

OCTOBER 2020



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Important Deadlines:

- **Electives:** February 2021 Canadian Electives Deadline for upload to SharePoint - **December 1, 2020.**
 - International Electives will not be accepted at this time.
- **Block 3 ITERs:** Please email pgmeassess@ucalgary.ca Block 3 ITERs are two weeks overdue on **November 2, 2020.**
- **Block 4 ITERs:** Please email pgmeassess@ucalgary.ca Block 4 ITERs are two weeks overdue on **November 30, 2020.**

Visit Our Webpage: <https://cumming.ucalgary.ca/pgme>

We have developed a page dedicated to the latest PGME and related Covid-19 updates:
<https://cumming.ucalgary.ca/programs/pgme/covid19/resources/information>

Please continue to check this page for the latest and developing information.

PGME Events:

Many 2021 workshop dates are now open for registration!!

Please visit our website for the most up to date workshops, seminars and events:

<https://cumming.ucalgary.ca/pgme/events>

PGME resident educational events and workshops are still being offered. Please continue to register for events you are interested in attending. Workshops are currently only being offered virtually. We will continue to provide updates on this status.

Cancer Centre Photos:

October 2020





PGMEpost

Postgraduate Medical Education

Career Management for Residents: The Next Step in Your Career:

PGME is pleased to announce a new workshop offering for residents. This 90 minute workshop will provide an overview of the tools and skills you need to make the move to the next phase of your career as a Physician, whether it be a CaRMS Subspecialty or Advanced Skill Application, Fellowship, Other Training, or Job.

Content will include: Cover Letter/Letter of Application, CV, Letters of Reference, and Interview Skills

Session Objectives:

- Residents will be able to identify suitable jobs that are a good fit with their competencies, interests, values, and personal characteristics.
- Residents will have the skills and knowledge to develop effective application packages and candidate presentation skills.

Registration is now open for 2021 dates, Jan 28 & March 11. Please visit our website for more details:
<https://cumming.ucalgary.ca/pgme/events>

LEARNER ACADEMIC SUPPORT AND ASSESSMENT COMMITTEE (LASAC) – Update

In September 2020, the LASAC was formed to support Programs who have residents that are facing academic difficulty. The goal is to use an evidence-based approach for learning strategies, remediation plans, and standardize approaches across all programs.

The terms of reference can be found on the PGME website:

<https://cumming.ucalgary.ca/sites/default/files/teams/6/ToR/pgme-learner-academic-resource-committee-TOR-final-sept20-v1.pdf>

The Committee members have years of education experience and the Committee is composed of:

Aleksandra Mineyko, Director of Learner Resources, PGME
Nancy Dunlop, Learner Resource Specialist, PGME
Mary Cedeno, Department of Family Medicine
Kevin McLaughlin, Department of Medicine
Lloyd Mack, Department of Surgery

If you have a resident who is struggling, we encourage you to contact us as soon as possible. Early identification is optimal for achieving successful progress.

You can reach the team at one of the following emails:

amineyko@ucalgary.ca

ndunlop@ucalgary.ca

pdassist@ucalgary.ca

The Committee meets monthly and we ask that you submit your request for resident review a week prior to the meeting date. The meeting dates are available on the PGME website:

<https://cumming.ucalgary.ca/sites/default/files/teams/6/ToR/learner-academic-support-meeting-dates-pgme-Oct20-v1.pdf>

Thank you for your commitment to Resident Education,
Aleks Mineyko

Creating Equity in PGME:

On June 12, 2020 we at PGME sent an email addressing the racism, particularly anti-Black racism, that is present in our educational and health care institutions. We recognize that racism and other forms of oppression are embedded within our culture, practices, policies, and curriculum. We remain committed to addressing and removing systemic racism and discrimination from our organization.

We committed to begin this process by centering and listening to the voices of our Black, Indigenous and People of Colour (BIPOC) community. In so doing we acknowledge the burdens of acting as educators, the possibility of retraumatization, and for those who have come forward previously, a reluctance to do so again, having not seen appropriate action taken.

Through this process, we endeavour to learn more about how racism affects your journey through our educational and health care institutions. We will also examine how gaps in medical curriculum and policy lead to shortfalls in serving your needs, and the needs of our racialized patients and communities. Each of these will direct the next steps in addressing inequity.

We acknowledge that other forms of oppression (based on gender, religion, and others) are also embedded within our institutions and adversely affect many members of our PGME community. We think it is important to listen to you and invite you to come forward as well.

