

Postgraduate Medical Education Annual Report

July 1, 2022 – June 30, 2023



UNIVERSITY OF SASKATCHEWAN

College of Medicine

POSTGRADUATE MEDICAL EDUCATION
MEDICINE.USASK.CA

BE WHAT THE WORLD NEEDS



Land Acknowledgement

As we work and gather daily at our campuses and sites throughout Saskatchewan, we acknowledge we are on treaty territories and the Homeland of the Métis.

We pay our respects to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

MISSION

We provide exemplary medical education in diverse and supportive environments, with a focus on patient-centred care.

VISION

We develop skilled physicians who serve the needs of diverse patients and communities.

VALUES

**Collegiality – Fairness & Equitable Treatment – Inclusiveness
Integrity, Honesty & Ethical Behaviour – Respect**

PRINCIPLES

**Collaboration – Commitment to Community – Different Ways of Knowing,
Learning & Being – Diversity, Equality & Human Dignity Excellence Healthy
Work & Learning Environment – Innovation, Curiosity & Creativity
Openness, Transparency – Accountability Reconciliation – Sustainability**



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Minister of Health



SASKATCHEWAN

Legislative Building
Regina, Saskatchewan



The Honourable Everett Hindley
Minister of Health



The Honourable Tim McLeod
Minister of Mental Health and Addictions,
Seniors and Rural and Remote Health

On behalf of the Government of Saskatchewan and the Ministry of Health, we are pleased to extend greetings to the Postgraduate Medical Education office of the College of Medicine, University of Saskatchewan.

We value the College and your commitment to advanced medical education. The residency training opportunities provided are an important element in the ongoing recruitment and retention efforts in the province. The recent expansion of training seats to 128 provides more opportunities to receive high quality residency training here in Saskatchewan.

We would like to personally encourage all medical students and residents to consider staying in Saskatchewan. Our government is making record investments to continue to build success in our healthcare system. We want you to be part of this exciting future. Saskatchewan is a great place to build a career, with affordable housing, reasonable commutes and scenic provincial parks to explore.

Thank you for your commitment to medical education, medical residents, and to the people of the province. Together we can work to build a strong and sustainable medical workforce.

Message from the Dean



Preston Smith
MD, MEd, CCFP, FCFP
Dean of Medicine

With this, my final message in the Postgraduate Medical Education (PGME) annual report as dean of medicine at USask, my thoughts are once again with how critical our PGME office and staff team are to a strong and successful medical residency program for Saskatchewan. This was certainly even more evident than usual with the recent full accreditation review of our postgraduate programs.

I want to thank and congratulate PGME on successfully hosting the accreditation review visit at the end of November 2023—a substantial logistical endeavor with numerous visitors to multiple sites, and so many people participating in so many meetings over the week of the visit.

Our college can be very proud of the work of PGME to ensure our ability to attract residents to our program through high-quality residency training sites that offer a collegial learning environment. Our PGME team continues its solid commitment to supporting residency education and high-quality training and clinical experiences.

Our PGME office ensures residents' training aligns with national accreditation standards, coordinates residents' learning and clinical experiences, and their interactions with various stakeholder agencies and medical departments across the province. That this team continued to do all of that while organizing the 2023 accreditation review is testament to a top-notch team that is united behind its mission.

As dean, I offer a final and heartfelt thank you to the PGME team for your remarkable work in supporting our residents and your dedication to postgraduate medical education.

Message from the Vice-Dean Medical Education



Kent Stobart

MD, MSc, FRCPC

Vice-Dean Medical Education

Postgraduate medical education (PGME) is vital to Saskatchewan's College of Medicine and our health care system, and our residency programs are critical to developing the physicians needed in the province.

PGME has achieved many successes over the past year. Notably, in November 2023, the team hosted a site accreditation visit conducted by the College of Family Physicians of Canada (CFPC) and the Royal College of Physicians and Surgeons of Canada (RCPSC). The comprehensive visit included a full program review of the institution and programs, with visits to the Regina and Saskatoon campuses, and sites across the province. A significant amount of preparation went into this visit to ensure the program remains fully accredited. Thank you to everyone who contributed to this important work. The college will receive the accreditation results in mid-2024.

Numerous events are held throughout the year to prepare our residents for their training and highlight their research accomplishments. In June, the PGME office organized a three-day boot camp to welcome new residents and provide them with an opportunity to network with one another. Also in June, the PGME team in collaboration with the Office of the Vice-Dean Research, hosted the annual resident research day to showcase the research contributions of our trainees in the college.

PGME has an important role in supporting the work of the Canadian Resident Matching Service to secure residency training positions for undergraduate students. We are fortunate to have many of our undergraduate learners match to seats in Saskatchewan and continue their medical training in the province.

The college recently established a program in oncology to provide our residents with the opportunity to specialize in the diagnosis and treatment of cancer care. We are excited about a potential residency program in dermatology and a potential fellowship program in clinical chemistry.

Resident wellness remains a priority in the college. The Resident Resource Office is a support for trainees and provides confidential assistance during personal or professional challenges. Residents can also access resources to help them manage the complexities of residency.

Coordinating and supporting the various individuals and organizations involved in successful resident placements, experiences and learning is a critical component of medical education. With 484 residents, more than 2,000 faculty, and 26 programs across eight sites in the province, significant work is involved. The successful accreditation status of all our residency programs is a solid indication that the PGME office is fulfilling this important mission.

Thank you to the entire PGME team and everyone who supports residency education in our province. I appreciate your dedication and hard work.

Message from the Associate Dean PGME



Anurag Saxena

**MD, MEd, MBA, FRCPC, FCAP,
CHE, CCPE**

Associate Dean

Postgraduate Medical Education

On behalf of the Postgraduate Medical Education office at the University of Saskatchewan's College of Medicine, I am pleased to present the annual report for the 2022 – 2023 academic year.

2022-2023 was focused on the external accreditation on-site review for all PGME residency programs and the Institution. Residents, program directors, program administrators and the central PGME unit administrative team members diligently worked toward the completion of documentation and preparing for the accreditation teams from Royal College of Physicians and Surgeons of Canada and the College of Family Physicians of Canada to attend USask. This work was monumental, and I was so pleased to see the teams pull together and work hard to ensure a successful visit for the teams from the accrediting bodies. The collaborative approach to address areas for improvement within our residency programs with College of Medicine Senior Leadership, Saskatchewan Health Authority, Resident Doctors of Saskatchewan, and PGME has demonstrated our commitment to developing a nurturing, collaborative relationship with our key stakeholders, ensuring we hold fast to our mission of training competent, caring future physicians and ensuring patients and communities in Saskatchewan are well cared for. I am looking forward to May when we will receive our final outcomes for this accreditation visit and share the findings with CoM teams.

The implementation of Elentra in CBD programs created a few challenges, however our amazing IT Team in CoM collaborated with programs and the PGME office and have done excellent work. Now that many programs have been using Elentra, we are able to fine tune and customize areas for programs to achieve maximum efficiency. I have been delighted to work alongside the outstanding IT department and even though there is work to be done to ensure this platform is fulfilling all the needs of our residents, I am confident we will get there.

My best and sincere wishes to Dr. Preston Smith in his new role as Dean at the medical school in PEI. As the Dean of our CoM he provided stellar and inspiring leadership and created conditions for the success of our learners, staff and faculty. I have valued the relationship, and on behalf of everyone in PGME: Thank you, for all you have done to create a positive and collaborative work environment. Your leadership and dedication to the College has been wonderful to work alongside.

Thank you to Dr. Kent Stobart, Vice-Dean Education, for authentic leadership; you embody all what leadership needs to be! It is a pleasure to work with and learn from you.

I am so pleased there has been a marked improvement in our mutually-valued relationships (with both internal and external stakeholders) and enhancements in collaborative approach to ensure continuous quality improvement in PGME. I look forward to continuing these important relationships.

I am very thankful to our residents for providing high-quality care and ensuring their own learning towards competence. The success of postgraduate medical education at the University of Saskatchewan stands on the foundation of personal commitments, and dedication and values of our learners, teachers, and educational administrative and leadership team members.

During this year, we had a strategic approach to engaging with international medical graduates (through working on a focused competency program for IMGs and working on a research-informed project to enable IMGs in our province to serve our communities as independent physicians). Another achievement for PGME during this busy year was the development of a new residency program in Medical Oncology, which will enhance the opportunities for both residents, patients and

research. The PGME work will continue according to our strategic plan and contribute to our College's quality education mandate.

As the end of my journey in this role is approaching, I am grateful for the opportunity to work with an excellent team, dedicated colleagues and our conscientious learners. As Associate Dean, PGME, I look forward to contributing meaningfully to the remaining last miles with all of you who ensure successful education of our residents to serve our communities.

