

PGME Connect

Facilitating conversations among the PGME community - March 2024

Message from the Associate Dean, PGME

It feels like 2024 has just begun and we are already looking at the end of March, with hopefully the beginning of Spring weather!

I am happy to share the R1 CaRMS match release has been very successful for the upcoming July 01 start date. All Usask Family Medicine positions funded by the Saskatchewan Ministry of Health were filled and only a few programs will go to second iteration match in April. This is very exciting news and I am thankful to all those involved to ensure this success. I look forward to the new resident learners beginning their journey with our institution. For the second match, only one other institution in Canada has a lesser number of vacant positions than USask. This speaks to the dedication of our programs and PGME staff to ensure success.

In keeping with the R1 match –plans are progressing for the R1 PGME Resident bootcamp. A “save the date” invitation has been sent and if you have not received one please reach out to Jenelle Butler in PGME (jenelle.butler@usask.ca). The bootcamp is mandatory for all incoming R1 residents and will be held on June 26, 27 and 28, 2024. The sessions at bootcamp are meant to provide information on residency training experience here at Usask, but most importantly are an opportunity for the incoming residents to create positive relationships with their cohorts, both in their R1 year and in the program they have matched. Please continue to watch emails for further details and any updates and please ensure

your incoming residents are well supported so their experience is a positive one.

I am very excited about the new Dermatology residency program that was approved recently. The Dermatology program will be based in Regina. The first resident will commence training in July 2024.

The final decisions of the Nov-Dec 2023 accreditation site survey visit will be made at the end of May 2024.

Thank you for your continuing contributions to strive for excellence in PGME.

Anurag Saxena

Associate Dean, PGME

All PGME updates, along with wellness and education resources, can be found on our [website](#).

PGME maintains an open-door policy and we welcome inquiries – you can find a complete list of our office staff [here](#).

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

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 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.

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



PGME ANNUAL REPORT

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

The PGME office is pleased to share with you the 2022-2023 PGME Annual Report.

ACCREDITATION

Following the external site visit in November 2023, preliminary accreditation reports were given to programs with an opportunity to respond to errors of fact and sent back to the accrediting bodies. The final rulings and reports from the site visit will be sent to programs and the institution following the Royal College/CFPC Accreditation meetings at the end of May.

The General Standards for Accreditation for Residency Programs will be updated as of July 2024. A new instrument (v3.0) will be placed into CanAMS, and the PGME office will assist programs with transferring information from the old instrument into the new one in July.

After the information is transferred into the new instrument, programs are encouraged to ensure information is current in CanAMS in preparation for internal reviews, external reviews and APORs in 2025 and 2026, and efforts should be made to correct the areas for improvement identified in the accreditation report.

PGME PORTFOLIO UPDATES

RESIDENT RESOURCE OFFICE

Wellness Event Update:

There are only three and a half months left of this academic year, it's gone by so quickly! This is a reminder to programs and residents to utilize the PGME funding for wellness events in their program before June 30, 2024, as any unused funds do not carry over to the next academic year. Participating in wellness events outside of work is important as it helps support your mental health, social well-being, reduce stress, and you can have some fun!

If you are unsure of your programs remaining funds or need some wellness event ideas, please contact Chastin Miller (chastin.miller@usask.ca).

Give the Gift of Gratitude!

PGME understands the importance of recognition and appreciation of others in our everyday work. By acknowledging others, we can see the effect it makes in a person's education, relationships, heart, health, and mind. We encourage you to tell us about the faculty member, program director, colleague(s), staff member, or person who is making or has made an impact in your life, has provided exemplary teaching, created a positive learning environment, has a great attitude, or has gone over and above to make a difference in your life or the life of others.

You can provide a gift of gratitude through the [PGME Online Reporting Tool](#) or the [Resident Resource Website](#).

Recognition of colleagues through award nominations or sending a thank-you through an appreciation alert is also available through the College of Medicine. Visit the [Appreciation, Recognition, and Awards site](#) for more information.

