios assumed the role of Project Manager, Learner Systems Integration in the Policy, Analysis, and Systems unit. As a result of staff transitions Amy Widdifield, Cheryl Song, and Yin Chen are now part of the Policy, Analysis, and Systems unit under Caroline Abrahams.

PGME saw the following staff departures:

Glenys Babcock, Manager, Data & Analytics Policy

Teddy Cameron, Instructional Technology Design Analyst

Jessica Fillion, Coordinator, Visa Trainees

Jean Morran, Acting Administrative Assistant CMBE Faculty Development

We were pleased to welcome back two staff members from maternity leave – Laura Lysecki, Research & Information Systems Analyst and Rebecca Saunders, Administrative Assistant CMBE Faculty Development.

Marcella Fiordimondo accepted a secondment in the Dean's Office to replace Katiana Kotobelli's maternity leave.

COVID-19 Response

Housing and Transportation

In March 2020 the need for trainees to isolate from their families and avoid public transportation became a necessity as COVID-19 cases climbed. [PGME soon partnered](#)

[with Staywell](#) to leverage lower fees and share the trainees' financial burden of the costs associated with being displaced from their homes and/or the need for private transportation to limit exposure to the Toronto community. Through a generous donation from the [Temerty Foundation the Dean's COVID-19 Priority Fund](#) was created and a portion of the funds were allocated to fully subsidize the costs associated with housing and transportation. From April 2020 to June 2020 we covered the costs associated with accommodations and car rentals for trainees. In an effort to extend the availability of funds for as long as possible, as of July 1, 2020 the parameters were changed so only support mandatory isolation needs.

Below is a high-level breakdown of who the funds helped as of September 30, 2020:

Received over 400 inquiries in total

- 132 International trainees received support for 14-day quarantine
- 62 Trainees received support while displaced from their homes while in hospital
- 25 Trainees received support for car rentals to avoid community contact on public transportation
- 7 Trainees were provided parking on St. George Campus
- 4 Trainees were referred to Postgraduate Wellness
- Remaining inquiries from trainees were not pursued by trainee further or need fell outside of the parameters

Accommodation

During the COVID-19 pandemic, the Postgraduate Wellness Office supported the development and implementation of accommodations for postgraduate trainees at increased risk for serious health consequences from COVID-19. This represented an immediate response to the health needs of our trainees. More recently with increased knowledge regarding COVID-19 transmission and risks, an expert panel lead by Dr. Matthew Muller has established Guidelines for Trainees at Risk during COVID-19 and the Postgraduate Wellness Office is working to ensure that trainees are supported in line with these guidelines.

The Postgraduate Wellness Office developed a workshop for postgraduate trainees, "Residency during the COVID-19 Pandemic: Coping with Uncertainty and Change" which has become the most frequently subscribed workshop by residency training programs during the pandemic. Additionally, the Office created a video introduction for use by any programs during the pandemic (or after) to orient trainees to the services offered. Finally, the Postgraduate Wellness Office has continued to provide consultation to programs as they navigate the wellness needs arising during the pandemic.

Redeployment Activity and Planning

COVID-19 presented many challenges to our clinical educational environment and beyond. Our acute response involved a three-phase redeployment plan guided by the [Principles for Redeployment](#) and [Procedural Memo](#).

1) *Principles for Redeployment:*

PGME developed principles for Redeployment and shared them with all stakeholders (Trainees, Hospitals, Programs, Clinical Departments) on March 23, 2020. They are available here: <https://pg.postmd.utoronto.ca/wp-content/uploads/2020/04/redeployment-principles-Mar16-2020.pdf>

2) *Redeployment Algorithm:*

An algorithm has been designed to align with the principles document and reflect a proposal to collaboratively manage re-deployment as the pandemic evolves. This was proposed and widely accepted at TAHSN. The algorithm can be found here: <https://pg.postmd.utoronto.ca/wp-content/uploads/2020/04/Redeployment-Procedural-Memo-April-3.pdf>

At the onset of the Pandemic, many programs depended on internal redeployments, developing centralized cross-divisional and/or creative approaches as Residents started to move into isolation and quarantine. The approach that had been taken allowed for necessary flexibility for sites and departments to respond to emerging needs in the acute phase. The Departments of Medicine and Anesthesia largely proactively reallocated their residents to support and bolster their ICUs. Surgery and Family Medicine also provided additional supports.

During **phase 1**, approximately **250 residents across 34 departments and programs were identified to PGME as ready for redeployment on short notice**. This group was largely comprised of Surgical residents, as well as Ophthalmology, Dermatology, Psychiatry, Diagnostic Radiology, Obstetrics, Family Medicine.

Moving forward, in preparation for **phase 2**, a balanced and systematic approach will be taken as the availability of residents for redeployment will decrease as clinical activities resume. Existing protocols for redeployment will continue to be relied upon. PGME has worked collaboratively with program directors to identify one block of availability per resident over the next academic year. With this proactive preparation, it is hoped that the rotating redeployment roster will be effective and help to address and meet any future needs during a potential second wave.

PPE Training

The PPE training using simulated practice in donning, doffing and protected code blue was done in collaboration with the simulation centre teams at Mount Sinai Hospital, Sunnybrook Health Sciences Centre, and Unity Health systems. The PGME content and processes were developed with the guidance of Dr. Fililpe Santos, an Anesthesiologist at SMH who provided PGME with technical advice and training oversight. The focus of training was on residents involved in internal redeployment and those on the PGME redeployment list which included the following departments: Anesthesia,

Otolaryngology/Head & Neck Surgery, Department of Surgery, Neuroradiology, Obstetrics, Ophthalmology, Diagnostic Radiology, Family Medicine, Medical Genetics and Dermatology. A total of 338 residents were trained during phase 1 of our redeployment activities.

- Over 300 residents/fellows trained in comprehensive simulated training program on PPE Safety
- PPE Safety Resources developed that went to approximately an additional 100 residents/fellows
- PPE Safety Resources developed
 - <https://www.youtube.com/watch?v=PsFGhvlhbXs&feature=youtu.be>
 - https://pg.postmd.utoronto.ca/wp-content/uploads/2020/05/PPE-COVID-Tips_20apr20_FS1700.pdf
- Second focus was on (as of June 2020)
 - moving back to a program based approach with
 - Online course with the built resources
 - Connecting programs to the training sites to meet their training needs.

Competency Based Medical Education (CBME)

Program Implementation – Update & Plans for 2019-2020

The staged implementation of the Royal College's Competence By Design (CBD) model continued for its third year in 2019-20, with fourteen postgraduate programs newly onboarded (the largest cohort yet). Simultaneously, our dedicated PGME CBD Education & Systems team were shepherding the next wave of programs to their July 1, 2020 national launch date. Through a series of CBD mini-conferences and one-on-one meetings, they engaged in curriculum and assessment mapping and assessment tool development activities, to integrate the new CBD standards into their programs. The COVID-19 pandemic response saw a significant impact to programs' readiness, however, leading eight programs to defer their launch to July 2021 nationally. The Royal College permitted launched CBD programs flexibility to meet their program's education and assessment expectations, in response to the difficulties in completing assessments and large-scale resident redeployment that occurred during this time.

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 PGME team, and the newly established Faculty Development Resources Integration Committee. Centrally, the focus remains to support departments and programs to identify the resources needed to meet their CBME faculty and learner development needs. Lisa St. Amant and Amy Wong from the PGME CBME implementation systems team are working very closely to provide targeted and responsive support to programs as they implement. The ongoing partnership between PGME and the Centre for Faculty Development (CFD) continues to provide implementation support on a local level through the CBME Faculty Development Leads' Network and the Competence Committee Special Interest Group, facilitated by Dr. Susan Glover Takahashi.

In November, the 4th CBME/CBD Implementation Symposium, Data informed performance decisions: The Art and Science for Competence Committees, was co-hosted by PGME and the CFD. Dr. Janet Corral, an international expert in this area from University of Colorado was the keynote, and we also heard from local program experts about their experiences leading competence committees: Dr. Alayne Kealey (Anesthesia), Dr. Fok-Han Leung (Family Medicine), Dr. Paolo Campisi (Otolaryngology-Head & Neck Surgery), and Dr. Julie Johnstone (Core Pediatrics).

With the pandemic, some additional activities were undertaken. The PGME team collaborated with the CFD, MD and CPD programs to use an integrated approach to gather and curate the needed resources to support learners and faculty during the COVID-19 pandemic. This included considerable efforts to support online resources and virtual teaching practices. Notably, Dr. Susan Glover Takahashi, Dr. Anne Matlow, & Dr. Filipe Santos worked together in a project to ensure residents received safe and effective PPE training, especially when redeployed.

For CBME, there was a broad consultation that led to the refinement of the Entrustment scale that was implemented in the summer of 2020. A survey of residents and faculty identified key elements that needed improvement, and with the input of the Best Practices in Education and Assessment (BPEA) Committee the refinement of the overall EPA assessment scale addresses previous issues. Additionally, many print, web and video resources were developed, as well as providing various workshops and training sessions for learners, faculty and administrators.

CBME - Systems

PGME is continuing to enhance the on-line platform, Elentra, to support the assessment of Entrustable Professional Activities (EPAs) and other workplace-based assessment tools. As of October 2020, there are 32 programs launched in Elentra, plus Family Medicine. Notwithstanding the complications of COVID 19, 9 out of a planned 17 programs newly launched in July 2020. Over the course of the 2019-20 academic year, a total of 29,900 EPAs were initiated and 24,000 completed; and an additional 9782 field notes. PGME is also piloting rotation scheduling with the Department of Obstetrics/Gynecology and planning to pilot with the Department of Family and Community Medicine. This will facilitate ITARs, teacher assessments and rotation evaluations in Elentra. The pilot will integrate both MD and Post MD for a more seamless user experience for faculty and administrators.

