

PGME 2022-2023 Annual Report



**UNIVERSITY OF CALGARY
CUMMING SCHOOL OF MEDICINE
POSTGRADUATE MEDICAL EDUCATION**

Table of Contents

<u>Page Number</u>	<u>Content</u>
3-4	List of Abbreviations
5	Postgraduate Medical Education Mission Statement
6	Highlights and New Initiatives
7	Overview of PGME
8	PGME Office – Organizational Chart
9	Committees
10	Resident Education Overview
11-13	Programs and Number of Residents in Each Program and PGY Level
14	Fellowship Programs and Number of Fellows in Fellowship Programs
15	Training Physicians to Meet the Health Needs of Albertans
16	Physician Retention in Alberta
17 -18	Accreditation
19	Competence by Design (CBD)
20	Transitioned and Transition Programs
21-22	Wellness
23-24	Research
25	Resident Education Scholars Program (RESP)
26- 31	Anti-Racism and Anti-Discrimination Task Force
32	Resident Surveys
33	Educational Workshops and Events
34	Challenges
35	Report Contributions
36	Where to find us

List of Abbreviations

Abbreviation	Definition
AHS	Alberta Health Services
AIMERS	Assessment of Internal Medicine Evaluations in Residency Study
AIMG	Alberta International Medical Graduates
CanERA	Canadian Excellence in Residency Education
CanRAC	Canadian Residency Accreditation Consortium
CaRMS	Canadian Resident Matching Service
CBD	Competence by Design
CCME	Canadian Conference on Medical Education
CFPC	College of Family Physicians of Canada
CMG	Canadian Medical Graduates
CPSA	College of Physicians & Surgeons of Alberta
CSM	Cumming School of Medicine
EDI	Equity, Diversity & Inclusion
EMR	Electronic Medical Record
EPA	Entrustable Professional Activities
FM	Family Medicine
ICU	Intensive Care Unit
LEaPP	The Learner Education Handover Pilot Project
MELD	Mentoring for Education Leadership Development
Non-CMG	Non-Canadian Medical Graduates
OHMES	Office of Health & Medical Education Scholarship
PARA	Professional Association of Resident Physicians of Alberta
PGME	Post Graduate Medical Education

PGY	Post Graduate Year
PPE	Personal Protective Equipment
RCPSC	Royal College of Physicians & Surgeons of Canada
RESP	Resident Education Scholars Program
SAC	Strategic Advisory Committee
SET	Simulation Educator Training
UME	Undergraduate Medical Education
U of C	University of Calgary
WISHES	Wellness Innovation Scholarship for Health Professions Education and Sciences

Postgraduate Medical Education Mission Statement

Postgraduate Medical Education (PGME) at the Cumming School of Medicine (CSM) strives to deliver an outstanding clinical experience that prepares graduating physicians for independent practice. Our mission is to offer training in a safe, inclusive environment that promotes patient-centered care and is socially accountable to the needs of individuals and health care systems both locally and nationally. This mission is advanced by a community that supports excellence in health care research, education, and innovation.

Highlights and New Initiatives

- Dr. Melinda Davis assumed the Associate Dean PGME role effective December 1, 2022.
- There are 46 programs officially functioning in a CBME model, with an additional five targeted to launch in July 2023.
- An external accreditation review of the U of C took place during the week of September 18th through September 23rd
- The Office of Resident Affairs and Physician Wellness was restructured. Two new roles were created in July 2022, (1) a Director of Wellness Programming and (2) an Office Manager.
- In late 2022, an Electronic Medical Record (EMR) System was configured.
- The U of C was very successful in the first iteration of the CaRMS match for the upcoming academic year 2023-24. PGME offered 182 entry-level positions for the CMG stream of which 23 remained unfilled. After the second iteration of the CaRMS match, 14 of the remaining 23 positions were filled.
- During the academic year 2022-23, PGME provided residency training for 643 ministry funded residents in 57 of its 63 accredited RCPSC programs in a variety of clinical and academic settings in urban and rural locations.

Overview of PGME

The mission of Postgraduate Medical Education (PGME) at the Cumming School of Medicine (CSM) is to deliver outstanding clinical training that prepares graduating physicians to provide excellent health care to Albertans.

Each program offers unique, discipline-specific educational opportunities to support the development of competencies necessary for independent practice. Achievement of these competencies is also mandated to satisfy certification requirements of the Royal College of Physicians & Surgeons of Canada (RCPSC) and the College of Family Physicians of Canada (CFPC).

The PGME office oversees 65 accredited residency training programs which take place in a variety of clinical and academic settings in Calgary and in distributed sites throughout the province. Programs range from two to eight years in length, and each has independent, defined curricula established by the relevant College.

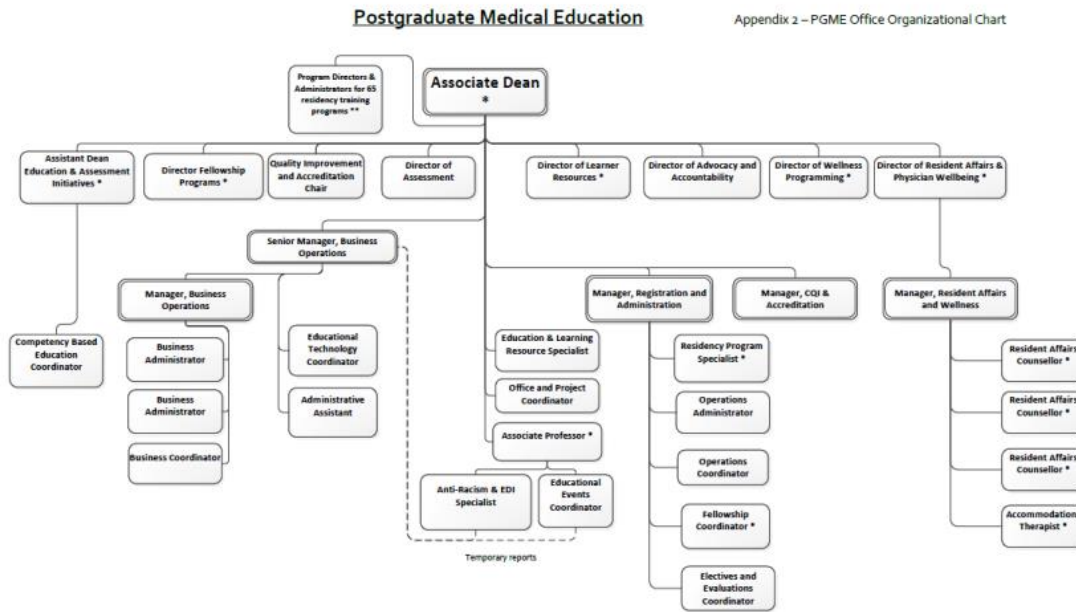
For a full list of our programs, please visit: <https://cumming.ucalgary.ca/pgme/contacts/residency-program-directory>

PGME Office – Organizational Chart

The PGME Office is organized into five functional areas:

- Accreditation
- Administration and Registration
- Business Operations
- Education
- Resident Affairs and Wellness

These five functional areas represent the mandated and delegated authorities provided to it by the CSM and the accrediting Colleges.



