

# Postgraduate Medical Education | ANNUAL REVIEW 2020



**BRIGHTER WORLD**

 **Michael G. DeGroot**  
SCHOOL OF MEDICINE

**HEALTH SCIENCES**  
Postgraduate  
Medical Education

**McMaster**  
University 

**CELEBRATING  
50 YEARS  
OF MEDICAL  
EXCELLENCE**



## OUR MISSION

Postgraduate Medical Education at the Michael G. DeGroot School of Medicine strives to empower medical Learners by providing a safe, inclusive training environment rooted in values of lifelong learning, patient centeredness, and social responsibility. Leveraging our expertise in evidence-based teaching and practice, within a distributed education model, our mission is to equip the next generation of physicians with the knowledge and skills they need to serve our communities and advance health and health systems in Canada and beyond.

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## ASSOCIATE DEAN'S MESSAGE



To say 2020 was a year like no other is an understatement. Our PGME learners were at the forefront of the pandemic when we did not know the scale of challenges we would face.

It was truly an honour to be the Postgraduate Associate Dean during this time and see the adaptability of our Learners, program directors and program administrators. In February 2021, a small McMaster group of learners, PGME staff and faculty came up with a theme to describe our residents and fellows: Resilient, Advocate, Ally, Educator & Learner, and United. I witnessed these qualities firsthand in 2020, as our learners navigated and steered their way through various challenges they faced.

If there was ever a time that we have felt that we are all in this together, with faculty and residents all learning new things, adapting together, sharing fear, uncertainty, and loss, it has been this one. This has been a remarkable journey that we have taken together – and I speak for all faculty, program directors, and administrators that there have been so many moments through this past year, of tremendous pride for our Learners and immense gratitude.

2020 also saw preparation and planning for our external accreditation review scheduled for November 2022. The focus in 2020 was to prepare for the internal reviews, giving us the opportunity to identify gaps and work towards improving programming, and the overall experience for residency training

at the program and institutional level. The implementation of Competency Based Medical Education (CBME) also continued to roll-out across seven additional programs, with another thirteen scheduled for 2021. Another focus for PGME and the Postgraduate Education Committee (PGEC) was the development of policies and updates to the policy website. The goal of this piece was to assist residency programs in navigating and supporting each Learner's pathway. All these initiatives were implemented due to a large amount of hard work, energy and time from various leaders and stakeholders.

This publication will highlight accomplishments and achievements of postgraduate medical education at McMaster attained while navigating the storm of 2020. These accomplishments couldn't have been possible without the strength, perseverance, and support that our PGME staff, residency program directors and administrators have shown since our last PGME review. I would like to take this moment to recognize and thank those who showed their commitment and dedication to postgraduate education over the last year. We have a tremendously helpful and supportive team at McMaster and that is the reason we continue to maintain and provide the level of excellence McMaster strives to achieve.

*Parveen*

Parveen Wasi, MD FRCPC  
Associate Dean, Postgraduate Medical Education

## POSTGRADUATE MEDICAL EDUCATION ACCREDITED PROGRAMS

### RESIDENCY PROGRAMS

#### College of Family Physicians of Canada

Family Medicine	Enhanced Skills
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#### Royal College of Physicians & Surgeons of Canada

Anatomical Pathology	General Internal Medicine	Neurosurgery
Anesthesiology	General Pathology	Obstetrics and Gynecology
Cardiac Surgery	General Surgery	Ophthalmology
Cardiology – Adult	Geriatric Medicine	Orthopedic Surgery
Child and Adolescent Psychiatry	Geriatric Psychiatry	Otolaryngology – Head and Neck Surgery
Clinical Immunology and Allergy – Adult	Gynecologic Oncology	Pain Medicine
Clinical Immunology and Allergy – Pediatric	Gynecologic Reproductive Endocrinology & Infertility	Palliative Medicine
Clinician Investigator Program	Hematology	Pediatric Hematology/Oncology
Critical Care Medicine – Adult	Infectious Diseases	Pediatric Surgery
Critical Care Medicine – Pediatric	Internal Medicine	Pediatrics
Developmental Pediatrics	Maternal-Fetal Medicine	Physical Medicine and Rehabilitation
Diagnostic Radiology	Medical Biochemistry	Plastic Surgery
Emergency Medicine	Medical Microbiology	Psychiatry
Endocrinology and Metabolism – Adult	Medical Oncology	Public Health and Preventive Medicine
Endocrinology and Metabolism – Pediatric	Neonatal-Perinatal Medicine	Radiation Oncology
Forensic Pathology	Nephrology	Respirology
Forensic Psychiatry	Neurology – Adult	Rheumatology
Gastroenterology – Adult	Neurology – Pediatric	Thoracic Surgery
Gastroenterology – Pediatric	Neuroradiology	Urology
		Vascular Surgery

### FELLOWSHIP PROGRAMS

In addition to the above residency programs, McMaster Postgraduate Medical Education offers seven Area of Focused Competence (AFC) programs and 106 other clinical fellowship opportunities.

#### Royal College of Physicians and Surgeons of Canada AFC programs

Advanced Echocardiography	Cardiac Electrophysiology	Transfusion Medicine
Adult Interventional Cardiology	Solid Organ Donation	
Clinician Educator Program	Thrombosis	

## Other McMaster Fellowship Opportunities

### ANESTHESIOLOGY

Cardiac Anesthesia  
Chronic Pain Management  
Obstetrical Anesthesia  
Pediatric Anesthesia  
Quality Improvement & Patient Safety

### CRITICAL CARE MEDICINE

Adult Critical Care Medicine

### EMERGENCY MEDICINE

Acute Point-of-Care Ultrasound (POCUS)  
Pre Hospital Care/EMS

### MEDICINE

Adult Coronary Imaging  
Adult Echocardiography  
Adult Epilepsy & Electroencephalogram  
Advanced Clinical Dermatology  
Airway Diseases  
Bariatric Medicine  
Bleeding Disorders  
Electrophysiology & Cardiac Pacing  
Advanced Endoscopy  
Asthma  
Cardiology  
Cardio-Oncology  
Endocrinology & Metabolism  
Gastroenterology  
General Internal Medicine  
Geriatrics Family Med Stream  
Glomerulonephritis  
Heart Failure  
Hemoglobinopathies  
Hepatology  
Home Dialysis  
Human Immunodeficiency Virus  
Infection Prevention & Control (IPAC)  
Infectious Diseases  
Inflammatory Bowel Disease  
Interstitial Lung Disease  
Interventional Neurology  
Metabolic Bone Disease  
Motility  
Nephrology  
Neuromuscular & Electromyography

