

Postgraduate Medical Education

BIENNIAL REPORT 2022-2024



Health Sciences
Postgraduate
Medical Education



 **Michael G. DeGroot**
SCHOOL OF MEDICINE



Land Acknowledgement

McMaster University recognizes and acknowledges that it is located on the traditional territories of the Mississauga and Haudenosaunee nations, and within the lands protected by the “Dish with One spoon” wampum agreement.

Pictured: The Indigenous Circle or Karahakon Kateweienstha (Learning in the Forest) in Mohawk, and Nibwaajkaawin Teg (Place of Wisdom) in Ojibway, was created under the guidance of McMaster’s Indigenous Education Council as a space for learning, reconciliation and the remembrance of Indigenous people and the histories of this land. The Indigenous Circle is bordered by both the McMaster campus and the lush canopy of Cootes

Paradise. The space features tiered stone arranged around a stage in the form of a medicine wheel, a symbol that represents the interconnectivity of all beings. Plantings in the space were sourced from Six Nations of the Grand River. The area demonstrates the role nature and outdoor spaces play in teaching and learning and signifies the importance of Indigenous knowledge to the growth of the McMaster community.

Mission

Postgraduate Medical Education at the Michael G. DeGroot School of Medicine strives to empower medical trainees 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.



Health Sciences

Postgraduate
Medical Education

Contents

4 Message from the Dean and Vice-President

5 Message from the Associate Dean

6 Accreditation & Strategic Plan

- Overview of the Accreditation Process
- Strategic Plan

10 Leadership

- Exiting Program Directors
- Reflecting on the Program Director Experience
- Awards & Recognition

15 Education & Support

- Competency-based Medical Education
- PGME Subcommittees
- Education Advisory Board (EAB) 2023 update
- McMaster Program for Faculty Development
- Resident Affairs
- Office of Learning Environment & Mistreatment
- Clinician Investigator Program
- Clinician Educator Program
- PGME Trainee Spotlights

31 Community

- Niagara Regional Campus
- Waterloo Regional Campus
- Hamilton Health Sciences
- St. Joseph's Healthcare, Hamilton
- Mac-CARE
- McMaster Postgraduate Medical Education Office

**Together, advancing
health through learning
and discovery**





Message from the Dean and Vice-President

McMaster's Postgraduate Medical Education Program (PGME) continues to provide outstanding training opportunities to our residents through evidence-based teaching and practice within a distributed education model.

Our residents and fellows are integral to the success of the Faculty of Health Sciences at McMaster University. Not only do they provide clinical duties at our hospital sites, but they also make important contributions to the academic mission of McMaster through innovation and research, they undertake teaching opportunities with medical students and demonstrate an outstanding commitment to improving the residency program.

The remarkable efforts of our dedicated and exemplary physicians and scholars within our teaching hospitals, health systems, and training sites lay the foundation for our trainees' success. They serve as an inspiration through dedicated mentorship, expertly preparing high-quality physicians and clinicians to succeed in an ever-changing healthcare landscape.

Among PGME's strides over the last year was the successful accreditation by the Royal College of Physicians and Surgeons of Canada. This multi-year continuous improvement process resulted from tremendous work and dedication by various postgraduate program stakeholders, including learner groups, committees, leaders, staff and medical residents who contributed to preparing for this important external review.

I look forward to witnessing the continued growth and achievement of PGME as it

builds on the outcomes of the accreditation review and empowers and equips medical learners with the tools they need to improve the health and well-being of our local, national, and global communities.

Sincerely,

A handwritten signature in black ink, appearing to read "Paul O'Byrne".

Paul O'Byrne, MP, FRCP(C), FRSC
Dean and Vice-President
Faculty of Health Sciences
Michael G. DeGroot School of Medicine
McMaster University



Message from the Associate Dean

The PGME landscape has been quite dynamic over the last couple of years. The focus of 2023 was accreditation – for central PGME, teaching sites and our residency and AFC programs. The amount of time, preparation, and leadership that was required to make the Royal College and CFPC external review a success is a testament to our community's commitment to excellence in postgraduate training.

To our Residency and AFC Program Directors and Administrators, thank you for your commitment to enhancing the resident experience. The process of accreditation highlighted the dedication of our Program Directors and Administrators towards residency education. The reports cited a robust list of strengths across our programs and PGME and demonstrated our collective commitment to make improvements and provide the best possible education for all our trainees.

To our McMaster PGME trainees, I extend heartfelt gratitude for your continuous dedication and collective engagement. The invaluable contributions of our residents' participation, and enthusiasm across all PGME committees was a noted strength during this accreditation journey. The advocacy led by our McMaster PARO General Council has resulted in numerous positive changes within our hospital partnerships, prioritizing resident well-being. Their efforts refocused the commitment to fostering a healthy, supportive, and inclusive environment for all residents.

To our hospital partners, thank you for taking the initiatives and making tangible changes. The work put into improving the resident experience was extensive, and future cohorts will benefit from these changes.

Looking ahead, PGME is creating its 5-year strategic plan with a focus on furthering our goal of a diverse, inclusive, and safe learning environment for our trainees, free from racism

and oppression. I feel incredibly fortunate that we have so many champions within our trainees, faculty, University and training site leaders and our colleagues in other health professions. I look forward to strengthening our partnerships and collaborating to move towards this goal and create meaningful change for all those involved in medical education and patient care.

The PGME report highlights the ongoing leadership, learning, and community contributions that we continue to put forward as a larger team. We are united as a medical community of educators and health care providers which is why we continue to achieve excellence in postgraduate training.

Sincerely,

Parveen Wasi, MD, FRCP
Associate Dean, Postgraduate Medical Education
Michael G. DeGroot School of Medicine
McMaster University



Accreditation & Strategic Plan

Overview of the Accreditation Process

The Royal College of Physicians and Surgeons of Canada (RCPSC) and the College of Family Physicians of Canada (CFPC) completed the Regular Accreditation Review of McMaster University Postgraduate Medical Education from May 28 to June 2, 2023. The review consisted of the following components:

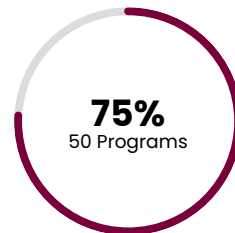
- The joint College Institutional survey team reviewed the PGME office, including Faculty of Health Sciences structure, governance and resources, and affiliated sites within Hamilton and regional campuses.
- CFPC survey team reviewed the Family Medicine and Enhanced Skills programs.
- RCPSC teams surveyed the RCPSC programs: specialty and subspecialty, foundational & special programs (surgical foundations & clinician investigator), and the Area of Focused Competence (AFC) programs.

The institution and the programs were reviewed for compliance with the applicable standards. Within those standards there are elements known as “mandatory indicators” that must be met. At the conclusion of the accreditation process, the institution and individual programs are provided with an accreditation decision/status.

The Accreditation process highlighted the many strengths of postgraduate education at McMaster, and we have much to be proud of. Importantly, it also provided valuable information for areas for improvement in our programs, teaching sites and PGME. The accreditation reports from programs and the Institution have helped to inform our PGME 5-year strategic plan.

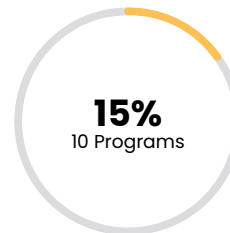
Institution Accreditation Decisions

Below is a summary of the percentage of programs receiving one of the following accreditation decisions:



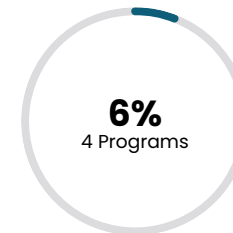
Accredited Program, Follow-up at Next Regular Accreditation Review

The program has demonstrated acceptable compliance with standards. Follow-up at the next Regular Review in 8 years.



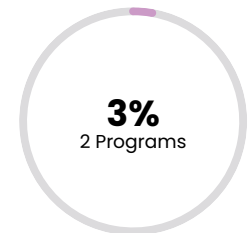
Accredited Program, Follow-up by Action Plan Outcomes Report (APOR)

There are one or more significant areas for improvement impacting the overall quality of the program. Requires follow-up that entails the submission of evidence on how the program has corrected the issues.



Accredited Program, Follow-up by External Review

There are one or more significant areas for improvement impacting the overall quality of the program which requires follow-up prior to the next regular accreditation review, and which can be best evaluated by external peer reviewers.



Accredited Program on Notice of Intent to Withdraw Accreditation, Follow-up by External Review

There are major and/or continuing concerns which call into question the educational environment and/or integrity of the residency program and its ability to deliver high quality residency education. An external review is required.

Institution Accreditation Decision

The institution was given an accreditation decision of *Accredited Institution, Follow-up by Action Plan Outcomes Report (APOR)*. The institution's standards have 121 mandatory indicators, of which McMaster PGME met 115 with a 95% compliance rate. The institution was commented on numerous strengths listed below. There were also areas for improvement that involved resources, supervision and safety, and the learning environment, also listed below.



Institution Strengths

- Senior leadership team
- Well-resourced PGME office, responsive to program stakeholders.
- Assistant Deans for Mac-CARE & Regional campuses for exceptional engagement and commitment
- Engaged Postgraduate Education Committee supporting and advancing PGME.
- Support Program Directors and Program Assistants receive through central PGME
- PGME continuous quality improvement (CQI) of all aspects of PGME
- Resident support central resources (Resident Affairs and the Office of Learning Environment and Mistreatment)
- Distributed sites that provide a positive and effective learning environment with excellent educational resources.
- Education Advisory Board (EAB)- the committee function and processes
- PGME Social Accountability Council supports PGME's social accountability mandate.

Thematic Areas for Improvement

Resources

- Quantity and quality of call rooms at select sites.
- Service-to-education ratio in some programs.
- Inadequate resident funding for mandatory off-site rotations.
- Inadequate computer workstations, workspaces, or clinic space at select hospital sites.
- Medical Student Information System (not meeting the needs of programs and residents).

Supervision & Safety

- Concerns regarding supervision (particularly noted in Hamilton-based hospitals) that impact resident and patient safety in the learning environment in select programs.
- Heavy clinical workload for residents in select programs.

Learning Environment

- Pockets of mistreatment in the learning environment
- Evidence of gender and racial bias in certain clinical areas
- Staff shortages, particularly nursing staff, affecting the experience of the learners

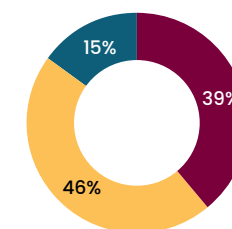
McMaster PGME Accreditation Committee – Special Thanks

No discussion of McMaster PGME's accreditation success would be complete without thanking the members of the McMaster PGME Accreditation Committee. Their work in overseeing the program internal review process, identifying programs' areas for improvement (AFIs), providing program support, following up on AFIs, and reviewing program documentation for the 2023 review, was integral in moving

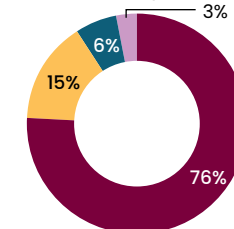
significant numbers of programs to the most favorable accreditation decision.