Positions marked with an * are NOT funded through the Alberta Health Physician Education and Development Grant.
 ** Residency Training Program Directors and Administrators are funded in cooperation with AHS, APL, CCA, U of C and the PED grant.

Committees

The PGME Committee provides effective governance for the development and review of all aspects of residency education at the CSM.

The committee includes 30 permanent voting members and 13 rotating voting members. Non-voting members include an Undergraduate Medical Education (UME) Assistant Dean, included to facilitate decision-making around shared issues at the UME and PGME level.

Representation also includes the College of Physicians & Surgeons of Alberta (CPSA), Alberta Health Services (AHS), and Professional Association of Resident Physicians of Alberta (PARA).

The committee has the following subcommittees:

Subcommittees – Standing	Subcommittees – Ad Hoc	Advisory Committee
➤ Accommodations Assessment Committee	➤ PGME Learner Role in Obtaining Informed Consent Committee	➤ PGME Strategic Advisory Committee (SAC)
➤ PGME Accreditation Committee	➤ PGME Rotation Vacation Requests	
➤ PGME Allocations Committee		
➤ PGME Appeals Committee		
➤ PGME Committee for Fellowship Program Directors		
➤ Competency Based Education – Continuous Quality Improvement (CQI) Committee		
➤ PGME Learner Academic Support and Assessment Committee		
➤ PGME Patient Safety Council		
➤ PGME Policy Committee		
➤ PGME Learning Site Committee		

Resident Education Overview

Alberta Health funding enables PGME to provide financial support for a variety of professional development and education resources and activities completed by residents. These initiatives substantially enhance the quality of the postgraduate learning experience. This support is not limited to, but includes:

- Funding for conferences
- Special courses
- Educational events
- Visiting speakers

U of C PGME residents train and provide essential health care services at five acute-care hospitals in Calgary:

- Calgary Foothills Hospital
- Alberta Children’s Hospital
- Rockyview General Hospital
- Peter Lougheed Centre
- South Health Campus

They are also assigned to train in community clinics, Alberta Provincial Laboratories, and in communities such as:

- Medicine Hat
- Lethbridge
- Red Deer

Distributed learning takes place in a variety of non-urban settings such as:

- Banff
- Bassano
- Bellevue
- Bow Island
- Brooks
- Camrose
- Canmore
- Cardston
- Claresholm
- Drumheller
- Fort McMurray
- Grande Prairie
- High River
- Longview
- Olds
- Okotoks
- Pincher Creek
- Ponoka
- Raymond
- Stettler
- Strathmore
- Sunde
- Taber
- Three Hills
- Whitehorse
- Yellowknife

Programs and Number of Residents in Each Program and Post Graduate Year (PGY) Level

Royal College - Number of Residents by Year and Program as at July 1 st , 2022										
Count	Program	PGY1	PGY2	PGY3	PGY4	PGY5	PGY6	PGY7	PGY8	Total
1	Anatomical Pathology	2	5	6	4	1				18
2	Anesthesiology	8	9	7	7	3				34
3	Cardiac Surgery	1	1	1	4	2				9
4	Cardiology				4	4	5			13
5	Child and Adolescent Psychiatry					1	2			3
6	Clinical Pharmacology and Toxicology				1		1			2
7	Clinician Investigator Program					2		1		3
8	Colorectal Surgery						1	1		2
9	Critical Care Medicine					2	2	4		8
10	Dermatology	3	3	3	3	4				16
11	Developmental Pediatrics					1				1
12	Diagnostic Radiology	5	5	6	5	5				26
13	Emergency Medicine	4	4	5	3	3				19
14	Endocrinology and Metabolism - Adult				2	2				4
15	Endocrinology and Metabolism - Pediatric					2				2
16	Gastroenterology - Adult				2	3				5
17	Gastroenterology - Pediatric					2				1
18	General Pathology	2	1	2	4					9
19	General Surgery	5	4	3	5	5				22
20	General Surgical Oncology						2	1		3
21	Geriatric Medicine				2	1				3
22	Geriatric Psychiatry						1			1
23	Gynecologic Oncology						2	2		4
24	Hematology				2	2				4
25	Infectious Diseases - Adult				3	1				4
26	Internal Medicine	40	42	32	3					117
27	Internal Medicine - General				8	8				16
28	Maternal Fetal Medicine						2	1		3
29	Medical Genetics and Genomics	1	1	2	2					6
30	Medical Microbiology		1	1		1				3
31	Medical Oncology				3	2				5
32	Neonatal/Perinatal Medicine					1				1
33	Nephrology - Adult				3					3
34	Nephrology - Pediatric						1			1
35	Neurology - Adult	4	4	3	5	2				18
36	Neurology - Pediatric	1	1	2	1	2				7
37	Neuropathology		1	1		1				3
38	Neurosurgery	2	2	2	3	2	4			15
39	Obstetrics and Gynecology	6	7	7	6	6				32
40	Ophthalmology	2	2	4	1	1				10

41	Orthopedic Surgery	2	1	2	2	3				25
42	Otolaryngology - Head and Neck Surgery	2	1	2	2	2				9
43	Palliative Medicine					1				1
44	Pediatric Emergency Medicine					5	1			6
45	Pediatric Hematology Oncology				1	1				2
46	Pediatrics	15	13	12	9					49
47	Physical Medicine & Rehabilitation	2	3	2	2	1				10
48	Plastic Surgery	2	2	2	2	1				9
49	Psychiatry	9	9	9	7	7				41
50	Public Health and Preventive Medicine			2	1					3
51	Public Health and Preventive Medicine with Family Medicine	2	2		2					6
52	Radiation Oncology	2	1	2		2				7
53	Respirology - Adult				4	1				5
54	Respirology - Pediatric					1	1			2
55	Rheumatology - Adult				3	3				6
56	Thoracic Surgery						1			1
57	Vascular Surgery	1	1	1	1					4
Total										643

