

PGME Connect

Facilitating conversations among the PGME community - July 2023

Message from the Associate Dean, PGME

As we are fully into the summer months I take this opportunity to welcome all the new residents to USASK and I trust by now all are settled into a new routine and excited to begin this new journey toward your goals. Thank you to those of you who are involved in the education and support of all the residents and to the residents for their hard work.

Bootcamp: PGME's bootcamp was a huge success. Many connections were made among all the incoming residents and it was great to see such enthusiasm and engagement throughout the three days spent together. I hope everyone took the opportunity to complete the survey at the end of boot camp so we can work to improve or make any changes for the next cohort in 2024.

Accreditation: We will be welcoming the survey teams from Royal College of Physicians and Surgeons and College of Family Physicians of Canada in four months – November 26 to December 01. I am very pleased with the progress made in all programs along with all the day-to-day activities involved in residency education. Everyone has been very receptive to the many deadlines and communications sent by PGME as we get ever closer to our visit. It demonstrates to me, as Associate Dean of PGME, the collegiality and dedication to educating our future physicians and of our residents who work with such determination to care for the patients in our communities.

The other ongoing work for us includes:

Strategic Plan: For the finalized PGME strategic plan, we are currently nearing completion of identifying goals, targets and metrics.

Application for a new residency programs: We will be sending an application for a new residency and program in Dermatology to the RCPSC for consideration and approval. The proposed start date is July 1, 2024. This program will be based out of Regina and will have a distributed presence to other training centres in Saskatchewan.

Changes to CBME: We will continue our work in adopting and adapting changes, specifically to CBD, as articulated in the new document from the Royal College of Physicians and Surgeons of Canada. This "shift" allows for more flexibility and adjustments in various structural and process components. Family Medicine continues to make incremental improvements in its implementation of CBME.

Integration of International Medical Graduates in the workforce: The PGME office has

been working on a commissioned work for the Ministry of Immigration and Career Training on IMGs in Saskatchewan. It is nearing completion and the report and recommendations will be coming out in July-August 2023.

Internationalization: There are three fronts where we are moving forward simultaneously. The first area is expansion of residency training opportunities for externally funded residents. Currently we have agreements with the Kingdom of Saudi Arabia and Kuwait. We are exploring agreements with other countries. The second area is opportunities for international physicians to acquire focused competencies in specific areas and upon completion return to their countries. Currently we are exploring specific opportunities for physicians in Haiti and Mozambique. The work focused on Haiti has been led by Dr. Huw Rees. A physician from Haiti will be coming to our Orthopedics Department and program in the fall of 2023 to undergo focused clinical training. The third area is exploring international collaborations for learner and faculty mobility and research. This internationalization work is aligned with our University's strategic vision "The University the World Needs."

Stakeholder partnerships: Driven by accreditation, our strategic partnerships and ongoing collaborative work with the SHA leadership is moving ahead at a rapid pace. I am particularly thankful to Dr. Brandy Winquist, Ms. Adrienne Hagen and Mr. Steve Chard from the SHA and Ms. Crystal Maslin from our College to steer this ongoing generative work.

Wishing you the best for the short summer we get in Saskatchewan.

Anurag Saxena

Associate Dean, PGME

All PGME updates, along with wellness and education resources, can be found on our website: <https://medicine.usask.ca/residents/pgme.php>

PGME maintains an open-door policy and we welcome inquiries – you can find a complete list of our office staff at: <https://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

PGME Celebration Night



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PGME invites you to save the date for our 2023

Celebration Night

FRIDAY
October 27th, 2023

Official invitation coming soon...