Tableau continues to be used as a data visualization platform for Competency Committees to view the progress of learners with EPAs and associated targets. We expect data visualization and assessment plans to be available for both Competency Committees and Learners within the Elentra platform in early 2021.

Best Practices in Evaluation and Assessment Committee (BPEA)

After assembling informal feedback from key informant discussions, analysing results of user (faculty and learners) surveys, and convening a targeted working group to propose solutions, PGME deployed a new Entrustable Professional Activity assessment scale across

all programs in July. The new scale included updated framing statements, procedural instructions and scale anchors to better align with the evolving thinking around entrustability and address challenges observed in the early phases of the CBD rollout at the University of Toronto.

Based on observations from our monitoring of data, PGME also deployed two tactical changes to functionality – the ability for learners to send blank assessment forms to faculty was removed, and a staledate function was added to disallow assessments to be completed after 7 days. Both of these changes were implemented to increase fidelity of assessments and address some deficiencies in completion percentages.

The qualitative information derived from extensive user surveys has recently been reviewed and the BPEA committee will bring forward recommendations in the ear future.

Accreditation

PGME is in the process of preparing for our accreditation visit from the Royal College of Physicians and Surgeons of Canada and the College of Family Physicians of Canada that will take place from November 22 – December 4, 2020. The visit will be conducted virtually and will include a review of the PG Institution, Royal College Residency programs, Family Medicine Programs and Areas for Focused Competence Programs. As the schedules are being finalized, committees, faculty, residents and administrators are being confirmed for their various timeslots. PGME leadership is communicating with stakeholders through committee meetings, residency program committee meetings, workshops and regular electronic communications including our accreditation newsletter. Outcomes from the accreditation visit should be available later in the winter of 2021.

Conference, Workshops, Projects and Initiatives

General Note: Events planned and organized to occur between March 12, 2020 and June 24, 2020 have been postponed or cancelled if not offered virtually. Any events that were to be rescheduled will be offered again after the Accreditation 2020 Site Survey. Updates will be provided on these events in the next Faculty Council Report.

Conferences, Symposia, Meetings and Sessions

CBD Implementation Mini-Conference 1 – Tuesday, October 2, 2019

Full + Partial Launch CBD Mini-Conference

1-2 – Thursday, October 10, 2019

2-1 – Monday, October 28, 2019

2-2 – Wednesday, October 30, 2019

3-1 – Monday, November 25, 2019

3-2 – Thursday, December 5, 2019

4-1 – Monday, February 24, 2020

4-2 – Thursday, February 27, 2020

Continued Launch CBD Mini-Conference

1 – Monday, November 25, 2019

2 – Monday, February 24, 2020

2021-2022 CBD Implementation Workshops – September 14, 2020, October 1, 2020

CBME/CBD Feedback & Coaching Training Program – Tuesday, October 2, 2019,
Wednesday, October 23, 2019, Wednesday, November 13, 2019

Best Practices on Application and Selection (BPAS)

BPAS: File Review – Tuesday, November 12, 2019

BPAS: Interviews – Tuesday, January 14, 2020

These sessions cover best practices for faculty, staff and residents who participate the CaRMS selection process.

Simulation Education Advisory Committee (SEAC) Symposium

Thursday, November 14, 2019

The 2nd Annual SEAC Symposium was held at the Faculty Club. The SEAC Symposium aims to foster collaboration and discussion of education, research and technology within the medical simulation sphere. We hosted a stimulating half-day discussion and networking event bringing together physicians, health professionals, educators and researchers to discuss the latest developments in the simulation education community. Over 100 physicians, faculty, staff and allied health professionals attended.

4th Annual CBME/CBD Symposium - Wednesday, November 27, 2019

Co-hosted by Post MD Education at the University of Toronto and the Centre for Faculty Development, Unity Health (St. Michael's Hospital), this symposium is focused on: Data informed performance decisions: The art and science for Competence Committees. We are delighted to welcome our keynote speaker, an international expert in this area from University of Colorado: Dr Janet Corral Associate Professor, University of Colorado Denver - Anschutz Medical Campus. The agenda also included speakers from within the TAHSN and PGME communities to bring their perspectives. Almost 100 attendees joined this annual event.

Meet and Greet with Dr. Janet Corral – Thursday, November 28, 2019

CBME/CBD Leads were invited to attend a focussed conversation with the plenary speaker, Dr. Janet Corral, from the previous evening's 4th Annual CBME/CBD Symposium.

All Program and Family Medicine Site Directors' Meeting

Friday, December 13, 2019

Updates on CBME, Elentra, Accreditation and PAAC were provided. Dr. Gaetan Tardif delivered a presentation on CMA's Practice Management Curriculum Seminar offerings. There was a panel discussion on "Residents enabling CBME: Examples and ideas from PDs and Residents" with representatives from Obstetrics & Gynaecology, Psychiatry and Otolaryngology – Head and Neck Surgery.

All Program and Family Medicine Site Directors' Meeting

Friday, May 22, 2020 – offered via Zoom

Updates on Postgraduate Wellness, SMART, Visa Trainees, Elentra and Accreditation 2020 were provided in light of the impacts from the COVID-19 pandemic. Dr. Melyn Leszcz from Sinai Health System spoke on “Leadership in Tough Times” and Dr. Dan Cass from Sunnybrook provided his “Perspectives from the Nerve Centre of Toronto COVID Planning”.

Preparing for the Accreditation Visit

Offered five times between September 15 to October 6, 2020

This workshop is designed to prepare programs for the virtual RCPSC and CFPC Accreditation visit in Nov 2020. This will include how to prepare your documents for an on-line review as well as how to prepare your faculty and residents for the virtual review. Use of the virtual platform will be discussed as well as other logistics of the review.

Physician Wellness Symposium (Planning)

This biennial symposium is currently in the planning stages for the upcoming June 2021 symposium. We will be adjusting the format and delivery for this symposium.

Resident Education, Development and Forums

Health Humanities Writing Group – Monthly workshops facilitated by Damian Tarnopolsky from September 2019 to May 2020. Began in-person and transitioned to online offering. Typical workshop sessions will include some combination of: in-class writing exercises; discussion of a published health-related piece (short story, personal essay, etc.); discussion of theory and practice of narrative medicine as related and experienced by participants; sharing of written work by participants with guided feedback on same; visits by guest speakers working in other artistic genres and cognate fields. There will also be ongoing discussion of and collaboration on related opportunities and events in the health humanities.

Resident Leadership Forums

Find your ‘Why’ – November 12, 2019

This session was led by Stephen Shedletzky, who spoke on “Find your ‘Why’” - how to find your personal ‘why’ and bring it into your career and organization. Stephen Shedletzky works in a leadership position with Simon Sinek, author of Start With Why: How Great Leaders Inspire Everyone to Take Action, and other notable books.

A Conversation with Dr. David Naylor – Tuesday, February 4, 2020

This session was led by Dr. David Naylor, who spoke on the elements of both big and small L leadership, particularly as they apply to medical training and beyond, based on his 30 years of experience in medical leadership positions. Dr. Naylor (OC FRCPC FRSC) is former Dean of the Faculty of Medicine and President of the University of Toronto. He is ICES scientist emeritus and founding CEO. In 2016, he was inducted into the Canadian Medical Hall of Fame.

Cinema Medica

Adaptations of Aging: Torching the Dusties & Piano Lessons – Tuesday, November 26, 2019

This event featured a screening of two short films about aging, featuring adaptations of literary texts by Margaret Atwood and Alice Munro. Filmmaker and educator Marlene Goldman joined us after the screening for a conversation about the art of adaptation, person-centered narratives of aging and, and film as a vehicle for knowledge translation and empathy.

Workshop: A New Way of Seeing — How to Read & Discuss Film

Saturday, December 7, 2019

Film and television are powerful media for storytelling, making use of a wide range of expressive tools to convey meaning and to evoke emotional responses. This workshop offered a practical introduction on how to engage more deeply with film in both individual and group settings. Through a series of interactive exercises and guided viewing, learn strategies and descriptive language for performing a close reading of a film—examining aspects of form and narrative—and leading, or participating in, group discussions about film. This session was facilitated by Elyse Leonard, TIFF

University of Toronto Resident Accreditation Workshop

Wednesday, February 19, 2020 & Thursday, February 20, 2020

RDoC and PARO partner with PGME in the delivery of an accreditation workshop for resident doctors took place in advance of the comprehensive accreditation review of the University of Toronto that will happen in November 2020. Broadly, the goal of this workshop was to inform and empower residents to maximize the opportunity accreditation presents, including by working with their programs to make them the best they can be ahead of the on-site visit.

New Resident Reception – Thursday, June 25, 2020

Our annual event was moved online to welcome our incoming trainees to the University of Toronto community.

Chief Resident Leadership Workshop – Tuesday, August 11, 2020

The 15th Annual Chief Resident Leadership workshop was offered online this year.

Dr. Patricia Houston delivered the Welcome Address and Dr. Isaac Bogoch joined us from Infectious Diseases at Sunnybrook to deliver the keynote address. Dr. Reena Pattani spoke on her new role in Learner Experience and Dr. Julie Maggi from Postgraduate Wellness spoke on supporting trainees as the Chief Resident. PARO representatives covered common questions and issues and Dr. Linda Probyn, the academic lead for this event, gave an overview of the responsibilities of the Chief Resident in an Accreditation year. Break out rooms gave attendees the opportunity to speak with a few of speakers in a more private non-recorded format.

Program Administrator Development and Information Sessions

Royal College & CaRMS – Friday, November 8, 2019

Representatives from the Royal College and CaRMS joined these sessions. The Royal College provided an in-depth overview of the different pathways to credentialing. CaRMS provided an overview of recent systems changes and newly released help resources. Both representatives were available to answer specific questions from attendees.