Family Medicine - Number of Residents by Year and Program as at July 1st, 2022					
Count	Program	PGY1	PGY2	PGY3	Total
1	Family Medicine	89	63		152
2	Family Medicine - Anesthesia			2	2
3	Family Medicine - Emergency Medicine			7	9
4	Family Medicine - Enhanced Skills - Addiction Medicine			2	2
5	Family Medicine - Enhanced Skills - Care of the Elderly			2	2
6	Family Medicine - Enhanced Skills - Health Equity: Local and Global Care				0
7	Family Medicine - Enhanced Skills - Maternal and Newborn Care			2	2
8	Family Medicine - Enhanced Skills - Palliative Care			2	2
9	Family Medicine - Enhanced Skills - Sport and Exercise Medicine			1	1
10	Family Medicine - Rural Alberta South - Lethbridge	7	9		16
11	Family Medicine - Rural Alberta South - Medicine Hat	3	10		16
Total		99	82	18	199

Fellowship Programs and Number of Fellows in Fellowship Programs

Count	Program	Total
1	Anatomical Pathology	5
2	Anesthesiology	4
3	Cardiology	12
4	Diagnostic Radiology	17
5	Gastroenterology	7
6	General Surgery	8
7	General Surgical Oncology	1
8	Gynecologic Oncology	1
9	Hematology	2
10	Internal Medicine	3
11	Medical Genetics	2
12	Medical Oncology	13
13	Neonatal/Perinatal Medicine	21
14	Nephrology	1
15	Neurology	26
16	Neuroradiology	3
17	Neurosurgery	12
18	Obstetrics and Gynecology	6
19	Ophthalmology	9
20	Orthopedic Surgery	14
21	Otolaryngology	1
22	Pediatric Endocrinology and Metabolism	1
23	Pediatric Gastroenterology	1
24	Pediatric Hematology Oncology	2
25	Pediatric Nephrology	4
26	Pediatric Neurology	2
27	Pediatrics	4
28	Plastic Surgery	5
29	Radiation Oncology	3
30	Respirology	4
31	Urology	5
32	Vascular Surgery	1

Training Physicians to Meet the Health Needs of Albertans

Timelines for the Canadian Resident Matching Service (CaRMS) PGY1 match were once again revised for 2023 with the first iteration match day which transpired on March 22nd, 2023, followed by the second iteration which occurred on April 27th, 2023.

Interviews continued to be held in a virtual format to avoid unnecessary travel across the country.

The U of C was very successful in the first iteration of the CaRMS match for the upcoming academic year 2023-24.

PGME offered 182 entry-level positions for the Canadian Medical Graduate (CMG) stream of which 23 remained unfilled going into the second iteration:

- Fourteen in Family Medicine
- Two in Family Medicine Rural-Lethbridge
- Five in Family Medicine Rural-Medicine Hat
- One in Neuropathology
- One in Public Health and Preventive Medicine-Family Medicine

The second iteration of the CaRMS match took place April 27th and 14 of the remaining 23 positions were filled.

The nine unfilled positions include:

- Four in Family Medicine
- Three in Family Medicine Rural-Medicine Hat
- One in Neuropathology
- One in Public Health and Preventive Medicine-Family Medicine

The percentage of unmatched medical school graduates across the country after the match was 1.9%. Six applicants from the CSM undergraduate medical program were unmatched after the second iteration of the PGY1 match.

PGME offered 18 entry-level positions for AIMG trainees of which all 18 were filled in the first iteration.

Physician Retention in Alberta

The percentage of Canadian Medical Graduates (CMG) physicians who completed PGME training two years ago (June 2019) and continue to be geographically located in Alberta is 72.5%. The percentage for Non-CMG physicians is slightly higher at 73.68%.

The breakdown of these percentages is depicted in the following table:

	RCPSC Programs	Family Medicine Programs	All Programs
CMG	65.3%	78.9%	72.5%
Non-CMG	72.7%	100%	73.7%
AIMG*	58.3%	81.82%	69.6%

Accreditation

An external accreditation review of the U of C took place during the week of September 18th through September 23rd, 2022

This was the first time the university was evaluated based on the new standards developed by CanRAC, a consortium that includes the RCPSC, CFPC, and College des Medecins de Quebec.

The revised standards include a new emphasis on continuous quality improvement and highlight “tracer themes” such as:

- Patient safety
- Resident wellness
- Learner and faculty assessment strategies
- Infrastructure
- Human resources to support residency education

The survey team was comprised of 62 surveyors, 42 from the RCPSC and 20 from the CFPC. The initial reports and recommendations were reviewed by the relevant colleges in February 2023 and a final accreditation status was determined for each of the 65 residency programs, all AFC programs and for the Institution.

The accreditation process is intended to facilitate feedback and direction to programs to improve and Resolve issues. The accreditation recommendations include:

- Accredited program follow-up by regular accreditation;
- Accredited program follow-up by written action plan outcomes report (APOR) in two years;
- Accredited program follow-up by external review in two years; or,
- Accredited program on notice of intent to withdraw accreditation follow up by an external review.

The following are highlights from the accreditation recommendations report:

Strengths

- The Associate Dean PGME was overwhelmingly and universally considered to be highly effective
- Simulation facilities at the CSM are exceptional
- Institutional commitment to equity, diversity, inclusion, and accessibility
- Office of Distributed Learning and rural Initiatives
- Innovative and comprehensive process for resident accommodation
- Clinical site commitment to patient safety and Just Culture
- Resident Education Scholars Program recognized as a leading practice

Areas for Improvement

- 8 Areas of improvement for follow up in 2 years
- 10 Areas for improvement for follow-up at the next regular review in 8 years

Recommendations

- Accredited Institution with follow up by action plan outcomes report
- 43 programs accredited with follow up by regular review in 8 years
- 10 programs accredited with follow up by APOR in 2 years
- 7 programs accredited with follow up by external review in 2 years
- 1 program accredited with notice of intent to withdraw - follow up by external review in 2 years

These results compare favourably with other universities who have been evaluated under the new standards. In addition, when compared to other large institutions, the U of C has far fewer programs on notice of intent to withdraw.

Competence by Design (CBD)

CBD is the RCPSC version of competency-based medical education. This nationally driven restructuring of medical education focuses on an outcomes-based approach to residency training. CBD is a multi-year initiative, represents a major shift in the delivery of medical education in Canada and applies to all RCPSC residency training specialty and subspecialty programs. This new methodology is designed to ensure physicians acquire the necessary skills needed to meet evolving patient needs.

