

PGME Connect

Facilitating conversations among the PGME community

Message from the Associate Dean, PGME

As we welcome warmer weather and longer days of spring PGME is preparing for some busy months - with final year residents completing their programs and exams and getting ready for unsupervised practice and other residents progressing along the residency continuum.

We have nearly completed all the internal reviews of the programs and the review of the PGME office is on 18/19 May 2022. The second iteration results will be announced very soon and we will be getting busy with onboarding the new residents. As you know, Family Medicine program had developed a new site in the South East and that will commence education of residents in July of this year.

All incoming residents through the R1 match will attend a mandatory PGME Boot Camp from June 27 to 29, 2022. The Boot Camp provides one component of onboarding to new residents as they transition to residency by introducing and consolidating baseline skills and knowledge needed to flourish and succeed during their residency years.

PGME has been diligently working to incorporate the work identified in the recently updated PGME Strategic plan (2021-2025) ensuring residency training is diverse and inclusive, focusing on patient and family care in a community-based environment. PGME is supporting and ensuring all residents participate in the "Role of Practitioners in Indigenous Wellness" course facilitated by CME and are focusing efforts on social accountability throughout years of training. Several members of PGME are participating in the equity, diversity and inclusivity (EDI) working group – relatively recently organized at our College of Medicine to further inform, enhance and incorporate our commitment in our strategic plan.

Our new strategic direction includes the transition to Elentra platform for residency program assessment, curriculum mapping and CBME-related activities. This transition is on track at the program level.

Best wishes and hopefully you will have some time to relax and rejuvenate over the summer months.

All PGME updates, along with wellness and education resources, can be found on our website:

medicine.usask.ca/residents/covid-19.php#PGMEUpdates

PGME maintains an open-door policy and we welcome inquiries – you can find a complete list of our office staff at medicine.usask.ca/residents/pgme.php#ContactUs

We want this newsletter to be valuable for you so please share your feedback and suggestions to help us improve! Contact us at pgme.communications@usask.ca

RESIDENT SPOTLIGHT



Resident Doctors of Saskatchewan (RDoS) Dr. Brad Ardell Spirit Award Recipient for 2021. For more information, click [HERE](#).

ACADEMIC CORNER: INDIGENOUS HEALTH

A renewed focus on Indigenous Health training has gained momentum throughout Canada since the 2015 release of the "[Truth and Reconciliation Commission of Canada: Calls to Action](#)" report, wherein mandatory skills-based training in Indigenous health and intercultural competency in medical schools across Canada was advocated.

In line with the University of Saskatchewan College of Medicine, PGME outlines Indigenous Health as a strategic priority in their [Strategic Plan](#). Engaging Indigenous leaders and knowledge keepers in curriculum planning and teaching, as well as expanding learning experiences within Indigenous communities are two ways that PGME is moving forward with this priority.

In this issue we would like to highlight a recent publication in the Journal of Academic Medicine, titled Stand Up for Indigenous Health: A Simulation to Educate Residents About the Social Determinants of Health Faced by Indigenous Peoples in Canada . In this article, the authors Sauve, Cappelletti and Murji

(December, 2021) describe the development of an immersive 2-hour simulation learning tool called 'Stand Up for Indigenous Health (SU4IH)', wherein participants navigate a series of scenarios as an Indigenous person. The objective of the simulation is to promote intercultural empathy and enhance medical learners' knowledge of indigenous social determinants of health (SDOH). The development of the simulation was a collaborative endeavor with several Indigenous communities in rural, urban, and remote settings in Ontario. The authors detail the community-driven approach taken to garner personal health experiences from the participants to develop scenarios from their lived experiences, each addressing at least one SDOH.

The simulation, piloted on residents, showed a marked increase in empathy, knowledge of Indigenous SDOH, and motivation to engage with Indigenous patients in a culturally safe manner. Sauve et al. (2021) highlight this as a promising tool for building empathy and educating medical learners about the social factors driving the health inequities faced by Indigenous peoples in Canada. The authors note that more research is needed to determine the effectiveness of the program when compared to community-based immersive training experiences for learners. However, given that many learners do not have extensive opportunities for community-based training in their existing programs, this could be one means for curriculum development for Indigenous Health. Indeed, developing simulation courses such as SU4IH offers one avenue to deliver Indigenous medical curriculum to learners that brings the voices and experiences of Indigenous community members to students in a more widely accessible format without omitting the fundamental step of partnering with Indigenous communities when creating Indigenous health educational content.