PGME Staff



Maureen Lumbis
Executive Assistant
to PGME Associate Dean



Ope Okunola
Coordinator
PGME Educational Programs



Reola Mathieu
Coordinator
Academic & Non-Academic Processes



Tanya Robertson-Frey
Coordinator
Program Evaluation



Della Toews
Coordinator
Admissions & Resident Administration



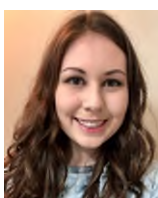
Gayathri Manoharan
Coordinator
Resident Wellness (on leave)



Audrey Kincaid
Clerical
PGME Accreditation & PA Liaison



Jennifer Uhryn
Coordinator
Resident Wellness



Sam Curnew
Clerical
PGME Electives & Admin Processes



Judith Villanueva
Clerical
PGME Reception & RaPID Support



Jennifer MacGillivray
Coordinator
Finance (on leave)



Kailey Friesen
Clerical
Admissions & Resident Administration



Nataghia Doré
PGME Manager



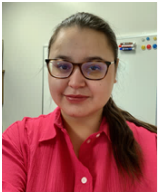
Stefany Cornea
Coordinator
Finance



Loni Desanghere
PGME Research



Chastin Miller
Clerical
Academic & Wellness Processes



Kylie Chartrand
Clerical
Education Processes



Sharon Card
Associate Professor
PGME CBD Lead



Lynsey Martin
Assistant Professor
PGME CBD Advisor



Ayisha Kurji
Associate Professor
PGME Director Educational Programming



Marla Davidson
Associate Professor
PGME Director of Transfers



Suzie Harriman
Assistant Professor
PGME Simulation Coordinator



PGME Celebration Night

Strategic Plan 2021 – 2025

Strategic Priorities



Learner-Centred Programming

- Enhance learning of intrinsic CanMEDS roles, with particular emphasis on health advocacy and leadership
- Embed patient safety and quality improvement culture throughout residency education
- Enhance inter-professional education
- Foster learner creativity and innovation
- Strengthen research capacity among residents
- Integrate competency-based curricula in postgraduate programs
- Implement effective assessments



Learner Success & Well-Being

- Foster a positive culture of self-care, and create learning/work environments that support learner well-being
- Celebrate learner success and accomplishments
- Ensure effective integration and transitions along the educational continuum
- Continue to expand and improve access to resources and support services, including mental health and addiction services
- Enhance and develop sustainable wellness programs that meet the diverse needs of the residency programs
- Increase engagement of learners to enable resident-led wellness initiatives



Equity, Diversity & Inclusion

- Enhance diversity among residents and those who support and train them, to ensure societal representation
- Build an inclusive culture, informed by insights and experiences of residents, faculty, and staff
- Ensure equitable policies and procedures



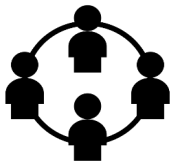
Social Accountability

- Embed anti-racism, and cultural safety and humility training within residency education
- Ensure postgraduate training programs reflect health service needs in Saskatchewan
- Expand learning experiences with under-served populations and rural and remote communities



Indigenous Health

- Engage Indigenous leaders and knowledge keepers in curriculum planning and teaching
- Expand learning experiences within Indigenous communities



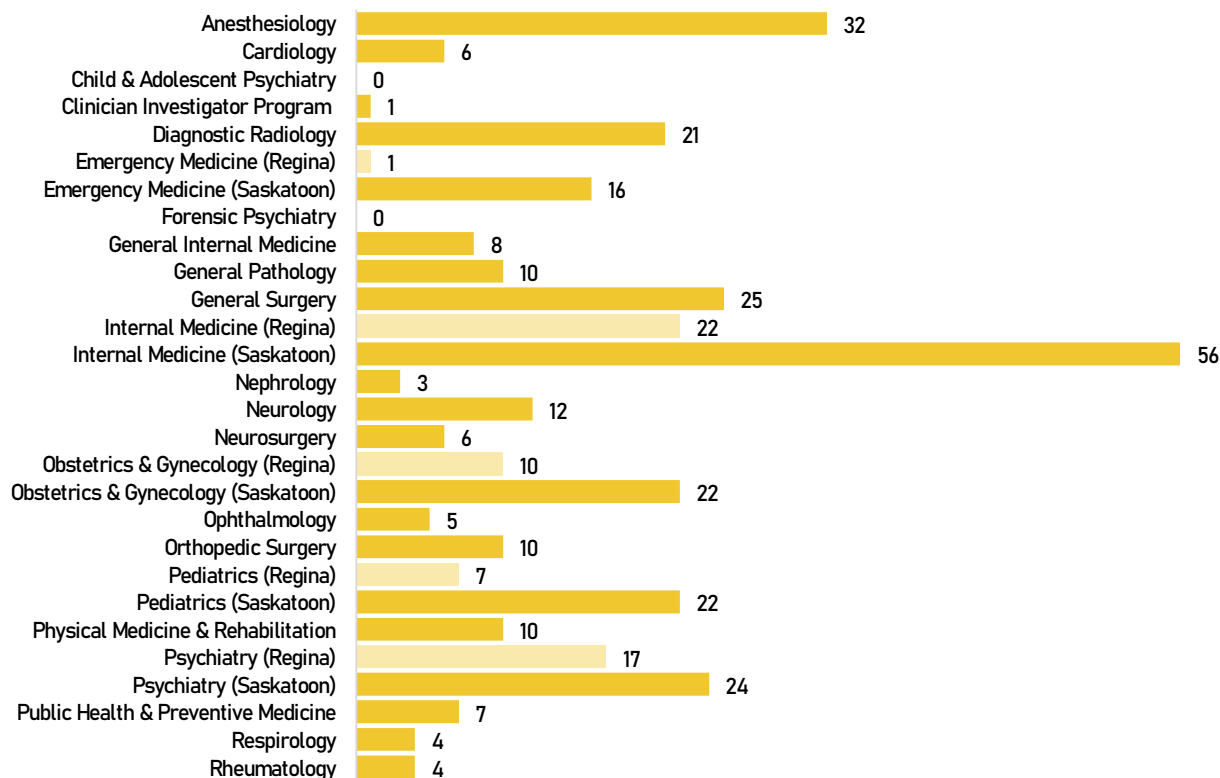
Organizational Accountability

- Ensure effective collaborative governance in PGME
- Support and celebrate clinical teachers
- Develop and support educational leadership and administration
- Ensure operations meet accreditation standards and strive for excellence through continuous quality improvement
- Continue meaningful collaborations with national and global educational organizations
- Enhance information technology (IT) to facilitate learning and patient care

Key Stats

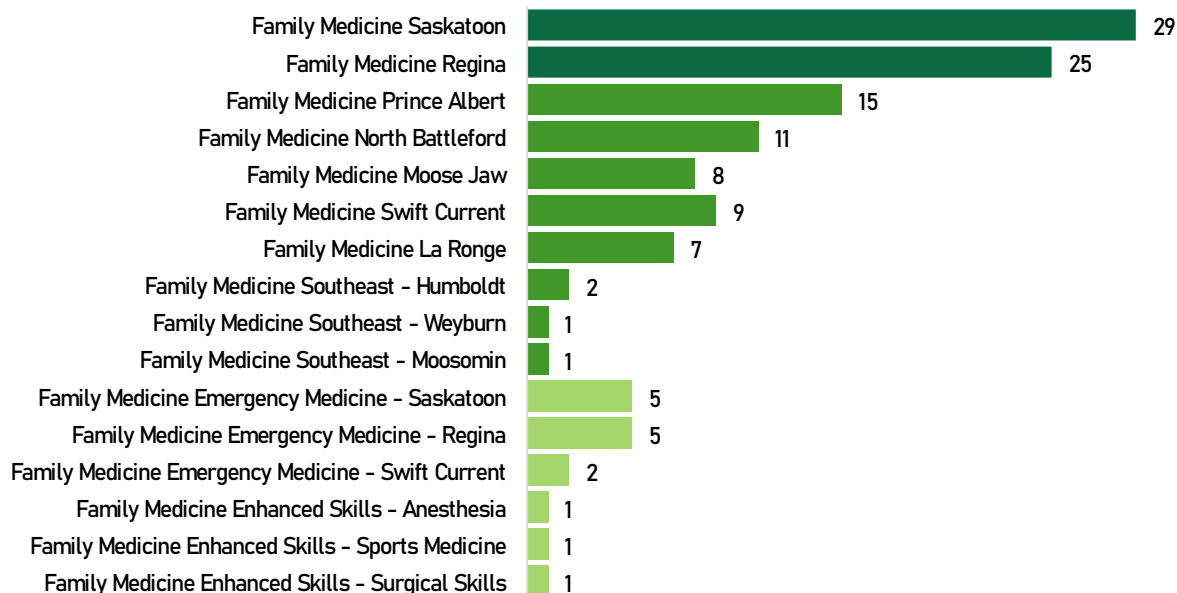
Royal College of Physicians and Surgeons of Canada Residency Training Programs

Number of Residents = 361 (as of June 2023)