The transition to CBD requires extensive development of faculty leadership roles to implement new assessment mechanisms, curriculum updates and communication strategies. The U of C is in year six of this significant initiative, which will continue to be introduced over the next two years. Initially there were seven cohorts, representing all 63 RCPSC programs at the U of C, scheduled to transition to CBD. The number of cohorts has grown to eight as some programs experience delays. The RCPSC expects that all programs will have transitioned to CBD by 2024.

The CBD funding made available through AH has assisted programs in cohorts one through seven with the transition process. **Funding has been used for:**

- Leadership support
- Academic advising
- Courses to enhance readiness for CBD
- Development and implementation of new assessment strategies
- Curriculum mapping
- Simulation teaching
- Additional faculty development

Although the delivery of Competency-Based Medical Education has been impacted in many ways by COVID-19, this year has shown a return to more predictable levels of both expenditures and training opportunities.

- Numerous simulation sessions to target the acquisition of foundational skills or Entrustable Professional Activities (EPAs) that were cancelled earlier in the pandemic, have largely been resumed.
- Many learning experiences and events such as academic half days, patient interviews, boot camps, etc., are still being held in a virtual format, there has been an increase to in-person opportunities for residents.
- Funding budgets for CBD development and Workplace Based Assessment which had been impacted by the number of virtual sessions, have returned to pre-COVID spending levels as preferred in-person learning sessions were resumed over the past year.

Transitioned and Transition Programs

CBD effective July 1, 2023	5 th YEAR IN CBD	4 th Year in CBD	3 rd Year in CBD	2 nd Year in CBD	CBD effective July 1, 2022
Developmental Pediatrics	Emergency Medicine	Anatomical Pathology	General Surgery	Cardiology	Dermatology
Ophthalmology	Nephrology Adult	Cardiac Surgery	Neurology	Child and Adolescent Psychiatry	Diagnostic Radiology
Pain Medicine	Nephrology Pediatric	Critical Care Medicine	Orthopedic Surgery	Clinical Pharmacology and Toxicology	Gynecologic Oncology
Palliative Medicine	Medical Oncology	Gastroenterology	Pediatric Neurology	Forensic Psychiatry	Hematology
Pediatric Emergency Medicine	Surgical Foundations	General Internal Medicine	Physical Medicine and Rehabilitation	Geriatric Psychiatry	Maternal-Fetal Medicine
		General Pathology	Plastic Surgery	Neonatal/Perinatal Medicine	Medical Genetics and Genomics
		Geriatric Medicine	Psychiatry	Pediatrics	Neuropathology
		Internal Medicine	General Surgery	Pediatric Hematology/Oncology	
		Neurosurgery	Neurology	Pediatric Surgery	
		Obstetrics and Gynecology	Orthopedic Surgery	Respirology – Adult	
		Pediatric Gastroenterology	Pediatric Neurology	Respirology – Pediatric	
		Radiation Oncology	Physical Medicine and Rehabilitation	Vascular Surgery	
		Rheumatology	Plastic Surgery		

- As of July 2023, there will be 51 programs officially functioning in a CBME model.

Wellness

The Office of Resident Affairs and Physician Wellness is responsible for addressing the physical, psychological, and spiritual wellbeing of PGME learners. The Office provides health and wellness resources for PGME Learners and facilitates an environment in which trainees can flourish and stay well as they navigate opportunities and challenges throughout their medical training. The local presence of the Office enhances access and highlights that wellness and resiliency are a priority at the CSM.

To enable its ability to be more proactive and better support the needs of PGME learners, the Wellness Office was restructured. Two new roles were created in July 2022, (1) a Director of Wellness Programming and (2) an Office Manager. The Office manager was hired in September 2022 and the Director of Wellness role commenced in November 2022.

A concentrated effort was made to bring stability, equity, and continuity to the other roles in the office, specifically the two counsellor positions and the accommodations therapist. Positions were reclassified to provide better permanency and allow for increased support for clients. Attention has also been dedicated to the implementation of tools to better support the operations of the office. In late 2022, an Electronic Medical Record (EMR) System was configured.

Psychological counselors logged 319.5 client hours providing counselling sessions with 94 residents during this reporting period. Counsellors primarily provide individual counselling services.

The Accommodations Therapist logged 148 client hours providing support to 26 medical learners. A total of 29 requests for accommodation were reviewed during the April 1st, 2022 – March 31st, 2023 period. Of these, one was withdrawn by the resident, three were granted by the Associate Dean and referred to the Program Director, while the remaining 25 were referred to the Accommodation Assessment Committee. Of the 25 referred to the Committee, one was denied accommodation whereas the remaining applications were granted in some form.

Accommodation support for residents may include:

- Access services, courses, programs, or training
- Making exemptions to any regulations, policies, standards, or practices
- Making modifications to physical environments to the extent necessary to address discrimination against, or barriers, to a medical learner based on any Protected Ground (e.g., physical or mental disability)

As well as working with individual medical learners, the Accommodations Therapist also acts as a resource to programs and the Accommodations Assessment Committee. In both cases, the position provides expertise to help create a supportive learning environment, develop accommodation plans, and facilitate their implementation. During this reporting period, the Accommodations Therapist participated in 15 meetings with programs and the committee for a total of 15 hours.

The Office continues to concentrate on how best to facilitate bi-directional communication with medical learners. Current communications include, the website, monthly newsletters, the PGME PhysicianWellness App, and ad-hoc e-mails while medical learners connect through the App, e-mails, and phone. All communication methods are currently being reviewed and evaluated for effectiveness, with a view to making informed changes in the coming year.

Over the past year, the Office participated in, supported, and hosted numerous events intended to promote and improve physical and mental health.

Activities include:

- Staff participation in the 2022 PGME orientation.
- Encouraging residents to host wellness events for their program.
- The office hosted a PGME wide wellness event in March 2023.
- Creating wellness programming for different programs and faculty.

As the Office moves into the third year of the current grant agreement, two main themes will be addressed:

- Approaching wellness holistically in terms of areas of concern (i.e. physical, emotional, social, and financial) and levels of intervention / programming (i.e. individual, program, and institutional)
- Building Community

Research

Summary

Please note that my research and scholarship leave (RSL) began on September 1, 2023, and ended on August 31, 2023.