Neurology  
Nutrition  
Perioperative Vascular Medicine  
Neurorehabilitation  
Spinal Cord Injury Rehabilitation  
Pulmonary Hypertension  
Pulmonary Rehabilitation (COPD)  
Respirology  
Systemic Sclerosis (Scleroderma)  
Stroke Medicine  
TAVR CT Structural  
Thromboembolism  
Transcatheter Mitral & Tricuspid Valve  
Vascular Medicine

### OBSTETRICS & GYNECOLOGY

Female Pelvic Medicine and  
Reconstructive Surgery  
Gynecologic Reproductive Endocrinology &  
Infertility (GREI)  
Gynecology Oncology  
Maternal Fetal Medicine  
Minimally Invasive Gynecologic Surgery

### ONCOLOGY

Malignant Hematology  
Medical Oncology  
Radiation Oncology

### PEDIATRICS

Developmental Pediatrics  
General Pediatrics  
Neonatal-Perinatal Medicine  
Pediatric Complex Care  
Pediatric Critical Care  
Pediatric Emergency Medicine  
Pediatric Endocrinology  
Pediatric Gastroenterology  
Pediatric Hematology-Oncology  
Pediatric Nephrology

### PSYCHIATRY

Forensic Psychiatry  
Attention Deficit Hyperactivity Disorder  
(ADHD)  
Child & Adolescent Psychotherapy

General Psychiatry for Primary Care  
Physicians  
Geriatric Clinical Pharmacology Psychiatry  
Integrated Psychotherapy  
Intellectual Developmental Disability/Dual  
Diagnosis  
Mood Disorders  
Schizophrenia  
Women's Health Concern

### PATHOLOGY & MOLECULAR MEDICINE

Advanced Clinical Laboratory Coagulation/  
Hemostasis  
Medical Microbiology

### RADIOLOGY

Cross-Sectional Imaging  
Musculoskeletal Imaging  
Musculoskeletal Radiology Trauma &  
Sports Medicine  
Nuclear Medicine & Molecular Imaging  
Neuroradiology  
Vascular Interventional Radiology

### SURGERY

Advanced Gastrointestinal Minimally  
Invasive & Bariatric Surgery  
Arthroplasty  
Breast Surgical Oncology  
Endoscopic Retrograde  
Cholangiopancreatogram  
Minimally Invasive & Endoscopic Surgery  
Laparoscopic & Endoscopic Surgery  
Skull Base & Minimally Invasive  
Neurosurgery  
Ophthalmic Plastic Reconstructive &  
Orbital Surgery  
Orthopedic Oncology  
Orthopedic Trauma  
Pediatric General Surgery  
Pediatric Urology  
Pediatric Orthopedics  
Thoracic Surgery  
Trauma and Acute Care Surgery  
Kidney Transplant

## PGME ACCREDITATION, NOVEMBER 2022

Much of 2020 was spent preparing for our onsite accreditation that will occur in November 2022. PGME recently completed the institutional mock review in April 2021. Dr. Joanne Todesco, former Associate Dean, PGME at the University of Calgary, led the mock accreditation team. Over four days, the mock accreditation team met with various PGME stakeholders, including Learner groups, committees, leaders, and staff who play an integral role in postgraduate medical education at McMaster.

### INTERNAL REVIEWS

The pandemic has shifted the in-person internal review process to an online format. Despite this challenge, we were able to facilitate approximately 53 internal reviews successfully. The remaining programs are scheduled for their internal review in 2021. Below is a summary of completed internal review activities in 2020.

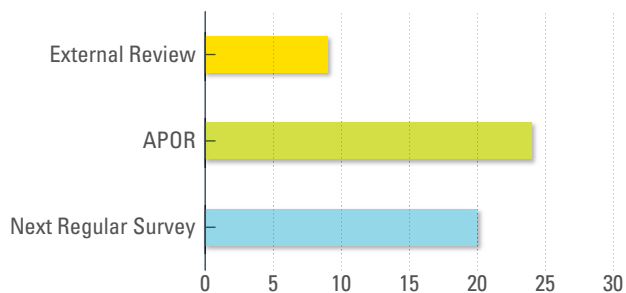
### PGME INTERNAL REVIEWS



#### SUMMARY OF ACCREDITATION DECISIONS

Accredited Program Follow-up at Next Regular Survey <b>20 Programs (38%)</b>		Accreditation Program Follow-up by Action Plan Outcomes Report (APOR) <b>24 Programs (45%)</b>			Accredited Program Follow-up External Review <b>9 Programs (17%)</b>
0 AFIs – no follow-up  <b>2 (10%)</b>	AFIs not requiring follow-up by AC. <i>(Report to PGME Dean required for QI process)</i>  <b>18 (90%)</b>	Documentation to be submitted to AC  <b>14 (58%)</b>	Focused IR of specific elements  <b>4 (17%)</b>	Full IR  <b>6 (25%)</b>	Follow-up External Review <i>(Repeat Review with External Expert*)</i>
AFI = Areas of Improvement      AC = Accreditation Committee      R = Internal Review <i>*If an external expert participated in the initial review, it is at the discretion of the AC &amp; program if one will be used at the second review.</i>					

### INTERNAL REVIEW DECISIONS



### NEXT STEPS

At the beginning of 2021 PGME began follow-up accreditation activities with programs. Moving forward PGME will also engage in education focusing on common themes of concern across multiple programs. Workshops are underway and accreditation updates will be published to support programs and highlight important elements of accreditation as we prepare for the onsite survey in 2022. The [accreditation website](#) will house resources and shift focus from the internal reviews in preparation for the onsite review.

Note that the reviews of Area of Focused Competency Programs are not included above. Reviews for these programs are delayed pending their inclusion in CanAMS, the Digital Accreditation Management System.

## THEMES AND COMMON AREAS FOR IMPROVEMENT

### Themes and Common Areas for Improvement by Domain Identified through Internal Reviews

#### Program Organization

- Insufficient protected time for Program Directors
- Insufficient/adequate administrative support
- Process for resident representation required (for residency program committee (RPC))
- Comprehensive documentation for RPC & subcommittees (Terms of Reference (TOR), agendas, minutes) required

#### Education Program

- Goals and objectives and/or competencies do not reflect increased professional responsibility
- Address CanMEDs roles in the academic curriculum
- Integration of community, societal needs, quality improvement, & fatigue risk management in education design
- Faculty engagement in program design
- Faculty negatively impact learning environment (intimidation/harassment, supervision, availability)
- Lack of comprehensive curriculum plan describing educational experiences
- Clinical responsibilities interfere with mandatory academic activities
- Lack of documentation related to regular meetings between PD/delegate & resident
- Residents are not receiving timely in-person feedback nor evaluations