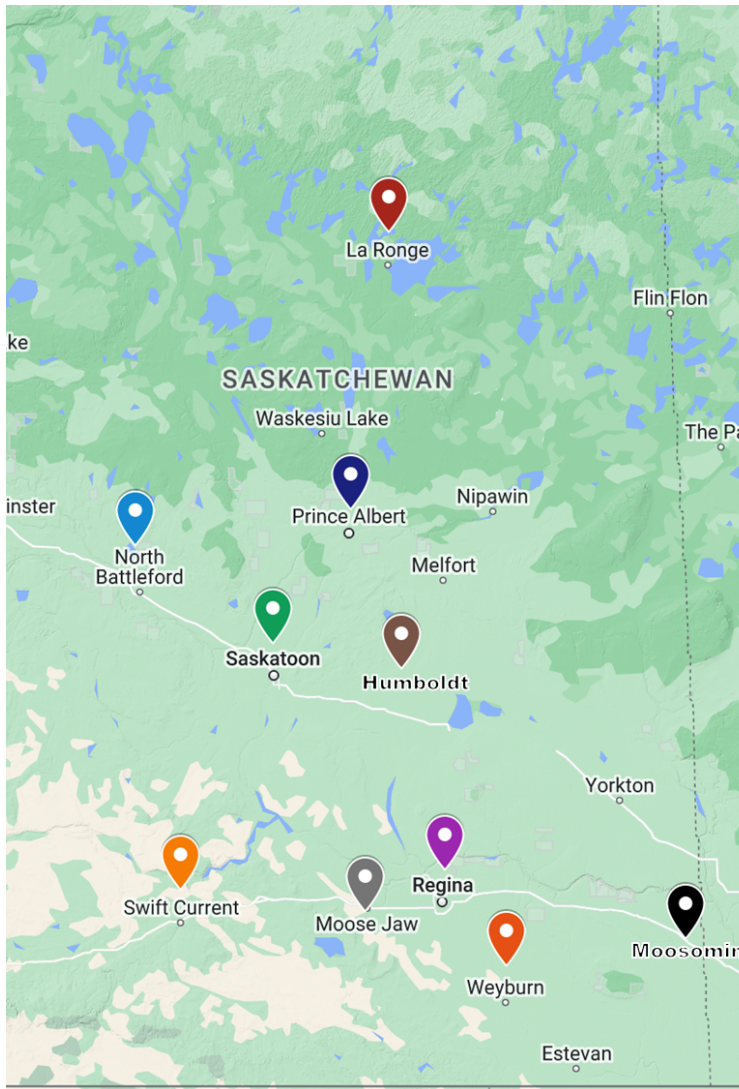


College of Family Physicians and Surgeons Residency Training Programs

Number of Residents = 123 (as of June 2023)



Location & Number of Residency Training Programs



Saskatoon

- Family Medicine and Enhanced Skills (3)
- Royal College Specialty and Subspecialty (23)

Regina

- Family Medicine and Enhanced Skills (3)
- Royal College Specialty (4)

Moose Jaw

- Family Medicine (1)

Swift Current

- Family Medicine and Enhanced Skills (2)

North Battleford

- Family Medicine (1)

Prince Albert

- Family Medicine and Enhanced Skills (2)

La Ronge

- Family Medicine (1)

Southeast: Moosomin

- Family Medicine (1)

Southeast: Humboldt

- Family Medicine (1)

Southeast: Weyburn

- Family Medicine (1)



484
Residents



26
**Training
Programs**



8
**Provincial
Training
Locations**

Accreditation

During the past year, the PGME office and residency training programs prepared for onsite accreditation visits held on November 26 – December 1, 2023. Preparation activities included the following:

- Formation of the PGME Accreditation Oversight Team (AOT).
- Development of an implementation plan.
- Monthly program progress reporting.
- PGME meetings with stakeholders and monthly 'wall walks' with CoM senior leadership.
- Accreditation workshop with PDs and PAs.
- Submission of CanAMS documents.

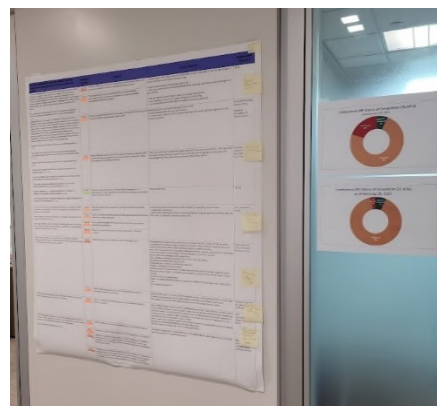
PGME Wall Walks



Accreditation Timeline



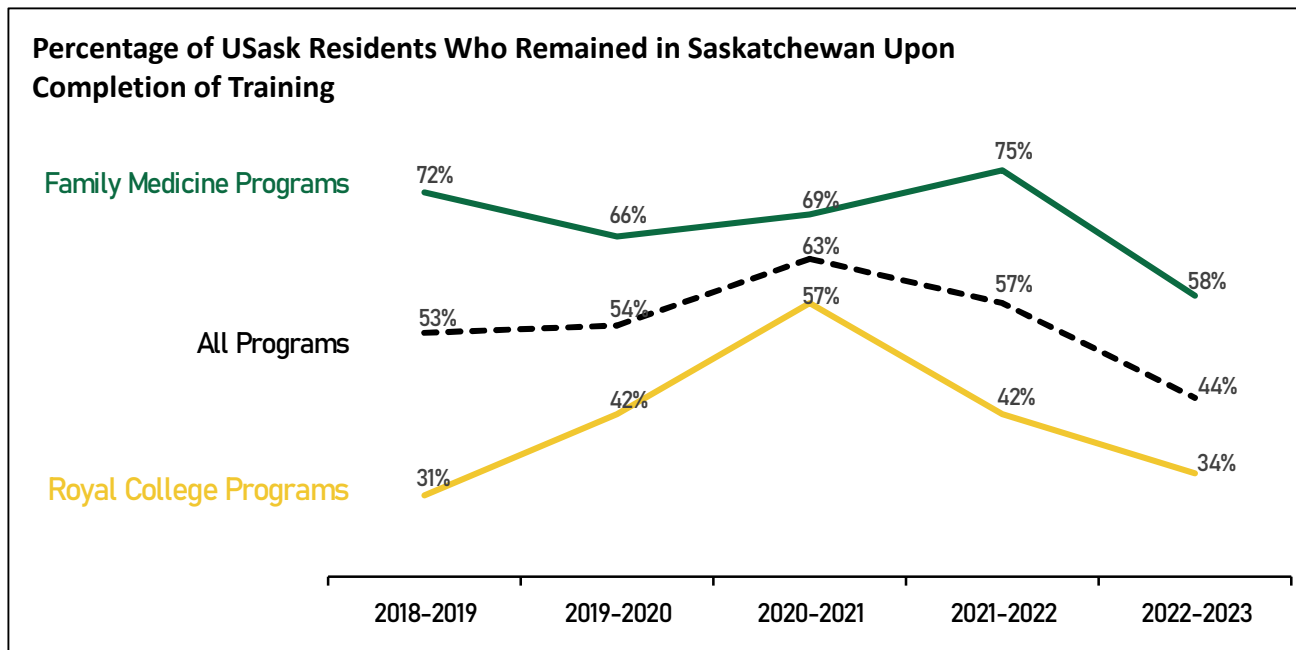
Residency Training Programs Dashboard



Institutional Dashboard

Retention in Saskatchewan of USask Residents

Based on the past five years, an average of 54% of residents who completed their training have remained and practised in Saskatchewan. Presented below are the averages from 2018 to 2023, based on type of program.



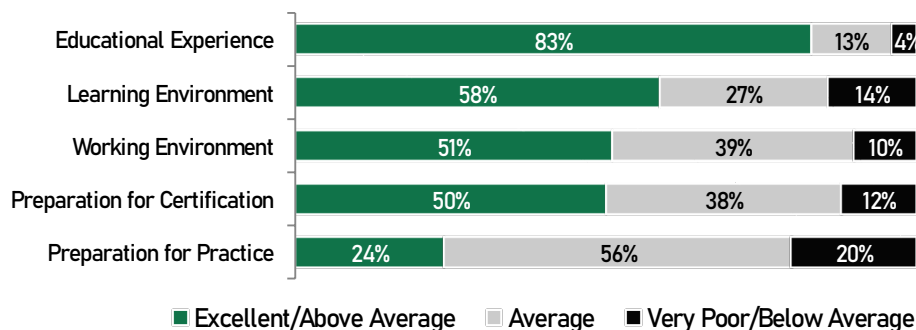
PGME Evaluation and Research

2022 – 2023 Resident Exit Survey

The Resident Exit Survey, adapted from the University of Toronto survey, asks for feedback on various aspects of resident training including learning and work environment, preparation for practice, well-being, intimidation and harassment, and future plans. Results presented below are based on those residents who completed training between October 2022 and September 2023. A total of 52 residents participated, representing a 39% response rate.

Overall Experience

Residents were asked to provide an overall rating for five aspects of their residency experience:



83%

rated their educational experience as “Above Average” or “Excellent”

Additional Findings

Resident well-being:

75% reported they were provided with information on **effective coping skills** regarding personal and/or professional well-being. This information was most often provided in the form of informal discussions (82%) and academic half days (24%), followed closely by role-modeling/teaching, resident retreats, and meeting with the program director/faculty (21%). In relation to stress experienced during residency training, it was found to most likely affect residents’ personal life (71%), and academic performance (35%).

Harassment/intimidation/discrimination:

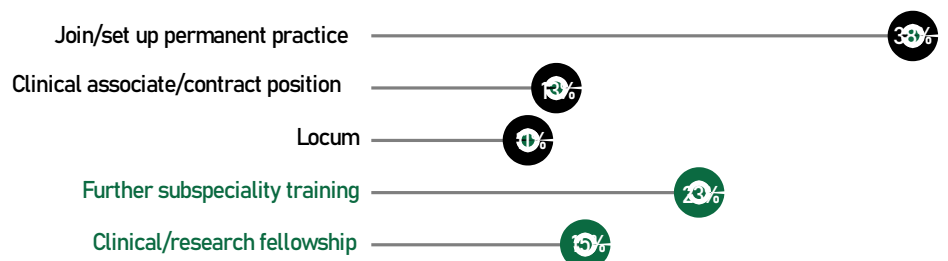
32% of residents indicated they experienced harassment, intimidation, or discrimination during residency. Of those who did, verbal was the most common form, followed by emotional.