PGME ACCREDITATION

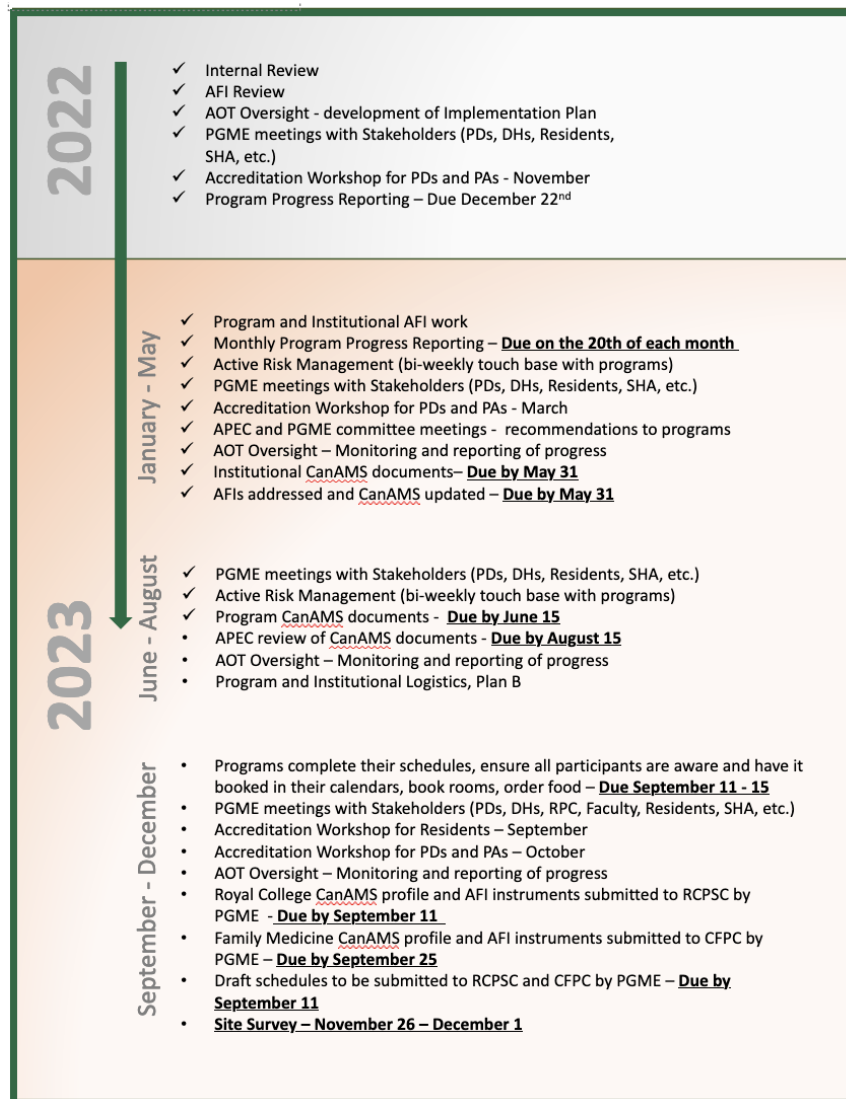


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Our programs and the PGME unit of the College of Medicine are fully engaged to prepare for the 2023 conjoint Royal College of Physicians and Surgeons of Canada (RCPSC) and the College of Family Physicians of Canada (CFPC) regular accreditation review of the University of Saskatchewan scheduled for **November 26 to December 1, 2023**.

Keep up-to-date on all accreditation related activities by visiting the [PGME website](#) or accessing the PGME [accreditation page](#).

Accreditation Timeline Review:



PGME INFORMATION SHEETS

PGME has developed information sheets on topics linked to accreditation. The topics and associated information are intended for individual use and program improvement. Please share widely within your program!

In this issue, we would like to highlight the following topics: Clinical Supervision, Teacher Evaluation, Career Counselling, and Learning Environment. The first page of these two-page information sheets are pictured below, please visit the [PGME Accreditation Website](#) to download a copy.

PGME Information Sheet Clinical Supervision

Clinical Supervision is a formal process of professional support and learning which enables individual practitioners to develop knowledge and competence, assume responsibility for their own practice, and enhance safety of care in clinical situations.¹ High quality supervision is vital to the development of doctors in training regardless of the stage in the training pathway or specialty. This is recognised across the system, as it directly relates to patient safety and the safety of doctors in training as well as recruitment and retention.²

Clinical Supervisors have a responsibility to create a suitable environment for clinical supervision and to:³

- Ensure patient safety/care.
- Provide initial training and continuing education planning.
- Promote high standards.
- Identify trainee problems.
- Support the trainee and give feedback on performance.
- Monitor trainee progress.
- Ensure safety of the trainee.
- Remove barriers to effective clinical supervision.
- Foster open and honest clinical supervision relationships.
- Promote equality in the clinical supervision relationship.

| Effective Clinical Supervision: | Ineffective Clinical Supervision can result from: ⁴ |
|--|--|
| <ul style="list-style-type: none"> • Enhances team relationships through improved communication.¹ • Mitigates the risk of [resident] burnout,^{5,6} sickness, and absence.⁵ • Promotes staff morale, motivation to work, and well-being.⁴ • Develops learner clinical competence and knowledge.⁵ • Has a positive effect on organizational outcomes, such as increase job satisfaction.⁴ | <ul style="list-style-type: none"> • Poorly organized training programs. • Trainers who have poor supervisory skills. • Tension between service delivery and supervision or training needs. • Whether the trainee can learn from experience and to manage errors. • Whether trainees feel confident enough to acknowledge/address difficulties. |