#### Resources

- Inadequate exposure to some aspects of specialty training (i.e. procedural skills, testing etc.)
- Insufficient space or access to resources (work, call rooms, computers, labs, simulation etc.)
- Unstable hospital resources (i.e. staffing numbers/workload issues, etc.)
- Funding concerns
- Faculty involvement in research
- Systems challenges

#### Learners, Teachers & Administrative Personnel

- Processes to address safety & wellness
- Learners unaware of wellness supports
- Untimely completion of faculty evaluations
- Lack of regular feedback to faculty
- Faculty development in evaluation & CBD
- Limited faculty participation in formal education program (ex AHD)
- Continuous Improvement
- Comprehensive & documented CQI process for all aspects of the program







## COMPETENCY BASED MEDICAL EDUCATION (CBME)

PGME continued to grow our CBME community and achieve many strategic goals in 2020. We established mentor networks, ensured resident and program administrator participation on all committees while supporting their own, established Program Evaluation and QI committees, and established a collaborative, online workspace via MS Teams. We listened to the challenges and successes of those already transitioned and incorporated their recommendations into implementation planning, committee work, and MedSIS customizations. We shared these recommendations through a growing distribution via email, a monthly newsletter, town halls, a virtual retreat, an updated website, new faculty development workshops and resources, a new Learner orientation package, Zoom webinars, and more.

The CBME team took every opportunity to ensure efficient, clear communications, resources and tools, and offered support to programs throughout their transition to CBME. We learned what works, what is needed, and responded to challenges while understanding the importance of flexibility and adaptation. We reflect that transitioning to Competency by Design CBD is an iterative process, variable in some aspects. Continued collaboration, clear guidelines, and effective communication with ongoing support from the CBME Office are necessary to get us to an enhanced curriculum and obtain positive outcomes.

### Programs scheduled to launch July 1, 2021

Adolescent Medicine

Adult Cardiology

Child and Adolescent Psychiatry

Clinical Immunology and Allergy (adult and pediatric)

Clinical Pharmacology and Toxicology

Forensic Psychiatry

Geriatric Psychiatry

Neonatal Perinatal Medicine

Pediatrics

Pediatric Hematology/Oncology

Pediatric Surgery

Respirology (adult and pediatric)

Vascular Surgery





## CARMS

In 2020, CaRMS developed and implemented significant changes and updates to its online application and review platform. Most prominently was the introduction and inclusion of the Best Practice in Application Selection (BPAS) to their system. BPAS information is now included as a part of all program descriptions and provides clarity and details of admissions practices to applicants with complete transparency.

The introduction of the Interview Status Tool has also been a welcome addition to the CaRMS online profile. This tool allows programs to clearly dictate to applicants whether they have been selected, declined, or have been waitlisted for interviews. This change eliminates the possibility of email messaging errors to applicants.

The Family Medicine/Emergency Medicine match was reorganized as the Family Medicine/Enhanced skills match in 2020. The match now includes specialties such as Sports Medicine, Family Practice Anesthesia, Care of the Elderly, and Palliative Care.

Perhaps the biggest change of all in 2020 was the decision to execute interviews for the subspecialty matches using a virtual format. This decision was made as a result of the COVID-19 pandemic and will continue to be streamlined through the R1 interview process in 2021. Programs were trained on the execution of online interviews with various training sessions with McMaster UTS, small working groups, and process mapping. PGME created a small committee with technical support to assist and support programs with their transition to the virtual model. PGME also developed a website for programs to advertise virtual Town

Halls, information sessions, meet & greets, etc., to promote their residency programs to medical students across Canada. Program promotion and an events calendar were also used through the AFMC website.

Overall the virtual interview process was a successful strategy to interview residency candidates nationwide and worldwide. Albeit much more work administratively for some large programs, we expect the virtual platform to continue for the 2022 admissions cycle.

## RESIDENT ORIENTATION AND REGISTRATION

Orientation for all incoming 2020 Learners shifted to an online format, which resulted in the highest attendance for PGME orientation to date. The online format allowed for very few changes to the agenda as most speakers were able to join and facilitate their presentation using a virtual format. Moving forward, PGME plans to integrate a mixed model for orientation, including both in-person and virtual options to optimize participation for all Learners.

Resident registration was also reorganized in 2020. In-person registration continued, with scheduled appointments, onsite PPE training, and was facilitated in a different location to accommodate approximately 1200 Learners and adhere to public health recommendations. By following all PPE and social distancing protocols and with the use of a well-planned schedule, we were able to host a successful registration for our Learners with minimal disruption.

## FELLOWSHIPS

The Fellowship Committee consists of the Associate Dean, PGME, Manager/Assistant Manager PGME, PGME Administrators, Fellowship Program Directors, and current clinical fellows. The committee meets four times each academic year to review and discuss new fellowship programs, identify areas of opportunity, and create documents, resources, and tools to assist and support fellowship programs.

In 2020, the PGME fellowship committee completed the following achievements:

- Reviewed an updated committee Terms of Reference
- Reviewed and endorsed 13 new clinical fellowships
- Created clear classifications articulating the definition of a clinical fellow and a research fellow
- Developed a processing timeline for both national and international fellowship offers
- Created a funding and income support guideline to safeguard fellows throughout their fellowship training

The addition of 13 newly endorsed clinical fellowships in 2020 brings the PGME fellowship opportunities to a combined total of 119 fellowships and AFC programs. This increase has resulted in a significant increase in administrative responsibilities. PGME was fortunate to add a second fellowship administrator in the PGME office, and we welcomed Ms. Rebecca Pike to the PGME team.

**119**  
fellowships and  
AFC programs

The addition of 13 newly endorsed clinical fellowships brings the PGME fellowship opportunities to a combined total of 119 fellowships and AFC programs.

## RESIDENT AFFAIRS



This year, PGME and Resident Affairs (RA) welcomed Dr. Catharine Munn, Associate Clinical Professor, Department of Psychiatry & Behavioral Neurosciences, to the role of Assistant Dean, Resident Affairs. With the stress and uncertainties caused by the pandemic, the need for additional support and counselling was recognized, and Dr. John Miller kindly stayed with the RA Office to provide that additional piece of care.

Dr. Munn identified a creative COVID-friendly way to connect with Learners in a healthy and active environment. A nature walking group called WIND was formed – Walk in Nature Days. This gave Learners the opportunity to meet outdoors, hike and de-stress, disconnect from the clinical setting, connect with peers, and exercise. The group took advantage of the fall weather, pausing once winter arrived.