Education/Teaching/Mentorship

I am the PGME preceptor for the Research Education Scholars Program (RESP) which entails mentoring residents for their research projects. I currently mentor 2 residents and have met with them 6 times over the specified reporting period. The residents are Dr. Sarah Cook (Oncology) and Dr. Shannon Hinds (Psychiatry).

Research

In conducting an OVID Medline search, the following articles were published in the reporting period.

1. **Kassam A**, Lord J, Ellaway RH. [Response to: 'Making sense of competency-based medical education'.] Med Teach [Internet]. 2023 [cited 2023 07];45(7):793. In: Ovid MEDLINE(R) [Internet]. <https://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=med1&NEWS=N&AN=36931314>
2. Nickell L, **Kassam A**, Bandiera G. [Is there a role for a learner education handover as part of the Medical Council of Canada assessment and licensing process?] Can Med Educ J [Internet]. 2022 [cited 2022 Aug];13(4):15-22. In: Ovid MEDLINE(R) PubMed-not-MEDLINE [Internet]. <https://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=pmnm7&NEWS=N&AN=36091738>
3. de Groot JM, **Kassam A**, Swystun D, Topps M. [Residents' transformational changes through self-regulated, experiential learning for professionalism.] Can Med Educ J [Internet]. 2022 [cited 2022 Mar];13(1):5-16. In: Ovid MEDLINE(R) PubMed-not-MEDLINE [Internet]. <https://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=pmnm7&NEWS=N&AN=35291457>
4. Yeo J, Furr Gudmundsen C, Fazel S, Corrigan A, Fullerton MM, Hu J, Jadavji T, Kuhn S, **Kassam A**, Constantinescu C. [A behavior change model to address caregiver hesitancy around COVID-19 vaccination in pediatrics.] Vaccine [Internet]. 2022 [cited 2022 09 16];40(39):5664-5669. In: Ovid MEDLINE(R) [Internet]. <https://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=med22&NEWS=N&AN=35987872>
5. Lee C, Thomas M, Ejaredar M, **Kassam A**, Whittle SL, Buchbinder R, Tugwell P, Wells G, Pardo JP, Hazlewood GS. [Crowdsourcing trainees in a living systematic review provided valuable experiential learning opportunities: a mixed-methods study.] J Clin Epidemiol [Internet]. 2022 [cited 2022 07];147:142-150. In: Ovid MEDLINE(R) [Internet]. <https://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=med21&NEWS=N&AN=35364231>

Research presentations also took place during this reporting period as follows:

- **Kassam, A.**, Antepim, B., & Sukhera, J. (2023, April 17). Exploring perceptions of self-disclosure in medical education. International Congress on Academic Medicine, Quebec City, Canada, April 13-18, 2023.
- Antepim, B., Glaze, S., Kumagai, J., Thornton, K., Dawson, D., & **Kassam, A.** What works to reduce fatigue in Obstetrics and Gynecology (OBGYN) residents? Implications for the COVID-19 Pandemic and Beyond Association for Medical Education in Europe Conference, Lyon, France, August 28-31, 2022.
- **Kassam A**, Antepim B, & Sukhera J. (2022). Exploring Perceptions of Self-Disclosure in Medical Education. Transform MedEd Conference, London, England, November 11-12, 2022

- **Kassam A**, Schindler R, Moss SJ, Antepim B, Greer G & Adams B. A Holistic Framework for Medical Learner Wellbeing: A Catalyst for Cultural Change. International Conference for Physician Health. Orlando, Florida, October 13-15, 2022.
- Antepim, B., Nickell L., Bandiera, G., & **Kassam, A**. A National Initiative to Ease the Transition from Medical School to Residency: The Learner Education Handover Pilot Project (LEaPP). Ottawa Conference, Lyon, France, August 27-28), 2022.

Invited presentations:

- **Kassam A**. Voices, Words and Numbers Matter: Equity, Diversity, Inclusion and Accessibility (EDIA) in Health Research. Cumming School of Medicine Research Institutes Summer Student Workshop Series, Calgary, Canada, May 24, 2023.
- **Kassam A**. Acknowledging a Holistic Framework for Health Professions Education (HPE) Learner Wellbeing: Intersections of Moral Philosophy and Population Health. University of Toronto and University Health Network Wilson Centre Research Rounds, Toronto, Canada, March 27, 2023.

Service/Other Academic Work

- I am the ongoing Chair of the Canadian Society for Clinical Investigation (CSCI) awards review committee. During the review period I reviewed 20-30 abstracts and chaired a reviewer meeting to select the winner for the CSCI award. This is once per calendar year (June 2022 and June 2023 for this period).
- I have participated in monthly meetings with PGME Anti-Racism and Anti-Discrimination Taskforce to discuss research projects, academic resources being developed for website, curriculum development.
- Since I am expected to teach Biomedical Ethics to resident physicians as part of my role in PGME, I completed my Master's in Biomedical Ethics in August 2022. My thesis is in the University of Calgary vault and a manuscript is under review in the Journal of Medical Ethics. The preprint of the manuscript can be found here. <https://www.medrxiv.org/content/10.1101/2023.01.27.23285063v1>
- In September 2022 my research lab entitled Wellness Innovation Scholarship for Health Professions Education Scholarship (WISHES) held its third research symposium with 37 attendees.
- In September 2022, I participated in PGME Accreditation meetings.
- In October 2022 I was awarded the Department of Community Health Sciences Equity, Diversity, Inclusion and Accessibility (EDIA) excellence award for promoting EDIA and a positive learning environment for learners.
- In February 2023, I presented a poster and research at the Distributed Learning Rural Initiatives Conference entitled Cabin Fever.
- In February 2023, I was a visiting scholar at the Centre of Health and Education Scholarship (CHES) at the University of British Columbia (UBC).

Resident Education Scholars Program (RESP)

The Resident Education Scholars Program (RESP) was developed by Office of Health & Medical Education Scholarship (OHMES) and Postgraduate Medical Education (PGME) in 2020-21 to support residents in their pursuit of scholarly work. It provides residents with a structured program, mentorship, and support in designing, conducting, and reporting on their scholarly activities during residency. Residents selected to participate develop their skills in health/medical education scholarship by either conducting educational research or developing an educational innovation.

The first part of the program focuses on foundational knowledge in practical education scholarship, and on preparing a scholarly project. The second part is dedicated to the execution of the scholarly project. While each participating residency program configures the scheduling and expectations for their residents' participation in RESP, the overall format is common to all participating residency programs. The Office of PGME provides funding up to \$3,000 for each resident project to cover related expenses as needed.