Future plans:

66% of respondents hope to pursue their immediate future plans in **Saskatchewan**.

62% plan to **enter practice** following residency training.

38% indicated their immediate plans include **additional training/education**.



Exploring IMG Routes to Unsupervised Clinical Practice in Saskatchewan

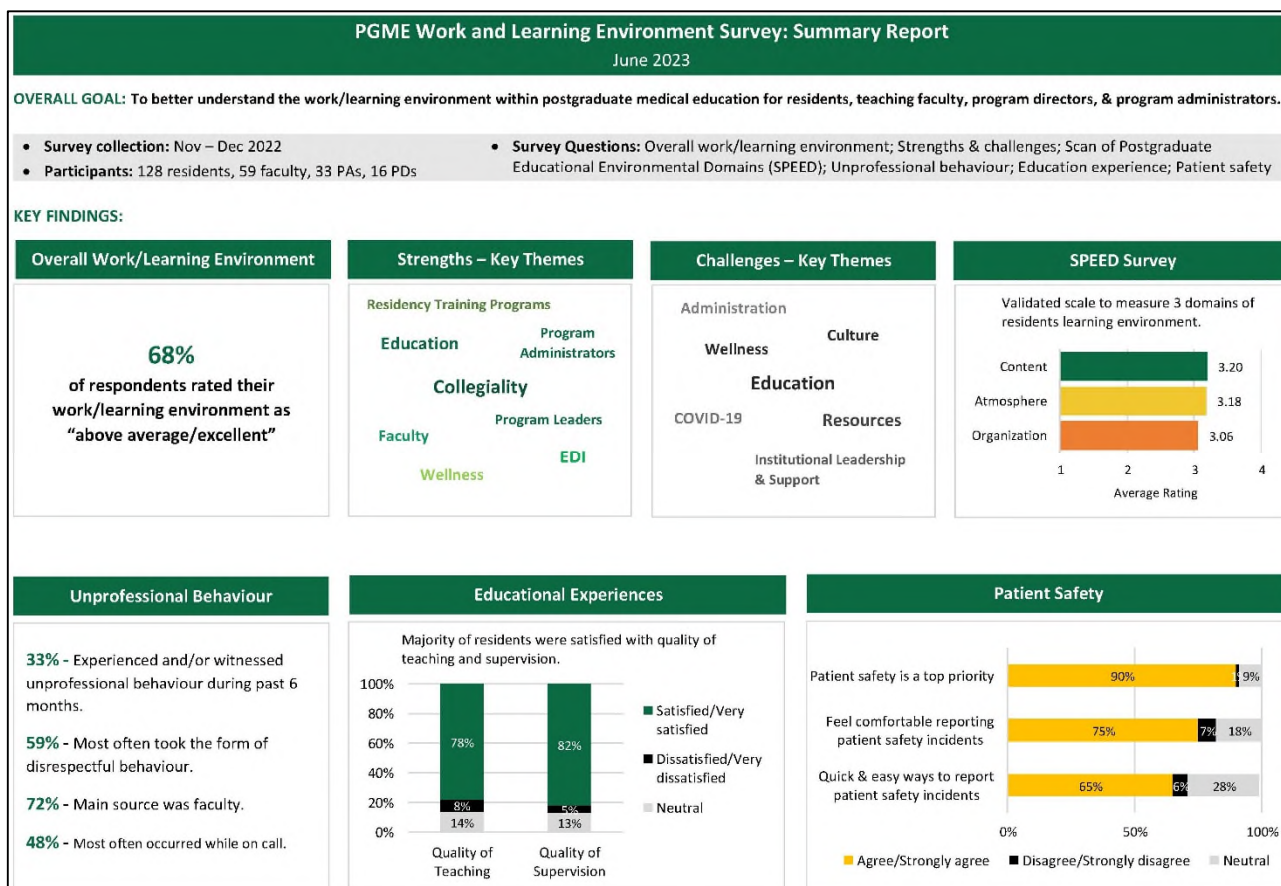


The Postgraduate Medical Education office was contracted by the Saskatchewan Ministry of Immigration and Career Training on a project focused on improving options for non-licensable international medical graduates' (IMGs) educational programming, including supports for transition to the Saskatchewan International Physician Practice Assessment (SIPPA) or medical residency. The project also explored ways to improve physician retention in Saskatchewan. Six organizational stakeholder groups and 56 IMG physicians participated in this study. Data was collected between May 2022 – April 2023 via interviews, focus groups, surveys, and document analysis.

The data collected in this study (Realist Review, Environmental Scan, and Research Report) was used to develop recommendations to improve options for IMGs in terms of educational programming, supports for transition to SIPPA and medical residency, and on-going practice in the province. All reports and recommendations have been shared with the Saskatchewan Ministry of Immigration and Career Training.

2022 PGME Work and Learning Environment Survey

To better understand the work and learning environment within postgraduate medical education, residents, teaching faculty, program directors, and program administrators were invited to complete a survey between November and December, 2022. An overview of the findings are provided below.



PGME Portfolio Reports

Competence by Design

Apart from Public Health and Preventive Medicine, all Royal College training programs at the University of Saskatchewan have now transitioned to Competence by Design (CBD). Given that roll-out and onboarding are now (mostly) complete, our focus is ongoing assistance for programs as they implement CBD and focusing on continuous quality improvement.

Competence by Design Activities in 2022-2023

Workshops:

- PGME-Wide – Best Practices for Competence Committees: Optimizing your committee through the Elentra platform.

Program Roll-Out

- Provided training for the Department of Ophthalmology and the Ophthalmology Competence Committee in preparation for their CBD roll-out.

Curriculum and Assessment Mapping

- In preparation for our November 2023 Accreditation visit, PGME created a standardized curriculum and assessment template. Assisted with curriculum and assessment mapping re-design for all Royal College programs using this template.

Assessment Policies

- Revised all University of Saskatchewan PGME Assessment policies applicable to Royal College training programs so they are now fully in keeping with the principles of CBD.

Versioning

- Rolled out new version of EPAs for Diagnostic and Clinical Pathology program (first program to undergo versioning since changing to the Elentra system)

National Liaison

- Monthly meetings with CBD National Leads
- Participation in CBD Program Evaluation events nationally
- Member of Elentra Consortium
- Participating as one of 3 schools in a national data benchmarking pilot project

Scholarly Contributions

- Spadafore M, Yilmaz Y, Rally V, Chan TM, Russell M, Thoma B, Singh S, Monteiro S, Pardhan A, Martin L, Monrad S, Woods R. Using Natural Language Processing to Identify the Quality of Supervisor Narrative Comments in Competency Based Medical Education. *Academic Medicine*. Accepted Nov. 1, 2023.
* *This was rewarded top research paper at ICRE 2023 in Halifax, NS.*
- Paterson QS, Card SE, Leis B, et al. Tensions in Competence by Design implementation: A qualitative multidisciplinary study to identify factors that promote and impede Entrustable Professional Activity acquisition among faculty and residents at a Canadian university. *Health Professions Education*. Accepted Sept 17, 2023.
- Paterson QS, Alrimawi H, Sample S, et al. Examining enablers and barriers to entrustable professional activity acquisition using the theoretical domains framework: A qualitative framework analysis study. *AEM Educ Train*. 2023; 7:e10849. doi:[10.1002/aet2.10849](https://doi.org/10.1002/aet2.10849)

1 residency
training program
(Ophthalmology)
transitioned to
Competence By
Design on July 1, 2023

CFPC Competency Based Medical Education

In 2010, the College of Family Physicians of Canada (CFPC) introduced the Triple C competency-based curriculum, a competency-based medical education approach to guide Canadian family medicine residency training.

Following the creation of the Family Medicine Professional Profile, the CFPC began the Outcomes of Training Project in 2018. One of the results was the Residency Training Profile (RTP), a document that describes what activities Family Medicine residents should be prepared to do upon completion of their training. The Residency Training Profile was published in 2021 and defines Core Professional Activities (CPAs) for core Family Medicine and each Category 1 Enhanced Skill. The final report of the Outcomes of Training Project identified eight priority areas for Curriculum Renewal.

Family Medicine and Enhanced Skills at the University of Saskatchewan continue to review and improve their educational programs to meet the requirements of the Residency Training Profile.

CBME Activities in 2022 - 2023

Curriculum:

- The Curriculum Director and CBME lead for Enhanced Skills led curricular mapping of each CPA in the RTP for core Family Medicine sites and Enhanced Skills programs.
- The core Family Medicine Competency Manual was updated using input from all sites.
- The CPFC areas of priority for Curriculum Renewal were reviewed.
- Two curriculum committees were formalized. The Curriculum Committee was created to review the design, content and delivery of the core Family Medicine curriculum, consult relevant stakeholders and make recommendations to the Residency Program Committee. The Curriculum Implementation Committee (previously the Academic Half Day Committee) oversees the development, administration and implementation of the academic and clinical curriculum for the family medicine training program.