The RA Office recognized the need for additional resources and creative ways of presenting it, and offered support through various avenues:

- COVID-19 Wellness Resources on the RA website.
- Multiple virtual group session for Learners:
  - COVID-19 Virtual Open Discussion Forum for Learners – an informal, open, supportive discussion forum about coping and caring for ourselves during the pandemic.
  - Virtual RA Drop-In Sessions for Learners – support discussions about essential topics for Learners, sharing concerns, coping strategies, checking in with peers, etc.
- Financial Wellness Workshops including topics such as income tax and incorporation.
- Launched the RA Newsletter.
- Formed a Fatigue Risk Management (FRM) subcommittee, led by Dr. Andrew Latchman, responsible for the strategic implementation of the FRM education curriculum.
- At the beginning of the new year, Foluke Akinboyo joined the RA Office as the Wellness counselor in January 2021.

## CLINICAL EDUCATION PROGRAM

The Clinician Educator Program (CEP) began in 2015 and has grown steadily since its inception. The first class had only five participants, but in June 2020, CEP welcomed 17 new trainees. Currently, we have had over 60 trainees enroll in the program, and we have seen nearly a dozen individuals complete the program and become Diplomates of the Royal College of Physicians and Surgeons of Canada (DRCPSC). Welcoming individuals from both RCPSC and CCFP training streams, we are the largest Area of Focused Competency program in Canada. Recently, CEP also helped to foster and kickstart the University of Saskatchewan Clinician Educator AFC program.

In total, we have 41 faculty members, six of whom are serving within our AFC training committee: Daniel Brandt-Vegas (Associate Program Director & Curriculum Unit Lead); Mark McRae (Teaching and Learning Unit lead); Leslie Martin (Assessment Unit Lead); James Leung (Simulation Unit Lead); Quang Ngo (Leadership Unit Lead); Jonathan Sherbino (Foundations Unit Lead); Teresa Chan (Program Director, Leadership Unit Lead).

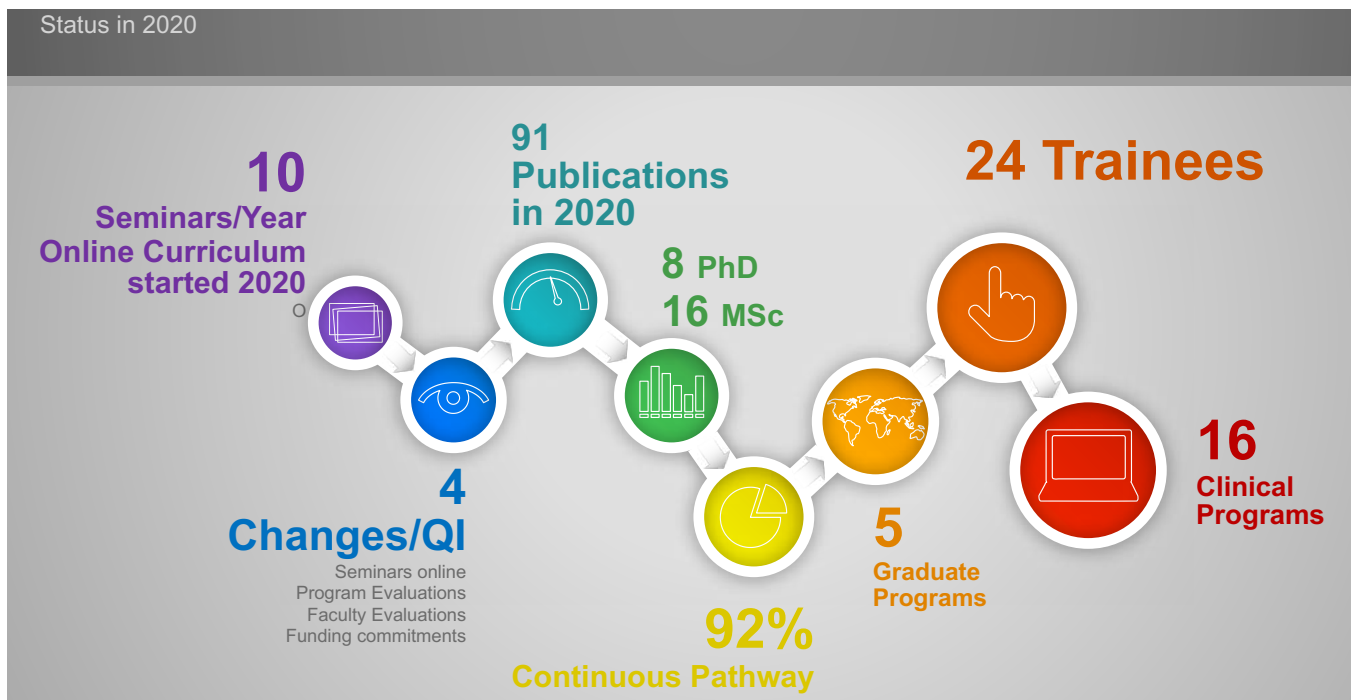
The Clinical Education Program is the largest Area of Focused Competency program in Canada.

**41**  
Faculty members

## RESEARCH COLLABORATION BETWEEN PGME AND UGME

In 2020 PGME identified a need to connect postgraduate Learners seeking support for their research and UGME medical students looking for opportunities to participate in research. PGME provided a website for postgraduate Learners to submit and post details about their research project. This information is published in Medportal for all medical students to review and volunteer for, based on their areas of interest/time commitment/location, etc. The 'research board' serves as a connection between medical students and postgraduate Learners and allows for a mentorship opportunity and research engagement.

## CLINICAL INVESTIGATOR PROGRAM







## NIAGARA REGIONAL CAMPUS



While 2020 saw many healthcare and medical education challenges, the Niagara Regional Campus (NRC) continued to be actively engaged in postgraduate learning and teaching. During 2020, NRC hosted 156 residents and fellows in various specialty and subspecialty rotations totalling almost 11,700 days of learning. We were pleased to welcome 130 of these residents and fellows that visited from outside the region to participate in community-based core and elective rotations. These rotations were able to continue despite pandemic restrictions, and we appreciated the energy, optimism and patient care that comes with the presence of postgraduate Learners. As in previous years, we had a strong applicant interest in our Niagara-based residency programs. We were pleased to welcome our new residents into their programs despite the challenges of the COVID-19 pandemic.

The past year saw continued growth and refinement in pediatrics, internal medicine, obstetrics & gynecology, and emergency medicine thanks to our Postgraduate Liaisons, who consistently found ways to provide meaningful learning experiences for local and visiting residents and fellows. Dr. Stephanie Philips, the founding Regional Education Lead for our general surgery residency program, concluded her second term in the role and handed off a well-organized, high-performing program to her successor, Dr. Ryan Fielding. Ryan was the second resident to graduate from the Niagara general surgery residency program and has continued to invest and refine the program while integrating the new competency-based medical education model. Dr. Karl Stobbe, the Niagara family medicine residency program's site director, developed leadership opportunities and faculty development initiatives to enhance further the family medicine program's engagement with residents and faculty. Dr. Stobbe's work in advancing access to care for homeless and vulnerable populations

continued throughout the pandemic and allowed residents to provide virtual and in-person care to those who need it most. This groundbreaking work involved urgently establishing ad-hoc clinics and after-hours coverage at local shelters and would not have been possible without faculty and residents' strong participation. Finally, NRC graduate Dr. Aidan Jeffery was appointed as our residency affairs director and had been actively supporting Niagara-based and visiting residents during this challenging time.