Read the article [HERE](#)

PGME PORTFOLIO UPDATES

EDUCATION

Quality Referral and Consult Education (QRCE) Resident Facilitator Recognition

The QRCE curriculum was developed by the Saskatchewan Ministry of Health in collaboration with PGME to train residents on how to improve the written and verbal referral/consultation communication. The purpose of the interdisciplinary workshop is to consolidate what had been learnt in the first two parts- the Boot Camp introductory session and the online modules. The workshop involves an appraisal of de-identified referral and consult letters using the Saskatchewan Referral/Consult checklist.

The following senior residents facilitated QRCE (Quality Referral and Consult Education) interdisciplinary workshops between January 1 and March 3, 2022.

- Dr. Ryan Verity, Neurology PGY4
 - Dr. Melody Wong, Ophthalmology PGY4
 - Dr. Jeff Scott, Orthopedic Surgery PGY4
 - Dr. Cole Picot, Family Medicine PGY2
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- Dr. Erik Yip Liang, Internal Medicine PGY2
- Dr. Kaitlyn Mayerle, Obstetrics and Gynecology PGY4
- Dr. Kenzie Simpson, Pediatrics PGY3
- Dr. Jennifer Knibbs, Family Medicine PGY2

Thank you very much for your hard work, commitment, and support for residency education.

Your participation significantly contributed to this superb model of collaboration geared toward advancing healthcare in the province!

Resident Quality Improvement Program (RQIP)

The RQIP curriculum was developed by a collaborative initiative of the Saskatchewan Health Authority and the College of Medicine under the Safety Hoshin. 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 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. [Read More.](#)

RESEARCH

The recruitment and retainment of health care providers in rural or remote communities in Saskatchewan has been a long-term challenge. While some evidence suggests that extensive placement, coupled with positive experiences, of medical students or post-graduate trainees in rural clinical rotations bolsters rural practice, Saskatchewan has relied heavily on internationally trained medical graduates (IMGs) to help fill positions in these communities.

Various supports exist in Saskatchewan to assist IMGs in obtaining required licensures to practice (e.g., Saskatchewan international Physician Practice Assessment (SIPPA) and the College of Medicine's IMG support program) or into postgraduate residency training (one-on-one CaRMS prep support for the application process). These programs place heavy emphasis on rural or remote practice, however provincial statistics show low IMG retention rates in rural Saskatchewan communities overall.

With recently awarded funding to Dr. Saxena from the Saskatchewan Ministry of Immigration and Career training, PGME has embarked on a research program to help address these gaps, with the intention to find better ways to support IMGs in Saskatchewan so that they remain in the province, ideally supporting rural and remote health initiatives.

This project is Highlighted in the Star Phoenix, read more here: thestarphoenix.com/news/saskatchewan/disconnect-sask-eyes-getting-more-foreign-trained-docs-in-practice

PGME Mistreatment Reporting Tool - Launch

The PGME office in collaboration with Resident Doctors of Saskatchewan (RDoS) and through a Professionalism Working Group (P-WG) developed a **Mistreatment Reporting Tool** to report any disruptive behaviour in the learning environment. **Mistreatment** covers a broad range of unacceptable and harmful behaviours, from belittlement and humiliation to grievous acts of sexual harassment and physical assault. Anyone witnessed or experienced mistreatment in the PGME learning environment can report anonymously, if they choose to do so. All reports are maintained in a secured environment and only Resident Resource Office will have access to confidential data.



What is mistreatment?

Mistreatment covers a broad range of unacceptable and harmful behaviours in the learning environment, from belittlement and humiliation to grievous acts of sexual harassment and physical assault.



SAY NO → SEEK HELP → KEEP RECORDS

The University of Saskatchewan is committed to creating and maintaining a positive environment for working and learning that is free of discrimination, intimidation and harassment.

If you have experienced or witnessed mistreatment, report to PGME directly at pgme.safereporting@usask.ca or report anonymously online at:

medicine.usask.ca/residents/reporting-mistreatment.php



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[MEDICINE.USASK.CA](https://medicine.usask.ca)

BE WHAT THE WORLD NEEDS

For PGME Discrimination and Harassment Policy information, please click [here](#).

STAKEHOLDER'S CORNER

Faculty Development

See our new and improved [website](#) for upcoming FD events and current resources: The website has been undergoing revisions with the goal to make it easier to navigate to find the information you want. Please

contact Amy Winik in the FD office with any feedback on the site at medicinefaculty.development@usask.ca.