PARO & CBME/CBD Panel – Monday, November 18, 2019

PARO representatives provided an overview of their association and an interactive question and answer period addressing common questions and issues. Program Administrators from programs that have implemented CBD brought their perspectives on implementation and management of the new responsibilities required.

Wellness Retreat – Tuesday, February 25, 2020

The morning will focus on navigating trainee wellness and will be facilitated by Drs. Maggi and Flett from Postgraduate Wellness. After lunch, we'll focus on personal wellness and stress management, providing you with an opportunity to get out of your chairs with an active wellness break and wrap up the afternoon with a session on mindfulness.

New to PGME for Administrators – Thursday, March 5, 2020

Program Administrators who have been in their positions for less than 6 months or are new to supporting postgraduate medical education are invited to attend an overview of the key functional areas in PGME as well as an introduction to PAAC.

POWER – Preparing for the 2020-2021 training session

Thursday, May 28, 2020 & Friday, June 5, 2020 – Offered virtually

This session was offered twice to prepare program administrators for the incoming cohort and reappointments in POWER.

Meeting with the Survey Team

Offered eight times between October 13 and October 30, 2020

This workshop is designed to prepare Program and Site Administrators for the virtual RCPSC and CFPC Accreditation visit in Nov 2020. This will include how to prepare for the 15 minute meeting with the Survey Team and will review what questions are likely to be asked.

Leadership Certificate Program

The Postgraduate Medicine Leadership Certificate Program (PGLC) is founded on the understanding that all physicians are leaders and play an important leadership role in health care. The PGLC, now in its second year, has built on the successes of the inaugural year in many ways. Applications for the 2020/2021 program were triple those compared to last year, attesting both to positive reports relayed by last year's participants, as well as increasing recognition across trainees in all programs that leadership capabilities are paramount to optimizing quality health care for individual patients and for society as a whole. This year we expanded our program to include fellows in addition to residents, for a total of 30 participants in the course, and we have introduced a facilitated near-peer mentorship program. As with much of medical education in the COVID world, we have successfully adapted to a virtual platform, and continue to feature a combination of informal fireside chats with medical leaders and interactive workshops. The virtual venue has given us the opportunity to open the fireside chat up to all undergraduate and postgraduate medical learners, as well as to launch a satellite program at Queen's University where we have 6 trainees and a local supervisor who participate remotely in

all our sessions. The University of Toronto's Postgraduate Medicine Leadership Certificate Program is unique in Canada and we are proud of its role in fostering medical leadership.

Graduation Ceremonies

Due to the COVID-19 pandemic, all graduation ceremonies for exiting residents and fellows were changed to a virtual ceremony. This year, four departments held their graduation ceremony via a virtual platform, with the other departments postponing to future dates. Drs. Bandiera and Probyn provided welcoming remarks at these events. In previous years, graduation events were held in May and June at Hart House, The Faculty Club, Victoria University, Arcadian Court and other locations. Funding support for the events organized by clinical departments is provided in partnership with the Faculty of Medicine's Advancement Office.

Awards and Publications

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

Recipients of the Fall 2019 **Medical Humanities Grant** are Dr. Najma Ahmed, Department of Surgery; Dr. Adelle Atkinson, Department of Pediatrics; Dr. Suze Berkhout, Department of Psychiatry; Dr. Eva Knifed, Department of Family and Community Medicine and Dr. Jory Simpson, Department of Surgery.

Other Awards:

- Excellence in Postgraduate Medical Education – Development and Innovation: Dr. Rafael Alonso-Gonzalez, Department of Medicine and Dr. Shirley Tse, Department of Pediatrics
- Excellence in Postgraduate Medical Education – Teaching Performance, Mentorship and Advocacy: Dr. Ian Johnson, Dalla Lana School of Public Health and Dr. Scott Walsh, Department of Medicine
- Charles Mickle Fellowship Award: Dr. Richard Reznick, Faculty of Health Sciences, Queen's University
- Sarita Verma Award for Advocacy and Mentorship in Postgraduate Medicine: Dr. Sharon Straus, Department of Medicine
- Robert Sheppard Award in Postgraduate Medical Education: Dr. Katherine Rouleau, Department of Family and Community Medicine

To review all of the PG award winners for 2019-20, please see <http://pg.postmd.utoronto.ca/about-pgme/awards/>

Publications

McIntyre M, Alavinia SM, **Matlow A**. Implementation of a Pilot Leadership Curriculum for Physical Medicine and Rehabilitation Residents. Am J Phys Med Rehabil. 2020 Jun 9. doi: 10.1097/PHM.0000000000001482

The following were presented at CCME

- https://mededconference.ca/sites/default/files/2020-CCME-VIRTUAL-Program_en.pdf
- [No resident left behind: Establishing the need for targeted mentorship for underrepresented residents in Canada -Mariela Ruetalo, Glen Bandiera 50887 Oral](#)

- [Are We Ready For What's Coming? Scholarship, Leadership and Continuing Professional Development - Paula Rowland, Walter Tavares50954Poster](#)
- [Effect of Station Format on the Psychometric Qualities of Multiple Mini-Interviews - Walter Tavares 50984 Poster](#)
- [How do healthcare professions develop competency frameworks?- Walter Tavares 51476 Poster](#)
- [A 'systems thinking' conceptual framework to explore clinical practice - Walter Tavares 51489Poster](#)
- [A 'systems thinking' conceptual framework to explore clinical practice - Walter Tavares 51489Poster](#)
- [Coping with Imposter Syndrome in Medical Training - Anita Gupta, Jaylin Bradbury 51744 Workshop](#)
- [University of Toronto \(U. of T.\) Postgraduate Medical Education: Competency-Based Medical Education Faculty Development Survey - Susan Glover-Takahashi 51815 Poster](#)
- [How do healthcare professions develop competency frameworks?- Walter Tavares 51476 Poster](#)
- [Arts and Humanities in Medicine: an Expanding Canadian Tapestry- Allan Peterkin Plenary](#)
- [Bringing the Patient Voice to Professionalism in Medical Education -Paula Rowland 51737 Oral](#)

CaRMS

PGY1 and Subspecialty Matches:

PGME had a very successful PGY1 CaRMS match in February 2020 and filled all of its 407 (337 CMG and 70 IMG) positions in the first iteration. An additional 2 supernumerary family medicine positions, targeted for students in military programs did not fill. In total 159 PGY1 positions were filled in Family Medicine and 248 in Royal College Specialties.

The Medicine Subspecialty Match (MSM) occurred in November 2019, with 68 positions filled across 12 subspecialties. Currently underway are the MSM and the Pediatric Subspecialty Match for 2021 with match dates of November 4 and November 18 respectively.

CaRMS Initiatives:

CaRMS successfully implemented two new initiatives for 2020: 1) Best Practices in Applications and Selection to enhance transparency and clarity of selection processes based on more detailed program descriptions and (2) On-line interview notification system to improve the reliability of communications to applicants about their application status. Both initiatives were received very well and are being reviewed for further improvements.

CaRMS Planning for 2021

As a result of COVID-19, the AFMC Residency Matching Committee, through working groups have developed: (1) a new compressed PGY1 CaRMS timeline, (2) a Virtual Promotion Guide to assist residency programs in promoting their features (3) an online Residency Promotion tool (CanPREPP) and a web-based Event Scheduling platform for programs to publicize events related to their CaRMS activities.

Best Practices in Applicant Selection (BPAS)

PGME continues to implement the best practices and principles of the BPAS report. An audit of selected programs was completed in 2019 to ensure compliance with the guidelines, and PGME will continue with ongoing audits of our programs. We have begun work on BPAS 2.0 which will incorporate changes to the selection including modifications of the interview process to virtual interviews. PGME has scheduled BPAS workshops for the File Review and Interview in 2021 to align with the new PGY1 entry CaRMS timeline that has been adjusted due to COVID. An additional workshop was given to the Family Medicine Enhanced Skills Program Directors, as the Category 1 programs have transitioned to using the CaRMS process for the first time. Since the adoption of BPAS by the Association of Faculties of Medicine of Canada (AFMC), Faculties of Medicine continue to report on their progress regarding progress of implementation in their programs.

PGME International

PGME continues to focus on the diversification of the sponsorship portfolio, and our concierge service to sponsored applicants for postgraduate training. One on one sessions are ongoing with prospective applicants focusing on engagement, support and advising on applications. Relationships with international partners continue to evolve, and new relationships developed. PGME will continue digital engagement strategies while building on long lasting relationships.

Due to COVID-19, many of our incoming international trainees were unable to travel to Toronto to begin their training programs. This affected programs across our system with trainees not being able to enter Canada and outgoing trainees unable to return home. PGME and the Central University Government Relations Team collaborated in advocacy efforts for Immigration Refugee and Citizenship Canada (IRCC) to deem our incoming trainees essential workers. The advocacy efforts proved successful, but still left many of our incoming doctors unable to cross the border due to airport closures and application centre closures.

Thanks to a generous donation to the Faculty of Medicine from the Temerty Foundation, the "Dean's COVID-19 Priority Fund", PGME was able to seek support to assist our incoming trainees with housing for the 14 day self-isolation period upon their arrival in Toronto and additionally assist programs in extending trainees to stay in Toronto who were unable to return home.

We are proud of our PGME staff who worked diligently to assist our trainees and programs during this difficult time, and were able to do so while working remotely and keeping safe.

Global Health

[Global Health \(GH\) at Postgraduate Medical Education](#) delivers innovative training programs and provides educational for post-graduate trainees across all residency and fellowship programs at UofT. Our goal is to develop leaders in global health education, research and practice, reflecting the Faculty of Medicine's commitment to local and

global social responsibility and accountability.