Additionally, if you are an ally to or work with any marginalized communities and would like to identify ways in which our educational and health care institutions must better prepare physicians to serve these communities we would also like to hear from you.

In this spirit, we invite you to come forward with your experiences, concerns, and suggestions in one or more of the following ways:

1. Provide narrative feedback using the anonymous [online form](#). If you wish to be identified, an option exists to include your contact information so that we can follow up with you.

2. Request a virtual meeting with a member of the PGME Anti-Racism and Anti-Discrimination Task Force, using the [same form](#).
3. If you wish to be involved in other ways, please also let us know using the [same form](#).

The submission form will remain active for six (6) weeks and will close on **Monday, November 16, 2020**.

All meetings with the committee and feedback to the committee will remain confidential.

As part of this consultative process, we will be sharing what we have heard, along with how it has informed the concrete actions PGME plans to take to create equity within our organization.

We recognize that experiences of racism and oppression are traumatic. If you would like additional support, the following resources are available:

- Your Program Ombuds
<https://cumming.ucalgary.ca/pgme/contacts/residency-program-directory/residency-program-ombuds>
- Physician and Family Support Program
<https://www.albertadoctors.org/services/pfsp>
- Resident Affairs and Physician Wellness Office
<https://cumming.ucalgary.ca/pgme/wellness/residents>
- Office of Professionalism, Equity, and Diversity
<https://cumming.ucalgary.ca/office/professionalism-equity-diversity>

Kind Regards,

The Anti-Racism and Anti-Discrimination Task Force

Welcome Michelle Keough – Psychological Counsellor:



Hi. My name is Michelle Keough. I am a new addition to the wellness team. I have joined the team to fill the psychological counsellor position. I had completed my Masters of Clinical Social Work and Bachelors of Social Work at University of Calgary. Prior to moving to Calgary, I had completed a Bachelor of Arts degree and Criminology Certificate at Memorial University of Newfoundland. I have over ten years of experience in the mental health field. The majority of my experience comes from working in the nonprofit sector. I have spent the last ten years working in a

community counselling agency where I got to work with a vast array of mental health issues experienced by adults and adolescents. I focused most of my work in the areas I am passionate about the most which are depression, anxiety and marital/pre-marital issues.

I grew up on the east coast, in a small town of about 600 people in Newfoundland. I moved to Calgary when I was 23 years old to pursue my social work education at the University of Calgary. I understand what it is like to move away from your family and friends to completely start your career in a city where you know absolutely no one. It was such a life changing experience for me. I am very excited to join this team and to be able to give back to a university that gave me so much professionally and personally.

I am very passionate about the mental health field. I truly feel it is such an honour when clients invite me to be a part of their journey with them. Over the last 10 years of practice I have witness some incredible heart touching moments. I have witnessed firsthand clients overcome some of the toughest adversity life has thrown at them. Being able to witness client's resiliency to come to fruition is such a moving experience as a therapist. I am looking forward to being a part of the team and the work with the post graduate trainees.

Welcome Mark Shipper - Senior Manager, Business and Infrastructure, PGME:

I am pleased to join the Postgraduate Medical Education office as Senior Manager, Business and Infrastructure effective October 1st, 2020.

After completing bachelor degrees in science (zoology) and education (both from University of Calgary), I taught K-12 math and science in rural agricultural/ranching and indigenous communities for seven years. This was followed with a recruitment and marketing communications role with DeVry Institute of Technology and then as an education consultant with DeVry University.

In 2006, I joined the University of Calgary Continuing Education and was program director for ten years with accountabilities for the academic and financial outcomes of revenue generating technology programs. During this time, I immersed myself in website design and development and business intelligence.

I returned to consulting in 2017 as a BI consultant providing report development, BI assessment, and project management services to clients in oil and gas, transportation, financial and public sectors in western Canada. During this time I began a Master's program with Royal Roads University, applying systems thinking with an ecological lens to the development of a sustainability perspective through the study of resilience in social-ecological systems.

I look forward to this new role with the Office of Postgraduate Medical Education.