The program launched on July 1, 2021 with seven residents from Internal Medicine (2), Neurology (2), Anesthesiology (1), Pediatrics (1) and Psychiatry (1) enrolled in **Year 1 of the pilot project**. Two of the residents have completed their projects and are in the process of preparing journal publications. The remaining five residents are continuing work on their projects. The second cohort enrolled in 2022-23, with five residents from Anatomical Pathology (2), Internal Medicine (1), Emergency Medicine (1) and Anesthesiology (1).

The RESP Steering Committee has extended the pilot project to a third year in order to enroll an additional cohort and collect more data. Following an evaluation of the pilot project, findings will be presented to the PGME Committee in July 2024 and a decision made regarding the future of the program. The RESP was recognized during the 2022 PGME Royal College accreditation review as a "Leading Practice Innovation". Full details of the program are available on the OHMES website.

Anti-Racism and Anti-Discrimination Task Force

The Task Force members engaged in a full-day retreat facilitated by the Office of Faculty Development and Progress, and generated its first draft interim report to the Associate Dean in October, 2022. With the transition in leadership for this position, additional refinements will be forthcoming.

A number of new Resident members joined the Task Force, ensuring we have broad representation from a variety of program groups. Dr. Pam Roach also stepped down from her position as Curriculum Lead for Indigenous Health, and Dr. Kelle Hurd has joined the Task Force in this capacity.

This year also saw a number of sessions delivered by the Task Force members, including:

- Virtual orientation presentation to all incoming postgraduate learners in June, 2022
- Multi-part seminar series co-delivered with OFDP for program directors and leaders involved in program selection on holistic review and selection best practices
- Residency program academic half-day sessions on anti-racism topics
- Invited discussions by program RPCs to explore the restyling of the “Chief Resident” position, including engagement with the Indigenous, Local, and Global Health Office

Though our Research Lead is currently on sabbatical, research and scholarship activities continued including work on the following studies:

Research Studies

- Exploring Experiences of Racism by BIPOC Patients and Health Care Providers at a Pediatric Tertiary Care Centre – **Data collection and analysis complete. Manuscript in preparation.***
- Equity, Diversity and Inclusion Curriculum Needs Assessment for Cumming School of Medicine Educational Programs- **Data collection complete and analysis has begun.***
- Exploring the Construct of Just Culture in Resident Physicians – **still awaiting AHS approval.***
- Pan-Canadian Medical Student Demographic Survey: Implications for Residency Education- **Data collection complete, analysis nearly complete, manuscript in preparation.***
- A Scoping Review of Anti-Racism Curriculum and Initiatives in Medical Education*
- Reforming Medical Education: Developing and Implementing Anti-Racism Curriculum in PostGraduate Medical Education*

Our curriculum leads are also involved in research activities and are working on the following studies:

Nicole Johnson

- One Child Every Child: A Transformational Child Health Research Initiative. \$125,226,201 Canada First Research Excellence Fund*
- Supporting Equitable Outcomes in Diverse Populations with Rheumatoid Arthritis Through Appropriate Guideline Implementation, Practice and Policy Approaches*
- The Canadian Collaboration for Complex Care: Innovations for optimal and appropriate care for all*

Grant Applications

1. Aliya Kassam is an invited co-applicant for the Canadian Institute for Health Research (CIHR)

Spring 2023 Program Submission comprised of scholars across Canada: *Words Matter, Numbers Matter, Ways Matter: Establishing a Data and Resource Platform to Guide Equitable Healthcare for Girls and Women Living with Female Genital Mutilation/Cutting in Canada*. Submitted March 8, 2023.

2. Aliya Kassam is an invited co-applicant for the Canadian Association of Medical Education (CAME grant): *Changing Contexts: Evaluating Faculty Development Programs Designed for User Experience* Submitted February 24th, 2023.

Publications

Kassam, A., Lord, J. and Ellaway, R.H., January 2023. Response to “making sense of competency-based medical education”. *Medical Teacher*, pp.1-1.

Hafeez, M. G. Olarewaju, G, Black Medical Students Association of Canada, **Kassam, A.** Pan-Canadian medical student demographic survey: Implications for residency education. Conference abstract published in Together again: a community redefining residency education : 2022 International Conference on Residency Education. *Canadian Medical Education Journal*. 2022 Sep. 27.

Moledina SM, Shoaib A, Weston C, Aktaa S, Van Spall HG, **Kassam A**, Kontopantelis E, Banerjee S, Rashid M, Gale CP, Mamas MA. Ethnic disparities in care and outcomes of non-ST-segment elevation myocardial infarction: a nationwide cohort study. *European Heart Journal-Quality of Care and Clinical Outcomes*. 2022 Aug 17;8(5):518-28.

Osei-Tutu, K. *et al.* Anti-racism in CanMEDS 2025. *Can Medical Educ J* **14**, 33–40 (2023).

Hardin J, Mourad A, Desy J, Paget M, Ma I, Traboulsi D, Johnson NA, Ali AA, Parsons L, Harvey A, Weeks S, McLaughlin K. Mitigating diagnostic performance bias in a skin-tone balanced dermatology curriculum. *Clin Teach*. 2023 Aug 30:e13613. doi: 10.1111/tct.13613. Epub ahead of print. PMID: 37649356.

Presentations

Hafeez, M. G. Olarewaju, G, Black Medical Students Association of Canada, **Kassam, A.** Pan-Canadian medical student demographic survey: Implications for residency education. International Conference on Residency Education (ICRE), October 27-19th, 2022, Montreal, Quebec, Canada.

Awards

Aliya Kassam won the Department of Community Health Sciences Equity, Diversity and Inclusion Award - University of Calgary – 2022 (Awarded for excellence in promoting equity, diversity and inclusion for learners).

Dr. Kannin Osei-Tutu was awarded the prestigious Donald I. Rice Award from the Foundation for Advancing Family Medicine to support travel and expenses for presentations across Canada on issues related to Anti-Racism. He was also awarded the Resident Doctors of Canada Puddester Award for Resident Wellness for his championing of resident wellness, and particularly how race and racism are significant drivers of the wellness experience, and the Calgary Black Achievement Award in Medicine and Health for work done to address racism in health care.