Residents continue to be meaningful and influential teachers for our undergraduate students in many ways and have been particularly engaged in teaching clinical skills sessions and practical skills events. Their willingness to help was pivotal in the undergraduate program's success during exceptionally challenging periods in the pandemic.

Postgraduate training has remained an important opportunity for physician recruitment locally. NRC graduate retention locally remains high, with 50% of our 2020 family medicine graduates setting up practice locally and an additional 25% expressing plans to return to the region in 2021.

As we look forward to a brighter future, we recognize the substantial challenges and resilience demonstrated by the NRC faculty, residents, students, and staff. The NRC's academic presence continues to be a driving force for improving the quality of and access to healthcare in the Niagara Region in partnership with our local hospital systems and clinics. Our postgraduate Learners and faculty are valued and deeply appreciated in Niagara.

Dr. Amanda Bell  
Regional Assistant Dean, Niagara Regional Campus

## WATERLOO REGIONAL CAMPUS



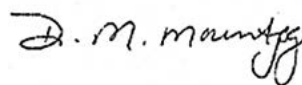
The Waterloo Regional Campus (WRC) provides rich learning opportunities in Postgraduate education. Back in 2007, McMaster's Distributed Medical Education's underpinning philosophy was to realize a reciprocal need for expansion of learning opportunities for Postgraduate Trainees and address the local community's under-served health care needs in the Waterloo Region. Fast forward to 2020, both of these objectives have been not only met but exceeded. By developing relationships and collaborations of patient groups, community health organizations, and local hospital systems, robust postgraduate training programs are functioning and thriving in the region.

To further McMaster's focus on evidence-based learning, the WRC has nurtured the development and support of a productive research base in the region. There are a variety of opportunities for Postgraduate Learners to enhance their academic skills through scholarly activity. The campus has built a sustainable research infrastructure and established relationships in the region's research communities, such as the Homewood Research Institute, the University of Waterloo, the Research in Aging, and the local Hospital research departments.

A more recent focus of the campus is building opportunities for Learner involvement in medical technology innovation. The WRC is situated in the hub of health technology, with neighbours of the campus being Google Health, Communitech, Velocity, and e-Health Centre of Excellence, to name just a few. Exciting and fertile opportunities have been available for Residents involved in shaping the future of healthcare courtesy of the Waterloo Regional Campus' Digital Health Lead, local health tech companies, the University of Waterloo's Artificial Intelligence, Health, and Engineering Departments.

The WRC is pleased to welcome Dr. Tony Wassef as the Postgraduate Medical Education Lead in 2020. Dr. Wassef is responsible for coordinating the Post Grad Training in the region, and for representing WRC on the Postgraduate Education Committee. He also creates new clinical teaching opportunities for postgraduate training locally. In addition, WRC added a new Faculty Leadership role at the Cambridge Memorial Hospital: the McMaster Clinical Education Lead, Dr. Jonny Elserafi who is responsible for both undergraduate and postgraduate clinical teaching opportunities at the CMH. Finally, a new role at WRC is the Digital Health Lead, Dr. Mohamed Alarakhia who leads the development for clinical and research opportunities for medical Learners (UG + PG) in digital health and technologies, with the goal of ensure the physicians of the future are equipped with the skills to function effectively with digital health technology innovations. He is also responsible for forging relationships in the rich local health technology environment in the Waterloo region, and with the University of Waterloo for Faculty engagement in research and development.

Investing in the community by investing in Learners and building vital resources ultimately makes our region, school, faculty, staff, and physicians stronger. Learners challenge us all to be better physicians, and gratefully, our campus is built on our community's strength and support, which is the most positive outcome of all.



Dr. Margo Mountjoy  
Regional Assistant Dean  
Waterloo Regional Campus

## AWARDS AND RECOGNITION

PGME distributed awards in 2019/20 as a way to recognize and reward exceptional residents, faculty, and staff who contribute to residency education.

### FACULTY MENTOR AWARD

This award recognizes a faculty member who has demonstrated outstanding advocacy for residents through individual mentorship and exemplary role-modelling of the CanMEDS roles.

**2020**

**Anne Niec**

Professor, Pediatrics

**Gita Wahi**

Associate Professor, Pediatrics

**Madan Roy**

Associate Professor, Pediatrics

**2019**

**Hanif Jamal**

Associate Clinical Professor, Family Medicine

**Zena Samaan**

Associate Professor, Psychiatry & Behavioral Neurosciences

**Deborah Siegal**

Assistant Professor, Hematology & Thromboembolism

**Ameen Patel**

Professor, Medicine

### FACULTY AWARD FOR EXCELLENCE & INNOVATION IN RESIDENCY EDUCATION

This award recognizes the outstanding contributions made by a faculty member in advancing residency education.

**2019**

**David Callen**

Associate Professor, Pediatric Neurology

**Fallen McCutchen**

Associate Professor, Psychiatry & Behavioral Neurosciences

### FACULTY CHAMPION AWARD: RESIDENT WELLNESS

This award recognizes a faculty member who is committed to creating, promoting and advocating for a healthy and well-balanced training experience for Learners.

**2020**

**Andrew Latchman**

Assistant Professor, Pediatrics

### RESIDENT MENTOR AWARD

This award recognizes a resident who has demonstrated outstanding advocacy for medical students and resident colleagues through individual mentorship and exemplary role-modelling of the CanMEDS roles.

**2020**

**Hayley Augustine**

Plastic Surgery

**Sameer Sharif**

Critical Care Medicine

**Eric To**

Urology

**Yuding Wang**

Radiation Oncology

**2019**

**Meredith Austin-Appleton**

Pediatrics

**Michael Livingston**

Pediatric General Surgery

**Julianna Sienna**

Radiation Oncology

### RESIDENT LEADER AWARD

This award recognizes a resident who has demonstrated outstanding contributions to residency education in their program, or provincially and/or nationally.

**2020**

**Saurabh Gupta**

Cardiac Surgery

**Hussam Kaka**

Diagnostic Radiology

**Jason McConery**

Pediatrics 2019

**Robin Mackin**

Pediatrics

**Thomas Piggott**

Public Health and Preventive Medicine

**Amanda Ritsma**

Pediatrics

### RESIDENT CHAMPION AWARD: RESIDENT WELLNESS

This award recognizes residents who are committed to creating, promoting, and advocating for a healthy and balanced training experience.