The internal review process mirrored the CanERA accreditation process and similarly provided programs with an accreditation decision. The charts below illustrate how PGME programs benefited from the work of the accreditation committee and the internal review process to better compliance to the new general standards (released in 2019). During the internal reviews, only 39% of programs were given the most favorable accreditation decision by the McMaster PGME accreditation committee. This number moved to 76% of programs receiving the most favorable decision from CanERA Regular Review 2023.

McMaster PGME Reviews 2019-2021



McMaster PGME Review 2023



Program accreditation decisions listed from most favorable/acceptable compliance to standards:

- % of programs receiving decision of accredited program, follow-up at next regular review
- % of programs receiving decision of accredited program, follow-up at by Action Plan Committee
- % of programs receiving decision of accredited program, follow-up at by external review
- % of programs receiving decision of accredited program on notice of intent to withdraw accreditation, follow-up by external review*

*The notice decision was not used during the McMaster Internal Review process and this decision category was absorbed by the decision requiring follow-up by External Review.

Strategic Plan

This year PGME embarked on the development of a 3-year strategic plan. A central strategic planning team was established, comprising of strategic planning lead Meghan Kirwin, Dr. Wasi (Associate Dean, PGME) and Sophia Janssen Boljanic (Program Manager, PGME).

By utilizing the outcomes provided in our 2023 accreditation report, the 2022 Learning Environment Survey and information collected through recent Continuous Quality Improvement (CQI) initiatives and other facilitate discussions. The strategic planning team identified key strategic drivers aligning with PGME's values, vision, mission, and commitment: Inclusive Excellence in Academic Education, Thriving Learning Environments, and Partnerships and Operational Excellence. High level strategy ideas were discussed at the Postgraduate Education Committee (PGEC) retreat led by Dr. Wasi in December 2023. The committee was broken up into small working groups and asked to brainstorm, identify and discuss PGME strategic priorities.

The next stage in the development process was to present the strategic framework to PGME's main stakeholders to gather input, insight, test accuracy and ensure inclusivity. Dr. Wasi led a total of 16 different focus groups were conducted. The focus groups engaged various resident groups (junior trainees, chiefs, international medical graduates, PARO, etc.), FHS leadership, hospital leadership, Department Chairs, DEC's, Program Directors, Program Administrators, PGME Staff, the Resident Affairs team, EDI leaders, Indigenous leaders and residents, regional campuses, distributed medical education



and clinical education campus leaders. Feedback from each respective group was documented and considered in the development of the strategic objectives and goals.

Thus far the strategic plan has set forth several objectives within the umbrella of our strategic drivers (education, learning environment, partnerships, operations) which include educational curriculum, EDIA and indigeneity, anti-racism and oppression, social accountability, well-being and

service excellence, psychological safety, financial stability and expansion, innovation, scholarship and research, collaboration, and Continuous Quality Improvement (CQI).

By the end of Spring 2024, our goal is to finalize PGME's strategic plan, create an implementation roadmap outlining key milestones and a timeline for achieving our objectives, with the intent to share and roll-out the strategic plan with the PGME community this summer.



Leadership

Exiting Program Directors

With each passing year we thank our Program Directors for their invaluable contributions to postgraduate medical education. Accreditation was indeed a crucial aspect over the past couple of years to ensure the quality and success of our residency programs, and the dedication and hard work of Program Directors in this regard should be celebrated.

Moreover, the mentorship provided by Program Directors plays a pivotal role in shaping the future physicians. The guidance and preparation they offer sets a strong foundation for the trainee's future career in medicine.

Thank you to all of our Program Directors for your commitment to postgraduate medical education.



Name	Program
Dr. Sarah Kinzie	Family Medicine
Dr. David Landry	Diagnostic Radiology
Dr. Luciana Ribeiro	Neuroradiology
Dr. Julie Emili	Public Health and Preventive Medicine
Dr. Daniela Leto	Medical Microbiology
Dr. Jaclyn Quirt	Allergy/Clinical Immunology (adult and pediatric)
Dr. Tricia Woo	Geriatric Medicine
Dr. Demetrios Sahlas	Neurology
Dr. Muntasir Saffie	Respirology
Dr. Sapna Sharma	Maternal Fetal Medicine
Dr. Barbara Strang	Radiation Oncology
Dr. Karen Harman	Developmental Pediatrics
Dr. Enas el Gouhary	Neonatal-Perinatal
Dr. Jessica Wasserman	Geriatric psychiatry
Dr. Andre Lamy	Cardiac Surgery
Dr. Michael Marcaccio	General Surgery
Dr. Matthew McRae	Plastic Surgery
Dr. John Harlock	Vascular Surgery
Dr. Rebecca Amer	Respirology
Dr. Rajendar Hanmiah	General Internal Medicine

Reflecting on the Program Director Experience

Dr. Sarah Kinzie, Former Program Director Family Medicine

Twenty years ago, when I was a McMaster Family Medicine resident, I recall looking at the Program Director at the time, Allyn Walsh, and thinking, 'someday I'd love to do that job'. To me, it looked fun, and Allyn made it almost look easy. Of course, I was incredibly naïve. But as I say goodbye after 8 years as the family medicine PD, I feel nothing but gratitude for the opportunities and experiences I've had and for the people I have come to know on the road.

Being a Program Director is anything but easy. The current pace of medicine and medical training are unrelenting, as is the continuous striving for progress and improvement. In this time and climate, teachers and learners must be incredibly adaptable – whether it's adapting to the daily changes, uncertainty, and chaos of the COVID-19 pandemic, or navigating the introduction of competency based medical education, or coping with the family physician shortages in our community, change has been a constant. The work has only been possible given the guidance and support received from Parveen Wasi, Associate Dean PGME and the PGME community, and the collaboration among the incredible leadership team in Family Medicine, together with other PDs, educators, and staff. These connections lightened the load and made it more rewarding, generating a sense of shared accomplishment and camaraderie.

Much of what I've learned along the way has come from the residents. I've witnessed remarkable

flexibility, resilience, and fortitude during times of uncertainty, inspiring journeys of professional and personal growth, and admirable compassion and dedication to high quality patient care. I'm appreciative of residents who shared feedback and fresh perspectives, whose courageous questions and insights encouraged us to examine our approaches and deeply ingrained assumptions about medical education and the system in which we work. I'm particularly thankful to resident leaders who leaned in and called others in, finding opportunities and pathways to work toward a more inclusive, responsive, and sustainable program together. It's critically important work that must and will continue.

A true privilege for me in this role has been the rich and transformational journey of learning. I've experienced working alongside Indigenous leaders and colleagues – learning and thinking about cultural safety, reciprocity, and trying to earnestly live into the responsibilities of Truth and Reconciliation. I'm excited by the path we have set in our program and department to strengthen our culture and curriculum, guided by a commitment to the Two Row Wampum.

It's a challenging time in health care, and certainly in family medicine in Ontario and Canada. Our system is fragmented, under-resourced, and incredibly stretched, and at times we cannot provide the care we wish we could to our patients or create the healthy environments we want to work and train learners within. Yet, my experience

as Program Director, working alongside this incredible community of leaders, teachers, staff, residents, and graduates, keeps me hopeful and optimistic about the future. I leave this position, still believing in the power of education, and knowing there are committed, compassionate and incredibly skilled people who will help to grow and shape the future healthcare system into the one that our patients and communities deserve.



**“Someday
I’d love to
do that job.”**

Awards & Recognition

PGME distributes awards each year as a way to recognize and reward exceptional residents, faculty, and staff who contribute to residency education.

2022 Award Recipients:

Faculty Mentor Award

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

Bojana Babic

Pediatrics

Jennifer Tang

Emergency Medicine

Michelle Batthish

Pediatric Rheumatology

Michael Marcaccio

General Surgery

Excellence & Innovation in Residency Education

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

Charushree Prasad

Pediatric Nephrology

Diane Reid

Otolaryngology – Head & Neck Surgery

Faculty Wellness Champion Award

Joanna Dionne

Critical Care Medicine

Joanna Humphreys

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-modeling of the CanMEDS roles.

Bishal Harry

Pediatrics

Kathleen Logie

General Surgery

Yung Lee

General Surgery

Frank Battaglia

Emergency Medicine

Resident Leader Award

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

Mackenzie Turpin

Internal Medicine

Sonja Wakeling

Emergency Medicine

Spencer Van Mil

Pediatrics

Wendy Ye

Internal Medicine

Resident Champion Award: Resident Wellness

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

Kathryn Cottrell

Family Medicine

Priya Pin

Family Medicine

Rasika Singh

Pediatrics

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.

Carol Dow

Otolaryngology – Head & Neck Surgery

Lauren Douglas

Urology

Paulette Aubry

Orthopedic Surgery

Renee Tremblay

Rheumatology

Awards & Recognition

2023 Award Recipients:

Faculty Mentor Award

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

Emily Belley-Cote

Cardiology

Graeme Fraser

Hematology

Shahid Lambe

Urology

Lauren Cook-Chaimowitz

Emergency Medicine

Jonathan Marhong

Intensive Care Medicine

Excellence & Innovation in Residency Education

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

David Callen

Pediatric Neurology

Lauren O'Malley

Physical Medicine & Rehabilitation

Andrea Hunter

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-modeling of the CanMEDS roles.

Xinxin Tang

Internal Medicine

Daniex Axelrod

Orthopedic Surgery

Samantha Nordlund

Pediatric Endocrinology

Kathryn Chan

Emergency Medicine

Resident Leader Award

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

Frank Battaglia

Emergency Medicine

Shreyash Dalmia

Hematology

Alexandra Raynard

Family Medicine

Resident Champion Award: Resident Wellness

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

Ailish Valeriano

Emergency Medicine

Elaine Choi

Pediatric Neurology

Nirushan Puvanthirarajah

Neurology

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.

Katie Niblock

General Surgery

Doreen Reeve

Cardiology

Gina Furlong

Anatomical Pathology

Jessica Dragusica

Pediatric Emergency Medicine

2023 External Award Recognition

ICRE Royal College Program Director of the Year Award

David Callen

Pediatric Neurology



Education & Support

Competency-based Medical Education

Moving Forward: Building on Our Success, Addressing the Challenges

The need for change from a time-based approach in medical education to a competency, outcome-focused framework is well described in the literature and underpins the continued global movement towards CBME. It reflects the reality that the depth and breadth of knowledge and skills required of graduate physicians has expanded and is evolving. This translates to our responsibility in postgraduate training to provide the resident the learning experience that prepares them to respond to changing societal needs, as competent physicians and lifelong learners. The CBME Office, through its various committees and working groups, supports the transition of our Royal College of Physicians and Surgeons of Canada's (RCPSC) speciality and subspecialty residency programs to Competence by Design (CBD). We also strive to support and learn from the efforts of Family Medicine to achieve the goals of their well-established Triple C Curriculum.