Global Health at PGME is led by Judy Kopelow, Global Health Manager, Strategic Initiatives, and Dr. Barry Pakes, Global Health Academic Lead. The PGME Global Health Education Sub-committee, which reports to the Postgraduate Medical Education Advisory Committee (PGMEAC), provides oversight and facilitates collaboration by engaging global health leaders from across the Faculty of Medicine. Our leadership, guidance and training initiatives include: the Global Health Education Initiative (GHEI), Global Health Day, the Global Health Research Symposium, postgraduate Global Health Electives support, including pre-departure training and preparation, and a COVID-19 Global Health Series. The PGME GH portfolio also supports the development and adjudication of Global Health related awards, including the Sheppard Humanitarian Award and Social Responsibility Awards for both faculty and trainees.

All PGME GH education initiatives seamlessly transitioned to virtual learning on March 16. While we look forward to the return of in-person collaborative learning, virtual learning has created opportunities for more residents and fellows to engage with Global Health concepts and approaches; especially during these challenging times.

New Initiatives

Global Health and COVID-19 Series

The [Global Health COVID-19 series](#), was developed offered early in the pandemic from March through July 2020. Residents and fellow from across disciplines, all working front-line, participated in the sessions by global health leaders, and faculty with expertise in mental health and wellness, among others. Evaluations of the COVID-19 sessions confirmed that the series provided not only critical information, but also a supportive learning community for residents, fellows and faculty, during the early COVID-19 response period.

Global Health Education Program for MD Students

Building on the success of the GHEI program for residents, the PGME GH leadership was asked to engage with the MD program to assess the need for, and develop a Global Health program for medical students. After completing a needs assessment, and with contribution from a medical student working group, Ms. Kopelow and Dr. Pakes developed the Global Health Education Program (GHEP). The program has launched as a 16 module certificate program for 1st and 2nd year medical students. The call for Application and program details can be seen [from this link](#).

Ongoing Programming

The PGME GH Education Initiative (GHEI) is now in its 11th year. This 2-year certificate program includes 29 modules (2-3 sessions per module) offered annually. Over 120 residents are current participants and our program engages over 100 faculty in delivering sessions each year. Many of our faculty are GHEI graduates eager to share their experience and knowledge with the next generation. The full program can be seen [from](#)

[this link](#). New offerings in 2020-2021 include Modules on Pandemics, Indigenous Health and Diversity, Equity and Allyship. We also continue to support and offer continuing global health education and leadership opportunities for GHEI alumni and PGME community.

As PGME transitions to Competency Based Medical Education, residents are encouraged to include competencies met during the GHEI program in their training portfolios. Examples of activities that demonstrate competence are: completion of self-reflections related to GHEI sessions, description of leadership roles, participation in the PGME Global Health Research Showcase and PGME Global Health Day. Participating in the GHEI program allows residents to achieve competency in areas of global health and meet the training objectives as detailed [from this link](#).

The annual PGME Global Health calendar includes a variety of [education events](#) including the Annual Resident Global Health Research Showcase (February 4, 2021), the Annual Global Health Day (May 26, 2021) and regular GHEI Alumni events with keynote speakers and discussions. Each of these events engage resident leaders through a resident planning committee. Visit Global Health at PGME [from this link](#).

D. Continuing Professional Development

2019-2020 Enrollment

During the 2019-2020 academic year, CPD accredited 307 programs and conferences that reached a total of 48, 434 learners.

COVID-19 Response

With support from the Dean's COVID-19 Response fund, the CPD team pivoted to support physician education around COVID-19. CPD established an internal working group who worked closely with the CPD leads in the clinical departments to coordinate efforts and develop general and specialty-specific education initiatives. Activities included:

- The development of a **COVID-19 Website** to serve as hub for education and clinical resources (<https://www.cpd.utoronto.ca/covid-19/>)
- Creation of a **COVID-19 Resource Library**, a searchable database constraining 180 curated resources and clinical supports from trusted sources; includes both general and specialty-specific resources as well as information to support virtual care and wellness
- Delivery of a **COVID-19 Webinar Series**, which offered 44 different webinars on a range of topics including variety of specialty-specific clinical topics related to COVID-19, virtual care, wellness, COVID-19 impact on care for adults with IDD, and the EDI implications of COVID-19
- Establishment of a special **CPD Response to COVID-19 Fund** (CPD-CRF) to support research and innovation in education (see below)

- Support for Program Directors and Conference Chairs in **Transitioning to a Virtual Learning Environment** (see below)

Pivot to Digital

Digital Programs and Conferences

COVID-19 resulted in the cancelation and postponement of many live conferences and programs. As the extent of the pandemic became apparent, CPD rapidly developed capacity and expertise in the delivery of digital conferences and programs. Recognizing the importance of delivering a high-quality learner experience that replicated attending a live in-person activity, CPD procured a conference platform that allowed for integrated live-streaming of sessions, workshops, attendee networking, posters, and sponsor exhibit halls. Program Directors and Conference Chairs looking to take their CPD programs online are encouraged to contact Christopher Chipman, CPD's Business Development Officer at chris.chipman@utoronto.ca.

Resource Development

CPD has been actively engaged in developing tools and resources useful for Faculty to make a successful pivot to digital delivery of programming. Starting prior to the physical closure of the Faculty in March, CPD initiated support to the CPD community through development of a [Quick Tip](#) resource about accreditation requirements for online programming, and followed with a number of other newly developed Quick Tips related to the digital pivot.

CPD has also been able to provide consultation to Program Directors and Conference Chairs through both our Education Consultant Dr. Kate Hodgson and our newly appointed Faculty Lead, Educational Technology in CPD, Dr. Heather MacNeill. One of the strengths of CPD is our ability to provide helpful and meaningful consultation to aid in the development of robust and successful programming. To date, there have been over 100 consultations, the majority supporting program directors pivot to digital delivery.

Dr. MacNeill has also been foundational in developing a soon-to-be-released collection of online videos about transitioning to online learning. Based on a COVID-19-series webinar titled: *Virtual Synchronous Teaching Using Zoom*, the new expanded series will offer best practices and practical tips to CPD developers on the development of synchronous online learning.

Awards, Research and Development Grants

Research and Development Grants

Supported by the Dean's Covid-19 Fund and with additional funds made available by CPD, a call was sent out for applications to the CPD COVID-19 Response Fund aimed at projects related to COVID-19 and CPD. The response from the community was impressive, with 26 applications received for funding. In May, an announcement was made for the following [7 projects](#) that received funding:

1. *Re-Deployment in Response to COVID-19: Knowledge Mobilization for Occupational and Physiotherapy*. PI: Dr. Sylvia Langlois. Team: Mylopoulos M, Switzer-McIntyre S, Tassone M.
2. *Awareness and capacity strengthening of African rehabilitation professionals on COVID-19 to optimise health services in African contexts*. PI: Dr. Lynn Cockburn.

Team: Ngeh E, Chigbo N, Whitehouse Z, Mukaruzima L, Sichela J, Musago K, Kitur R, Lindelwa, Belay M, Kamere C, Shirima R.

3. *Creating and Sustaining the Pivot to Virtual Primary Care: Implementation and Evaluation of the Virtual Care Competency Training Roadmap (ViCCTR)*. Pls: Drs. Nikki Woods, Risa Freeman. Team: Kulasegaram M, Mylopoulos M, Rowland P, Rojas D, Murdoch S, Grundland B, Papadacos T, Paul R, Moaveni A, Whitehead C.
4. *Rapid Knowledge Mobilization in Response to the COVID-19 Pandemic*. PI: Dr. Paula Rowland. Team: Lowe M, Tripp T, Richardson J, Anderson M, Oja L, Tavares W, Woods N, Ng S.
5. *Evaluating Rapid Implementation of Educational Resources During a Pandemic: The Case of the Quick ICU Training for COVID-19 Initiative*. Pls: Drs. Ryan Brydges, Dominique Piquette. Team: Ng S, Onurya B, Spring J, Cuthbertson B.
6. *Experiencing Covid-19 through virtual reality: The patient's perspective*. PI: Prof. Lisa DiProspero. Team: Thomson H, Legere L, Harth T, Parzanese M, Rashleigh L.
7. *Rapid Upscaling of Psychiatric Virtual Care Education in Response to COVID-19*. PI: Dr. David Rojas. Team: Paul R, Whitehead C, Vigod S, Wasserman L, Barker L, Wright E.

CPD Awards

CPD annually recognizes and celebrates faculty members who demonstrate excellence in research, teaching, scholarship, innovation, teamwork, and long term commitment to CPD. CPD congratulates the following 2018-2019 [CPD award winners](#) for their impactful contributions to CPD:

Mark Feldman – Rene Wong – Kenneth Fung – Savithiri Ratnapalan – Anupam Thakur – Claire Acton, Kate Hayman and Evelyn Dell – The Centre for Interprofessional Education and EHPIC Faculty – Branka Agic and the Provincial System Support Program (PSSP) Project Team

Appointment Announcements

CPD welcomed two new faculty members. Dr. David Wiljer is a Professor, Department of Psychiatry and Radiation Oncology in the Faculty of Medicine and Executive Director, Education, Technology & Innovation at University Health Network. He joined CPD in March 2020 as the Academic Director, CPD with a focus on advancing CPD scholarship and research. Dr. Heather MacNeill was appointed Lead, Educational Technology, CPD in July 2020. She is an Associate Professor in the Department of Medicine and a Staff Psychiatrist at Bridgepoint Active Healthcare.

E. Graduate and Life Sciences Education (GLSE)

Undergraduate Life Sciences Education

Events

Special Session for Domestic & International Undergraduate 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 is organizing a special event to meet representatives from our course-based and professional programs that are offered in the Faculty of Medicine. This recruitment session will start with Dr. Allan Kaplan, Vice Dean, Graduate and Academic Affairs, giving opening remarks, followed by a representative from the School of Graduate Studies to talk about services for domestic and international students. Each department will have a chance to present their program and field questions. The event will be held on October 14, 2020 at 12:00 pm-1:30 pm via zoom.