Capabilities of effective supervisors

To be effective, in addition to supervisory skills, supervisors need to have good interpersonal, teaching skills, and be clinically competent and knowledgeable. The distinction between supervision and teaching is not easily made, however, empirical and review evidence indicates that:⁷

| | | |
|---|---|--|
| Helpful supervisory behaviours | <ul style="list-style-type: none"> • Giving direct guidance on clinical work • Linking theory and practice | <ul style="list-style-type: none"> • Engaging in joint problem-solving and offering feedback • Reassurance and providing role modelling |
| Ineffective supervisory behaviours | <ul style="list-style-type: none"> • Rigidity • Low empathy • Failure to offer support • Not teaching | <ul style="list-style-type: none"> • Failure to follow supervisees' concerns • Being indirect, intolerant, and emphasizing evaluation and negative aspects |
| Good interpersonal skills | <ul style="list-style-type: none"> • Involving trainees in patient care • Negotiation and assertiveness skills • Counselling skills • Appraisal skills • Self-awareness • Warmth • Empathy | <ul style="list-style-type: none"> • Respect for others • Listening skills • Expressing one's own emotions appropriately • Offering support • Being positive • Having enthusiasm |
| Clinical competence | <ul style="list-style-type: none"> • Being seen as a good clinician and having up-to-date theoretical and clinical knowledge | |
| Teaching skills | <ul style="list-style-type: none"> • Offering opportunities to carry out procedures • Giving direction | <ul style="list-style-type: none"> • Giving feedback (see separate PGME information sheet on feedback) • Knowledge of certification requirements |

PGME Information Sheet Teacher Evaluation

Teacher Evaluations is both a process and a result. It is a way to determine goals, to appraise the processes for reaching them, and to assess the extent to which they have been met.¹ The purpose of these evaluations is to assess the performance and effectiveness of a teacher by collecting information from learners and relevant staff members. The purpose must be clearly illustrated or communicated to those participating in the evaluation.²

Purpose of Evaluations¹

- Improvement of teaching and learning.
- To identify and articulate value.
- Retention/Promotion.
- Staff development.
- To inform of allocation and resources.
- To provide feedback and encouragement.
- For systematic and regular review.
- To ensure objectives are met.
- To identify areas where teaching can be improved.
- To facilitate development of the curriculum.
- To support applications for promotion.
- To identify and articulate what is valued by learners.

Importance of Teacher Evaluation in Medical Education^{2,3}

Teacher Evaluation is essential for renewing and assisting teachers/faculty to maintain teaching effectiveness and adapt to innovations in Health Professions educational institutions. Evaluations are important as it:

1. Creates a collaborative practice to which clinical teachers must be trained.
2. Identifies factors within an academic health care institution that shape how clinical teachers use educational knowledge through faculty development.

| Positive effects of Teacher Evaluation | Negative effects Teacher Evaluation |
|---|---|
| Improves the quality of education. ⁴ | Demonstrates bias toward faculty members teaching performance. ⁴ |
| Improve teaching methods, change, and productivity. ⁴ | Flawed measures of teaching effectiveness even when unbiased and reliable. ⁴ |
| Promotes quality of learning, education, positive relation and communication between learners and faculty. ⁴ | Faculty may feel uncomfortable because of learners' biases in their evaluations. ⁴ |

Teacher Evaluation is Linked to the Following Accreditation Standards

| | |
|--------------------------------|--|
| Program Standards | <p>STANDARD 7: Teachers deliver and support all aspects of the residency program effectively.</p> <p>Element 7.1: Teachers are assessed, recognized, and supported in their development as positive role models for residents in the residency program.</p> <p>Requirement: 7.1.1: Teachers are regularly assessed and supported in their development.</p> <p>STANDARD 9: There is continuous improvement of the educational experiences, to improve the residency program and ensure residents are prepared for independent practice.</p> <p>Element 9.1: The residency program committee systematically reviews and improves the quality of the residency program.</p> <p>Requirement: 9.1.1: There is a systematic process to regularly review and improve the residency program.</p> |
| Institutional Standards | <p>STANDARD 6: Teachers are valued and supported in the delivery of residency programs.</p> <p>Element 6.1: Teachers are fairly assessed and supported in their development and career progression.</p> <p>Requirement: 6.1.1: There is a process of systematic teacher assessment and feedback</p> |

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PGME Information Sheet Career Counselling

Career Counselling refers to assisting individuals in exploration, making professional choices, managing job changes, lifetime career development, and dealing with various career-related concerns.¹ The goal is to make career-related decisions and resolve career-related problems.²

In **Medicine**, career selection and planning can be a complicated process. It requires learners to analyze information about themselves and information about the workplace they wish to enter.³ Throughout all stages of medical education, career counseling is important so that informed decisions can be made about career paths.