Our implementation goals continue to focus on:

- Supporting the remaining residency programs with their transition to CBD;
- Supporting the needs of all programs across all aspects of implementation;
- Addressing the unintended consequences of CBD with attention to the underlying causes of administrative and assessment burden for residents and faculty;
- Promoting efficient assessment practices that provide residents with the feedback they value and the data a Competence Committee requires;
- Preserving opportunity for authentic competency-focused coaching and feedback;



OUR CBME CHAMPIONS 2023!

- Refining a systematic approach to assessment at the discipline level that is flexible and adaptable to the clinical learning environment, workflows, and resource levels;
- Promoting efficient and effective in-training assessment methods and tools;
- Empowering competence committees via discussion forums, tools, and group collaboration;
- Enhanced orientation of learners to CBD and competence committees;
- Enhanced access to required data to inform resident progress and program evaluation;
- Increased EPA observation completion rates and quality feedback;
- Promoting program evaluation and CQI processes at the institutional and program level;
- Contributing to the Royal College's quality improvement efforts.

Acknowledging Our Success: Fidelity of Implementation

We must applaud our collective effort to achieve what we have at McMaster, acknowledged by the very positive outcomes for CBME at accreditation. The 80% of our residency programs in CBD demonstrated implementation of the core elements of CBD that met or exceeded expectations. Feedback from the Royal College was most complementary and recognition goes to our dedicated Program Directors, CBD Leads, Competence Committee Chairs, Program Administrators, Academic Coaches, clinical supervisors, and residents. It is through the outstanding committed work of our seven CBME Committees, working groups, volunteers, and CBME 'Champions' that we are able to provide centralized guidance, resources, tools, and support through the CBME Office.

CBME Committee Chairs – Drs. Val Mueller, David Callen, Ranil Sonnadara, Michelle Wooldridge, Abdullah Alkrumain, Ms. Lauren Douglas, Julia Smerilli, Lisa Colizza and Dr. Parveen Wasi.

Dr. Parveen Wasi and myself offer heartfelt congratulations and gratitude to our 2023 CBME Champion award recipients: Drs. Enas el Gouhary, Michelle Wooldridge, Abdullah Alkrumain, Val Mueller and Ms. Lauren Douglas.

Integrity of Implementation: Focus on Quality Improvement

Our highly coordinated and collaborative approach to implementation has made it possible to navigate the added challenges imposed by a global pandemic. We adapted and stayed on course, moving forward with several quality improvement initiatives. We celebrated our notable progress at an institutional and national level across several domains at our CBME Annual Retreat in 2022. The results of our CBME Resident Experience Survey (2022) and the Royal College program evaluation data informed the numerous recommended QI strategies the participant working groups generated that day. A ‘CQI Toolkit’ was presented and Dr. Enas el Gouhary presented her successful QI approach to reducing EPA expiry rates.

We have achieved a great deal in the last couple of years including:

- An established CBME evaluation structure to promote CQI and scholarship, with our work shared internationally in 2021, 2022, and 2023;
- A strategic plan that communicates our quality improvement activities and progress;
- Development of a Competence Committee Checklist and toolkit to support implementation;
- Robust support to programs – sharing of best

- practices, Town Halls, Discussion Forums, tailored resources and tools, accredited faculty development workshops, enhanced learner orientation to CBD and CCs, updated CBME website;
- Annual Retreat, direct support for curriculum and assessment mapping, guidelines and policies;
- Training on EPA observation opened to all clinical supervisors;
- Archived workshops for anytime access;
- Program Administrator orientation and training, mentorship;
- Strong resident engagement on all committees and feedback directly from Resident Leads;
- Customized assessment tools/discipline – modified ITARS, WBAs, increased narrative;
- Annual Competence Committee Chair Forum and new asynchronous online discussion forum;
- Soon to launch a moderated asynchronous discussion forum for Program Directors;

MedSIS:

- Improved efficiency of EPA observation including mobile and voice-to-text functionality;
- Faculty EPA pre-expiry weekly reminders;
- Enhanced EPA data exports and on-demand Learner Summary Report;
- Customized program-specific WBAs, longitudinal assessment to system;
- CC Review Dashboard and enhanced training on using data for decision-making;
- EPA versioning technical solution for access to archived assessment data;
- Alignment of EPA milestones with CanMEDS roles on data export to aid evaluation;
- Data visualization dashboard technical functional design (pending development);

The Signal for Change

Despite the advantages of CBD, it’s accepted nationally there is work to do to improve the

experience of our residents, faculty, and staff. National reports and the results of our Resident Experience Survey (2022) revealed some of the specific benefits and challenges in comparison to residents in traditional stream. (355 Residents, 209 (58.9%) **CBD**, 146 (41.1%) **Traditional Stream**, **Focus Groups**: 2 Groups, 7 CBD Residents)

Perceptions of Assessment Amongst Post-Graduate Learners at McMaster: A Mixed Methods Evaluation
Kestrel McNeill, Deewa Anwarzi, Sierra Vaillancourt, David Callen, Spencer van Mil, Lisa Colizza, Ranil Sonnadara, McMaster 2022.

Quantitative Results: Positive Aspects of Assessment

- “EPA/Clinical assessments given me a good sense of my ability at this time and clarify what I need to work on” *
- “I receive lots of useful feedback” **
- “Clinical/EPA assessments help keep me on track” **
- “Clinical/EPA assessments guide my learning and progression to safe and independent practice” **
- “I adjust my learning plan based on feedback received” **
- “I use the feedback I receive to make improvements to my practice”
- “I have a clear view of what I need to do to complete my rotations”
- “I review my assessment results and feedback with my academic coach/advisor”

Bolded = significant, * p<0.05, **p<0.01

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| 7



Quantitative Results: Negative Aspects of Assessment

- “It takes a lot of time to organize an EPA/clinical assessment with a supervisor” *
- “I feel over assessed” **
- “I feel pressure to catch up” **
- “I feel very disappointed if I score lower than expected on an assessment”
- “I worry I’m not performing well”
- “I’m not sure where I went wrong or how to improve”
- “I find constructive feedback difficult to address”
- “I feel a lot of pressure [with respect to assessment]” **

Bolded = significant, * p<0.05, **p<0.01

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| 10



Conclusions

- **CBD and Traditional Stream Similarities**
 - Evaluation-related burden and variability in staff experiences
 - Pressure around being both a learner and a care-provider
 - Strenuous workload negatively impacts educational experiences and wellbeing
- **CBD and Traditional Stream Differences**
 - CBD concerns were very specific to assessment/evaluation paradigm
 - Evidence of *increased* evaluation related pressure/burden in CBD residents

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| 21



Royal College 'CBD 2.0' Adaptations to Competence by Design

The Royal College Commitment to Action: Statement of enhanced flexibility for CBD implementation (May 17, 2023) and the more recent *Evolution of CBD: Call to Action - Options for Change Proposal (Nov. 20, 2023)* reflect their commitment to improvement. We were fortunate to have had Dr. Andrew Hall, Program Evaluation lead for the Royal College, present the proposal at our November 2023 CBME Retreat. Participants, who represented all key roles in CBME, put forward recommended quality improvement strategies for local implementation which were also shared with the Royal College to inform the last of their CBD adaptation summits. We will continue with our quality improvement activities as we are well aligned with key priorities and goals of the **Royal College 'CBD 2.0' Adaptations to Competence by Design**.



It's important to note that 'CBD 2.0' is not a radical departure from the core principles of CBD. It does represent national and local commitment to addressing priorities that are now more clearly defined.

1. Burden of Assessment – documentation, assessment practices, Competence Committee process, faculty engagement and accountability;
2. Coaching and Feedback – lost opportunity in the moment, variability in longitudinal coaching;
3. Communications – improved processes across all invested groups;
4. Program Evaluation – institutional, speciality committee, program, other scholarly work;
5. Electronic portfolio – time, functionality, ease of use, cost;
6. A balanced approach between national standards and local flexibility in CBD implementation;
7. Ongoing implementation support.

A Growth Mindset

It's encouraging the education community is active and committed to addressing the challenges of implementation. As with any large-scale transformative initiative, the continued prioritization and required resourcing over time poses a risk to achieving positive change. The demand on faculty and residents, variability across discipline-specific learning environments, resources, clinical workflows, and learning culture impacts progress and must be carefully considered. Adopting a collective growth mindset as we commit to this quality improvement journey will permit the innovations to the curricular and assessment framework underway. A clear roadmap and continued collaboration will move us forward to a competency-based curriculum that best serves the interests and future of our residents.

Dr. Parveen Wasi and I appreciate the effort and dedication of everyone working to this goal.



Lisa Colizza
CBME Lead, PGME
colizza@mcmaster.ca

PGME Subcommittees



Sustainable Healthcare **Dr. Myles Sergeant**

In 2023 PGME launched the Sustainable Healthcare (SH) subcommittee to facilitate novel and progressive sustainable health care curriculum and create learning opportunities for McMaster residents. Under the direction of Dr. Myles Sergeant and the collective experience of committee members, the committee supports the development of a framework for sustainable health education, with innovative and expert ideas. A needs assessment amongst the Program Directors was conducted once the committee was formed to gain a better understanding of the current state of sustainable health education and opportunities available to residents.

With the goal of the SH curriculum development, the subcommittee is actively involved in creating, planning, and disseminating education content and opportunities for residents within their respective communities. The committee will actively engage residents and faculty, with representation from community and sustainability partners.

The committee has collaborated with Peach Health Ontario to develop resources to assist PGME and its residency programs in implementing SH curriculum. These include Sustainability Guidebooks for Psychiatry toolkit, and Rheumatology. The group is currently working on Sustainability toolkits for Emergency Medicine, and Radiation Oncology.

In addition to the toolkits, members of the SH subcommittee have worked with Family Medicine

residents to develop Quality Improvement projects, as well as provided rounds for several of the different programs. The rheumatology residency program held a sustainability retreat with input and support from the SH members. Partnered with community groups, PGME is able to offer multiple tree planting opportunities in the spring and fall.

Planned for the beginning of 2024, the SH subcommittee will host its first Academic Half Day led by committee member Dr. Zahira Khalid. This AHD will become part of the PGME annual mandatory curriculum for PGY2 residents.



Global Health **Drs. Lynda Redwood-Campbell** **& Caitlin VanDeCappelle**

The Global Health subcommittee was created to facilitate novel and progressive global health curricula and opportunities for McMaster residents. Under the direction of Drs. Lynda Redwood-Campbell and Caitlin VanDeCappelle, the collective experience of committee members supports the development of a framework for global health education, which will lead to an exciting and innovative global health curriculum for residency training at McMaster University.