**2020**

**Michelle**

**D'Alessandro**

Pediatrics

**Tara Riddell**

Psychiatry

**Kate Wortley**

Physical Medicine and Rehabilitation

### PROGRAM ADMINISTRATOR AWARD

This award recognizes an administrator who has demonstrated outstanding contributions to residency education in their own program, or provincially and/or nationally.

**2020**

**Kelly Binkle**

Neonatal-Perinatal Program

**2019**

**Heidi Hallman**

Family Medicine Program

**Laura Klyne**

Pediatrics Program

**Heather Shiskoski**

Radiation Oncology Program





## **POSTGRADUATE MEDICAL EDUCATION COMMITTEE (PGEC)**

The Postgraduate Medical Education Committee (PGEC) worked hard throughout 2020 to plan, organize and evaluate all aspects of residency education in accordance with the principles of quality assurance and continuous quality improvement.

### **PGEC SUBCOMMITTEE UPDATES**

#### **EDUCATION ADVISORY BOARD (EAB)**

The EAB continues to support residency training programs, program directors and Learners in instances of academic difficulty. As an advisory group to the Associate Dean, PGME, the EAB reviews enhanced education and remediation plans, meeting with those involved to offer recommendations that optimize learning, access to resources, and opportunity for academic success.

The EAB has established regular monthly meetings. During 2020 met with four individual trainees from four residency programs for a total of four hearings. Each meeting was summarized in a report with recommendations to guide the remediation process, provided to the Associate Dean, PGME, the Program Director and the Learner.

The EAB continues to offer regular faculty development workshops related to the resident in difficulty and remediation planning. Two such workshops were scheduled for 2020. These workshops' topics included the remedial process for Program Directors and beginner/advanced remediation strategies.

Throughout 2020, the EAB reviewed and updated all of its processes and documents, developing an online repository of information and forms for program directors and administrators. In addition, the EAB has started to develop an online collection of resources for resident support and remediation upon which the committee will continue to build.

Midway through 2020, the EAB thanked Dr. Anne Niec for her 10+ years of leadership as Chair of the EAB, during which time the committee became a firmly established and productive asset to PGME, significantly decreasing the number of resident appeals. Following this departure, the EAB welcomed Dr. Heather Waters as the new Chair of the EAB on July 1, 2020.

Work is underway to develop an online database tracking key variables and outcomes of the EAB. The EAB continues to strengthen collaboration with the offices of Resident Affairs, Faculty Development, and Competency-Based Medical Education. Current initiatives include the development of a resource base of faculty coaches and tutors across PGME, available to support residents and programs in situations of trainee academic difficulty.

#### **QUALITY IMPROVEMENT AND PATIENT SAFETY (QIPS-E)**

The PGME Quality Improvement and Patient Safety Education (QIPS-E) committee continues its work to support programs in developing QIPS training and assessment opportunities for their Learners as well as educating faculty. The co-learning curriculum continues to grow, with 16 programs currently undertaking facilitated QI projects. In 2020, QIPS-E worked with PGME to develop a webpage to house resources, events and educational opportunities for program directors, faculty, and Learners. The subcommittee also began developing a toolkit for patient safety rounds to be used by faculty to provide them with a "how-to guide" and tips on getting started during resident safety rounds.



### **INDIGENOUS HEALTH CURRICULUM COMMITTEE**

The PGME Indigenous Health Curriculum committee has been working closely as part of/aligned with the Education and Curriculum working group, FHS Indigenous Health Initiative (IHI), over the course of 2020. During 2020, the PGME Indigenous Health committee offered three FHS multi-disciplinary and three PGME-specific Indigenous Health sessions. These sessions served as an introduction to cultural safety and caring for Indigenous patients for all residents across PGME. The committee also added resources, tools and curriculum documents to the PGME Program Director information hub for faculty to have as teaching materials.

### **COVID-19 TASKFORCE**

In March 2020, the Associate Dean, on behalf of PGEC, formed the COVID-19 Taskforce. The goal of the Taskforce is to identify, discuss and review topics and concerns related to postgraduate medical education during the pandemic. By collaborating with various stakeholders, the task force shares information, gains insight and understanding and determines effective solutions to problems as a result of the pandemic.

Since forming Taskforce, the committee has provided the following:

- Broad communication to Learners and all PGME stakeholders of COVID-19 updates.
- Created a COVID-19 webpage to house all the information circulated to Learners regarding updates and messages from hospitals, colleges, PGME, etc.
- Added an anonymous FAQ form/webpage for Learners to submit questions of concern to PGME and the Taskforce.
- Developed a plan, created guidelines, and held virtual information sessions for redeployment.
- Created a plan for contact tracing prior to block transition.
- Discussed solutions and implementation of PPE standards for PG Learners.
- Developed workflows for contact tracing, quarantine protocols and international travel/return to work procedures.
- Prioritized and advocated for the well-being of Learners.
- Offered financial relief to Learners in need.

The COVID-19 Taskforce is composed of the PGME Associate Dean, PGME Manager and Assistant Manager, IPAC representative as required, Director Medical Affairs (HHS), VP Education (SJHH), Assistant Dean and Manager NRC and Assistant Dean and Manager WRC, Community and Rural Education Associate Dean and Manager (MACcare), Program Directors and Administrators from various programs, and PARO representatives (at least one member at each meeting). At the beginning of the pandemic, Taskforce was meeting weekly and now continues to meet biweekly.





## **PG STAKEHOLDER EDUCATION**

### **LEARNER EDUCATION AND WORKSHOPS**

#### **CBME WORKSHOPS AND RETREAT**

In 2020 the CBME office also moved its Learner events to a virtual platform in order to continue hosting the planned workshops for the year. These included

- Academic Coaching 1.0 workshop
- Academic Coaching 2.0: Beyond the Basics
- Direct Observation & Feedback

Annual Retreat – Focused on CBME implementation, MedSIS enhancements, and case-based discussions examining best practices in assessment and promotion.

#### **CMA/JOULE PRACTICE MANAGEMENT SEMINAR: TRANSITION TO PRACTICE**

Practice management is an area of need for residents and is part of core competency-based training. PGME Learners had the opportunity to attend the Joule Transition to Practice seminars in October and November of 2020.

#### **CMPA RESIDENT SYMPOSIUM**

The 2020 CMPA Resident Symposium offered Family Medicine PGY1 residents and PGY2 specialty program residents the chance to explore patient safety and medical-legal risk reduction. The session took place over two days.

#### **CLINICAL HEALTH INNOVATION PROGRAM**

The Clinical Health Innovation Program (CHIP) is an activity-based educational experience designed to enhance understanding of health innovation, commercialization, and entrepreneurship concepts. PGME Learners interested in CHIP were able to register for a fall/winter session in 2020, and the virtual program is offered again for summer 2021.