Difficulties in career planning can arise for a variety of reasons. For example, through a lack of preparation, insufficient access to relevant information, access to conflicting information, misinterpretation of information,⁵ or if an individual's psychological features interfere with decision-making activities.⁶

Various outcomes are associated with access to Career Counselling:

| Effective Career Counselling | Ineffective or Lack of Career Counselling |
|--|--|
| <ul style="list-style-type: none"> Recognition of individual strengths.⁷ Focus on the future.⁷ Envision a particular lifestyle and identity.⁷ Set achievable goals.⁷ Positive impact on psychological variables (e.g., relevant to well-being).⁷ Helps individuals make informed decisions about their careers, leading to greater satisfaction and success. Bolsters career advancement | <ul style="list-style-type: none"> Insufficient knowledge about the profession. Unsuccessful transition to practice. Unsatisfied with career choices. Decrease in overall wellbeing. |

Career Counselling is Linked to the Following Accreditation Standard

Standard 6.1: The progression of residents through the residency program is supported, fair, and transparent.

Requirement 6.1.2: Support services are available to facilitate resident achievement of success.

Indicator: 6.1.2.1: The residency program provides formal, timely, career planning and counseling to residents thought their progress through the residency programs.

Career counselling has four aspects:⁴

| | |
|---|--|
| Assisting individuals with enhancing self awareness (values, interests, abilities, personality types) | Connecting individuals to resources to better understand jobs / market |
| Assisting individuals to actively manage their careers | Assisting individuals to make decisions in choosing a career path |

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PGME Information Sheet Learning Environment

Learning Environment (LE) encapsulates the diverse physical locations, contexts, and cultures in which learners learn.¹² It involves the "social interactions, organizational cultures and structures, and physical and virtual spaces that surround and shape learners' experiences, perceptions, and learning."¹³ The LE exists **wherever** and **whenever** learners gather.⁴

The learning environment runs parallel to the hidden curriculum as it provides opportunities for learners to develop meaningful focus on learning and to establish their professional identity and autonomy.⁴

The LE can have both positive and negative aspects, resulting in various learner outcomes:



| Effects of a Positive LE | Effects of a Negative LE |
|--|---|
| Increases and promotes learners' attention, engagement, focus, and learning experiences ⁸ | Contributes to burnout, exhaustion, stress, and lack of empathy ⁸ |
| Encourages higher performance level of learners ⁸ | Causes learners to have low academic achievement, poor behavior, anxiety and/or depression ⁸ |
| Provides supportive, inclusive, engaging, and constructive feedback for learners ⁹ | Learners may feel uncomfortable, confused, and afraid to make mistakes ⁸ |
| Increases learner success, satisfaction, and professional development ⁹ | Professional attitude can be affected, and hence their values and identity as a future physician ⁸ |

Improving the Learning Environment

Sustained positive LE changes occur when individuals, programs & the College work together to actively participate and support the change. Provided below are some suggestions, that are relatively easy to implement, on ways to improve the LE.

| Components of the LE (examples related to LE) | Suggestions for a positive learning environment (Patient-centered, Respectful, Caring, Safe and Inclusive) (Includes both formal and informal activities) | | | | | | |
|--|--|--|---------|-----------|--|---|--|
| Learning Supervision Teaching Feedback Curriculum Mentoring | <table border="1"> <thead> <tr> <th>Program / Department</th> <th>Faculty</th> <th>Residents</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Ensure support and resources are available to faculty (e.g., faculty development, protected time). Encourage/ask towards adequate staff to teach, supervise, and address clinical demands. Encourage/make resident assessment of faculty and be responsive to their concerns./suggestions in a timely manner. Promote awareness of policies relevant to learning and teaching (supervision, assessment, accommodations). Provide learning experiences and service opportunities for all residents with underrepresented and disadvantaged populations. </td> <td> <ul style="list-style-type: none"> Be clear in your expectations of the residents. Participate in Academic Half Days. Review relevant policies (supervision, assessment). Be familiar with the competencies the residents are required to meet. Ensure evaluations are completed in a timely manner. Provide actionable constructive feedback to the residents utilizing a coaching approach that supports learning and progress. Avoid giving constructive feedback in public spaces or in front of others. Practice empathy, acknowledging and addressing learners' uncertainties. Consider mentoring residents. Access resources for professional development. </td> <td> <ul style="list-style-type: none"> Familiarize yourself with assessment and appeal policies, guidelines, and timelines. Demonstrate an understanding of the importance of feedback. Be open and receptive to feedback from faculty. Develop strategies for dealing with critical and negative feedback and with the feedback with which you do not agree. Consider behaviours that role model the behaviour you expect in your program. </td> </tr> </tbody> </table> | Program / Department | Faculty | Residents | <ul style="list-style-type: none"> Ensure support and resources are available to faculty (e.g., faculty development, protected time). Encourage/ask towards adequate staff to teach, supervise, and address clinical demands. Encourage/make resident assessment of faculty and be responsive to their concerns./suggestions in a timely manner. Promote awareness of policies relevant to learning and teaching (supervision, assessment, accommodations). Provide learning experiences and service opportunities for all residents with underrepresented and disadvantaged populations. | <ul style="list-style-type: none"> Be clear in your expectations of the residents. Participate in Academic Half Days. Review relevant policies (supervision, assessment). Be familiar with the competencies the residents are required to meet. Ensure evaluations are completed in a timely manner. Provide actionable constructive feedback to the residents utilizing a coaching approach that supports learning and progress. Avoid giving constructive feedback in public spaces or in front of others. Practice empathy, acknowledging and addressing learners' uncertainties. Consider mentoring residents. Access resources for professional development. | <ul style="list-style-type: none"> Familiarize yourself with assessment and appeal policies, guidelines, and timelines. Demonstrate an understanding of the importance of feedback. Be open and receptive to feedback from faculty. Develop strategies for dealing with critical and negative feedback and with the feedback with which you do not agree. Consider behaviours that role model the behaviour you expect in your program. |
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| Well-being Burnout Safety Stress Social Support | <ul style="list-style-type: none"> Have wellness champions and ambassadors for the program. Have a wellness representative on the BPC and include wellness as a standing item on the agenda. Promote awareness of available policies and resources (wellness, ERM, health & safety, discrimination & harassment (D&H)/misconduct reporting). When applicable, refer residents to or contact PGME for advice. Provide safe environment for residents (study hours, wellness, access to resources). Review available policies and advise residents accordingly (wellness, fatigue risk management (FRM), health & safety, D&H/misconduct reporting). Consider using information on the PGME site page on FRM for recognizing and addressing fatigue for yourself and residents. Consider reviewing the SMA Burnout module on safety in LE. Utilize wellness resources available within your program. | <ul style="list-style-type: none"> Familiarize yourself and use available wellness supports (e.g., Resident Resource Office, (SMA, NRC). Use available reporting tools (e.g., and button, misconduct reporting). Utilize PGME site page on FRM and institutional resources for managing fatigue. Make use of available funding for wellness activities. | | | | | |