In 2023 the subcommittee was divided into two working groups. The first group took the findings from the needs assessment which helped to inform the development of pre-departure training e-modules for trainees going on international electives. The content for these e-modules is developed and in the pilot stage for all McMaster residents who plan to complete an international elective. The topics and modules include: safety, ethical considerations, cultural competencies,

EDI concepts, common clinical topics and a post return debrief. The second working group facilitated the relaunch of PGME MacGlobal in September 2023, which seeks to deepen the understanding of global health issues and provide tangible skills that can be applied to future global health work. The program is taught by McMaster's leading faculty members as well as local medical practitioners who have established international global health experience. The format consists of 13 modules given over a 10 month period. Participants receive approximately 40 hours of global health education, complete a reflective essay and are given a certificate with completion of the course. In the first year, 38 residents from various disciplines were accepted into the longitudinal program, and the Global Health subcommittee hopes to grow the program annually.

Collectively the subcommittee held a Global Health Retreat Meet & Greet in May 2023: Understanding Global Health and How to Get Involved. The event hosted a panel of physicians from various disciplines with local/global health experience and practices, as well as fostered networking for residents interested in increasing their involvement in local/global health.

Plans for 2024 include developing a process for tracking international electives within PGME to make the process more streamlined. The group will also finalize a global health speaker database, available through PGME, providing access to content experts for both resident events and faculty development. Lastly, the MacGlobal group is planning a small graduation celebration for its first cohort in June 2024. The MacGlobal program will be assessed and continue to run annually, open to all residents.



Equity, Diversity and Inclusion
Dr. Suzanne Archie

PGME is committed to recruiting trainees that reflect the diversity of our society. In 2023 the PGME EDI subcommittee, led by Dr. Suzanne Archie, provided the leadership to support these actions and engage in activities that advanced equal access and reduced systemic barriers involving postgraduate learners.

The “EDI CaRMS Selection Committee Training” e-module was created within Avenue to Learn, as a support tool to help CaRMS selection committee members build diverse and inclusive programs. This module was developed for committee members to limit bias within procedures associated with the CaRMS selection process. Access to this e-module as well as other EDI training videos for CaRMS selection committee members are available on the PGME Headquarters for Program Directors.

Several activities have been undertaken to promote equity and address discrimination within the clinical learning environment. The workshops conducted in 2023 include:

- **January 10, 2023:** A. Menezes, G. Agarwal, T. Semalulu, and S. Archie led an academic half-day workshop for program directors and educational leaders on supporting racialized medical learners in educational environments.
- **March 29, 2023:** An academic half-day hosted by H. Waters and the Education Advisory Board on Remediation Considerations for Racialized Trainees. This workshop was geared for Program Directors and Educational Leads. A. Menezes provided a talk on ‘Differential

Attainment’ and S. Archie on ‘Racialized Residents and Remediation’ and ‘Racial Trauma and Trauma-informed Remediation Approaches.’ C. Munn presented on Supports and Resources for Racialized Residents.

- **September 25, 2023:** Formal Mentor Training for Racialized Faculty involved in MRRM (McMaster Racialized Resident Mentorship) Program by A. Menezes (Director, Mentorship), S. Archie, and S. Menteiro. MRRM is a mentorship program for medical students, first-year residents, and residents experiencing racism and discrimination. MRRM supports a sense of belonging by matching racialized residents with fully trained racialized mentors.
- **November 20, 2023:** Human Rights & Gender Affirming Care Workshop for Program Directors and Faculty hosted by S. Sharda (Associate Dean EDI FHS). S. Archie (EDI Director PGME) and A. Veltman (Associate Chair, EDI & IR Department of Psychiatrist). P. Suleiman (Director, Human Rights & Accessibility) delivered the plenary session on Affirming Trans Rights. The panelists included N. Johnson, Ollie, and L. Jeffs.

The latest project the EDI subcommittee has taken on involves the CaRMS Self-Identification Questionnaire (CSIQ), built to assist programs in monitoring the demographic characteristics of the applicant pool to help programs achieve their diversity goals. The committee has begun creating a CSIQ Intended Use Form and accompanying toolkit for Program Directors to help them create eligible Strategic Equity Recruitment Plans that meet Ontario Human Rights Code guidelines. The Indigenous education leads are also consulting on the development of the CSIQ Intended Use Form. Lastly, the PGME EDI subcommittee would like to thank the EDI Resident Committee for their valuable contributions towards improving the CSIQ tools. The Co-chairs of the EDI Resident subcommittee are Claire Slavin-Stewart and Madeline McDonald.

Looking ahead to 2024, the PGME EDI subcommittee will continue to develop the CSIQ Intended Use Form, host a resident workshop on Gender Affirming Care in the winter, and a Micro-Aggressions session in the Fall.





Indigenous Health Council
Dr. Stacey Marjerrison

The PGME Indigenous Health Council (IHC) continued its work supporting Indigenous residents across PGME and contributing to education for all residents across the residency programs over the last two years. The objectives of the IHC remain to recruit and retain exceptional Indigenous residents, to build and foster a supportive community for Indigenous residents, to contribute to cultural safety and Indigenous health education across PGME and to build and sustain reciprocal and meaningful partnerships with our community. During this term, Curtis Sobchak (PGY5, Internal Medicine) undertook a medical education selective rotation focused on Indigenous health in 2022 as well as completing the Indigenous Health Administration and Leadership Program at UBC in 2023. Josiah Butt (PGY3, Anaesthesia) was a Resident Wilson Scholar for the 2022-2023 year, whose work focused on the challenges of teaching Indigenous health to medical professionals in the context of barriers in the health system. Jillian Roberge (staff physician, Emergency Medicine), the former lead of the IHC, was the lead developer of the now published Royal College of Physicians and Surgeons [Indigenous Health Education Foundations Workshop Program](#) necessitating her to step down from the role of lead of the IHC, which Stacey Marjerrison (staff physician, pediatrics) stepped back into in an interim capacity. During this term, the group continued their work hosting an annual Introduction to Caring for Indigenous Patients session for all PGY1 residents across the programs in autumn, and IHC members continued to support education within their home programs of Pediatrics, Internal Medicine, Emergency Medicine and Anaesthesia. Further, the IHC also continued to host the only cross-PGME annual Indigenous Resident CaRMS welcome nights and co-hosted an Indigenous Community of Practice dinner with the Indigenous Health Learning Lodge.



Academic Curriculum
Dr. Julianna Sienna

In 2023, the Postgraduate Academic Curriculum Committee (ACC) was officially struck. This Committee oversees the delivery of several long standing curricular offerings by the Postgrad office, and focused its first year on adding several more.

The Postgraduate Professional Competency Longitudinal Curriculum (ProComp) was offered once again to residents in RCPSC programs. There was successful participation from 98 residents, 13 near peers and 9 faculty facilitators. Family medicine also engaged in their annual PGPC workshop during block 7, as part of their program curriculum. In May 2023, the MacLeaders Workshop (Formerly MacChiefs Day) was also successfully delivered over two days focusing on leadership skills for senior residents.

A new workshop offered to PGY2/3's was introduced - The Resident As Teacher (TREAT) Day. This workshop discussed evaluations and feedback, identifying and addressing the Hidden Curriculum, and teaching in various settings. With extremely positive feedback this workshop has been expanded to two offerings in the 2023-2024 academic year. The ACC also developed a transition to practice (TTP) curriculum offered to senior residents across postgraduate education. Three Lunch & Learns were hosted in 2023, with the first session being recent McMaster graduates sharing their experiences with transition out of residency and into practice.

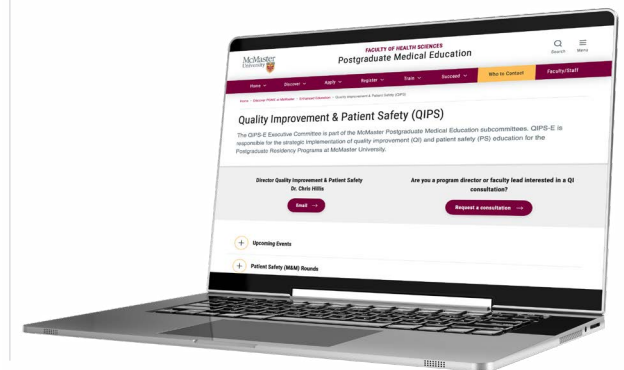
The group continues to meet to review our educational offerings and solicit feedback from postgraduate programs across McMaster to help deliver content that is non specialty specific and meet the needs of our diverse learners across PGME.



Quality Improvement & Patient Safety
Dr. Chris Hillis

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 trainees and faculty. The Quality Improvement (QI) Co-Learning curriculum continues to grow, with trainees from 20 programs now participating in the longitudinal curriculum and undertaking QI projects with faculty mentorship.

The committee is finalizing Patient Safety Rounds e-modules which will be available on the McMaster PGME QIPS website in 2024. The residents on the committee are also leading the development of a QI elective which will be available for all postgraduate medical trainees. Finally, the QIPS committee continues to offer annual faculty development workshops. The 2022 event provided participants with tools for teaching and assessing quality improvement and patient safety in residency education, and in 2024 will focus on the impacts of EHRs on the quality of patient safety and care.

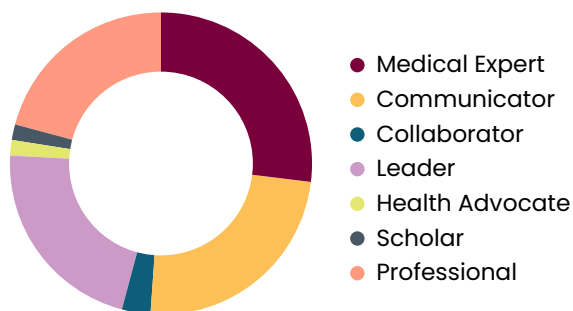


Education Advisory Board (EAB) 2023 update

The EAB supports residency programs, program directors, and trainees through situations of trainee academic difficulty. As a subcommittee of PGEC and an advisory group to the Associate Dean, PGME, the EAB reviews remediation plans and meets with those involved to offer recommendations that optimize learning, access to resources, and opportunity for academic success.

In 2022, the EAB met with seven individual trainees from different residency programs for a total of seven case conferences. In 2023, the EAB met with ten individual trainees from nine residency programs for a total of eleven case conferences. The EAB summarized their findings and recommendations in a report for each case to guide the remediation process, provided to the Associate Dean, PGME, program director, and trainee.

Number of Trainees Experiencing Difficulty in CanMEDS Roles as Seen by the EAB from 2021–2023



In Postgraduate Medical Education’s 2023 Regular Accreditation Review, the EAB’s case conference process to support residents in academic difficulty was noted as a Leading Practice and/or Innovation (LPI).

In an effort to continuously improve the case conference process, the EAB developed and implemented a post-case conference survey. The survey is anonymous and confidential, and feedback obtained from trainees and program directors helps guide the ongoing development of processes and resources to ensure the best possible experience for individuals who participate in the case conference process.