#### **COVID-19 TOWN HALL MEETINGS**

When the pandemic changed everything in early 2020, PGME began hosting virtual Town Hall meetings for all Learners to attend and ask questions to Dr. Wasi, Associate Dean Postgraduate Medical Education. It gave Learners the chance to address their concerns, share experiences, and receive updates from Dr. Wasi regarding training, hospital procedures, etc. These Town Hall meetings were recorded and posted for Learners who were unable to attend.

#### **DIL LEADERSHIP CURRICULUM**

In 2020, PGME offered the Fundamentals in Leadership curriculum for residents. This two-day program offered basic concepts on leadership, team dynamics, stress and conflict management, intended for PGY3 residents. The sessions were converted to a virtual platform due to the pandemic.





### **MacCHIEF'S DAY**

Our annual MacChief's day is an interactive workshop where Program Directors are invited to nominate residents who are currently in the chief role or assume the role in the next six months. MacChief's Day in 2020 was cancelled due to the pandemic.

### **MULTI-DISCIPLINARY ACADEMIC HALF DAYS (MAD) AND MINI-MAD SESSIONS**

The MAD days are intended to enhance the residency training program, acting as a forum for all residents to meet, discuss and learn about issues that cross all disciplines of medicine. In 2020, PGME and the MAD committee hosted a virtual mini-MAD in session in April and the virtual MAD day in August.

### **MCCQE PART II EXAM PREP SESSIONS**

PGME provides our Learners with the opportunity to be prepared for the MCCQE II exam by hosting 4-5 sessions on Wednesday afternoons in March each year on the following topics: Emergency Medicine, Family Medicine, General Surgery, Internal Medicine, Obstetrics and Gynecology, Pediatrics, and Psychiatry. 2020 sessions were all hosted virtually for residents.

### **PROFESSIONALISM COMPETENCIES**

The PGME Professionalism Competencies Curriculum was developed by Dr. Julianna Sienna, PGY5 Radiation Oncology Resident, for postgraduate medical education in 2019 and piloted in January 2020. The curriculum facilitates discussions of professionalism issues amongst various groups of residents. Case-based discussions led by at least one faculty and senior resident were delivered over six months, with five monthly sessions offered in 2020.

### **R1 VIRTUAL TOWN HALL SESSIONS**

We recognize that orientation day provides an abundance of information. In 2020, orientation moved to a virtual platform, and PGME decided to follow up orientation day with multiple virtual Town Hall sessions for R1 Learners to attend and learn more about specific topics (i.e. navigating the PGME website and Medportal, transfers, requesting time off, MedSIS, etc.). PGME hosted two R1 Town Hall Sessions in 2020.

### **RESIDENT AFFAIRS FINANCIAL WELLNESS SERIES**

The McMaster Resident Affairs program offered residents and fellows the chance to attend various financial wellness sessions in 2019 and 2020. The 2020 sessions included:

- Financial Planning & Debt Management 101
- Income Taxes
- Incorporation

### **2020 Learner Workshops**

- CBME Workshops and Annual Retreat
- CMA/Joule Practice Management Seminar: Transition to Practice
- CMPA Resident Symposium
- Clinical Health Innovation Program
- COVID-19 Town Hall Meetings
- DIL Leadership Curriculum
- MacChiefs Day
- Multi-Disciplinary Academic Half Days (MAD & Mini MAD Sessions)
- MCCQE Part II Exam Prep Sessions
- Professional Competencies
- R1 Virtual Town Hall Sessions
- Financial Wellness Series (Resident Affairs)

## PROGRAM DIRECTOR EDUCATION AND WORKSHOPS

### ACCREDITATION WORKSHOPS

In 2020 multiple accreditation workshops were held to prepare programs for their internal review. Workshops included:

- Domain Focused Workshops – The Three domains discussed in these 2020 sessions were Program Organization, Education Program, and Quality Improvement
- Role of the CanERA Reviewer Workshop – This goal of this workshop was to provide program directors taking part in an internal review a chance to learn what reviewers are looking for and learn the standards. A mock review also took place in this workshop.

### CBME WORKSHOPS AND RETREAT

In 2020 the CBME office also moved its PD events to a virtual platform in order to continue hosting the planned workshops for the year. These included:

- Academic Coaching 1.0 workshop
- Academic Coaching 2.0: Beyond the Basics
- Assessment Mapping
- Competence Committee Workshop
- Curriculum Mapping Workshop
- Direct Observation & Feedback
- Annual Retreat – Focused on CBME implementation, MedSIS enhancements, and case-based discussions examining best practices in assessment and promotion.

### CMPA FACULTY DEVELOPMENT SESSION

PGME Program Directors are encouraged to attend the annual CMPA Faculty development workshop to help their residents develop lifelong competencies that promote safe medical care. The virtual session in 2020 provided Program Directors with tools and resources to support residents continued learning.

### EFFECTIVE COMMUNICATION & PARO SESSION

Program Directors were invited to join PARO and McMaster Human Resources for a half-day session in March 2020 to learn about effective communication across generations and personality types, and discussions/suggestions about improving the lives of residents.

### FINANCIAL SESSION WITH DRs. JANE & PAUL HEALEY

New to 2020 PD sessions, the Postgraduate Medical Education Office hosted a Financial Session with Drs. Jane and Paul Healey specifically for Program Directors to better understand the concerns and financial burdens that Learners are facing these days.

### INDIGENOUS HEALTH EDUCATION SESSION

The Indigenous Health Initiative Working Group hosted a Curriculum Developer's Workshop in August 2020. This workshop was focused on generating an increased awareness of key issues/factors related to the health of Indigenous populations in Canada.

### R1 CARMS MATCH TRAINING SESSION FOR VIRTUAL INTERVIEWS

Knowing that CaRMS interviews would be virtual, PGME organized an online training session for R1 and subspecialty programs to help give them an understanding of how Zoom can be used for virtual interviews during CaRMS. These sessions were recorded and posted for programs to use.

### REMEDIATION & THE EDUCATION ADVISORY BOARD (EAB) WORKSHOP – BEGINNER SESSION

The EAB hosted a workshop for those faculty interested in enhancing their knowledge and understanding of how to best assist trainees experiencing difficulty. This session included a review of the remediation policy, case discussions, a panel presentation.

#### Program Director Workshops 2020

Accreditation Workshops

CBME Workshops and Annual Retreat

CMPA Faculty Development Session

Effective Communication & PARO Session

Financial Session with Drs. Jane & Paul Healey

Indigenous Health Education Session

R1 CaRMS Match Training Session for Virtual Interviews

Remediation & the Education Advisory Board (EAB) Workshop – Beginner Session



Indigenous  
Health  
Education  
Session

Increasing awareness  
of key issues/  
factors related to the  
health of Indigenous  
populations in  
Canada.