Dr. Nicole Johnson received a Mentor Award from the association of Black Physicians of Canada

Externally, Dr. Kannin Osei-Tutu continued his national work on updated accreditation standards addressing Anti-Black and Anti-Indigenous racism as both a National Advisory Board Member and National Steering Committee Member for CanMEDS 2025 and for the Black Health Education Collaborative. He was also appointed as a member of the CPSA's Anti-Racism and Anti-Discrimination Action Committee. Dr. Osei-Tutu was also appointed Senior Associate Dean, Health Equity and Systems Transformation.

Respectfully submitted,



Cindé Ade-Hoser, MEd
Anti-Racism and EDI
Specialist Postgraduate
Medical Education



Stephen Mintsioulis, MSc, MD,
FCFP Director, Advocacy and
Accountability Postgraduate
Medical Education

Additional Sessions

Delivered:

Nicole Johnson

- 2023** *Journey to Medicine, An attainable reality.* Keynote. Black Medical Students of University of Calgary Oct 2023
- 2023** *Trauma informed Care in Neurosciences.* Neurosciences Health Equity Rounds. Sep 2023
- 2023** *Health Inequities, Racism and Discrimination in Pediatrics.* Pediatrics EDI Advisory Committee Retreat. June 2023
- 2023** *Addressing racial health inequities through an equity pause framework.* Pediatric Residency retreat. Department of Pediatrics, University of Calgary Kananaskis, Alberta. Apr 2023.
- 2023** *Applying a trauma informed lens to Pediatrics.* Pediatric Residency retreat. Department of Pediatrics, University of Calgary Kananaskis, Alberta. Apr 2023.
- 2023** *Allyship Workshop.* (Pre- conference 4Hr Peer-Reviewed Workshop presentation) Counsel on Medical Education in Pediatrics Annual Meeting, Long Beach CA, USA Apr 2023
- 2023** *Applying Principles of Trauma Informed care and Structural Competency to Provide Equitable Care in the Rheumatology Clinic.* Workshop Annual Scientific Meeting Canadian Rheumatology Association. March 2023
- 2023** *How to Incorporate Equity, Diversity and Inclusion in your Medical Education Endeavours.* Workshop Annual Scientific Meeting Canadian Rheumatology Association. March 2023

- 2023** *Anti-Racism Session for Medical Student Professional Development.* University of Alberta. Virtual March 2023
- 2023** *Microaggressions. How to recognize and respond to them.* Black Physicians of Canada. Virtual March 2023
- 2023** *Black Student Mentorship Program: Value of Mentorship.* Panelist Black Physicians of Canada. Virtual Jan 2023
- 2022** *Diversity and Inclusion for Canadian Rheumatology Leadership Program (LEAP).* Canadian Rheumatology Association. Virtual Nov 2022.
- 2022** *Moving Beyond Diversity Conversations Towards an Inclusive Curriculum in Medical Education.* Diversity Equity and Inclusion Viewpoint. American College of Rheumatology Annual Scientific Meeting. Philadelphia Nov 2022.
- 2022** *Anti-Racism Education, CSM Teaching Excellence Program course,* Office of Faculty Professional Development, Cumming School of Medicine. Nov 2022.
- 2022** *Structural Violence & Mental Health Among Marginalized Communities.* Facilitator Course 6. CSM University of Calgary, Calgary, Alberta Sept 2022
- 2022** *The Equity Diversity and Inclusion Journey of Canadian Rheumatology Association.* Oral Session. Association of Women in Rheumatology. Sept 2022.
- 2022** *Structural Competencies in Surgery.* Surgical Foundations Bootcamp. Canmeds session. Facilitator Surgical Residency Program- Residents. July 2022
- 2022** *Family Medicine Core Anti Racism Session. Facilitator Family Medicine Residency Program. Residents.* CSM University of Calgary, Calgary, Alberta July 2022
- 2022** *Orientation of Incoming Residents and Fellow,* Anti-Racism Session PGME. Cumming School of Medicine, May 2022
- 2022** *Managing Diverse Patient Populations in Your Practice: The Importance of Inclusive and Individualized Care for Optimal Outcomes.* Symposium. Ontario Rheumatology Association Annual Meeting, Virtual, May 2022
- 2022** *Diversity on Rheumatology.* Plenary Session. Ontario Rheumatology Association Annual Meeting, Virtual, May 2022
- 2022** *Update on Pediatric Rheumatology.* Caribbean Rheumatology Association Annual meeting. Virtual, May 2022
- 2022** *Closing the Gap in Hematology,* Anti-Racism Session for Hematology, Oncology Grand Rounds, University of Calgary- Virtual, April 2022

Kelle Hurd

- 2023** *Interacting with Indigenous Patients: A Trauma Informed Approach.* Anesthesia Academic Half Day, University of Calgary. Sept 2023

- 2023** *Cultural Safety, Supports and Indigenous Patients*. Internal Medicine Academic Half Day, University of Calgary. Sept 2023
- 2023** *Indigenous Health and Structural Competency*. Maternal Fetal Medicine Academic Half Day, University of Toronto. June 2023.
- 2023** *Interacting with Indigenous Patients: A Trauma Informed Approach*. General Internal Medicine Academic Half Day, University of Calgary. May 2023
- 2023** *Interacting with Indigenous Patients: A Trauma Informed Approach*. Alberta Internal Medical Graduates (AIMG) Externship Program. April 2023.
- 2022** *Indigenous Health and Cultural Competency*. Internal Medicine Academic Half Day, Cumming School of Medicine. August 2022.

Tito Daodu

- 2023** *Anti-Racism and Structural Competency – 2 Workshops*. Department of Surgery. University of Calgary.
- 2023** *Anti-Racism and Structural Competency – Workshop*. Pediatrics. University of Calgary.
- 2023** *Anti-Racism and Structural Competency – Workshop*. Obstetrics and Gynecology. University of Calgary.
- 2023** *Anti-Racism and Structural Competency – Workshop*. Family Medicine. University of Calgary.
- 2023** *Anti-Racism and Structural Competency – Workshop*. Hematology. University of Calgary.
- 2023** *Anti-Racism in Pediatrics*. Undergraduate Medical Education (UME) University of Calgary.

Cindé Ade-Hoser

- 2023** *Race and Reproductive Health: Dismantling the legacy of racism in modern gynecology*. Workshop. Maternal Fetal Medicine and Obstetrics & Gynecology Academic Half Day. University of Calgary. March 2023.
- 2023** *Introduction to Anti-Oppression*. Workshop. Pediatric Nephrology Program Retreat. University of Calgary. April 2023.
- 2023** *Anti-Oppression 101*. Presentation. Alberta International Medical Graduates (AIMG) Externship. University of Calgary. April 2023.
- 2023** *Anti-Oppression & Selection*. Workshop. Endocrinology Academic Half Day. University of Calgary. Sept 2023.