The PGME Director of Academic Performance Support (also the EAB Chair) continues to provide informal one-to-one consultation with program directors regarding questions about resident assessment, academic support, and remediation, in addition to orientation sessions for new program directors regarding the services provided by the EAB and key policies and resources for dealing with situations of trainee academic difficulty.

The EAB continues to offer faculty development workshops twice annually related to the residents in difficulty and remediation planning. In collaboration with Drs. Suzanne Archie (psychiatry), Anjali Menezes (family medicine), and Catharine Munn (psychiatry), the EAB hosted a workshop in the spring of 2023 on Remediation Considerations for Racialized Trainees. In the fall of 2023, the workshop provided program directors with an opportunity to apply the strategies learned in previous workshops and build remediation plans with expert feedback using case discussion.

The EAB thanks outgoing resident representatives, Drs. Megan Puckering and Meagan Kaye for their valued input and unique resident perspectives, which have enhanced the EAB’s work over the course of their membership. The EAB also recognizes the valued leadership and contributions of Dr. Heather Waters, EAB Chair for 3 years, who stepped down from the EAB in July 2023. Finally, the EAB thanks Dr. John Crossley for his commitment and membership on the EAB for the last 14 years, and particularly for stepping in as interim EAB Chair for the 2023–2024 academic year. The EAB welcomes Dr. Danielle O’Toole as its new Chair starting in July 2024.

Dr. John Crossley, on behalf of the EAB

Faculty Members: **Drs. Sharon Grad, Valerie Mueller, Amanda Whippley, Robyn Fallen** and **Danielle O’Toole**

Resident Representatives: **Drs. Megan Puckering, Meagan Kaye, Habibat Kolawole, Olivia Lovrics** and **Alexandra Davidson**

PGME Administrative Support: **Sophia Janssen Boljanic** and **Allison Paquette**



McMaster Program for Faculty Development

Dr. Ruth Chen, Assistant Dean, MacPFD



The McMaster Program for Faculty Development was established in the 1980s to support the growth and development of faculty members in the Faculty of Health Sciences (FHS). We are part of a network of faculty development programs across the three McMaster Medical School campuses, including Hamilton (MacPFD), Niagara (NRC), and Waterloo (WRC). MacPFD sits within the FHS's Continuing Professional Development (CPD) office.

Faculty development team members include faculty from the School of Nursing, School of Rehabilitation Sciences, and faculty

from the Hamilton, NRC, and WRC sites. The inclusion of faculty from across the FHS in our faculty development offerings promotes an interdisciplinary and interprofessional learning environment that supports the continued growth and development of both faculty and senior trainees.

Our vision for MacPFD is to equip and strengthen our faculty as a community of educators, innovators, scientists, and clinician-leaders to advance health professions education in the FHS and beyond.

We focus our programs and offerings under four faculty development pillars:

1. Teaching and learning,
2. Scholarly practice
3. Leadership and management
4. Creativity and humanism

Our goal in 2024-2025 is to develop personalized faculty development offerings that will meet the needs of our faculty at all stages of their professional development as well as meet the strategic priorities of the Faculty of Health Sciences.

Led by Dr. Ruth Chen, the assistant dean of MacPFD and acting associate dean CPD, we collaborate with faculty across the FHS and the university to organize activities (both virtual, hy-flex, and in person), develop content that addresses the learning and development interests of faculty (podcasts, video resources, online learning modules, guides, and manuals - including the Health Professions Education Research Primer (HPER) and the Mentorship Playbook) and engage in communities of practice around faculty development.

Resident Affairs

Dr. Catharine Munn

The Resident Affairs (RA) Office continues to support, advocate for and educate residents and fellows on their academic, professional and personal journeys through residency, alongside programs and PGME. The core offering of the office is support to individual trainees through appointments with our two wellness counsellors, four directors and Assistant Dean, with the support of two administrative assistants. Growing on large increases last year, there has been a further surge with a 28% increase in the number of appointments with residents and fellows related to supportive counselling, problem solving, coaching and accommodations. There has also been an increase in the number of workshops, presentations, and academic activities within Resident Affairs.

Our team has grown to meet the evolving needs of our trainees, welcoming Dr. Jill Rudkowski as our Accommodations Advisor and Dr. Caroline Bowman as our Accessibility Advisor. Resident Affairs plays a key role in supporting residents with disabilities and programs in the accommodations process. Sheila Ortlieb also joined Foluke Akinboyo in counselling (shared positions with UGME) with Lisa Giles currently on maternity leave. We said goodbye and give thanks to two RA directors Dr. Kathleen Nolan (Waterloo) and Aidan Jeffery (Niagara) and welcomed two new directors, Dr. Amy McPhedran and Dr. Courtney Manser. We are very pleased to be able to continue to work with Dr. Nolan in her role as UGME Chair of Student Affairs.

Trainee Accommodations

Resident Affairs, along with Program Directors, plays a central role in accommodations. In the past year, the Accommodations Policy was completed and spearheaded by Drs. Munn and Rudkowski, two sets of Accommodation Guidelines were created for accommodation providers and trainees to streamline the process and build understanding and capacity at McMaster. Dr. Rudkowski's role was expanded to provide support to Program Directors, in addition to curriculum development and chairing the Postgraduate Medical Accommodations Panel. We engaged in multiple academic activities - Dr. Munn presented to the AFMC PGME Resident Affairs group; and Drs. Munn, Rudkowski and resident Nadine Abu-Ghazaleh presented a workshop at the International Conference on Academic Medicine (ICAM) in Quebec City in April 2023 on Accommodating and Creating Accessible Environments for Postgraduate Trainees with Disabilities. This has led to a number of other opportunities, including an invitation by Dr. Lisa Meeks to present on her Docs with Disabilities DREAM international research rounds this spring. We are also planning to summarize McMaster's approach to accommodations for publication, contributing to best practices and informing institutions globally. In February 2024, we offered a second-level accommodations PGME workshop for program directors, focused on the implementation of Accommodations within programs, working and learning environments.

Trainee Accessibility

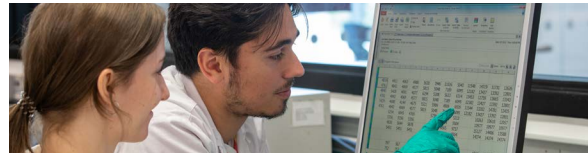
In 2024, we welcomed our new Accessibility Advisor, Dr. Caroline Bowman, a family physician with growing expertise, networks and lived experience as a physician with a disability. Her role was developed to help us move forward quickly on the A (Accessibility) in EDIA, focusing on how we can improve accessibility and success for trainees with disabilities, working together with Dr. Munn and Rudkowski. She is actively collaborating with other partners across Canada, focusing on creating a new curriculum centered around disability and anti-ableism, with the eventual goal to enhance awareness and understanding within McMaster PGME. Dr. Bowman discussed the issue of shame in medicine in a presentation for the Canadian Association for Physicians with Disabilities, which she plans to offer for McMaster PGME in the coming year. Together with resident Dr. Jennifer Ham, Dr. Munn, and Dr. Rosheen Grady (RA Director, Hamilton), Dr. Bowman has begun the Resident Health Matters Project - a quality improvement project seeking to understand the perspectives of residents facing physical or mental health concerns through 1:1 interviews, in order to identify opportunities to reduce barriers and increase accessibility in PGME. We are also working to create a document to clarify processes, supports, and resources for residents requiring medical leaves. Dr. Bowman also collaborated on a proposal for a disability-focused session at Family Medicine Forum 2024 and shared her expertise and experience in podcast interviews for CMAJ and CPSO.

Fatigue Risk Management (FRM) Sub-committee

Under the leadership of Dr. Andrew Latchman, Resident Affairs actively promotes and supports many initiatives including the Taxi Program for residents experiencing fatigue post-call, offering an alternative to driving home while fatigued. In collaboration with hospital partners, quiet sleep spaces for learners are now available until 11 am, to allow for sleep on-site post-call. Dr. Latchman will also be examining the volume and burden of overnight pages while on call overnight in order to understand and streamline processes, beginning in the Pediatrics program. He will share learnings and expand this work to other programs in the coming year. Over the past year, Dr. Latchman and the sub-committee have offered 16 FRM presentations as part of ongoing efforts to disseminate awareness and knowledge on fatigue risk management.



Research



Dr. Munn, as co-PI and Dr. Enas El-Ghouhary, previous PD and FHS Director of Faculty Well-being along with team members Hayley Harlock of Flipside Life and our first PGME Graduate Scholar, Marina Boutros-Salama, a graduate student in the Health Sciences Education Program (HSED) are nearing completion of two research projects. Both projects are focused on understanding the impact of PGME training on residents and intimate partners, their mental health and relationships, in order to identify and co-design approaches and solutions to improve their experiences and prevent negative consequences to mental health and well-being during training. The first – UnWRaP – Understanding the Well-being of Residents and Partners was a survey study completed by many residents and fellows, with initial results presented at the International Conference on Residency Education (ICRE) in Halifax in September, 2023, selected for the ‘What Works’ category. The second study – CoWRaP – is a qualitative study in which residents and partners were interviewed to further understand challenges and opportunities, leading to the second phase during which residents, program directors, and others will use that information and their own experience and knowledge to co-design solutions. Funding for this project was awarded by the Royal College Medical Education Research Grant, Physician Service Incorporated (MERIT), and the Department of Pediatrics, and funding to develop a future toolkit has been provided by the McMaster Okanagan Office of Health and Well-being.

Resident Well-being Advisory Group

RA holds regular, monthly meetings with resident members to hear about current issues, and to discuss and plan initiatives. Within RWAG a number of interest groups have emerged, supported by RA. The first is an IMG Peer Support Group, which aims to provide a forum, increased resources and opportunities for international residents and fellows, being led by Foluke Akinboyo (RA counsellor) and Dr. Sujay Patel (Hamilton RA Director). The second is the Trainees with Children (TWiCh) peer support group, led by Sheila Ortlieb, RA counsellor, which aims to provide a forum for trainees who are parents, guardians, caregivers or allies to connect, exchange insights and ideas, and offer mutual support given the challenges related to having and raising children during training. More invited speakers and events are planned for the coming year with TWiCh. We are also hoping to expand and reinvigorate RWAG in the coming year.

Presentations, Workshops & Committees

RA has connected with many programs in consultation and to offer a range of sessions. We conduct Treats & Talks sessions sponsored by programs to engage with their trainees, discuss stressors they’re encountering, and review RA services. We have also presented to programs on issues including; burnout, moral distress, supporting residents in distress and difficulty, and stress and anxiety in Residency. Dr. Munn presented together with various others in Orientation workshops, an Academic Coaching workshop, Professionalism Workshop, EAB workshop and Chief Resident Day. Dr. Munn and Dr. Sarah Kinzie are re-launching the Positive Learning Environment and Mistreatment Committee in 2024, following the introduction of the Office of Learning Environment and Mistreatment (OLEM) which stemmed from the committee’s prior activities, in order to address additional learning environment concerns.