Regards,
Mark



PGMEpost Postgraduate Medical Education

Alberta Resident Wellness Survey – Research:

Dear Resident,

I am part of a research team that is exploring the health of resident physicians in Alberta. While there are a number of studies that investigate the rate of burnout and depression amongst resident physicians in Canada, we aim to evaluate the current health behaviors of resident physicians in Alberta during their residency programs focusing on the five main areas of preventative health that are set out in the Alberta Chronic Disease Action Plan. These include nutrition, exercise, tobacco-use, alcohol-use, and chronic stress. This is a provincial wide survey provided through REDCap at the University of Alberta and Qualtrics at the University of Calgary that will collect information regarding the demographics and health habits of resident physicians. This study has been approved by the University of Calgary Conjoint Health Research Ethics Board (REB20-0410). This is a one-time survey done online through a secure platform that will anonymize participant's responses. This survey should take approximately 10 minutes to complete. There is an opportunity to receive one of 5 \$20 gift cards upon completion of the survey.

Please see the attached consent form which will also be available for your review online here:

https://survey.ucalgary.ca/jfe/form/SV_6QFY6eltCxHM4IJ

Please let me know if you have any questions about this study or would like any further information.

Sincerely,

Aliya Kassam
Research Lead, Office of Postgraduate Medical Education
Cumming School of Medicine, University of Calgary

Invitation to Participate in Self-Disclosure in Medical Education Study - Research

We are inviting medical students and residents at the University of Calgary and Western University to take part in an anonymous survey entitled ***Experiences of Self-Disclosure in Medical Education***.

If you are a medical student or resident (medical learner) who has disclosed or considered disclosing your experience of mental illness/addiction within your learning environment we are interested in learning more about your experiences. Please consider completing our survey and/or qualitative study.

Our study seeks to understand the experience of self-disclosure of mental illness. We are seeking to better understand what factors enable or constrain self-disclosure behaviour, what the perceived positive/negative consequences of self-disclosure are for medical learners, and how medical learners perceive experiences of self-disclosure.

Gathering this information is important so that we can translate our findings into interventions that improve learner wellbeing, reduce burnout, and improve help-seeking amongst medical learners.

Participation in this study is voluntary. The survey will take about 20-30 minutes to complete. You will receive a \$10 gift card for your time. Once you have submitted the survey, will be asked to click to another survey where you can enter your contact information to receive the gift card and/or to participate in the qualitative study.

Please note: at this time only medical students and residents from the University of Calgary and Western University can participate.

This study has been approved by the University of Calgary Conjoint Health Research Ethics Board (REB20-1149).

If you have any questions, please contact the principal investigator:

Dr. Aliya Kassam at Calgary (kassama@ucalgary.ca)

Click here to access the survey: https://survey.ucalgary.ca/jfe/form/SV_4Jv4buOUeiFJ4Hj

Thank you,

Dr. Aliya Kassam, PhD

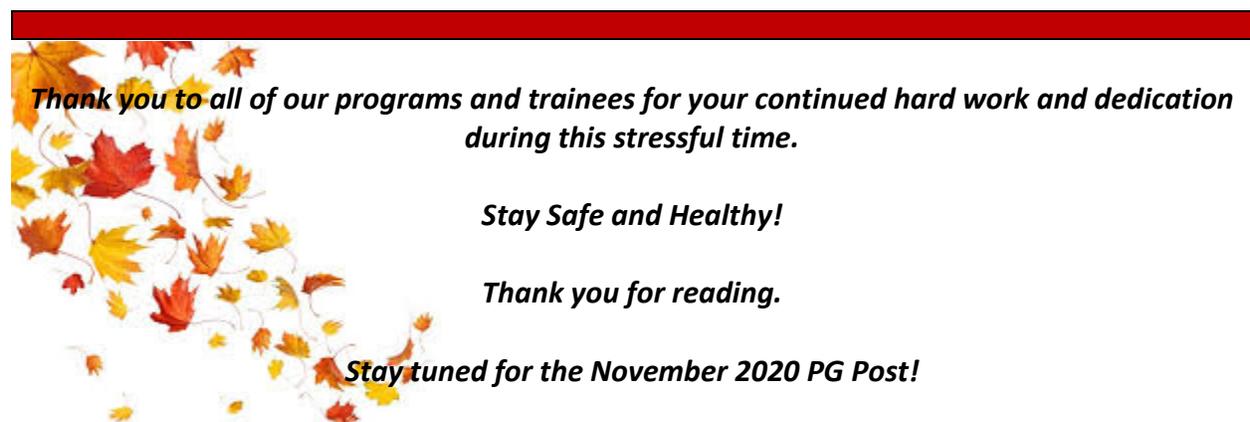
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