Programs include:

Biomedical Communications
Applied Immunology
Medical Genomics
Genetic Counselling
Laboratory Medicine and Pathobiology
Medical Physiology
Applied Clinical Pharmacology
Physical Therapy
School of Graduate Studies
Speech-Language Pathology
Translational Research

Ninth Annual Graduate Recruitment Fair in the Faculty of Medicine

In collaboration with the Human Biology Student Union, the recruitment fair will be held on November 4, 5, 2020 via zoom at 10:00 am – 4:00 pm. Exhibitors in attendance will include our undergraduate and graduate units, and the School of Graduate Studies.

Graduate and Professional Schools Fair

GLSE attended the Tri-Campus University of Toronto Mississauga and University of Toronto Scarborough Graduate and Professional Schools Fair on September 22, 2020. We provide support to the 13 graduate departments.

Additional Recruitment Fairs

National Institute of Health (NIH) August 5, 2020
University of British Columbia September 25, 2020

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

The GLSE Seminar will be presented by Dr. Nana Lee. Students will learn how to construct a research-focused resume or CV and enhance their academic career perspectives – for grad school, research opportunities, and beyond on January 15, 2021 11:00 am – 12:00 am via zoom.

Awards

Undergraduate Faculty Teaching Awards

Graduate and Life Sciences Education, Faculty of Medicine in partnership with the Basic Science Departments and Institutes in the Faculty will award four annual Undergraduate Teaching Awards in Life Sciences in four categories. The purpose of these awards is to honour outstanding and sustained contributions by faculty members to undergraduate Arts and Science teaching and the undergraduate experience in Life Sciences. The awards carry a cash value of \$1,000 each and will be presented at the Faculty of Medicine Annual Education Achievement Celebration. Award Deadline: January 29, 2021

- Excellence in Undergraduate Teaching in Life Sciences
2019-2020 - Douglas Tweed, PhD, MD -Department of Physiology
- Excellence in Undergraduate Laboratory Teaching in Life Sciences
2019-2020 - Nohjin Kee, MSc, PhD - Department of Physiology
- Excellence in Linking Undergraduate Teaching to Research in Life Sciences
2019-2020 - Denise Belsham, PhD, MD - Department of Physiology
- Sustained Excellence and Innovation in Life Sciences Education
2019-2020 - Carin Wittnich, DVM, MSc - Department of Physiology

GLSE Undergraduate Leadership Awards

Graduate and Life Sciences Education, Faculty of Medicine awards 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. Deadline TBA. Awardees this past year include:

Michael Lee, Laboratory Medicine and Pathobiology
Laura Tang, Laboratory Medicine and Pathobiology
Mindy Lam, Biochemistry

GLSE Undergraduate Summer Research Project Studentship

GLSE awards eight annual summer research project studentships per 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, normally between May 1 and August 31, 2020. Starting 2018, support from GLSE is 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 sponsoring department. Deadline: TBA

Undergraduate Research Opportunity Program (UROP)

UROP awards TBA 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. Deadline: TBA

University of Toronto Excellence Awards (UTEA NSERC & SSHRC)

University of Toronto Excellence Award (UTEA) program is funded by the Vice-President Research. The UTEA program provides eligible undergraduate students with opportunities to conduct summer research projects under the supervision of eligible U of T faculty members research term required is 14 weeks.

The value of a UTEA-NSE award this year is \$6,000 of which \$4,875 is covered by funding from the Vice-President Research and Innovation. Divisions are required to provide minimum \$1,125 top-up funding for each UTEA-NSE award. Research Services may request backup documents demonstrating this matching requirement is met at the time of award.

The value of a UTEA-SSH award this year is \$6,000, all of which is covered by funding from the Vice-President Research and Innovation. Top-up funding for UTEA-SSH Awards is optional. Deadline: TBA

Pharmacology and Toxicology (2)

Molecular Genetics (2)

Speech-Language Pathology (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 appreciate the innovative research conducted in the Faculty of Medicine. We will be pairing graduate students from across the 13 different graduate programs offered in the Faculty of Medicine.

Graduate mentors will give an overview of the nature of their research and how it may tie in 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 will be held in February 2021 and will happen again in June and July 2021.

Creating Mentorship Impact: Graduate Student Mentorship Program

This Program is in partnership with Dr. Nana Lee, Director of Graduate Professional Development in order to improve graduate mentorship at the Faculty of Medicine. This program aims to give mentees an opportunity to appreciate the innovative research

conducted in the Faculty of Medicine and learn from senior colleagues' perspectives in graduate training and developing as a whole scientist and career preparation. Dr. Nana Lee will share best practices of the mentorship programming with other departments and student associations so we can all learn from each other. The seminar will be held on October 2, 2020.

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. Several new students were recruited for 2020-2021.

GLSE Talks: One Minute Video Competition

GLSE video competition is for all undergraduate and graduate students undertaking a research project. The competition invites students to showcase their ongoing (or potential) research projects in a brief and creative one-minute video presentation. The competition winner Saba Sadeghi, Nutritional Sciences and Human Biology (4th year undergraduate), Limited Ultrasound for Appendicitis and Marina Nikolopoulos, Institute of Medical Science (1st year MSc), Designing tools to predict tumour progression in glioblastoma.

Canadian AMGEN Summer Program

The Amgen Scholars Canada Program is a fully-funded opportunity for undergraduate students across Canada to participate in innovative biomedical research with world-renowned faculty at the University of Toronto. Over the course of this 10-week program, Amgen Scholars will develop the skills necessary for graduate school and for careers in science through a combination of hands-on research alongside faculty, post-doctoral fellows and graduate students, participation in lab and professional development activities, and relationship building.

During the program, the 15 Amgen Scholars will be housed at U of T's historic St. George campus in downtown Toronto. Amgen Scholars will be encouraged to explore the remarkable diversity of the city and the surrounding region through social and community-building events. This past summer's program was cancelled due to COVID. Deadline for Summer 2021: TBA.

Graduate Education

Graduate Awards

a) Faculty of Medicine (FoM) OSOTF, GSEF, PPEF, Departmental Endowed Awards and Expendable Awards

- 23 FoM-wide OSOTF, Expendable and Other Endowed Funds were adjudicated by the FoM Graduate Awards Committee (and 4 sub-committees) chaired by the Vice Dean, Graduate and Life Sciences Education (GLSE) in June and July

2020 with over \$764,000 awarded to graduate students for the 2020-21 academic year.

- 268 OSOTF, GSEF, PPEF, Departmental Expendable and Endowed Funds with over \$16.1 million was distributed to 20 graduate units and centres, 11 clinical departments, and 8 affiliated hospitals (total 39) for distribution for the 2020-21 academic year.
- A total of \$3,670,735 University of Toronto Fellowships was distributed in May 2020 to 10 graduate units for 2020-21 graduate students funding.
- 68 QEII-GSST (49 doctoral-stream awards and 19 clinician/surgical-scientist trainee awards) at \$15,000 each were distributed for the 2020-21 academic year (total \$1,020,000).
- \$423,922 Doctoral Completion Award (DCA) has been allocated to 10 graduate units for 2019-20 academic year. The DCA is to support full-time PhD students who are beyond the funded cohort and within time-limit for the degree.
- \$210,378 plus additional \$824,242 (in lieu of the UTAPS program) was distributed to 5 graduate units with professional masters programs and 3 graduate units with course based masters in June 2019. Effective July 1, 2017, the Professional Master's programs (not including course based) in the Faculty of Medicine has phased out of the University Advanced Planning for Students (UTAPS) and transitioned to a divisionally managed program.

b) FoM GSEF Merit Scholarships for International Students

The Office of the Vice-Dean, GLSE, adjudicated the fifth year of merit-based scholarships valued at \$5,000 each to international master's students entering their second year of studies in 2020-21. Four scholarships were awarded.

c) External Studentships

Over 25 graduate studentships, including CIHR CGS D and other external doctoral research awards are paid through GLSE via ROSI to doctoral-stream students with Principal Investigators affiliated with the Faculty of Medicine.

d) Graduate Faculty Teaching Awards

The Graduate Faculty Teaching Award Competition deadline will be December 1, 2020. Six awards will be adjudicated by the FoM Graduate Awards Committee in three categories:

- Early Career Excellence in Graduate Teaching & Mentorship
- Mid-Career Excellence in Graduate Teaching & Mentorship
- Sustained Excellence in Graduate Teaching & Mentorship

Each awardee will receive a framed certificate and \$1,000 cash prize.

e) Postdoctoral Fellowships

The Faculty of Medicine Postdoctoral Fellowships Review Committee adjudicated the 2020 Banting Postdoctoral Fellowships in August 2020 and forwarded 10 nominations to the University for submission to the CIHR and NSERC agencies for nation-wide review. Each Fellowship is worth \$70,000 per year for two years. The Vanier-Banting Secretariat will notify applicants of the results of their application in February 2021. Last year, the following were awarded the Banting (CIHR) Postdoctoral Fellowship:

- Dr. Kyle Burrows supervised by Dr. Arthur Mortha at Immunology
- Dr. Vitor Hugo Balasco Serrão supervised by Dr. Jeffrey Lee at Laboratory Medicine & Pathobiology
- Elise Hovingh supervised by Dr. Stephen Girardin at Laboratory Medicine & Pathobiology

The *Provost's Postdoctoral Fellowship Program: Supporting Researchers from Underrepresented Groups* is announced through the School of Graduate Studies (SGS). This fellowship opportunity will hire postdoctoral fellows from underrepresented groups, specifically Indigenous and Black researchers located on U of T campus. The GLSE Office will widely advertise the program across the Faculty of Medicine in early Fall 2020.