Office of Learning Environment & Mistreatment

The Office of Learning Environment and Mistreatment (OLEM), established Fall 2022, serves trainees in Postgraduate Medical Education (PGME), students in the Physician Assistant Education Program (PAEP), learners in Undergraduate Medical Education (UGME). OLEM's mandate is to raise the voice of learners who have experienced mistreatment in a learning environment, and to move towards resolution where possible. OLEM operates at an arm's length from the programs that it serves; its officers regularly consult with the FHS Professionalism Office, as well as central campus offices that administer University policy, like the Equity and Inclusion Office (EIO) and the Sexual Violence Prevention and Response Office (SVPRO).



Dr. C. Grant



Dr. M. Boyce

In 2023, Dr. Christina Grant, OLEM's faculty navigator, along with Dr. Margaret Boyce, program coordinator, delivered multiple talks aimed at increasing awareness of the office's presence among program directors, faculty, and trainees.

- PGME Town Hall in January
- Virtual introduction for new incoming trainees in June
- PGME PGY1 longitudinal session in October
- PGEC December retreat presented the results of their first annual report.

Learning Environment Champions



Top left to right: Sophie Weiwei Gao, Lynda Redwood-Campbell, Madeleine Bondy, Nicole Chang
Bottom left to right: Bilal Ahmadi, Shivali Srivastava, Shaymaa Shurrab

OLEM's case numbers grew precipitously throughout 2023, as awareness of the office's existence spread, far exceeding expectations that had been established based on the experience of similar offices across Canada. In response, Drs. Grant and Boyce focused on improving the office's efficiency and effectiveness, which included finessing their protocol and launching a dedicated website, providing trainees with an easy-to-access platform to submit their concerns and learn more about how OLEM addresses mistreatment.

OLEM also began collaborating with PGME, UGME, and PAEP, in 2023, on a "Learning Environment Champion" program, which allows learners to nominate individuals who have made a special contribution to a learning environment. PGME is delighted to have a platform that allows its learning environment champions to be recognized as leaders and positive contributors. OLEM looks forward to many more initiatives, as it works to help FHS fulfill its commitment to increasing safety and inclusivity in the learning environment, and thereby help to shift the culture of medical education.

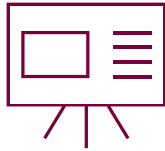
Clinician Investigator Program

Dr. Zena Samaan, Program Director

Status in 2023: Fully accredited RC program, one of the strongest in the country

ten

Seminars/Year
Online Curriculum
Trainees' led



six

Changes/QI

- Seminars Online
- Presenter Feedback*
- Program Evaluations
- Faculty Evaluations
- Funding Commitments
- Trainee Self-evaluation*

85%

Continuous
Pathway



9

PhD

16

MSc

3

PD

169

Publications



28

Trainees

eighteen

Clinical Programs

four

Graduate Programs



Clinician Educator Program

Dr. Catherine Tong – Program Director
Clinician Educator Program

Dr. Laura Purcell – Associate Program
Director, Clinician Educator Program

The Clinician Educator Program (CEP) began in 2015 and has grown steadily since its inception. In 2023, we admitted eight new learners into the program, and congratulated four graduates. Welcoming faculty members and senior residents/fellows from both RCPC and CCFP programs, we are the largest Area of Focused Competency program in Canada. As a predominantly virtual program, we also accept external applicants. Graduates from the CEP leverage their skill set in leadership roles in various educational programs at McMaster and beyond.

Welcome to new members of the CE Community:

Program Administrator:

Robyn Humphreys

New faculty members:

Dr. Elif Bilgic

Dr. Tania Cellucci

Dr. Ruth Chen

Dr. Victoria David

Dr. Lara Hazelton

Dr. Kevan Mehta

Dr. Siraj Mithoowani

Dr. Joshua Peachey

Congratulations to our 2023 graduates:

Dr. Mary Zachos

Dr. Sandra Westcott

Dr. Quinten Paterson

Dr. Gwynivere Davies

PGME Trainee Spotlights



Tanis Worthy
Orthopedic Surgery,
PGY4

What has been your most memorable training moment at McMaster?

There is no single moment that is most memorable about my training, but the overall shaping of a memorable period in my life. I remember the senior residents who would support me and joke with me as they welcomed me into the program and would teach and guide me through busy days and long nights. I remember the complex cases when multiple staff would support each other, bringing in their own niche experience, all to provide better care for a patient. I remember the first experiences of independence with operating, and how no matter how well I thought I did, there were always some teaching moments that came with it. I remember the times staff said “good job” and the moment of pride that came with it. It’s been the sum of the memorable moments that has made a memorable residency so far.

How has your program and colleagues supported you throughout your training experience?

The biggest support comes from the collegiality between the residents, residents and staff and staff. When you trust each other and get along it creates a positive work environment but it also lends itself to greater opportunity in the OR.

Finding Mentorship in Familiar Footsteps

Being a female in orthopedics entails navigating a historically male-dominated field, with women constituting a minority of practitioners. It means breaking stereotypes and overcoming barriers to

establish oneself as a competent and respected professional in a specialized area of medicine.

However, being a female in orthopedics also represents resilience, determination, and the ability to thrive in a demanding and competitive field. Women in orthopedics bring unique perspectives, skills, and contributions to patient care, research, and innovation. Despite the challenges such as gender bias, stereotypes, and unequal opportunities for advancement, many female orthopedic surgeons have made significant strides in advancing the field, serving as role models and mentors for future generations of women in orthopedic medicine.

I have been fortunate to have role models in my aunt and my cousin. Each of us has gone through a different era of what it means to be a female in orthopedics. We, like others, have encountered obstacles ranging from subtle discrimination to overt barriers in our training, career advancement, and acceptance within the orthopedic community. Being in the field of orthopedics has brought my cousin and me closer together. Despite a 10-year age gap, we’ve found common ground in our professional experiences. Having someone to confide in about the challenges I’ve faced, or the frustrations of residency has been invaluable. She not only understands what I’m going through but also provides sound advice because she’s been in my shoes before. During our family gatherings, there is always what our relatives jokingly call “shop talk” where we discuss recent challenging or interesting cases.

I have found excellent mentors within MacOrtho to help guide and shape my training and growth as an orthopedic surgeon. With this momentum I was able to bring life to the

MacOrtho Women’s Network, which spearheaded female mentorship between junior and senior residents, and residents and medical students interested in ortho. As I continue to chart my path in orthopedics, I am grateful for the mentors I have and continue to gain. Their mentorship has not only propelled me forward but has fostered a community of support and growth for future generations of female orthopedic surgeons.



Ryan McAnuff
Family Medicine,
PGY2

What has been your most memorable training moment at McMaster?

As I write this, I am just a few months away from finishing my residency at McMaster. It has been an incredible journey for me as a person, a doctor, a husband, a friend, and more. My most memorable moment is actually looking back to where I started at the beginning of residency and how much I have grown over the past two years. Having regularly scheduled formal and informal checks-ins and portfolio reviews with my preceptor has reminded me how much I have learned and has instilled in me the confidence that I am ready for practice even on the tough days.

How has your program and colleagues supported you throughout your training experience?

I have felt extremely supported by my co-residents, supervisors, other staff members and my program throughout my (almost) two years in family medicine. There are many memorable times where I felt over-the-top supported, but one that I will always remember is how supportive my program has been in accommodating my schedule, as my wife and I welcome our first

child. My supervisor, site director and program director were all ecstatic for me when I shared our news with them, eager to meet with me to discuss my options for time off, and encouraged me to prioritize this special family time despite the busy-ness of the final few months of residency.

What puts McMaster at the top of residency training schools to choose from?

McMaster was my top choice for residency, and I would continue to pick it first a thousand times over. It has been a privilege to learn and work amongst such smart, friendly, supportive colleagues. McMaster's preceptors are excellent teachers, who are committed to residents' learning during patient encounters. I never felt pressured to see a certain number of patients per hour or to rush through my cases. McMaster has afforded me so many different opportunities across Hamilton and beyond on my three electives. I have made lifelong friends and mentors that have and will continue to shape how I practice medicine.



Dalal S.A.H.M. Ali Metabolic Bone Disease Fellowship

In September 2020, I arrived in Canada and started my subspecialty training in metabolic bone disease at McMaster University, under the supervision of Dr. Aliya Khan. Dr. Khan's strong commitment to practicing evidence-based medicine and her exceptional mentorship have profoundly influenced my professional development. Dr. Aliya Khan has been advancing research and treatments in parathyroid disease, osteoporosis and rare bone diseases, leading the development of global guidelines for these rare

diseases. Dr. Khan has provided me with access to unique learning opportunities, allowing me to excel globally in both clinical care and clinical research.

The collaborative environment at McMaster University further nurtured my research interest, inspiring me to present our collective efforts at international scientific conferences. A special highlight was receiving the outstanding abstract award from the Endocrine Society in Atlanta Georgia, in 2022, and being selected for an oral presentation to showcase our work on innovative approaches to treating postmenopausal osteoporosis while minimizing the risk of atypical femoral fractures.

During my training, I had the opportunity to be involved in developing guidelines for parathyroid disease as well as X-linked hypophosphatemia (XLH), conducting systematic reviews and I am co-chairing the development of XLH global guidelines. Mentored by McMaster's Dr. Gordon Guyatt, a prominent figure in methodology and evidence-based medicine globally, I gained a strong understanding of how to determine the quality of evidence using GRADE methodology. Currently, under the guidance of Drs. Khan and Guyatt, I am leading international guidelines on the diagnosis and management of XLH as well as osteonecrosis of the jaw. This experience deepens my dedication to contributing to clinical practice and improving patient care.

Throughout the fellowship, I had the privilege of also closely working with Professor Maria Luisa Brandi, an international expert in rare bone genetics from Italy. In June 2023, I was honored to receive the prestigious C. Wayne Bardin Award from the Endocrine Society in Chicago, Illinois. This award recognizes exceptional abstract

submissions at the ENDO Annual Meeting from authors outside the United States. Presenting our collaborative efforts at McMaster University under the guidance of Drs. Brandi and Khan on genotype-phenotype correlation in autosomal dominant hypocalcemia type 1 at the ENDO2023 meeting in Chicago was a humbling experience.

I also had the privilege of working with Drs. Meera Luthra, Medina Mohamed, and Minan Abbas, gaining additional training in endocrine disorders during pregnancy, a field that particularly captures my interest.

My years at McMaster University have been a transformative chapter in my personal and professional development. With 22 peer-reviewed publications, 2 book chapters, and several presentations at esteemed international conferences such as ASBMR, the ENDO Society, IOF, and AACE, McMaster University has provided me with a solid academic foundation and fostered an environment conducive to collaboration and innovation.