Assessment:

- The Assessment Director has created a PGME-level Family Medicine specific Assessment Policy to address the uniqueness of Family Medicine assessment.
- The Assessment Manual was updated.
- The Field Note was reviewed, revised and moved to Elentra.
- The Periodic Review document and process was updated.
- (Resident) Progress Committee structure and information flow from site to program level was reviewed and updated.

Program:

- Implemented a new site in the South East built entirely on Family Medicine CBME principles.
- A curriculum renewal retreat was held to review the results of the curriculum mapping and plan next steps to complete the University of Saskatchewan's deliverables to the CFPC's Outcomes of Training project.
- Sites immediately implemented changes based on their reflections after curriculum mapping.

Education

Chief Resident Workshop

Chief Residents play key roles within their residency training programs, with responsibilities such as administration, scheduling, developing educational programs, directing clinical services, role modeling, and ensuring resident-faculty communications. Given the variation of the leadership responsibilities in this role and thus the need for a diverse skill set, the purpose of this half-day workshop is to explore different elements relevant to success in the Chief Resident position. The 2022-2023 workshops included interactive sessions on the Resident Doctors of Saskatchewan (RDoS) collective agreement; managing time, self, and energy; and conflict management.

67%
satisfied/very satisfied

Critical Appraisal Course – Introductory Course for Residents

The introductory Critical Appraisal Course for Residents is required to be completed by all residents at the University of Saskatchewan at some time during their residency. This course is part of the overall curriculum in the College of Medicine that aims to enable residents to access information efficiently, evaluate the quality of the evidence underlying information and then to apply it competently to their clinical practice. The course is provided to residents during academic half days through a combination of interactive, online activities and small-group, in-person discussions facilitated by experts in informatics, epidemiology and statistics, and applied clinical practice.

Resident Boot Camp

To provide effective transition into residency, all applicants matched to RCPSC and CFPC residency training programs at the USask must attend a PGME resident boot camp. The boot camp provides current topics relevant to safe and good medical practice and assists new residents to consolidate baseline skills relevant to successful residency. It is also a good opportunity to meet, learn, and network with other incoming PGY1 residents. The 2023 Boot Camp was in person after being virtual for the past three years. Highlights of the 3-day program included interactive sessions on topics such as simulation sessions, patient safety, RDoS orientation, legal aspects of medical practice, Indigenous health, laboratory and radiology basics, insulin management, referrals/consultations, wealth management, and success tips from current residents.

76%
satisfied/very satisfied

Other than a great learning experience, it was also a great opportunity to network with other residents which really helps with feeling integrated before residency begins!

Boot Camp Participant



Resuscitation and Procedural Interdisciplinary (RaPID) Curriculum

Through participation in the Resuscitation and Procedural Interdisciplinary (RaPID) Curriculum, residents become more comfortable resuscitating acutely ill patients, working and learning in interdisciplinary teams, teaching and utilizing clinical ultrasound, and inserting central venous catheters. As well, faculty are prepared for, and comfortable with, training and evaluation using competency-based medical education principles and are contributing to the delivery of high-fidelity simulation and task training curricula. The curriculum, offered in Saskatoon and Regina, involved PGY1s from Internal Medicine, Emergency Medicine, Anesthesiology, General Surgery, Neurosurgery, Obstetrics and Gynecology, Orthopedic Surgery, and Neurology.

Learners:

100% satisfied/very satisfied

High Fidelity Sim is a great environment for me to work and learn in. I liked being able to lead a scenario but also work in a team and learn from my resident colleagues.

RaPID Resident Participant

Instructors:

100% satisfied/very satisfied

Online Residents as Teachers Orientation Module

Residents at the University of Saskatchewan are expected to teach a variety of people including patients, medical students, clerks, and fellow residents. The main goal of the Online Module is to provide a guide to their teaching practice as teaching is a core competency within the CanMEDS Scholar role. It also prepares residents for the two-day TIPS for Residents workshop that they will attend within their first year of training. All 2021 PGY1 residents were required to work through the core material.

Teaching Improvement Project Systems (TIPS) Course

For most physicians, including non-academic physicians, the ability to effectively communicate information in a learning environment is essential. In recognition of the important role that residents play in teaching and the need for effective teaching skills in practice, the Teaching Improvement Project Systems (TIPS) course provides an opportunity for residents to acquire and strengthen effective teaching skills – it is very interactive with much group discussion and practice teaching. In 2022-2023, the course was provided to 149 residents across various distributed sites in the province.

Each person was able to present to the whole group and receive feedback. Thought this was useful as people could learn from each presentation.

TIPS Participant

Resident Quality Improvement Program

The Resident Quality Improvement Program (RQIP) curriculum was developed to better prepare our physician trainees to lead, assist with, or support improvement initiatives in the province. The vision is for residents to be able to engage in continuous quality improvement and actively contribute to the culture of patient safety. The RQIP curriculum was developed by a collaborative initiative of the Saskatoon Health Region and the College of Medicine under the Safety Hoshin. The program is aligned with patient safety and quality improvement competencies as outlined in CanMEDS 2015 as well as existing orientation processes within the health authority. Faculty members are engaged in facilitation of interactive sessions, coaching, mentoring, and evaluation of participants. PGME manages the logistics, provides access to the online modules, administers session evaluations and arranges for facilitators where needed.

The PGME Resident Quality Referral and Consultation Education (QRCE)

The QRCE curriculum has been incorporated into PGME training to ensure that all residents are familiar with and able to use various tools that will facilitate effective communication during a referral and consult. All PGME residents are required to take the course which consists of three parts:

1. **Introductory presentation** on effective consultation communication provided to PGY1s at the PGME Resident Boot Camp.

92% satisfied/very satisfied
Introductory Presentation

2. **Two online modules** on effective consultation communication in an acute care setting and how to make an effective written consultation.

85% satisfied/very satisfied
Module 1

81% satisfied/very satisfied
Module 2

3. **An Interdisciplinary workshop:** residents are required to appraise de-identified referral and consult letters from their specialty. Senior family medicine residents co-facilitate the workshop for specialty programs while senior residents from RCPSC programs co-facilitate in family medicine sites.

I found it useful to go through some example consults and referrals that we had sent in previously and go over good things about each document and things that could have been changed or done better.

Workshop Participant

2022 Canadian Resident Matching Service (CaRMS): Match Results

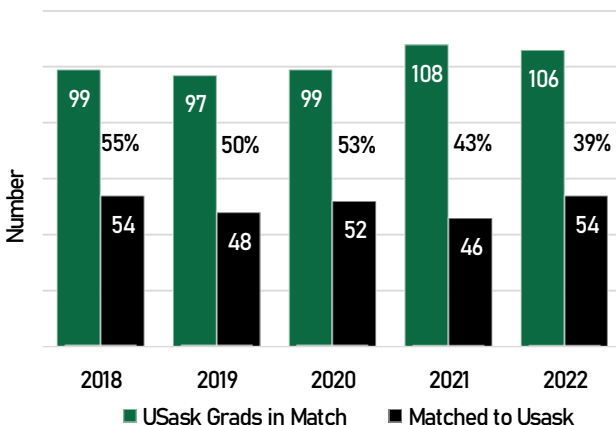
In 2022-2023, the University of Saskatchewan (USask) PGME participated in three CaRMS matches: R-1 Main Residency match; R-3 Family Medicine/Emergency Medicine (FM/ES) match; and R-4 Medicine Subspecialty (MSM) match.

The allocation of positions for each match is determined by the PGME Allocation Committee in consultation with key stakeholders including residency training programs, Saskatchewan Health Authority and Ministry of Health. The Ministry of Health approved 130 positions for the R-1 match, 16 positions for the FM/ES match, and 13 positions for the MSM match.

USask matched all 130 available positions in the first and second iterations of the R-1 match. These positions were filled by 83 Canadian medical graduates (CMGs) and 47 international medical graduates (IMGs). Of note, the Family Medicine program launched a rural southeast site where primary residency training is completed in Humboldt, Moosomin and Weyburn. Networked training positions funded by the Saskatchewan Ministry of Health were offered in Dermatology at University of Alberta and Dalhousie University to provide accredited training not available at USask.

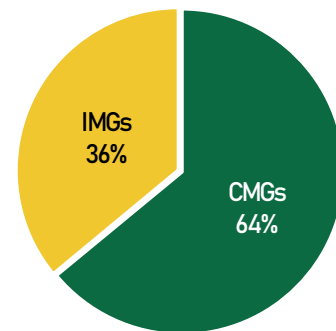
Applicants who match to sponsored positions and IMGs who matched to positions in Family Medicine, General Pathology, Internal Medicine and Psychiatry have a Return of Service with a commitment to practice in Saskatchewan when they complete their training program.