Honorable mention: In the last competition (Winter/Spring 2020), Graduate & Life Sciences Education reviewed and forwarded the following 3 Provost's Postdoctoral Fellowship applications to the Dean of Graduate Studies and Vice-Provost, Graduate Education:

- Dr. Llana James and Dr. De-Lawrence Lamptey supervised by Dr. Stephanie Nixon at Rehabilitation Sciences Institute
- Dr. Chavon Niles supervised by Dr. Karen Yoshida at Physical Therapy

f) JJ Berry Smith Doctoral Supervision Award: Honorable Mentions

The JJ Berry Smith Doctoral Supervision Award recognizes outstanding performance in the multiple roles associated with doctoral (PhD) supervision in the University of Toronto. Two awards are offered annually, one in the Humanities and Social Sciences and one in the Physical and Life Sciences. The FoM Graduate Awards Committee forwarded 2 nominations, Dr. Deirdre Dawson (OS&OT/RSI) and Dr. Catriona Steele (SLP/RSI) to the Dean of Graduate Studies and Vice-Provost, Graduate Education. This year they were not successful in the final competition, but in the past, there have been four winners of this prestigious faculty award in the Faculty of Medicine: Dr. Tania Watts (Immunology) in 2018, Dr. Ori Rotstein (IMS) in 2017, Dr. Eleftherios Diamandis (Laboratory Medicine & Pathobiology) in 2014, and Dr. Brenda Andrews (Molecular Genetics), the inaugural winner in 2012. Winners are celebrated the annual Governor General's Gold Medals and the JJ Berry Smith Doctoral Supervision Award Reception in May.

Curricular Changes (as of September 2020)

a) New Programs

Two new programs successfully started this Fall. Both the Master of Health Science in Laboratory Medicine and the Master of Health Science in Medical Physiology met its respective enrolment targets (i.e. $n = 10$ and $n = 15$, respectively).

b) Major Modifications

The PhD and MSc programs in Laboratory Medicine underwent a curriculum renewal exercise resulting in a major modification that was approved by Faculty Council in April 2020. One of the primary changes is the establishment of a foundational course, LMP1005H - Fundamentals of Research Practice, which will focus on providing practical information to help students navigate graduate school and succeed in their thesis.

The Department of Biochemistry is currently undergoing a curriculum review which will also see the establishment of at least one foundational course. It is anticipated this proposal will start governance in November 2020 and be approved by Faculty Council in Spring 2021.

c) Modules

As part of its commitment to innovative curriculum, some graduate units in the Faculty of Medicine have successfully adopted "module-based learning" over the last 8 years. These modules are typically 6 weeks in duration and focus on a specialized topic to facilitate more customized and diversified student learning experiences. The number of modules has been growing across these basic sciences departments to provide individualized tailored learning opportunities to allow our students to thrive academically.

Historically, the student database, ROSI (Repository of Student Information) was not built to formally recognize courses that are less than the standard 13-week duration of a 0.5FCE course. However, an environmental scan was conducted in Summer 2019 to reveal that ROSI can now accommodate non-standard courses with varying course weights (e.g. 0.17 and 0.33 in Rotman).

In 2019/20, the GLSE embarked on converting over 40 existing, eligible modules into 0.25FCE courses. This decision was based on the following rationales:

- To increase the consistency and accountability for course quality as these courses can now be included in the University wide course evaluation on-line system
- To allow students to get acknowledgement for the course work they were completing as part of their program.
- To have the course formally appear on a student's transcript

The first phase of this project began with three departments (Laboratory Medicine and Pathobiology, Medical Biophysics and Institute of Medical Science). The second phase, starting Fall 2020, will include Biochemistry with the hope to include Molecular Genetics in the near future.

Growth in Graduate Enrolment and Report on Fall 2020 Graduate Enrolment

Over the course of 7 years, the graduate student population has increased by 30% (measured in headcount). The most significant growth was seen in Professional Masters programs (both domestic and international) due to the start of two new programs (see above). The second highest growth was seen in international PhD students (17.7%) and domestic PhD students (6.8%).

There continues to be negative growth in international MSc students. This trend is expected to continue for two reasons:

- 1) The higher tuition rates for international MSc students relative to domestic MSc students and compared to international PhD students; currently there is a \$18,750 variance. Due to the Harmonized Stipend Agreement, PIs are responsible to cover this variance, one of several reasons why international PhD students are more favourable for recruitment.
- 2) GLSE's focused recruitment of doctoral students, both international and domestic. There was negative growth in MSc programs (both domestic and international).

Below is a breakdown of headcount by degree program for the last seven years.

PhD Total Headcount (Domestic and International)

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Domestic (DOM)	834	832	841	867	882	926	989
Annual % Change		-0.2%	1.1%	3.1%	1.7%	5.0%	6.8%
7 YR % Change							18.6%
International (INTL)	115	119	125	134	153	192	226
Annual % Change		3.5%	5.0%	7.2%	14.2%	25.5%	17.7%
7 YR % Change							96.5%
Total PhD	949	951	966	1001	1035	1118	1215

MSc Total Headcount (Domestic and International)

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Domestic (DOM)	650	715	793	885	844	846	767
Annual % Change		10.0%	10.9%	11.6%	-4.6%	0.2%	-9.3%
7 YR % Change							18.0%

International (INTL)	57	68	73	62	48	32	19
Annual % Change		19.3%	7.4%	-15.1%	-22.6%	-33.3%	-40.6%
7 YR % Change							-66.7%
Total MSc	707	783	866	947	892	878	786

Professional Masters Total Headcount (Domestic and International)

PMAS	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Domestic (DOM)	476	495	524	549	606	608	744
Annual % Change		4.0%	5.9%	4.8%	10.4%	0.3%	22.4%
7 YR % Change							56.3%
International (INTL)	2	1	1	2	7	14	22
Annual % Change		-50.0%	0.0%	100.0%	250.0%	100.0%	57.1%
7 YR % Change							1000.0%
Total PMAS	478	496	525	551	613	622	766

In Fall 2016, the Faculty of Medicine pursued a 3-year focused effort to expand the graduate programs in Occupational Therapy, Physical Therapy and Speech-Language Pathology. The target was 20% and in Fall 2019, this goal was surpassed. This was possible through the expansion of the MScOT program to UTM, as well as the collective efforts of each department, both faculty and staff.

Rehabilitation Sector	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Domestic (DOM)	475	479	485	505	552	602	607
Annual % Change		0.8%	1.3%	4.1%	9.3%	9.1%	0.8%
7 YR % Change							27.8%
Rehabilitation Expansion Plans (Fall 2016 – Fall 2019)						24.1%	

FOM Rehabilitation Sector Strategic Planning Working Group

Three reports have been submitted to reflect the activities pursued by three subcommittees:

- Curriculum Initiatives
- Clinical Teaching and Rehabilitation
- Expanding Rehabilitation Research

These reports will be aggregated for one final report, which will be finalized by end of October 2020.

Graduate Supervisory Experience Project

Due to COVID-19, the Provost and Vice Provost – Students decided to delay all faculty evaluations until the changes related to COVID-19 would be mitigated. This includes the Graduate Supervisory Evaluation Experience Project. This will be revisited in Fall 2020, with the hope to administer the survey in early 2021.

Graduate Student Wellness Grant

This grant was established in March 2020, with funds from the Office of Health and Wellness. Its primary goal is to support student lead measurable initiatives to improve or explore the well-being of graduate students. It encourages graduate students and faculty to work collectively across graduate units, to facilitate student mental health and well-being by developing innovative and sustainable initiatives to improve the overall graduate student life experience in the Faculty of Medicine.

A total of ten applications were received. After being reviewed by the Adjudication Committee, some applications were combined due to overlapping themes. In the end, all but one application received funding. The title of each project and a short description are provided below:

a) Graduate Peer Support Network

Participating Departments: Immunology, Institute of Bioengineering, IMS, Laboratory Medicine and Pathobiology, Medical Biophysics, Nutritional Sciences and Pharmacology and Toxicology

Description: Creation of a faculty-wide peer support network with an accompanying seminar series on aspects of graduate life (i.e. challenges faced by graduate students) and physical exercise.

b) Let's Talk About Wellness

Participating Departments: IMS, Pharmacology and Toxicology, Biochemistry and Physiology

Description: To provide informed expectations and tools for graduate students and supervisors in the Faculty of Medicine (FoM) that promote a healthy lab environment, specifically by facilitating a strong student-supervisor relationship and helping both students and supervisors develop the skills to contribute to a healthy lab environment.

c) UT Grad Well

Participating Departments: IMS, Molecular Genetics, Institute of Bioengineering

Description: Creation of a mobile application (i.e. UT GradWell) that uses a checklist-style interface that follows along with a student's degree timeline. It will serve to raise awareness of common issues in graduate school (beginning with supervisor-student relationships) and equip students with the skills and resources to become resilient to stress associated with them.

d) The Art of Keeping Well: A Creative-Arts Hub for Graduate Students in Rehabilitation

Participating Departments: Occupational Sciences and Occupational Therapy, Physical Therapy, Speech-Language Pathology

Description: To develop an arts-based mental health promotion program aimed at creating a supportive environment for self-expression, empowering students through arts-based, self-care strategies, and fostering meaningful connections through peer support.

e) Crushing Imposter Phenomenon and Relieving Stress from Physical Distancing

Participating Departments: Molecular Genetics and Medical Biophysics

Description: This proposal introduces an innovative initiative aimed towards minimizing patterns of Imposter Phenomenon, through a set of seminars and workshops for graduate students in the Faculty of Medicine. Seminars will focus on diversity in science by encompassing a diverse group of speakers and highlighting minorities.

F. Medical Radiation Sciences Program

The following is a high-level summary of the activities of the MRS Program between January 2020 and end of the summer semester, July 24, 2020.