Reflecting on my time at McMaster University, I deeply appreciate the experiences that have nurtured my growth and learning. I am truly grateful to my mentor, Dr. Aliya Khan, for her tireless support and guidance, and for providing me with the tremendous learning and research opportunities which have empowered me and my colleagues during the fellowship. I am also grateful to Dr. Gordon Guyatt for providing me with the invaluable opportunity to learn the core principles of evidence-based medicine. And finally, I am grateful for collaborating with Dr. Maria Luisa Brandi. With this foundation, I am confident in my ability to make a positive impact in my community upon my return to Kuwait.



Nicole Chang
Internal Medicine,
PGY2

What has been your most memorable training moment at McMaster?

I couldn't pinpoint one specific memorable moment as there have been so many, but I can say some of the most memorable events have come from hours on calls and night floats when all the excitement seems to occur! The increased independence, experiential learning and camaraderie-building overnight is the perfect recipe for unforgettable nights.

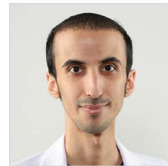
How has your program and colleagues supported you throughout your training experience?

The leadership and administrative team within the Internal Medicine program have been indispensable, not only in structuring and mapping out my residency experience but also assisting me every step of the way to set me up for success. They have been incredible in helping to navigate logistical difficulties, encourage learning opportunities and facilitate extracurricular activities to enhance my experience in other domains. My colleagues have also been a bedrock of support in grounding me in my daily work as we learn and grow together as residents. I can't imagine making it through residency without such a wonderful group of people supporting one another through challenging times and celebrating each other's successes in the good.

What puts McMaster at the top of residency training schools to choose from?

McMaster is in my opinion the best residency training school to choose because of the

culture and sense of community – collaborative, supportive and friendly environment where learning can be maximized and balanced optimally with clinical duties. PGME and individual programs also offer ample support for activities outside of the clinical domain, including research, teaching and administration, which creates a fertile environment for producing very well-rounded residents.



Omar Abdullah A Al-Mohrej
Orthopedic Surgery,
PGY3

Embarking on a journey halfway across the globe from my home in Saudi Arabia to McMaster University was a decision driven by ambition and a deep-seated desire for excellence in orthopedic surgery. The transition from training in Saudi Arabia to immersing myself in the vibrant academic and clinical environment at McMaster University has been nothing short of transformative.

What sets McMaster apart is not just its world-renowned reputation in evidence-based medicine but also its welcoming and supportive community. The ethos here is one of nurturing talent, fostering curiosity, and pushing boundaries. The orthopedic surgery program, in particular, has been a perfect blend of challenging and rewarding experiences, offering hands-on training and exposure to a wide range of techniques under the guidance of experts in the field.

Beyond clinical training, McMaster has provided me with an invaluable opportunity to further my academic pursuits. Under

the supervision of Prof. Mohit Bhandari, a leading figure in orthopedic research, I am undertaking a Master's in Health Research Methodology. This endeavor reflects McMaster's commitment to investing in its learners' abilities and aspirations. The Surgeon-scientist program is meticulously designed to equip us with the tools necessary to conduct groundbreaking research, thereby enhancing our clinical practice and contributing to the broader medical community.

In my role as the International Medical Graduate (IMG) representative, working closely with PGME, I have gained a unique perspective on the dedication and hard work that goes on behind the scenes. The support provided to all trainees is unparalleled, and there's a genuine passion for equity and inclusivity that permeates every aspect of the program. This role has allowed me to contribute to ensuring that the learning environment remains supportive and welcoming to learners from all walks of life, reflecting the global community we serve.

The decision to join the orthopedic program at McMaster University has been one of the best decisions of my life. It has provided me with a stimulating environment where I can grow both as a clinician and a researcher. The support and encouragement to explore and excel in my interests have been phenomenal. I am confident that the skills and knowledge acquired here will serve as a solid foundation for my future endeavors in orthopedic surgery and beyond. Being part of the McMaster community has been an enriching experience, and I look forward to continuing to contribute to its legacy of excellence and innovation.



Community



Niagara Regional Campus



The Niagara Regional Campus has been a busy and thriving place throughout 2023. We have continued to be actively engaged in postgraduate medical education and were delighted to complete a successful Postgraduate Accreditation visit. The benefits and opportunities of distributed medical education were highlighted in the accreditation team's final report. We were excited to see the expansion of our postgraduate footprint to include two additional family medicine residency positions and an additional PGY3 Emergency Medicine training position based fully in Niagara. We have also welcomed three international fellows for training programs in Diagnostic Imaging in the region. Over the past

year, NRC was home to 291 core and elective postgraduate placements for residents and fellows in a variety of disciplines totaling 7,770 days of training. We were pleased to welcome 43 of these residents and fellows from outside the region to participate in community-based core and elective rotations. As in previous years, we had strong applicant interest in our Niagara-based residency programs, and we were pleased to welcome our new residents to the region.

The Niagara Regional Campus has continued to focus on its strategic priorities of Scholarly Activity and Impact, Innovation, Economic Development and Community Engagement, Access and Equity and Innovation in Teaching and Learning. We have maintained a focus on serving equity deserving and underrepresented populations through our clinical and scholarly

work. We have seen a number of changes in leadership and administration in Niagara as faculty and staff finished leadership terms or sought new opportunities within our campus. We have welcomed NRC alumni, Dr. Nisha Goel as our West Lincoln Hospital Academic Lead and Dr. Rafi Setrak as our Niagara Health Academic Lead. Dr. Nagham El-Houssein is serving as Faculty Development Lead with Dr. Courtney Manser organizing postgraduate family medicine faculty development. Dr. Manser is also our new Resident Affairs Director. The Family Medicine Residency program welcomed Dr. Anjali Kundi as Site Lead in July which has been very successful under her leadership thus far. 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. Our Postgraduate Education Committee continued to meet on a regular basis to share challenges, concerns, and opportunities in an environment where collaborative problem solving has allowed us to address issues as they arise.

The campus was pleased to strengthen its relationship with our chief academic partner, Niagara Health, this year as we signed an updated affiliation agreement which recognizes the significant role academics plays in the work and success of the hospital. To celebrate this partnership, Niagara Health has introduced physical and digital signage at all hospital sites recognizing the teaching activities that occur there. We celebrated the important work of resident physicians during Resident Appreciation week and recognized residents for their valuable contributions to clinical care and teaching in Niagara. We have created a multi faith room on campus which provides a quiet space for prayer or reflection for learners, staff and faculty from all backgrounds. As part of the room, we have curated a library with resources available to borrow on topics in Equity, Diversity, Inclusion, Indigenous Reconciliation and Anti-racism. The clinical learning opportunities that are available to residents with populations that are underhoused or homeless as well as local agricultural workers help integrate our learners into our community.

We have grown our scholarly footprint this year as we have worked at the ground level in the founding of the Niagara Health Knowledge Institute and the development of a program of community-based research in primary care including a Family Medicine Professor and

Clinician Scientist. We have had a high degree of participation in scholarly activity by NRC learners, including two manuscripts that are being completed by Niagara Family Medicine residents and two Niagara General Surgery residents who supervised medical students on research projects. We were honoured to receive the PACER (President's Award for Community-Engaged Research) recognition for what began as a student-led community-engaged theatre project, and evolved into a program providing peer support workers with lived experience of homelessness in the Emergency Departments to support patients coming who are underhoused or homeless.

New opportunities await our learners as we excitedly watch new hospital builds going up at the West Lincoln Memorial Hospital and the South Niagara Site of Niagara Health. Both new hospitals will have an academic footprint and will host facilities for our learners. We have grown our postgraduate connection with the hospitalists and internists at West Lincoln Memorial and some of our rural family medicine residents are now splitting their internal medicine rotations between the St. Catharines Hospital site and the West Lincoln Hospital site to increase their exposure to community-based inpatient care. We have also submitted a proposal to the Department of Family Medicine to request expansion of our postgraduate training to include a PGY3 position in Care of the Elderly that would combine hospital and community-based training blocks to increase the skills and confidence of a family medicine resident in caring for older adults.

Residents continue to be important and influential teachers for our undergraduate students in many ways and they have had the

formal opportunity to teach clinical skills and many skills-based sessions as well as a great deal of informal teaching occurring across many rotations. We are deliberate in ensuring residents are prepared and remunerated for their education contributions and that their teaching does not negatively impact their own learning. Our undergraduate learners look to the residents as mentors and role models and are inspired by learning alongside them.

Postgraduate training has remained an important opportunity for physician recruitment locally and NRC graduate retention locally remains high. We are particularly pleased that our graduates who practice in the region continue their engagement through involvement in education with over 75% appointed, or in the process of being appointed, to faculty. Over the last 16 years of the Niagara Regional Campus, we have had 100 physicians who were trainees at the NRC who have remained in Niagara or returned to Niagara to practice.

As we look forward to a bright future, we recognize the deep commitment of the NRC faculty, residents, students, and staff to safe and high-quality learning environments. The academic presence of the NRC 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.

Sincerely yours,



Dr. Amanda Bell, BAartsSc, MD, FCFP
Regional Assistant Dean



Waterloo Regional Campus



The Waterloo Regional Campus (WRC) continues to provide rich learning opportunities in Postgraduate medical education – for both WRC-based Residents

and Hamilton-based Residents that train in the WRC clinical teaching settings in the health care systems across Ontario. Clinical teaching, as well as clinical research, has continued to flourish in the Waterloo Region with the support of dedicated faculty and in partnership with local research institutions such as the Homewood Research Institute, the Research in Aging, the Grand River Hospital Office of Innovation and Research, and of course, supported by the WRC Research Department. The WRC Research Department has developed a research collaboration with research institutions in the region, which meets as a community of practice to support human health research in the Region and to increase capacity for research opportunities for learners.

Over the last year, there has been significant activity and growth in opportunities for Postgraduate learners in medical technology and 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, in addition to the University of Waterloo. In 2023, MACcelerate was launched. MACcelerate is a catalyst for connecting medical learners and Faculty to the local innovation and technology ecosystem in the region to facilitate the development of solutions to the challenges facing the healthcare system. MACcelerate is funded by the President, Provost and the Dean of the Faculty of Health Sciences. MACcelerate resides at Communitech and on Campus, and has partnerships throughout the Waterloo and Hamilton innovation ecosystems.

Under the leadership of Dr. Tony Wassef, WRC's Postgraduate Medical Education Lead, chairs the WRC Postgraduate Education Committee which includes the WRC Regional Education Leads in the 5 CaRMS matched disciplines, as well, Resident Affairs, and representation of Postgraduate residents. This group forms a Community of Practice and mentorship, and acts as a conduit of communication and information from the McMaster Postgraduate Education Committee. Dr Wassef has also been actively developing new clinical teaching opportunities for postgraduate training locally. He is currently developing

potential learning opportunities in Anesthesia, Addiction Medicine and Hospitalist Medicine.