Match Results for USask Grads



Over the past 5 years, an average of **48%** of USask grads were matched to USask residency training programs

CaRMS 2022 R-1 Match Results



2022 R-1 Match: Distribution of Matched Positions

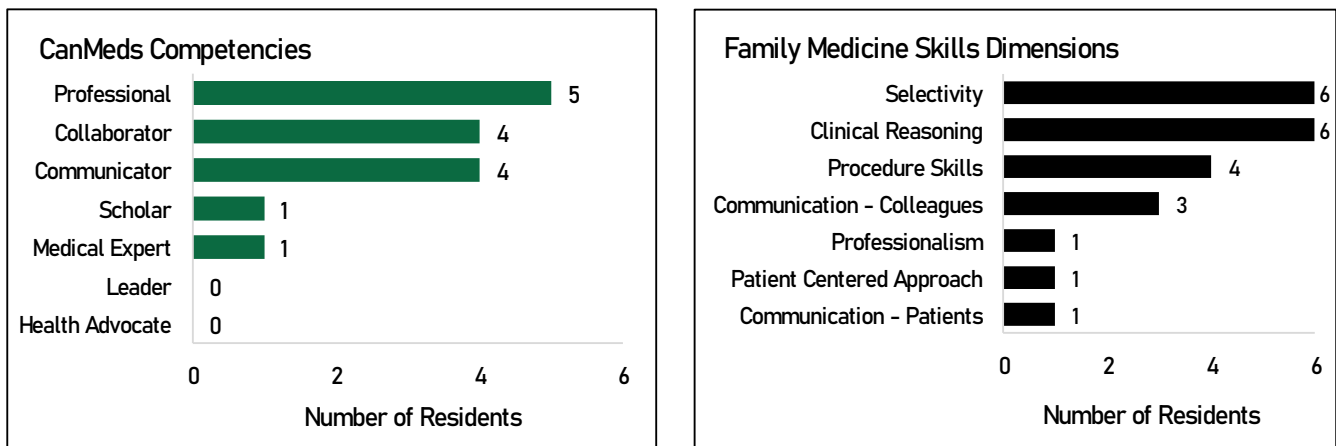
Program	CMG	IMG	Total
Anesthesiology	8	0	8
Diagnostic Radiology	4	0	4
Emergency Medicine	3	0	3
Family Medicine-La Ronge	3	0	3
Family Medicine-Moose Jaw	3	1	4
Family Medicine-North Battleford	0	6	6
Family Medicine-Prince Albert	1	6	7
Family Medicine-Regina	5	7	12
Family Medicine-Rural Southeast	1	3	4
Family Medicine-Saskatoon	4	8	12
Family Medicine-Swift Current	1	3	4
General Pathology	1	1	2
General Surgery	4	0	4
Internal Medicine-Saskatoon	14	3	17
Internal Medicine-Regina	5	1	6
Neurology	1	1	2
Neurosurgery	1	1	2
Obstetrics & Gynecology-Saskatoon	4	0	4
Obstetrics & Gynecology-Regina	2	0	2
Ophthalmology	1	0	1
Orthopedic Surgery	2	0	2
Pediatrics-Regina	2	0	2
Pediatrics-Saskatoon	4	2	6
Physical Medicine & Rehabilitation	2	0	2
Psychiatry-Saskatoon	3	1	4
Psychiatry-Regina	1	2	3
Public Health & Preventive Medicine	1	1	2
USask Sponsored Dermatology	1	0	1
Dalhousie Sponsored Dermatology	1	0	1
Total Matched Positions	83	47	130

Modified Learning Plans

Modified learning plans are developed and designed to address identified performance deficiencies or areas of weakness in residents. Remedial actions are triggered by knowledge or procedural skills deficits, breaches of professional conduct or other performance concerns. Depending on the nature and gravity of those concerns, informal learning support or formal learning interventions (such as remediation or probation) are being used.

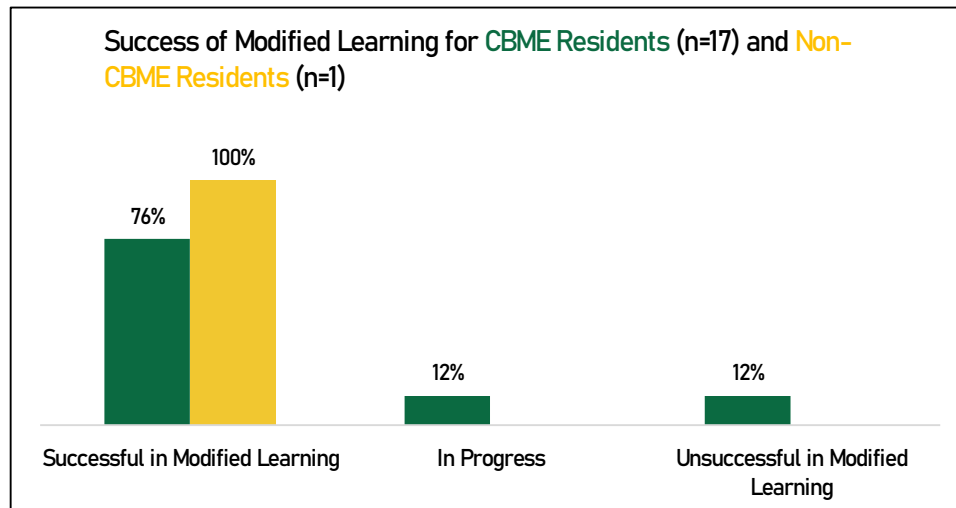
During the 2022-2023 academic year, 18 residents went through some modifications of their training – 21 informal learning plans, 2 remediations, and no probations – representing less than 0.04% of the total number of U of S residents. The reasons for remedial training were diverse and the outcomes of the modifications were varied: 19 were successfully completed and residents continued or completed their training; the remaining 4 were unsuccessful, are still in progress or require further actions.

Reasons for Modified Learning Plans



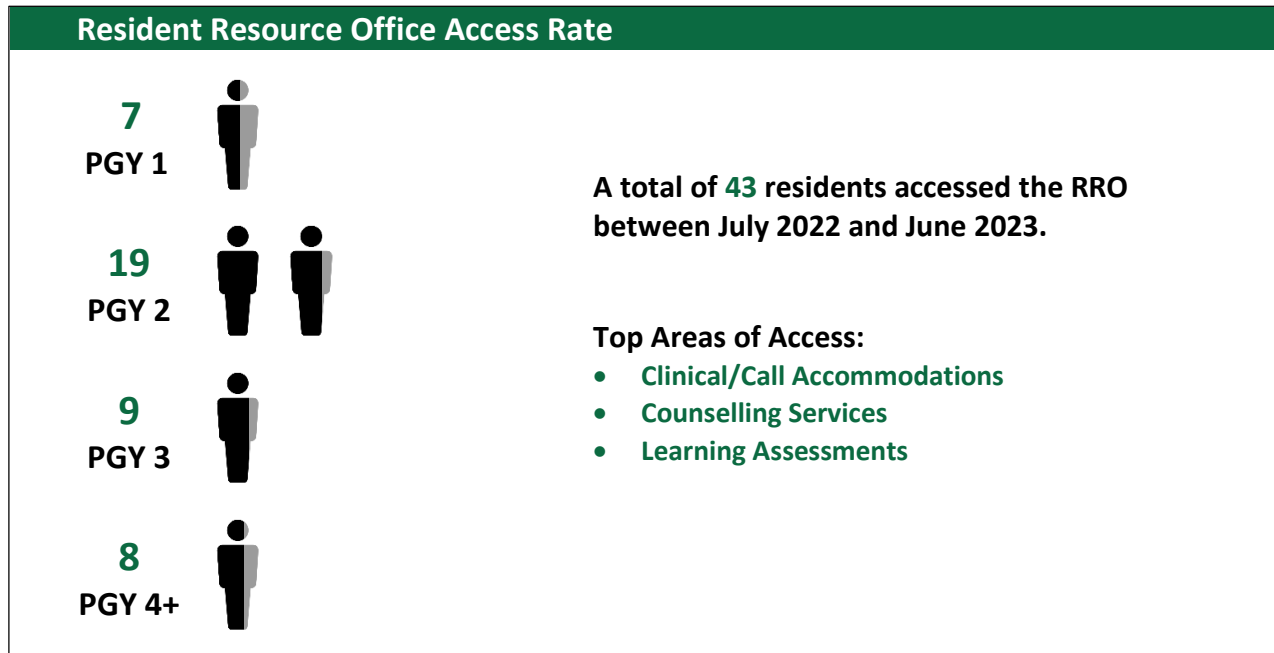
Modified Learning & Competency Based Medical Education (CBME)

Competency Based Medical Education (CBME) provides program specific curriculum planning and allows programs to tailor modified learning plans to fit a resident's precise needs. Competencies are measurable and observable, permitting continuous improvement in performance through appropriate training, feedback and assessment.



Resident Resource Office

The Resident Resource Office (RRO) provides non-academic support for residents who may be coping with professional and/or personal challenges in a safe and confidential environment. The office directs residents to resources and provides education and referrals to support services both on and off campus to maintain wellbeing throughout residency.



Wellness Initiatives

This year the Resident Resource Office expanded from one to two coordinator positions. These positions are collaborative and have allowed a dedicated focus on resident resources and support as well as enhancing programming.

The mistreatment reporting tool was successfully soft-launched this year, and the official launch will be rolled out in the next academic year. This reporting tool promotes a confidential space for residents to report unacceptable behaviour or incidents anonymously or non-anonymously.

We are pleased to report that there were forty-four resident-led wellness events that happened this year in our programs, which is a record high number. In just two years the number of events increased by 51%! Wellness events included (but are not limited to) retreats, bowling nights, pottery/artisan craft classes, holiday dinners, escape rooms, and even a resident vs physician hockey game! Additionally, Ice Cream Rounds were extended to programs and four events took place. These have a wellness focus with no set objective, but rather is a discussion among individuals around successes, difficulties, work-life balance, and sharing experiences, for example. These wellness events serve as opportunities for residents and peers to come together in a social setting, fostering bonds and relationships beyond the workplace. The consistently positive feedback from these events is establishing a precedent for the significance of resident wellness.