## 2020 PROGRAM ADMINISTRATOR EDUCATION AND WORKSHOPS

### ACCREDITATION WORKSHOPS

In 2020 multiple accreditation workshops were held to prepare programs for their internal review. Workshops included:

- Domain Focused Workshops – The Three domains discussed included Program Organization, Education Program, and Quality Improvement
- Role of the CanERA Reviewer Workshop – This workshop provided program administrators taking part in a program review the chance to learn what reviewers are looking for and learn the standards. A mock review also took place in this workshop.

### BI-WEEKLY PA FORUM

This forum began in 2020 to serve as a bi-weekly update for all Program Administrators to increase communication between PAs and PGME. Areas of discussion include COVID-19 updates, information on procedural updates and any other important information that Program Administrators need to be apprised of to complete their day-to-day job tasks. Minutes for each forum are taken and made available to those PAs unable to attend. These sessions will continue in 2021.

### COMPETENCY BASED MEDICAL EDUCATION (CBME) TRAINING

In collaboration with the CBME implementation team, Program Administrators who transitioned to CBME developed and facilitated five Lunch & Learn sessions for program administrators who are transitioning to CBME. The five Lunch & Learn sessions hosted in 2020 included:

- What works & what doesn't - tips and tricks
- Academic Coaches: Coaching over time
- Enhanced Learning & Remediation
- CBD 101
- Competence Committees 101

### LUNCH AND LEARNS

In 2020, PGME hosted two Lunch & Learn sessions for Program Administrators. These sessions are meant to provide education and training in areas that will help enhance the PA work environment and execution of daily tasks. The 2020 session topics were on Speaking with Learners in Distress and Recognizing Bias.

### NEW PROGRAM ADMINISTRATOR ORIENTATION

The Postgraduate Medical Education office offers orientation to new program administrators monthly or on an ad hoc basis. Orientation includes education in postgraduate medical education, workflow processes, procedures, policies, the student information system (MedSIS), CaRMS, residency and fellowships, electives, CBME, Accreditation, CBME, and the opportunity to connect with the PGME office. In 2020 PGME hosted four new PA orientation days, both in-person and virtual.

### TREATS AND TALKS

In collaboration with the Resident Affairs Office, the Wellness Counsellor facilitated two Treats & Talks sessions with Program Administrators in 2020 to discuss the breadth of challenges they face in their role. PGME takes the challenges identified in these discussions to help create an educational plan for future training sessions.

### 2020 Program Administrator Workshops

Accreditation Workshops

Bi-Weekly PA Forum

Competency Based Medical Education (CBME) Training

Lunch and Learns

New Program Administrator Orientation

Treats and Talks





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## 2020 COMMUNICATION SUMMARY

### WEBSITE

In January 2020, PGME launched the Program Director and Program Administrator secure information hub. PGME built the site based on feedback received from the postgraduate medical education committee (PGEC) and the Program Administrator committee. The working groups discussed various resources and tools that would help programs successfully run, build, and improve their educational training. The website requires each visitor to have a secure log-in and password, keeping these materials secure to those with access. Access was given to Program Directors, Administrators, DECs, RPC members, and various faculty as requested. Throughout the year, the PD/PA secure information hub has continued to develop based on circumstances and needs. We created a COVID-19 information section for specific tools and resources to assist with remote teaching, virtual interviews, redeployment guidelines, and other communications around the pandemic. ICRE selected this secure hub as one of the 2020 workshops before switching to a virtual conference due to COVID.

In March 2020, PGEC realized that an external COVID web page was imminent due to the high volume of communications, guidelines, and resources circulated from the postgraduate office, various hospitals, the ministry, etc. Different workflows were

created and posted on this site to assist Learners, faculty and staff in following new processes and protocols. Additional information was made available such as vaccination details, redeployment plans, employee health contacts, etc.

Resident Affairs redesigned its website in 2020 to provide Learners with easier access to resources related to distress, physical and mental health, and mistreatment. This new website is dedicated to Learner Wellness and allows Learners to access contacts and book appointments online with wellness counsellors.

In October 2020, programs started discussing and planning for the 2021 CaRMS R1 match, specifically how they would advertise and promote their programs to medical residents nation/world wide. PGME created a webpage that provided each residency program with a space to advertise Town Halls, email contacts, social media pages, links to websites, etc. PGME collected and coordinated information for all 25 programs. This website lived on the PGME home page and was promoted through a Facebook ad, Instagram, and Twitter posts. AFMC commended McMaster PGME for taking the initiative and used the site as an example to show other universities.

## NEWSLETTER

In February 2020, PGME began distributing an e-newsletter to all postgraduate stakeholders via email. The purpose of the *PG&Me* bi-monthly e-newsletter is to highlight upcoming events, circulate important announcements, share updates from regional campuses, and address any other important information directly affecting programs and Learners.

## SOCIAL MEDIA

PGME launched its first social media campaign through Instagram in February 2020. Throughout the year, PGME also created a Facebook and Twitter account. The role of social media accounts' is to share news, updates and communications, and keep our Learners and Faculty informed about important subjects surrounding their training.

## GRADUATION 2020 YEARBOOK

2020 forced the cancellation of its annual graduation gala at Liuna Station due to COVID-19. Ensuring the 2020 graduates were honoured and celebrated, PGME improvised by creating an electronic PDF yearbook. The postgraduate office worked with Media Production Services to design this 75-page ebook to include every residency program, its graduates, program directors and administrators. Leadership messages were collected, zoom photos for each program were coordinated, and various hospital staff messages were organized and included in the yearbook. The

e-book was emailed to all graduating Learners, Program Directors and Program Administrators, hospital leaders and stakeholders. The yearbook was printed in hardcopy and mailed out with the graduate's completion certificates as a keepsake.

## RESIDENT AWARENESS WEEK

In February 2020, PGME hosted a weeklong campaign in conjunction with RDoC's Resident Awareness Week. A subcommittee brainstormed and planned events for the week. The campaign extended to all of our hospitals and regional sites, and all programs were welcome to participate. Programs participated in a social media campaign through Instagram. PGME provided each program with Mac Loves Our Residents buttons for faculty, Instagram banners for photos, and capes and tubers as photo swag. Programs posted pictures throughout the week, tagging PGME, and winners received prizes at the end. Coffee ecards were distributed to all Learners at the beginning of the week to show our appreciation, and daily emails from various leadership groups were sent to all Learners. Roll-up banners were placed in the lobby of various HHS, SJHH and regional hospitals, highlighting what a resident means.



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Together, advancing health through  
learning and discovery

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