Enrolment Numbers Year 1 Students:

	September 3 rd 2019	June 30 th 2020	June 30 th 2020 withdrawal	June 30 th 2020 on leave	June 30 th 2020 returning	Attrition (includes LOA)
Radiological Technology	37	36	1	1	1	97%
Nuclear Medicine	19	17	0	2	0	100%
Radiation Therapy	45	44	4	0	3	91%
Total	101	97	5	3	4	96%

At the end of the summer semester, July 24th, 2020 the MRS Program had a total of 263 students enrolled:

	Year 1	Year 2	Year 3 (convocated June 2 nd 2020)
Radiological Technology	36	38	35
Nuclear Medicine	17	13	12
Radiation Therapy	44	38	35
Total	97	89	82

Changes to the MRS Program due to COVID-19

Clinical Impacts

The third-year clinical students were five weeks away from graduation when the clinical pause occurred on March 16th 2020. In consultation and working with our clinical partners to achieve the final competencies, all students were able to graduate on time. There was one exception; a NM student who was experiencing difficulty prior to the pause and was already delayed from graduating. All graduates were eligible to write the national certification exams on May 20/21, 2020, which were proctored.

The first-year radiological technology and radiation therapy students were due to go their first clinical in May and June. The Program declared an academic disruption to alter their program pathway whereby they completed two didactic courses from the winter/summer semesters of 2021. The clinical placement, with some minor changes,

has been moved to July 2021, so that all their clinical practicums will be completed concurrently, to complete April 2022.

The second-year nuclear medicine students were also due to go to clinical placement in May for 12 weeks for 4 days/week. The students reintegrated back into their clinical practicum on July 6th 2020 for five days/week. Whilst clinical was paused they continued to take a didactic online selective course.

Curriculum Impacts

On March 16th 2020 the faculty transitioned the courses to a completely online format to complete the Winter 2020 term, and plan and deliver the summer didactic courses. With the use of Standardized Patient's and some simulation software, the faculty were able to maintain many of the assessments in line with the University's Policy on Academic Continuity. As technology driven professions delivering curriculum in an online format with no hands-on labs has had its challenges, but the faculty have risen to the occasion and have been creative in their delivery of the material.

Admissions Impacts

When the pandemic was declared the Medical Radiation Sciences (MRS) Program needed to make immediate decisions on several of its activities, including the Multiple Mini Interviews (MMI's), that were scheduled for the end of April. Working in collaboration with the Undergraduate Medical Education (UME) and the Physician Assistant programs, and building on the experiences of the UME, the MRS Program substituted the in-person MMI into online admission interviews. A total of 225 interviewees submitted three videos each over a timed period, raters were recruited and reviewed the videos and the program was able to get the offers out to applicants on time.

University of Toronto Quality Assurance Process (UTQAP) Impacts

The UTQAP review was to take place in October 2020. Due to COVID-19 the review has been set back to September/October 2021 in line with the departmental review of the Department of Radiation Oncology.

G. Physician Assistant Program

Admissions

This past January, the PA Program received the highest number of applicants to date, receiving 540 applications for the September 2020 entry. This is the first time since the September 2017 entry that the program has received over 500 applications.

	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	Sept 2019 Entry	Sept 2020 Entry
Applicants	160	152	236	215	259	244	413	388	515	433	465	540
Files Reviewed	117	71	91	90	91	107	190	251	304	317	276	440
Interviews	64	49	59	66	66	66	66	80	84	88	88	106
Admitted	24	14	21	30	30	34	29	30	30	28	32	30
Graduates	17	11	16	27	26	29	26	30	26	26		

Retention

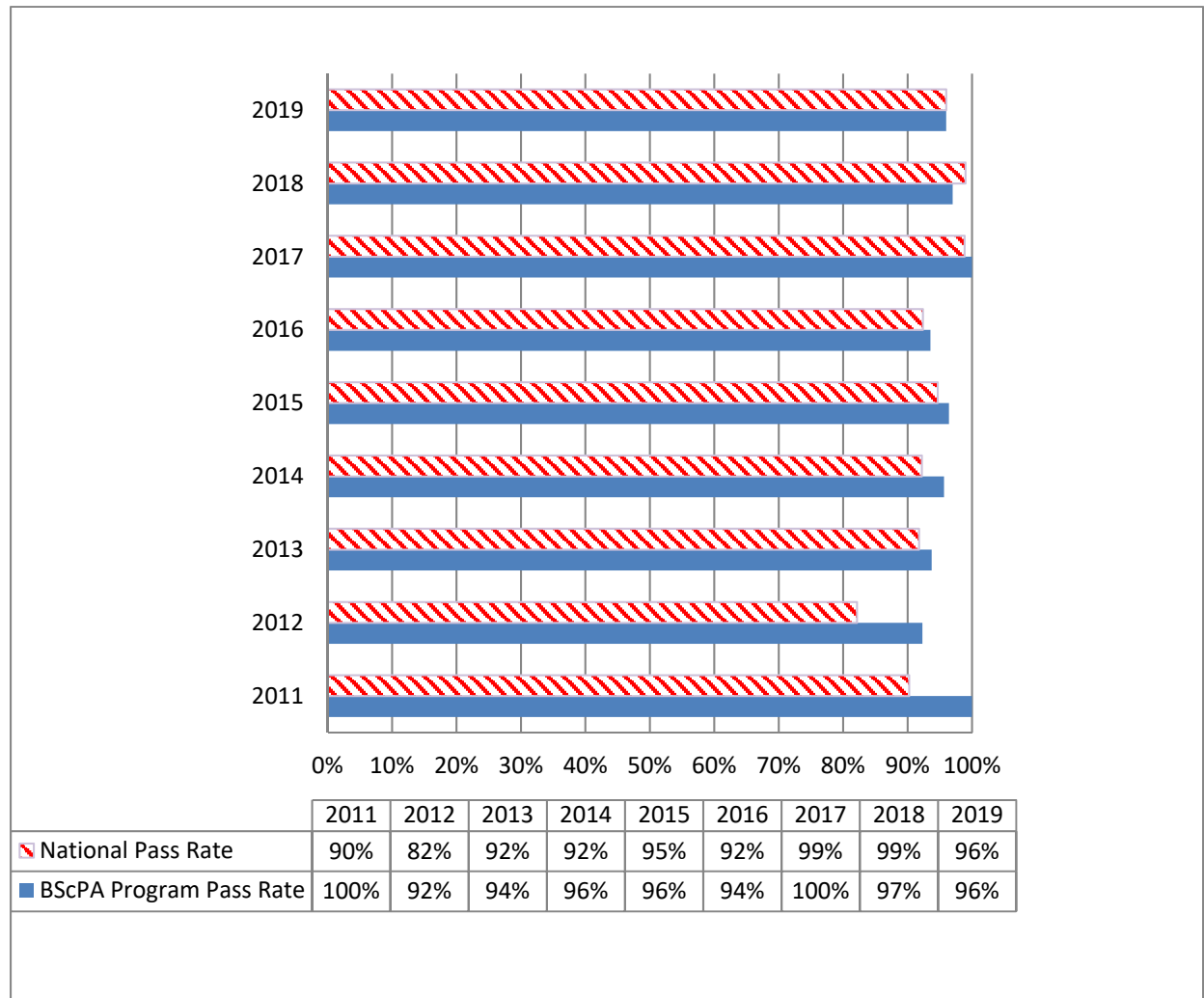
As indicated in the chart below, the retention rate for the program remains high. Students may take a Personal Leave of Absence from their admissions cohort and return to a new cohort should that be necessary for their success in the program.

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	26	87%
2020	28	26	93%
2021	32	32	100%
2022	30	30	100%
Total	332	296	89%