Internal Medicine Regina residents at a bowling night.



Family Medicine La Ronge residents learning Indigenous beading with Susan Simpson, a community member and artisan.



Orthopedic Surgery residents and physicians battling for the Macho Cup!

2022 – 2023 PGME Annual Report



Obstetrics & Gynecology residents at a bowling night.



Pediatrics residents taking a barre class.



Pediatrics resident retreat at Historic Reesor Ranch, Maple Creek, SK.

Resident Research Day

The Postgraduate Medical Education (PGME) Office and the Office of the Vice-Dean Research (OVDR) teamed up again to host our Resident Research Day on June 22, 2023. This was the first in-person event since 2019 and we were very pleased to see everyone! Our event showcases the outstanding work of our residents, and we continue to celebrate their accomplishments and the positive impact of resident research. The partnership between PGME and OVDR will continue to build the research profile at the College of Medicine. The following poster award recipients were recognized at the annual PGME Celebration Night on October 27, 2023.

Clinical Category Awardees:



1st Place:

Dr. Nicholas Jette, General Surgery

2nd Place:

**Dr. Breanne Paul & Michael Verdirame, Family Medicine -
Emergency Medicine**

**3rd Place & Viewer's
Choice:**

Dr. Nicole Labine & Dr. Gladys Bruyninx, General Surgery

What Works/Initiatives Awardees:



1st Place:

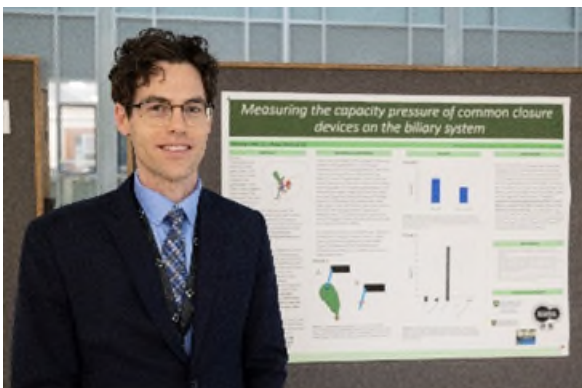
Dr. Melanie El Hafid, General Surgery

2nd Place:

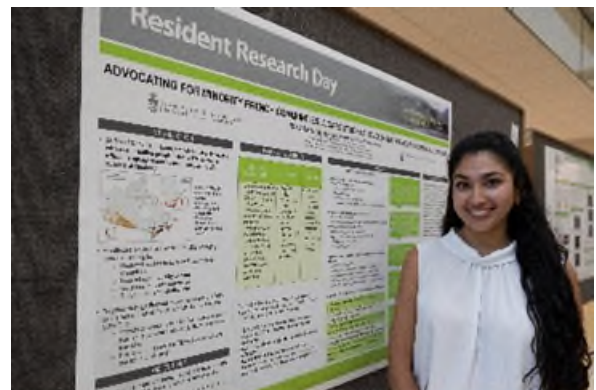
Dr. Robin Manaloor, Anesthesiology

**3rd Place & Viewer's
Choice:**

Dr. Madison Rajchyba, Anesthesiology



Dr. Nicholas Jette
1st Place Clinical Category



Dr. Melanie El Hafid
1st Place What Works/Initiatives Category

Social Responsiveness

Presented below are the various ways in which and residency training programs have addressed the areas of Indigenous Health and Wellness, and Equity, Diversity and Inclusion (EDI). Responses are based on information provided by 21 programs.



Indigenous Health and Wellness

	Number of Programs
Residents complete the course “The Role of Practitioners in Indigenous Wellness”	7
Rotations on-reserve and/or in northern communities	9
Rotations in urban clinics serving predominately Indigenous populations	7
Formal teaching pertaining to Indigenous health and wellness (e.g., AHDs, retreats)	12
Webinars, workshops, conferences pertaining to Indigenous health and wellness	4
Participation in cultural activities	7
Research projects with Indigenous community partners	3



Equity, Diversity, and Inclusion

Participate in the CoM EDI working group	3
Program has an EDI committee/working group	3
Guidelines/policies in place pertaining to diversity in resident selection and/or faculty recruitment	7
Rotations working with marginalized and underserved populations at community clinics, schools, refugee clinics, etc.	8
Formal teaching pertaining to transgender health, gender diverse care, refugee health, etc.	10
Webinars, workshops, conferences pertaining to EDI	8
Research project pertaining to EDI	6

The PGME office has also addressed these areas in the following ways:

Indigenous Health and Wellness

Participation in webinars/courses:

- 4 Seasons of Reconciliation
- Trauma Informed Practice: Growing Awareness
- Taking Responsibility for Reconciliation
- Anti-Racist Transformation (ART) in Medical Education
- Cultural Conversation-Shifting the Lens

Division of Social Accountability book club:

21 Things You May Not Know about the Indian Act, by Bob Joseph

Equity, Diversity, and Inclusion

Representation on the CoM EDI working group.

Participation in CoM webinar:

‘Health Equity–Gender & Health’ webinar

Division of Social Accountability book club:

Deep Diversity – A compassionate scientific approach to achieving racial justice, by Shakil Choudhury

Social Responsiveness Information Shared by Programs

We are developing partnerships with Indigenous stakeholders who will provide guidance as to what community needs are. This process is largely driven by our Care of the Underserved curriculum lead and site director. We are approaching this process from a standpoint of cultural humility and are asking Indigenous leaders to tell us what they require from us rather than what we can offer.

Family Medicine Program

From a curriculum standpoint, we use our academic half day as a place where people learn about EDI and also in our health promotion and health equity rotation.

Public Health & Preventive
Medicine Program

A unique initiative during the CaRMS interview process in Family Medicine is the use of Community Spaces zoom rooms. These optional, medical student hosted spaces are a private, safe space for candidates.

Family Medicine Program

Collaborations & Connectivity

Collaborative Activities

Presented below are examples of the numerous ways in which residency training programs have collaborated with other programs during the past year both within the University of Saskatchewan and beyond, thereby further enhancing residents' academic learning and hands-on training.



Academic Collaborations

	Number of Programs
Multi-disciplinary academic half days	14
Multi-disciplinary grand rounds	20
Combined CanMEDS rounds	11
Multi-disciplinary quality improvement initiatives	9
Research collaborations with other programs	10
Invited speakers for AHD/Rounds from various programs	16



Simulation Training

Residents from various programs participate in RaPID	7
Multi-disciplinary attendance of simulation training sessions	8
Participating in hospital-wide mock codes	5



Sharing of Educational Resources

Shared academic half day and curriculum resources with other residency programs provincially and/or nationally	11
Exam prep sessions and mock exam with other universities	12
Participation in the UGME Career Fair	17
Multi-disciplinary journal clubs	5



PGME Committee Membership

Committees with Other Stakeholders

AFMC Network on Postgrad Affairs
Canadian National PGME Remediation Leads Collaboration
CoM EDI Working Group
CoM/SHA Working Group
CoM/SHA IT Tactical Working Group
Family Medicine Resilience, Intimidation & Harassment Committee
National PGME Managers Group
Planning Committee for CASCADES
SK Medical Association Physician Health Program Committee

PGME Subcommittees

Accreditation Program Enhancement Committee (APEC)
Allocation Committee
Award Adjudication Committee
Elentra CBME Leads Subgroup
Elentra Strategic Oversight & Implementation Committee (SOIC)
Internal Review Committee
PGME Executive
Postgraduate Appeals Adjudication Committee (PAAC)



Pediatrics residents during simulation training at the Clinical Learning Resource Center.



Neurosurgery resident presenting to high school students.

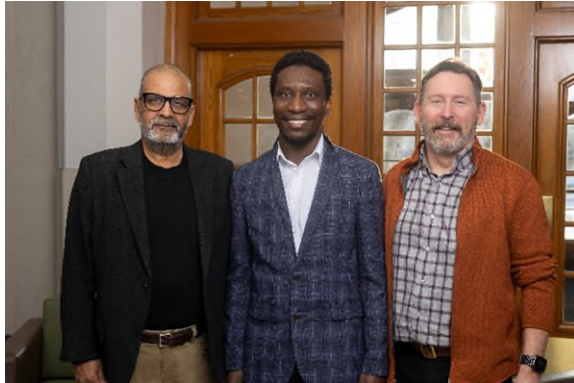


Pediatrics residents honouring National Day for Truth and Reconciliation.

Internationalization

International Training Partnerships

The Postgraduate Medical Education office, in collaboration with the Division of Orthopedic Surgery and Team Broken Earth, a Canadian medical charitable organization, developed a Global Fellowship training program. The program has training standards similar to the Orthopedic Surgery residency training program and was designed to recognize and incorporate the unique requirements and needs of trainees from low and



Dr. Anurag Saxena, PGME Associate Dean, Dr. Peterly Philippe, and Dr. Huw Rees, Team Lead, Team Broken Earth Saskatoon

middle income countries and provide academically robust and clinically relevant training. The primary goal of the Global Fellowship program is for the trainee to gain knowledge and skills in Orthopedic Surgery needed most in low and middle income countries.