POLICIES

The PGME office is continuously reviewing institutional policies and procedures to ensure we are meeting accreditation standards as well as the needs of residents and residency training programs.

A complete list of PGME policies and guidelines are available on the [PGME website](#).

Policy Highlights:

Accounting for Non-Educational Time Away from Educational Program

Guidelines:

- Non-educational time away from the program should not generally exceed 25% of the regular workdays in an initial rotation regardless of the length of rotation (i.e., a 4-week block (20 weekdays) would allow a resident to miss up to a maximum of 5 working days).
- Flexibility in applying the 25% cap should be at the discretion of the Program Director and Residency Training Committee (RTC/RPC) to allow for assessment of each resident's ability to demonstrate the required competencies. Resident input will be considered.

Faculty Evaluation Process:

- CanERA General Standards of Accreditation for Institutions with Residency Programs require that teaching faculty receive regular feedback on their teaching, which includes feedback from residents.
- A minimum of three evaluations needs to be compiled before sending to the faculty member to ensure anonymity. In smaller programs there may be a need to combine evaluations from residents in the home program with off-service residents and UGME students to ensure anonymity.

Policies Currently Under Review:

- [Leave of Absence from Residency Training](#)

Questions about policies? Contact [Reola Mathieu](#), Coordinator, Academic & Non-Academic Processes.

PGME AWARDS

The PGME office has several awards available for residents, faculty, program directors, and program administrators. Award recipients are recognized at the annual PGME Celebration Night held in September-October each year.

The call for nominations are held April of each year for the following awards:

CanMEDS Awards: CanMEDS awards recognizes medical residents who have excelled in the CanMEDS roles while at the College of Medicine, University of Saskatchewan. One award for each role (Collaborator, Health Advocate, Communicator, Leader, Professional) is available on an annual basis.

CSCI-CIHR Resident Research Award: Each year the Canadian Society for Clinical Investigation (CSCI) and the Canadian Institutes of Health Research (CIHR) co-sponsor the Award Program for Excellence in Resident Research.

Medical Class of 1939 Resident Teacher Award in Medicine: The Medical Class of 1939 Resident Teacher Award in Medicine has been established through a donation from Dr. Donald Wilson (class of 1939) to recognize medical residents who have excelled in teaching while at the College of Medicine, University of Saskatchewan.

PGME Award for Excellence in Enhancing Resident Learning: This award was created to recognize faculty members who have excelled in promoting resident learning at the University of Saskatchewan postgraduate training programs.

Program Director/Site Director of the Year Award: One award will be presented annually. Award winners will receive a certificate recognizing their contributions.

Program Administrator of the Year Award: One award will be presented annually. Award winners will receive a certificate recognizing their contributions.

Please contact Della Toews at della.toews@usask.ca or visit our [website](#) for more information about awards.

ADMISSIONS

The 2024 CaRMS R1 match results were released March 19. We are pleased to announce a very successful match outcome including successfully matching all fifty-six (56) Family Medicine positions funded by the Saskatchewan Ministry of Health. This is the second year in a row that Family Medicine has matched all positions in first iteration. Only the University of Toronto has lesser number of vacant positions in the country than USask.

Thirteen vacant positions will be available to applicants in 2nd iteration. The applicant pool will expand to include medical students, current residents (for program transfer) and practicing physicians. The 2nd iteration match results will be released on April 25, 2024. All applicants matched in 1st and 2nd iteration will commence training on July 1, 2024.

Two new Regina-based training sites – Anesthesiology and Dermatology – participated in the match.

Fifty-eight (58) University of Saskatchewan students matched to USask programs and the following programs matched only University of Saskatchewan students: Anesthesiology (Regina and Saskatoon sites), Dermatology, Diagnostic and Clinical

Pathology, Emergency Medicine (Saskatoon site), Obstetrics & Gynecology (Regina and Saskatoon sites), Orthopedic Surgery, Pediatrics (Regina CMG stream), and Psychiatry (Saskatoon CMG stream).