PGME PORTFOLIO UPDATES

PGME BOOT CAMP

To provide effective transition into residency, all new PGY 1 residents matched to RCPSC and CFPC residency training programs at the University of Saskatchewan attended the 2023 PGME Resident boot camp from June 26 to 28.

The program was aimed to bring into focus current topics relevant to safe and good medical practice and assist new residents to consolidate baseline skills relevant to successful residency. Trainees found the boot camp a good opportunity to meet, learn, and network with other incoming PGY1 residents.



Highlights of the 3-day 2023 program include a Networking Dinner, an Optimal Self workshop, an Escape Room session at the Clinical Learning Resource Centre and interactive sessions on various topics pertinent to successful residency, as well as success tips from current residents.





POLICIES

Policies are reviewed regularly, updated when required, and are approved by the PGME Committee. A complete list of PGME policies and guidelines are available on the [PGME website](#).

Recent Policy Updates:

[Appointment of a Public Member to the PGME Committee](#) – The PGME Committee is committed to incorporating a member of the public to its membership to provide public

representation, and to the open, inclusive, and equitable management of the Public Member recruitment and appointment process. This policy provides guiding principles for the recruitment, screening, and selection of Public Members appointed to the PGME committee.

[CaRMS Deferral of Start Date/Match Date/Release From Match](#) – This policy provides information and guidance to residency training programs and residency applicants regarding the deferral of residency training start date, CaRMS match violation and/or release from a CaRMS match result. It ensures communication regarding deferred start dates, match violations and match release between residency training programs, applicants, and the PGME office is accompanied by appropriate action plans and education recommendations when required.

Policies Currently Under Review:

[Resident Assessment Policy](#)

[Accommodation of Residents with Disabilities](#)

Do you have suggestions for policy changes or improvements to current policies? Do you have questions about policies? Please contact [Reola Mathieu, Coordinator, Academic & Non-Academic Processes](#).

PGME AWARDS

The PGME award winners for the 2022-23 academic year are as follows:

1939 Resident Teacher Award

Each award is valued at \$1000

Rufaro Asefa (Family Medicine Saskatoon)

Kedra Peterson (Emergency Medicine)

CanMEDS Awards

Each award is valued at \$250

Collaborator: Aden Mah (Family Medicine Saskatoon); Alixe Pellerin (Anesthesia)

Communicator: Babak Salamati (Family Medicine/Emergency Medicine Enhanced Skills Regina); Nicole Labine (General Surgery)

Health Advocate: Katelyn Larson (Family Medicine La Ronge); Patrick Seitzinger (Pediatrics Saskatoon)

Leader: Alaa Baiou (Family Medicine North Battleford); Nicole Pendleton (Neurosurgery)

Professional: Cadence MacPherson (Family Medicine Saskatoon); Munawar Peer (Internal Medicine Regina)

Exemplary Resident Award: Cadence MacPherson (Family Medicine Saskatoon)

PGME Award for Excellence in Enhancing Resident Learning

Each award is valued at \$250

Hari Hullur (Family Medicine)

Lissa Peeling (Neurosurgery)

The awards will be presented at PGME Celebration Night in Saskatoon on Friday, October 27, 2023 and we hope to see you there.