The first trainee, Dr. Peterly Philippe, is a Haitian Orthopedic Surgeon and commenced the one-year program on September 1, 2023. When he successfully completes the program he will return to Haiti with enhanced surgical competencies to serve their communities and patients.

Exploring International Collaborations



During this academic year, the major focus has been working on focused competency programs to enable international physicians and residents to learn in our PGME settings and upon completion, go back to serve their countries and communities. The College of Physicians and Surgeons of Saskatchewan has been extremely helpful and supportive of this work while ensuring that care for our population remains high quality and safe.

Partnerships with institutions in India continued to be explored through the College of Medicine connections and the International Office of the University of Saskatchewan. Student and faculty mobility, collaborative research projects and institutional collaborations to address societal needs are the major foci.

We worked with countries in the Middle East to offer an increasing number of residency spots in our setting (in areas where we have excess capacity and willingness to accept international trainees) without compromising education of our own residents. In fact, having international residents in our programs has enhanced the quality of our programs and mutual learning from diverse perspectives. We currently have trainees from Saudi Arabia and Kuwait.

Awards



The Postgraduate Medical Education Office administers the nomination and selection process for a variety of program and resident awards. The award recipients for 2022 – 2023 are listed below.

Program Director of the Year:

Dr. Sheila Smith, Family Medicine

Program Administrator of the Year:

Ms. Carissa Miskolczi, Neurosurgery

Award for Excellence in Enhancing Resident Learning:

**Dr. Hari Hullur, Family Medicine
Dr. Lissa Peeling, Neurosurgery**

PGME Award for Exemplary Role Model Faculty Member:

**Dr. Jayden Cowan, Anesthesia
Dr. Gary Hunter, Neurology
Mr. Dal Lynds, Family Medicine
Dr. Natasha Kalra, Family Medicine
Dr. Ayisha Kurji, Pediatrics**

Exemplary Resident Award:

Dr. Cadence MacPherson, Family Medicine Saskatoon

CanMEDS Collaborator:

**Dr. Aden Mah, Family Medicine Saskatoon
Dr. Alixe Pellerin, Anesthesia**

CanMEDS Communicator:

**Dr. Babak Salamati, Family Medicine/Emergency Medicine
Enhanced Skills Regina
Dr. Nicole Labine, General Surgery**

CanMEDS Health Advocate:

**Dr. Katelyn Larson, Family Medicine La Ronge
Dr. Patrick Seitzinger, Pediatrics Saskatoon**

CanMEDS Leader:

**Dr. Alaa Baiou, Family Medicine North Battleford
Dr. Nicole Pendleton, Neurosurgery**

CanMEDS Professional:

**Dr. Cadence MacPherson, Family Medicine Saskatoon
Dr. Munawar Peer, Internal Medicine Regina**

Class of 1939 Resident Teacher Award in Medicine:

**Dr. Rufaro Asefa, Family Medicine Saskatoon
Dr. Kedra Peterson, Emergency Medicine**

CSCI-CIHR Research Award:

Dr. Brittany Benson, Anesthesia



Program Director of the Year

Dr. Sheila Smith
Family Medicine



Exemplary Resident Award

Dr. Cadence MacPherson
Family Medicine



Resident Teacher Award

Dr. Kedra Peterson
Emergency Medicine



Resident Teacher Award

Dr. Rufaro Asefa
Family Medicine Saskatoon

Research

The PGME office, in collaboration with faculty, residents and medical students, have distributed research findings in the form of publications and presentations at national and local conferences.

PGME Poster Presentations

Saxena, A., Desanghere, L., Robertson-Frey, T. & Shirazi, S. A Disorienting Dilemma in Medical Education: Transformative learning amidst the COVID-19 Pandemic. AMEE, September, 2022.

Saxena, A., Smith, P., Dickson, G., Van Aerde, J. & Desanghere, L. Leader effectiveness and factors contributing to success: Perspectives from physician leaders across Canada. ILA Global Conference, October, 2022.

Desanghere, L., Saxena, A., Johnston, B. & Robertson-Frey, T. Developmental readiness and organizational factors: impact on leader development, practice, and effectiveness. RISE, June, 2023.

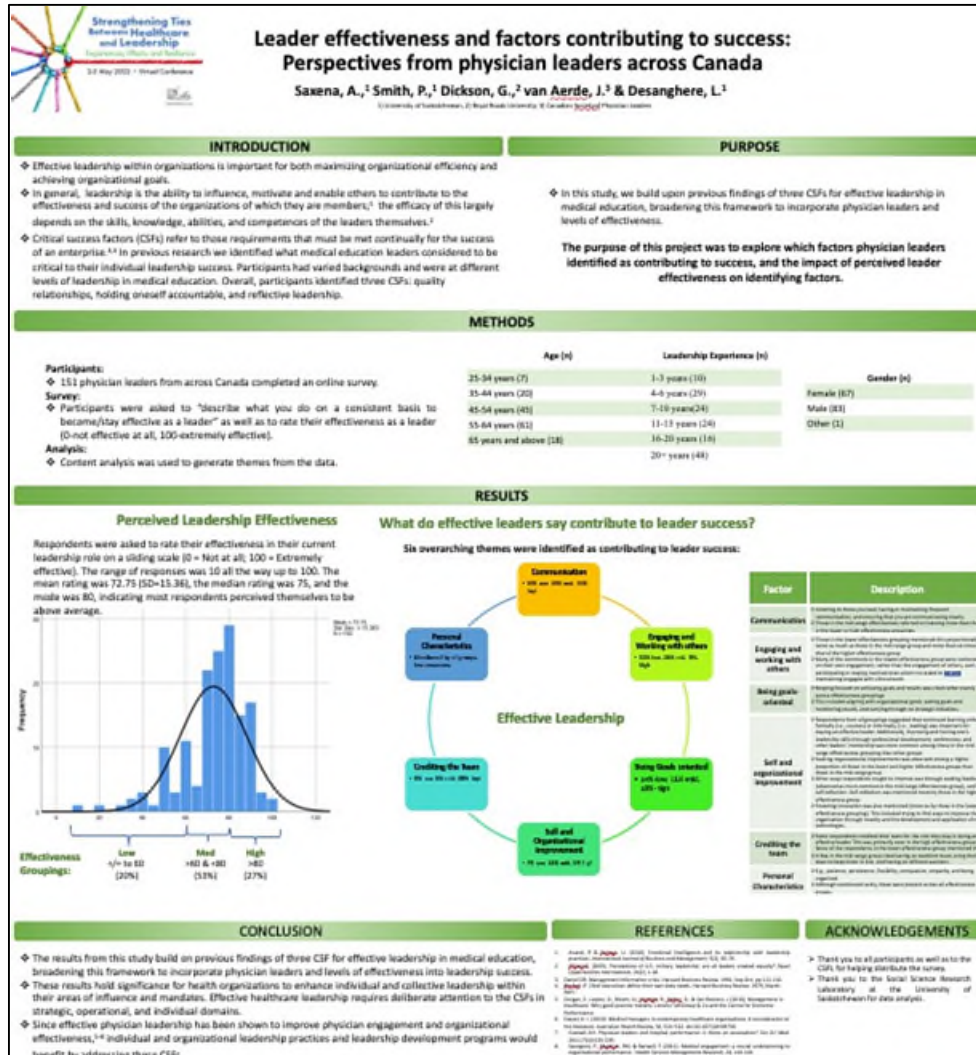
Okunola, O., Robertson-Frey, T., Livingston, G., Desanghere, L. & Saxena, A. Development and Evaluation of the Quality Referral and Consultation Education (QRCE) Curriculum at the University of Saskatchewan. RISE, June, 2023.

Shirazi, S., Saxena, A., Desanghere, L., Saxena, A., Robertson-Frey, T. A Disorienting Dilemma: Understanding the impact of large-scale organizational changes on learning and healthcare provision in medical residents and students. RISE, June, 2023

PGME Oral Presentations

Saxena, A., Robertson-Frey, T., Desanghere, L. & Johnston, B. Exploring leadership developmental readiness on leader development, practice, and effectiveness in postgraduate medical education. TISLEP, October, 2022.

Robertson-Frey, T., Desanghere, L. & Saxena, A. The impact of individual factors on learning environment. RISE, June, 2023.



UNIVERSITY OF SASKATCHEWAN

Office Online Frame

RISE

RESEARCH INNOVATION AND SCHOLARSHIP IN EDUCATION

The Impact of Individual Factors on Learning Environment

Tanya Robertson-Frey

June 9, 2023

BE WHAT THE WORLD NEEDS

Research Activity

Presented below is research activity carried out during the past year by the PGME office, residents and program directors.



120
Journal
Publications

2 PGME Office
27 Program Directors*
91 Residents*



178
Abstracts/
Conference
Presentations

10 PGME Office
36 Program Directors
132 Residents



56
Workshops
Presented at

10 PGME Office
17 Program Directors
29 Residents

* Based on feedback from 22 residency training programs



2022 – 2023 PGME Annual Report





Postgraduate Medical Education
College of Medicine, University of Saskatchewan
Room 3A10, Health Sciences Building
107 Wiggins Road, Saskatoon, SK S7N 5E5
Ph: 306-966-8555
Fax: 306-966-5224



UNIVERSITY OF SASKATCHEWAN
College of Medicine
POSTGRADUATE MEDICAL EDUCATION
MEDICINE.USASK.CA