CaRMS reminds us of the role of interviews and what we need to know about unconscious bias. Check out these Podcasts at hiddenbrain.org/: the Mind Reading 2.0 series (3 podcasts) that first talks about bias in interviews; really interesting and provocative around our unconscious bias and how to understand it.

Faculty Development is going to be offering courses on Canvas for asynchronous online learning throughout 2022. We are doing this work with the help of content experts and the Distance Education Unit at USask. We would welcome any input, questions, or suggestions. Here are some of the upcoming courses that will be offered:

- Professionalism, Professional Identity Formation and Ethics
- EDI and Antiracism
- Presentation Skills
- Introduction/Orientation for New Faculty
- Clinical Teaching Skills

ARTinMedED – PGME has been identified as an important stakeholder in this Antiracism work and I would encourage you to learn more about this transformative multiphasic, multiyear process [here](#).

We are now active on social media to promote FD with the assistance of Kim Drake from the Division of CME. Check us out, follow us AND spread the word!

- Instagram: [usask_com_fac_dev](#)
- Twitter: [@USaskCoMFacDev](#)

RISE - Save the Date: June 10, 2022. 'RISE' (previously Medical Education Research & Scholarship Day 'MERSD') is an event put on by the office of Faculty Development. It is a sharing event to celebrate the medical education research and scholarship work that is being done in medicine and across the health professions in the province of Saskatchewan. Starting in June, 2017 this event is offered annually and showcases work by staff, faculty and learners across the province. [More information](#).

If you want to learn more about writing for science or writing accountability groups? Contact cathy.maclean@usask.ca.

The **CE Diploma** is open for applications. We are now recruiting our 3rd cohort for this program. Are you doing succession planning for med ed leadership roles in your department? This is great leadership development and we highly recommend that you tap on a few shoulders and refer any interested candidates to Rob Woods. [More information](#). [2022 Admissions Brochure](#).

The application deadline for **Health Professions** program is June 1, 2022.

T-Time Sessions come up on the 2nd Tuesday of every month. All are welcome. Great topics for program directors.

The **TIPS for Residents** Oversight Committee has been created & has had its inaugural meeting. Reporting to PGME, this Committee will monitor the delivery of the TIPS for Residents course, including reviewing current practices as well as evaluations & feedback from facilitators, residents, & administrative support staff. The goal will be quality improvement, providing guidance to administrative support & facilitators of the course.

Feedback tips you and your colleagues might find useful can be found at [“Six Common Pitfalls of Feedback Conversations”](#).

Looking for a one-stop shop for medical education? Please check out the Medical Education Wiki site - wiki.usask.ca/display/db/Medical+Education+Wiki+Home. You will find hundreds of articles, videos, & links to helpful websites on a variety of teaching topics. The site has information on clinical & classroom teaching contexts – everything from SNAPPS & one minute preceptor to active learning & asking effective questions, you will find a wealth of information to help in your teaching planning & delivery.

ANNOUNCEMENTS

Call for nominations – PGME Awards for Residents, Program Directors, Program Administrators and Faculty

The Postgraduate Medical Education Office (PGME) is currently accepting nominations from undergraduate medical students, residents, faculty and staff in the CoM for the following awards.

- CanMEDS Awards
- CSCI-CIHR Resident Research Award
- Exemplary Resident Award
- Program Director of the Year
- Program Administrative Assistant of the Year
- 1939 Resident Teacher Award in Medicine
- PGME Award for Excellence in Enhancing Resident Learning

The deadline for all nominations is **June 6, 2022**. For more information, email [Della Toews](#) or visit the [PGME website](#).

Call for abstracts – 2022 REACH: Resident Research Day

The Office of Vice-Dean Research and Postgraduate Medical Education is pleased to welcome you to join us on **Tuesday, June 21, 2022** as we celebrate the accomplishments of our Resident Researchers and the positive impact of Resident Research. This virtual poster session showcases the outstanding work undertaken by our Residents and to recognize their significant contributions to the research endeavours at the College of Medicine. If you are interested in submitting an abstract in one of the two submission categories, please complete the **Expression of Interest online** by **Monday, May 30th, 2022**. For more information, please visit medicine.usask.ca/events/2022/06/resident-research-day.php.

Upcoming Events:

Tue, Jun 21: REACH - Resident Research Day

Mon, Jun 27: PGME Resident Boot Camp

The digital publication of PGME Annual Report for 2020-2021 academic year is now available on our website. **For more information, click [here](#).**



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