EVALUATION & RESEARCH

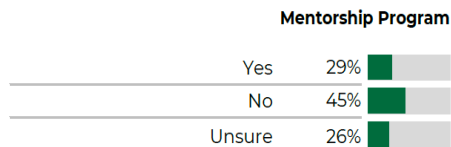
Mentoring

In January of 2024, residents, program directors, program administrators, and PGME office staff were invited to complete a survey about mentorship in postgraduate medical education. The purpose of the survey was to learn more about mentorship opportunities and the impact it may have on well-being. Thank you to all who provided their feedback! It was found that over two thirds (70%) of respondents have been involved in mentoring and 86% reported this had a positive impact on their well-being. To learn more about the benefits and challenges of mentorship, check out the report found [here](#).

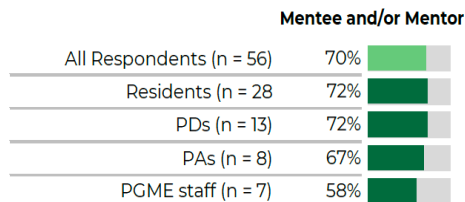


Mentorship in PGME

Just under **one-third** of survey respondents reported their program offers a **formal mentorship program**.



Over **two-thirds (70%)** of respondents indicated they have been **involved in mentoring** as a mentee and/or mentor.



Learning Environment

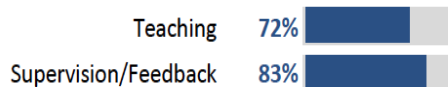
Overall Work/Learning Environment

61%
of respondents
rated their overall work &
learning environment as
"above average/excellent"

Educational Experiences

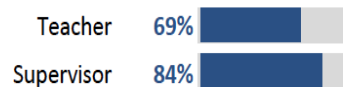
Resident Perspectives:

% Satisfied/Very Satisfied with Quality of:



Faculty Perspectives:

% Satisfied/Very Satisfied with Role of:



To better understand the work and learning environment within postgraduate medical education (PGME), in 2023 PGME distributed an online survey to residents, teaching faculty, program directors/assistant program directors/site directors, and program administrators (PAs). A brief overall summary report can be viewed [here](#). A full report along with program specific results will be distributed soon to programs to assist leadership with continuous quality improvement.

Casper, Professionalism, Resident Selection, Learner and Organizational Outcomes

We would like to highlight a recent PGME publication *Incorporating a situational judgement test in residency selections: clinical, educational and organizational outcomes*. The abstract can be seen below and the full article can be downloaded [HERE](#).

RESEARCH

Open Access



Incorporating a situational judgement test in residency selections: clinical, educational and organizational outcomes

Anurag Saxena^{1*}, Loni Desanghere¹, Kelly Dore^{2,3} and Harold Reiter⁴

Abstract

Background Computer-based assessment for sampling personal characteristics (Casper), an online situational judgement test, is a broad measure of personal and professional qualities. We examined the impact of Casper in the residency selection process on professionalism concerns, learning interventions and resource utilization at an institution.

Methods In 2022, admissions data and information in the files of residents in difficulty (over three years pre- and post- Casper implementation) was used to determine the number of residents in difficulty, CanMEDS roles requiring a learning intervention, types of learning interventions (informal learning plans vs. formal remediation or probation), and impact on the utilization of institutional resource (costs and time). Professionalism concerns were mapped to the 41 domains of a professionalism framework, and their severity was considered in mild, moderate, and major categories. Descriptive statistics and between group comparisons were used for quantitative data.

Results In the pre- and post- Casper cohorts the number of residents in difficulty (16 vs. 15) and the number of learning interventions (18 vs. 16) were similar. Professionalism concerns as an outcome measure decreased by 35% from 12/16 to 6/15 ($p < 0.05$), were reduced in all 41 domains (involvement, integrity, interaction, introspection) and in their severity. Formal learning interventions (15 vs. 5) and informal learning plans (3 vs. 11) were significantly different in the pre- and post-Casper cohorts respectively ($p < 0.05$). This reduction in formal learning interventions was associated with a 96% reduction in costs (from hundreds to tens of thousands of dollars) and a reduction in time for learning interventions (from years to months).