- 2023** *Positionality*. Workshop. Obstetrics and Gynecology Academic Half Day. University of Calgary. Sept 2023.
- 2023** *PGME Inclusive Language*. Workshop. PGME Office Staff. University of Calgary. Nov 2023.
- 2023** *Anti-Racism 101*. UME. Presentation. University of Calgary. Nov 2023.

Stephen Mintsioulis

- 2023** *Educating for Equity – An Approach to Indigenous Health*. Presentation. Family Medicine Academic Half Day. September 2023. Co-Presented with Dr. Lindsay Crowshoe, Dr. Elaine Boyaling.
- 2023** *Mitigating Bias in Residency Selection*. Presentation. PGME Program Directors and Program Administrators. June 2023. Co-Presented with Kenna Kelly-Turner (OFDP), Dr. Peter Lewkonja, and Dr. Megan Yaraskavitch
- 2023** *Equity Centred Inclusive Hiring*. Presenter. PESJO Course.
- 2023** *Battling Bias in Selection*. Presenter. Department of Ophthalmology Grand Rounds. May 2023. Co-Presented with Cindé Ade-Hoser and Dr. Christopher Hansen.

Additional roles and activities:

Dr. Tito Daodu has additionally worked as a portfolio lead for RiME, developing content for undergraduate students, including a handout on racism in medicine. Dr. Daodu is also the faculty lead for UpSurge, which is geared at providing mentorship to medical students from structurally vulnerable backgrounds. She has also received funding for \$27,000 to support the hiring of racialized undergraduate students as research assistants to support a study involving Black medical students, residents, and faculty to identify curricular needs.

Dr. Kelle Hurd is also the Vice Chair for Indigenous Health for the Department of Medicine. She is a member of the Health Equity and Systems Transformation Advisory Council, and member of the National Consortium of Indigenous Medical Education and Retention and Recruitment Committee. Dr. Hurd is additionally a member of the Royal College’s Indigenous Health Specialty Postgraduate Medical Education Steering Committee – Assessment Expert Working Group.

Resident Surveys

Since 2013, PGME has conducted an annual Exit Survey directed at residents that are completing their residency training. This gives exiting residents the opportunity to anonymously provide a candid reflection of all aspects of their training experience. The findings of this survey create an opportunity to improve on and sustain a supportive learning environment for residency education and help facilitate a successful transition to future practice.

In order to gain a better understanding of current issues in residency training, two Learner Feedback Surveys were implemented ahead of the Exit Survey in 2021. One survey is distributed specifically to PGY1 residents towards the end of their first year while another targets PGY3 residents completing their third year of training.

PGY 1 Survey

- In the second PGY1 Survey in 2022, there were 68 respondents, for a 31.7% response rate

PGY 3 Survey

- In the second PGY3 Survey in 2022, there were 52 respondents, for a 35.3% response rate.

Exit Survey

- In the most recent resident exit survey for 2022, there were 98 respondents out of approximately 255 exiting residents, indicating a response rate of 38.4%

Educational Workshops and Events

PGME offered a number of educational workshops for residents and fellows in 2022-2023:

Physician Financial Management	X1
Health Research Methods: How to Plan a Study Part I & II	X1
Transition to Practice Webinar Part I & II	X2
Critical Appraisal	X2
Let's Talk Social Media and News Reporters	X2
Medical Ethics	X2
RDocs Resiliency Resident Module	X1
Residents as Teachers Toolkit	X5
Medical Legal	X2
Introduction to Biostatistics – 4 consecutive weeks	X1
From Surviving to Thriving: Fatigue Risk Management in Residency	X1
Money Management & Billing Mechanics for New Graduates	X1
Your Essential Skills Toolkit: Communication, Conflict Management & Physician Wellness	X2
Fellow as Teachers Toolkit	X2
Resident Feedback Conversation Workshop	X7
Race and Reproductive Health. Dismantling the Legacy of Racism in Modern Gynecology	X1
Introduction to Anti-Oppression	X1

Faculty Development Workshops:

RDocs Resiliency Leadership Module	X1
Mentoring For Education Leadership Development MELD	X1
Introduction to Anti-Oppression	X1

Challenges

Challenges over the past year have included:

- The ongoing concern regarding unmatched medical students continues to be a national challenge.
- The establishment of the IT systems needed to support CBD remain challenging and will require a significant investment of financial resources for the development, implementation, and ongoing associated IT costs.
- The decision by the RCPSC to retire the existing platform, ePortfolio by July 2025 has also added considerable pressure on the timeframe available to make this transition.
- Evolving accreditation standards over the next several years will also require an investment in data analysis activities to meet continuous quality improvement needs.
- The responsibilities of program administrators (PAs) continue to become more complex and time consuming. Fractional assignment of PAs to other non-residency program and administrative activities has become a challenge for many residency programs to accommodate.
- The physician and administration roles require a commitment of time and initiative and the subsequent demand on financial resources to support these positions is increasing.
- Increasing demand for program leadership support.
- Preparations for follow up visits required as a result of the 2022 external accreditation review.
- The need for further development of learning resources and related infrastructure.

The ongoing concern regarding unmatched medical students continues to be a national challenge. Locally, PGME at the CSM acts to create a number of additional PGY1 entry seats to minimize the number of unmatched candidates. After the first iteration of the 2023 PGY1 match, 23 positions were unfilled. The second iteration of the CaRMS match took place April 27th, 2023, and 13 of the remaining 23 positions were filled.

Report Contributions

1. University of Calgary, Cumming School of Medicine, Postgraduate Medical Education 2022-2023 Year-End Narrative Report
2. Office of Health & Medical Education Scholarship 2022-2023 Annual Report - Resident Education Scholars Program (RESP), Gretchen Greer

Where to Find Us



UNIVERSITY OF
CALGARY

CUMMING SCHOOL OF MEDICINE Postgraduate Medical Education

Location: Postgraduate Medical Education Room G02 (Ground Floor) Heritage Medical Research Building
3330 Hospital Drive NW, Calgary, AB T2N 4N1

PGME Website: <https://cumming.ucalgary.ca/pgme>

PGME YouTube Channel: <https://www.youtube.com/channel/UChdb0tipwHbrzwwxB0VnHEQ>

Twitter: Dr. Aleks Mineyko for conversations and tips on Learning Resources @aleksmineyko