WRC McMaster is committed to supporting Resident learning in our region. Through partnerships with the hospitals, WRC has financially invested in purchasing equipment and amenities to support at the clinical learning sites to better equip Residents with the tools that they need to succeed in their programs. These investments are a symbol of both the commitment of WRC to Postgraduate education as well as exemplifying McMaster – Hospital collaborations in the region.

Investing in the community by investing in medical 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, MD, PhD, CCFP(SEM), FCFP, FACS, Dip Sport Med
Regional Assistant Dean



Hamilton Health Sciences



As the director of medical education for Hamilton Health Sciences (HHS), my goal is to facilitate integration of the physician

and physician assistant learners into our hospitals. I have been in this position since 2017 and have seen many changes over the past seven years, including the impact the pandemic had on the provision of care in a large teaching hospital. As we came out of the pandemic, we implemented our new electronic health system. Now both academic teaching hospitals use Epic, allowing us to integrate patient care across Hamilton. Vanessa Freeburn, your academic specialist at HHS and I are available to listen to your concerns, answer your questions and make your training journey as smooth as possible.

HHS is a family of hospitals, and the only Ontario hospital that serves patients from prenatal care through to chronic care and the end of life, with all the milestones in between. Our four pillars of care include our patients, the people, sustainability of our health system, and research and learning. We provide world-leading research and expertise in stroke and cardiac care, cancer care and pediatrics. We are the regional centre for trauma, neurosurgical care, and extra corporeal life support. We have an integrated continuous quality improvement program that allows front line staff, including medical trainees to suggest areas for improvements. We have a 5-year plan to ensure that equity, diversity, and inclusion is integrated into our care and our workforce.

The Postgraduate and undergraduate accreditation was an opportunity to make sure that our on-call facilities meet current standards. In 2023 we created new call rooms to

accommodate the movement of an additional medicine CTU to the Hamilton General Site. We also renovated the lounges at both the General and Children's Hospitals. In the new year we will work with PARO to outfit these lounges in a comfortable way for trainees to enjoy.

Hamilton Health Sciences sees PGME trainees as important and valued members of the healthcare team. We want to make sure that the hospital hears your voice, as this ultimately helps us to improve and sustain the healthcare we provide. Many of today's trainees will become the next generation of leaders in our hospitals

Sincerely,

Dr. Alison Fox-Robichaud
Director, Medical Education HHS



St. Joseph's Healthcare, Hamilton



Dr. Azim Gangji Dr. Rahima Nenshi

As a premier academic health science centre, St. Joseph's Healthcare Hamilton (St. Joe's) is committed to making a difference in people's lives and creating a lasting future for our community through integrated health services and internationally recognized programs. Our threefold mission is to provide dynamic research, revolutionary methods in health sciences education, and the highest standard

of clinical care in a spirit of compassion, innovation and commitment.

St. Joe's is committed to fostering a culture of collaborative learning, innovation, research and education. St. Joe's is dedicated to providing our learners an excellent educational experience. We value our teachers and healthcare professionals who are leaders and role models in patient advocacy, scholarship, mentorship and leadership.

The Department of Education and Learning is focused on growth, collaboration and innovation, partnering with McMaster University in building and leading the future. St. Joe's is committed to upholding, building and teaching

the values of our organization to our learners including, dignity, respect, service, justice, responsibility and inquiry. This provides our learners a respectful and safe environment and exposes our future healthcare leaders in ensuring the delivery of compassionate care.

The Department of Education and Learning has continued to focus on growth and innovation. Over the past four years, we have focused on building on the legacy of St. Joe's as an outstanding place for learners from all backgrounds.

The Department has had many successes to celebrate. St. Joseph's Healthcare Hamilton and the Department of Education and Learning

successfully completed the Royal College of Physicians and Surgeons of Canada's Post Graduate Medical Education Accreditation, May 2023. This was a great accomplishment that was successful due to the great partnership and support from McMaster PGME, various departments, staff, physicians, PARO and learners. This was a tremendous team effort and St. Joe's was acknowledged for its efforts and contributions to education and for the support the organization provided to learners.

We established the Centre for Education Learning & Simulation (CELS) which is designed to support simulation, education, collaboration, research, innovation and patient care at St. Joes. CELS provides a learning environment that will help to improve the onboarding experience for staff, physicians and learners, to further develop skills to reduce adverse events and critical incidents and improve patient safety and quality of care at St. Joe's. CELS promotes collaboration and interprofessional education leading to enhanced patient care. CELS layout allows for flexibility and collaboration in promoting the introduction and teaching of innovative projects and highlighting St. Joe's as a leader in healthcare delivery.

St. Joes has also established the St. Joseph's Education & Research Centre (SERC). The Centre's aim is to promote health sciences educational research and support learners with clinical research activities. SERC's aim is to establish resources for our educators to enhance education, curricula and assessment. We have successfully recruited Dr. Anita Acai, PhD in Education and Research Methodology to support SERC. Education research activities will be coordinated through SERC, which will provide mentorship for learners and faculty in

embarking on education research within St. Joe's. In collaboration with MERIT, our goal is to become a recognized contributor/leader of the academic mission of scholarly productivity of health professions educational research.

We have continued to improve the learner onboarding experience through improvement to St. Joe's NirvSystem, enhanced orientation material, updates to physical environment and amenities through on-call rooms and lounge space renovations, increased access and availability of learning spaces, library access, and improved healthier food options. These enhancements not only support the learning environment and wellbeing, but promote collaboration between learners, teachers, our staff and patients. Furthermore, we continue to be committed to ensuring we provide our learners a safe learning environment. We successfully collaborated with Occupational Health and Safety (OH&S) to develop the SJHH Learner Health and Safety manual. This was developed to ensure that learners have access to safety training requirements during the onboarding process.

We have continued to recognize our outstanding and dedicated learners and teachers who are strong advocates, both formally and informally. St. Joe's is continuing to provide our teachers with additional skills and building tools to further encourage learning in the hospital environment. We are also increasing resident education and integrating residents in quality improvement initiatives in our organization.

St. Joe's also continues to work collaboratively with McMaster, our residents and regional hospital partners to finalize the Department of Education and Learning strategic plan that will define the

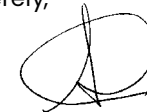
future direction of the Department of Education & Learning. The plan will be released in the spring of 2024 and will help to prioritize and direct the work of St. Joe's Department of Education & Learning now and into the future, build awareness of the key role of education at St. Joe's, and highlight the vital role that staff, physicians, residents/fellows and our learners play in education.

We would like to extend our heartfelt thanks and appreciation to our residents and fellows for your contributions in providing high quality, compassionate care to our patients and for respecting our community's rich diversity and, in doing so, honoring our mission and vision.

We value our partnership with residents, fellows, faculty and McMaster PGME in our commitment to enhancing education at St. Joe's and introducing innovation to improve patient care and the clinical learning environment.

We are excited and look forward to the coming years which have even more educational growth at St. Joe's.

Sincerely,



Azim Gangji, MD MSc FRCPC
Professor of Medicine, McMaster University
VP Education, St. Joseph's Healthcare Hamilton



Rahima Nenshi, MD MSc FRCSC
Associate Professor,
Department of Surgery, McMaster University
Director PGME, St. Joseph's Healthcare Hamilton

Mac-CARE

Carrie Grigg, Manager

The Mac-CARE Program (McMaster Community and Rural Education) is the gateway to clinical rotations in family and specialty medicine programs in the regions surrounding Hamilton. The Mac-CARE Program offers access to a rich diversity of high-quality community teaching sites in smaller cities, towns, and rural areas. The Mac-CARE Program Office provides the expertise and support to facilitate core and elective placements in Mac-CARE Regions, and continues to be instrumental in providing an abundance of teaching opportunities and quality experiences for all medical learners within the DME Campuses. The Mac-CARE Program would like to extend a thank you to our dedicated Medical Education Campus (MEC) Regional Assistant Deans, Clinical Education Campus (CEC) Directors, administrative coordinators, and teaching faculty who continue to put medical education of the medical learners at the forefront.

The Distributed Medical Education (DME) Campus Regions include Burlington Clinical Education Campus, Grand Erie Six Nations Clinical Education Campus, Halton Clinical Education Campus, Osler Clinical Education Campus, Niagara Regional Campus, and Waterloo Regional Campus. The Mac-CARE communities saw an increase in the volume of community rotations in the 2022-2023 academic year, providing postgraduate medical learners with 898 clinical rotations (all specialties) across all four CEC sites. This includes 184 visiting residents and visiting fellows.

With postgraduate curriculum changes, more postgraduate community-based core rotations

have been scheduled in the CECs. For example, community rotations in ICU, Pediatrics, Anesthesia, Obstetrics and Gynecology, and Emergency Medicine. These are amazing opportunities for McMaster University's postgraduate trainees and for McMaster's community hospital partners. These additional postgraduate community placements align with Mac-CARE's vision of giving learners exposure to community and rural practice outside of academic health science centres and will open the doors for our learners to find community-based work in their field of specialty once they graduate.

Expansion in the Grand Erie Six Nations Clinical Education Campus (GE6N) is a significant highlight with additional infrastructure and administrative support based out of Brantford General Hospital. The Emergency Medicine group launched a pilot POCUS (Point of Care Ultrasound) course led by the Brantford General Emergency Medicine faculty team. The Norfolk General Hospital, in Simcoe, has expanded their intake of postgraduate trainees. This expansion allows learners to rotate through Hospitalist Medicine, Anesthesia, and Emergency Medicine during their Rural rotations in Norfolk County.

In September 2025, the William Osler Health System will be one of Toronto Metropolitan University (TMU) School of Medicine's partners for clinical medical education. Mac-CARE will continue to collaborate with the Osler Clinical Education Campus for McMaster University postgraduate clinical placements at Brampton Civic Hospital, Peel Memorial Centre for Integrated Health & Wellness, and Etobicoke General Hospital.

Mac-CARE will also focus on expansion in the Halton Clinical Education Campus with vision

for Georgetown and Milton hospitals. Both the Georgetown Hospital and Milton District Hospital have begun welcoming postgraduate learners for specialties in Emergency Medicine, Hospitalist Medicine, and Pediatrics with several other disciplines to follow. Mac-CARE continues to work collaboratively with the Burlington Clinical Education Campus, located at Joseph Brant Hospital in Burlington, to increase specialties within and outside of the hospital catchment.

MacCARE community teaching sites

Mac-CARE regions:

- Waterloo Regional Campus (WRC)
- Niagara Regional Campus (NRC)
- Grand Erie Six Nations Clinical Education Campus (GE6N)
- Halton Clinical Education Campus
- Burlington Clinical Education Campus
- Osler Clinical Education Campus



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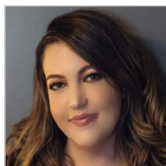
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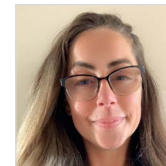
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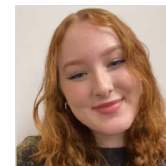
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