EVALUATION

2023 PGME Work and Learning Environment Survey

Are you a resident, teaching faculty, or staff member of a postgraduate medical education program? If so, you're invited to complete the 2023 PGME Work and Learning Environment Survey (thank you to everyone who has already provided their feedback). The information you provide in this survey will help us better understand resident and faculty/staff experiences and identify areas for improvement.

The survey is completely anonymous and will take about 10 minutes to complete. To access the survey, please click [here](#).

Presented below are the November-December 2022 Learning Environment Results. If you would like to learn more, or if you have any questions about the survey, please contact the survey coordinator: Tanya Robertson-Frey, PGME Program Evaluation Coordinator, tanya.robertson-frey@usask.ca.

Thank you in advance for taking the time to share your feedback!

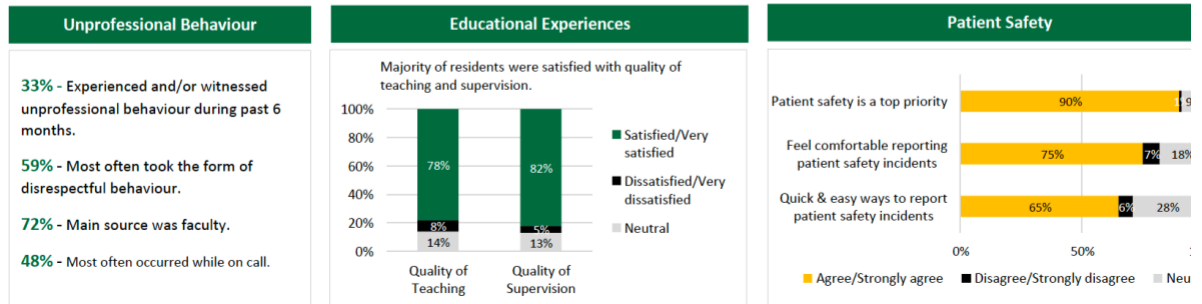
PGME Work and Learning Environment Survey: Summary Report

June 2023

OVERALL GOAL: To better understand the work/learning environment within postgraduate medical education for residents, teaching faculty, program directors, & program administrators

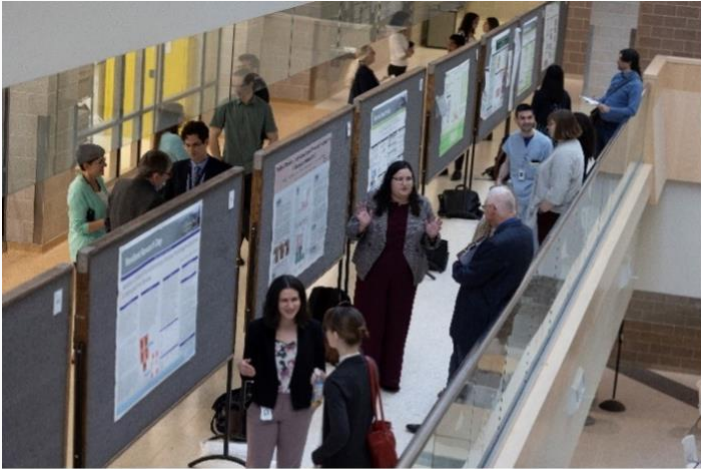
- Survey collection: Nov – Dec 2022
- Survey Questions: Overall work/learning environment; Strengths & challenges; Scan of Postgraduate Educational Environmental Domains (SPEED); Unprofessional behaviour; Education experience; Patient safety
- Participants: 128 residents, 59 faculty, 33 PAs, 16 PDs

KEY FINDINGS:



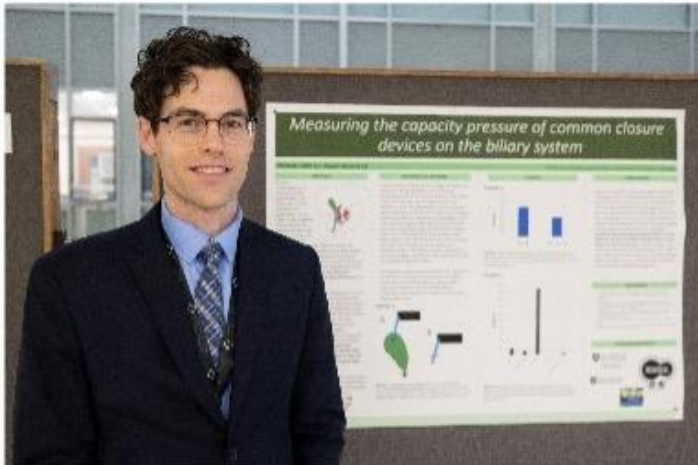
2023 REACH - RESIDENT RESEARCH DAY

On Thursday, June 22, 2023 the Office of the Vice-Dean Research and the Postgraduate Medical Education Office hosted our annual Resident Research Day! This was the first in-person event since 2019 and we were very happy to see everyone!