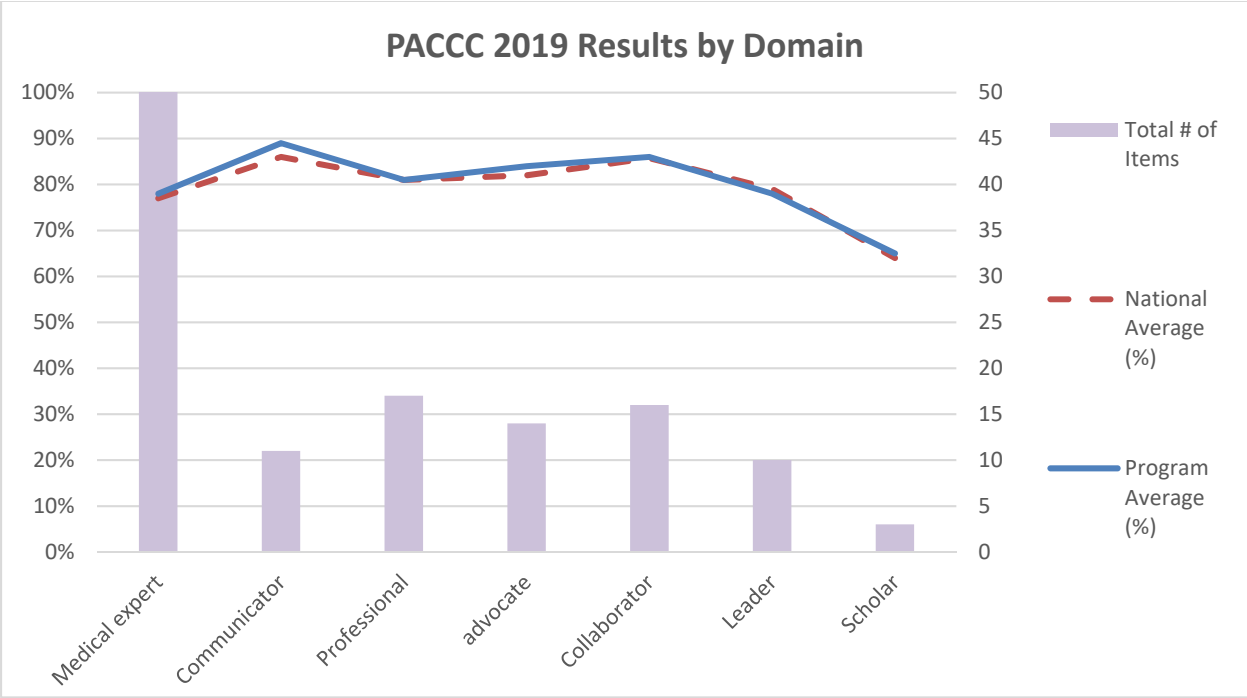
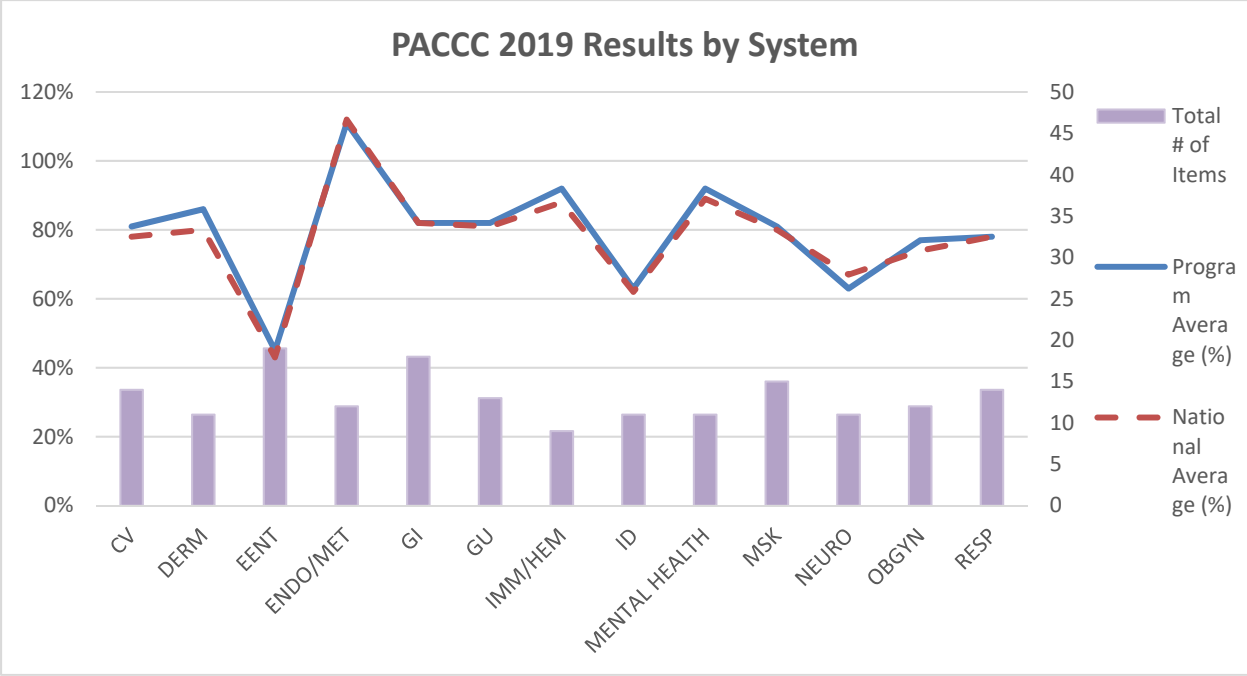
of students active in cohort as of September 2020

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 BScPA Program graduates represent approximately 30% of the total number of first time exam writers. To date, 96% of all BScPA Program graduates have passed the national certification exam. Due to the pandemic, the exam has been postponed to February, 2021 for the current graduating Class of 2020. The next three graphs have been updated with the results from our Class of 2019 graduates.



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



Graduate Employment

As of March 17, 2020, we have confirmation that 23 of 26 graduates who completed their program August 2019 (Class of 2019) are employed as PAs.

In November 2019, it was announced that the administration of the Physician Assistant Career Start Program would be transferred from Health Force Ontario to the MOHLTC

Ontario Health, effective December 1, 2019, as per the Connecting Care Act. Career Start posted 75 PA jobs in November 2019. Since 2011, 78% of our graduates have secured their first job through the Career Start program. Provincially, we appear to have reached a situation of demand outweighing supply for physician assistants.

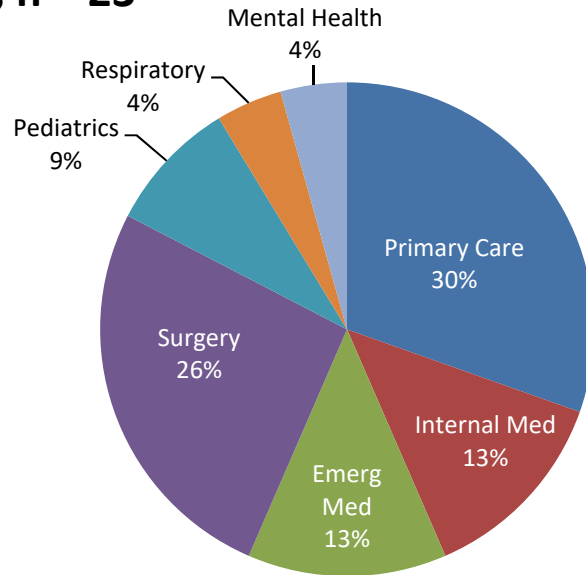
Program Completion year	Total # Grads	# Grads employed as PA within 6 months*	Known* Employment rate within 6 months
2019	26	23	88%
2018	30	29	97%
2017	26	22	85%
2016	29	28	97%
2015	26	17	65%
2014	27	26	96%
2013	16	15	94%
2012	11	11	100%
2011	17	17	100%

*as known by the Program

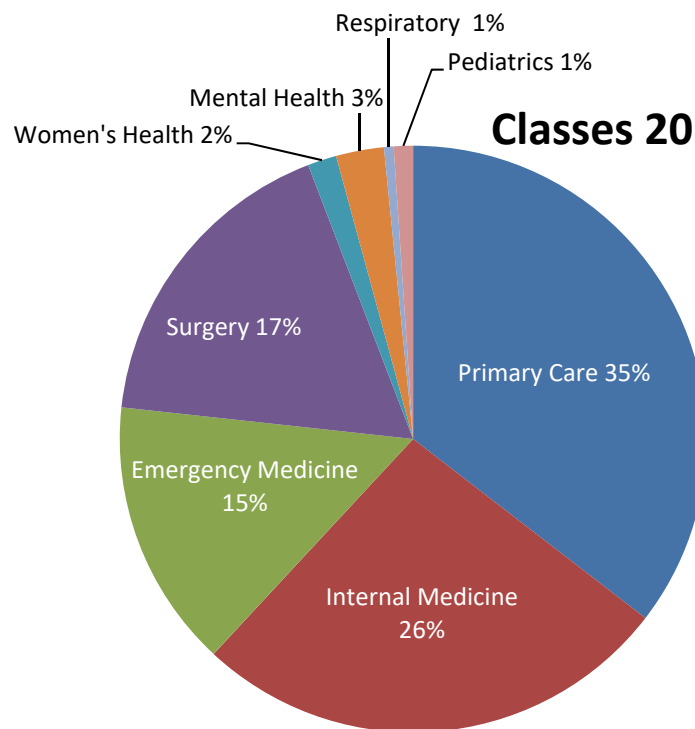
Primary Care consistently employs about 30% of our graduates, however an increasing number of our graduates are employed in Surgery, Internal Medicine and Emergency. Positions in many different disciplines have been emerging in recent years. Approximately 14% of our alumni are employed in Northern/rural areas.

Figure 1. Graduate Employment dispersion by discipline: Class of 2019 vs. all Graduates

Class of 2019, n = 23



Classes 2011-2019 (n=188)



COVID's Impact on Curriculum

The last 6 months presented unprecedented challenges with the COVID-19 pandemic. Although our didactic curriculum is delivered primarily in an on-line distributed model, almost every aspect of the program was impacted, forcing us to find innovative ways to ensure learning objectives were met and program requirements were fulfilled. Some of these changes have been so successful that we will be implementing them permanently into the program.

With clinical placements being suspended across the country for three months, it was important to continue to advance clinical skill and knowledge as much as possible for our year two Clinical students. We provided an interactive, case-based simulation learning platform, for students to work through cases in each core discipline. We introduced student-initiated rounds where students virtually presented to each other on actual cases they had previously encountered. Two of our first-year in-person campus blocks were transformed into innovative virtual sessions where students learned clinical skills and procedures through on-line teaching methods, led by our Course Directors. We developed and ran a very successful end of program integrated virtual OSCE containing 14 stations. This assessment was mapped to all of the Entrustable Professional Activities required of competent graduated Physician Assistants. These stations were all recorded and now have the added advantage that students requiring remedial support can review their performance with a faculty member. We successfully conducted our first virtual multiple mini interviews as part of the admissions process. A well-received virtual Stethoscope Ceremony was held for our current incoming class of 2022. Although technically complex, the event went smoothly and enabled personal connections for the students and their family/friends.

To ensure the safety of our students and that of their patients, the program created a comprehensive COVID curriculum in collaboration with all the health sciences programs at UofT. Each PA student was required to complete this prior to re-entering the clinical environment in order to prepare them for the pandemic impacts on health care.

Human Resources

The BScPA Program was pleased to welcome Melissa Rodway as the new BScPA Program Coordinator in October 2019. This position replaces the Program Manager role that was held by Elizabeth Whitmell for 10 years.

A PA Research and Academic Scholar role was newly created in 2019. This position's mandate is to advance our program's scholarship and student scholarly activities, as well as contribute to the PA Profession scholarship at large. Sharona Kanofsky assumed the position in July 2019. The introduction of this role increases our core complement of faculty at the central PA office which also includes an Academic Coordinator, Program Director and Medical Director.