This event showcases the outstanding work of our residents and to recognize their significant contributions to research at the College of Medicine. There were 24 poster submissions, 15 in the Clinical category and 9 in the What Works/Initiatives category. It was wonderful to see the positive impact of resident research and their accomplishments throughout the year. Here are our 2023 winners!

CLINICAL CATEGORY



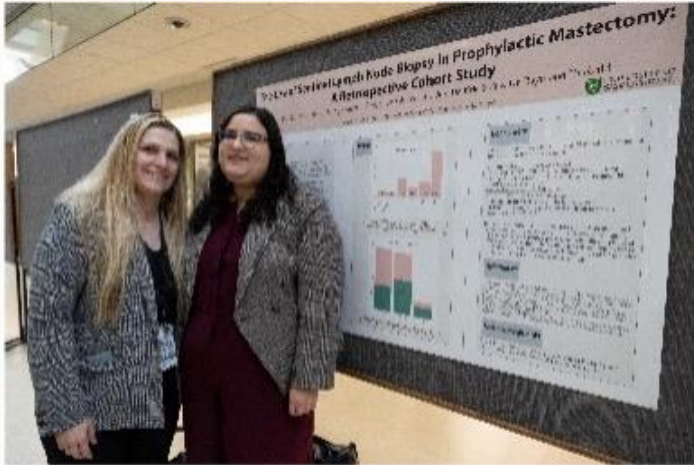
1st Place: \$500

Dr. Nicholas Jette - *Measuring the Capacity Pressure of Common Closure Devices on the Biliary System*



2nd Place: \$300

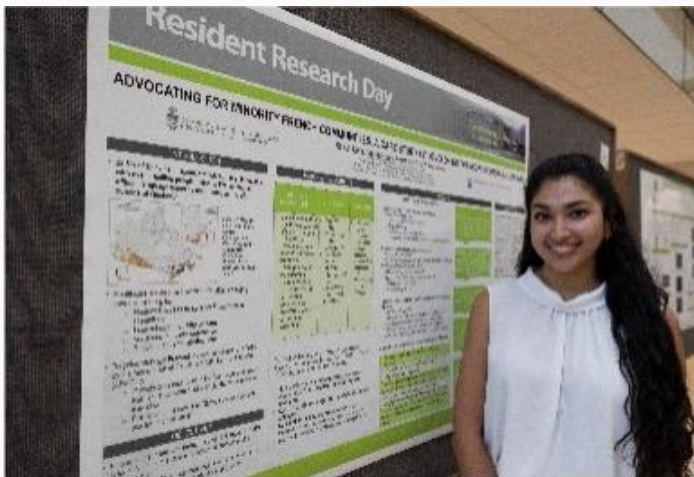
Dr. Breanne Paul & Dr. Michael Verdirame - *Evaluation of Iloprost Treatment in Saskatchewan: A Retrospective Chart Review of Frostbite Care at Royal University Hospital*



3rd Place & Viewer's Choice: \$150 & \$100

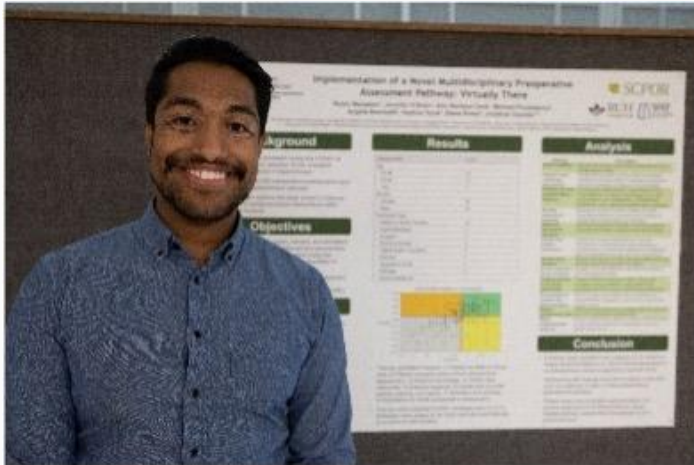
Dr. Nicole Labine & Dr. Gladys Bruyninx - *The Use of Sentinel Lymph Node Biopsy in Prophylactic Mastectomy: A Retrospective Cohort Study*

WHAT WORKS/INITIATIVES CATEGORY



1st Place: \$500

Melanie Elhafid – *Advocating for Minority French Communities: A Case Study of Developing Francophile Medical Residents*



2nd Place: \$300

Dr. Robin Manaloor - *Implementation of a Novel Multidisciplinary Preoperative Assessment Pathway: Virtually There*



3rd Place & Viewer's Choice: \$150 & \$100

Dr. Madison Rajchyba - *Can Video Priming Improve Patient's Informed Consent for Resuscitation Goals?*

Award Certificates will be presented at the PGME Celebration Night on Friday, October 27, 2023.

Thank you to all residents, judges, and attendees; your dedication and hard work made our Resident Research Day very successful!

PROGRAM SPOTLIGHT

For our next issue of PGME Connect, we would like to Spotlight a Program - and we need your help to do so!

Would you like to highlight an outstanding accomplishment or milestone of your program? What about a resident, faculty member, or program administrator who provided exceptional service? Did your program introduce something innovative or perhaps contribute to the community?

Please let us know by providing your “Spotlight a Program” submission to pgme.communications@usask.ca

Submission Details:

Any member of a program can provide a submission.

Provide a write-up and pictures, if desired.

Submission deadline for upcoming issue: September 1, 2023.

PGME SPOTLIGHT



Reola Mathieu is the PGME Coordinator for Academic Processes & Policies. In this issue, we wanted to take this opportunity to spotlight Reola:

How long have you been working at the University of Saskatchewan?

I have worked at USASK for 12 years. I started in the College of Medicine on October 18, 2010. During this time, I've worked in UGME, PGME and Family Medicine.

What is the best part of your role in PGME?

The best part of my job is all the amazing people I work with. Collaboration is key to the work that I do, I rely on the experience and expertise of our programs, residents, faculty, staff, and stakeholders to ensure we are successfully training competent, safe physicians in Saskatchewan. I am very grateful for everyone I work with; I can't do my job without them.

What do you do for fun outside of work?

I enjoy travelling and spending time with my family and friends. We like to do things in our

backyard like cooking, hot tubbing, gardening, and campfires. I enjoy the serenity of living in our little rural community of Asquith.

What is one fun fact about you that people may not know about you?

My husband and I have our own small business called, About an Acre Farm. We sell salad greens, microgreens, and culinary herbs that we grow on our home property. We enjoy sharing with others, our door is always open to anyone who wants to learn about gardening, cooking, or to anyone who enjoys food and a few tall tales. Come see us anytime, there is always something going on at the Mathieu house!

HIGHLIGHTS IN MEDICAL EDUCATION



Specialty Café [Apple](#) & [Spotify](#)

Café des spécialités [Apple](#) & [Spotify](#)

Did you know that the Royal College of Physicians and Surgeons of Canada produces podcasts for medical students and residents? [Specialty Café](#) and [Café des spécialités](#) profile specialists and residents: why they chose their specialty; a day in their life; joys and challenges; work/personal life balance, and more!

Thank you to all who have shared these podcasts with your learners. If you aren't familiar with these podcasts, you'll want to check them out! We've already published four seasons highlighting Royal College primary specialties (rural, remote, academic and community practices).

Look out for Season 5 coming this summer! We're diving into subspecialties and will include special episodes on hot topics identified by med students and residents such as CaRMS, EDI, Planetary Health... to name a few. Feel free to promote these podcasts to your medical students and residents.

Visit Royal College social media for updates on [Instagram](#) and [Twitter](#).

Questions, suggestions, or need any material to promote these podcasts? Contact Kora McNulty, Podcast Producer @ fellowshipaffairs@royalcollege.ca

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Les bureaux du Collège royal se trouvent sur le territoire traditionnel non cédé du peuple algonquin anichinabé.



ANNOUNCEMENTS

Welcome - New Staff

Since March, 2023 PGME welcomed the following new PGME staff, Assistant Program Director, and Program Administrators:

PGME

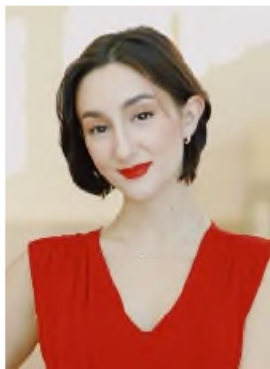


Nataghia Doré

Manager, PGME

nataghia.dore@usask.ca | 306-966-2498

People leader & human resource management, budgeting/financial management, IT systems/data management, facilities, COM Managers/Dean's Office liaison



Stefany Cornea

Coordinator, Finance

stefany.cornea@usask.ca | 306-966-1864

PGME budget, resident on-call stipends, admin resident stipends, resident stat & middle days

Assistant Program Director:

Dr. Rob Carey, Assistant Program Director, Emergency Medicine

Program Administrators:

Kas Maverick, Clinician Investigator Program and Surgical Foundations

Erin Cook, Anesthesiology

Dorothy Whitbread, Family Medicine Moose Jaw

HAVE A GREAT SUMMER!



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