Conclusions Justifiable from multiple stakeholder perspectives, use of an SJT (Casper) improves a clinical performance measure (professionalism concerns) and permits the institution to redirect its limited resources (cost savings and time) to enhance institutional endeavors and improve learner well-being and quality of programs.

Keywords Situational judgement test, Casper, Professionalism, Resident selection, Learner outcomes, Organizational outcomes

EDUCATION

Planning is underway for the 2024-25 academic year as we prepare to welcome 135 new R1s to 27 PGME programs at USask.

Programs can expect to hear from the PGME office in the coming months with further information on the following mandatory programs to initiate plans for the new year.

- Teaching Improvement Project Systems (TIPS)
- Resuscitation and Procedural Inter Disciplinary (RaPID)
- Quality Referral and Consult Education (QRCE)
- Critical Appraisal

With any questions, please reach out to Jenelle @ jenelle.butler@usask.ca

STAKEHOLDERS CORNER

Division of Social Accountability

For this month's Health Equity Webinar Series we welcome Dr. Huw Rees, Dr. Peterly Philippe, and Dr. Jacob Alhassan who will be sharing their perspectives on "International Partnerships for Global Health Equity." Dr. Alhassan will speak on the Global Health Certificate program and principles for decolonizing global health perspectives, while Dr. Rees and Dr. Philippe discuss the Global Orthopedic Surgery Fellowship, their work with Team Broken Earth, and building meaningful relationships with partner institutions.

The Health Equity book club will be reading *White Fragility: Why it's So Hard for White People to Talk about Racism* by Robin Diangelo for March and April. *White Fragility* is a short read but there is so much to discuss and unpack that we will read and discuss the first 6 chapters (98 pages) in March and the final 6 chapters in April. The first 10 people to register for the book club session March 19th 11:30-1:00pm are eligible for a free book! Book club is open to all USASK Health Science students, staff, faculty and SHA staff. Register [here](#).

Over the past year, we have been working together with Faculty Development on the creation of online learning modules for staff and faculty on Equity, Diversity, and Inclusion. The first seven modules were released in December, with more to come in the future. Anyone with a University of Saskatchewan NSID including staff, faculty and residents are able to register for these courses at no cost. You can check them out [here](#).

Anti-Racist Training in Medical Education (ART in Med Ed):

Do you see yourself reflected in the following statements?

- Value diversity comprehensively, including race, ethnicity, gender, sexual orientation, ability and disability, age, and other factors that shape creative perspective and professional experience
- Demonstrate a high commitment to ending racism
- Are open-minded and willing to approach problems with the awareness that one's own perspective is not always the only valid perspective
- Desire to transform "why we can't" to "how we can"
- Want to change through actions big and small
- Are motivated to lead from where you sit.

Do you have 2-5 hours monthly you can dedicate to working with like-minded peers to develop change targets, tactical plans, and outcome and performance monitoring towards addressing and redressing racism at the College of Medicine?

Do you want to be a part of transformational change where the future state is unknown, and is so radically different from the current state that a shift of mindset is required to invent it, let alone implement and sustain it?

We would love to have you onboard, please complete this [form](#) or contact [Natalya](#)

[Mason](#) for more information.

RESIDENT SPOTLIGHT

PGME would like to take this opportunity to congratulate several Residents on their recent awards:

Dr. Sandy Wright, PGY5 received the “resident of the month” award from RDoS.

Dr. Luqmaan Moolla, PGY2 received the “resident rock star” award from RDoS.

Dr. Nicole Pendleton, CAME Rising Star, Graduate Student 2024 - The Canadian Association for Medical Education (CAME) Rising Star Award is intended to recognize learners who have demonstrated a commitment and/or passion for medical education. Dr. Pendleton is a 3rd year Neurosurgery resident undertaking a Master of Health Professions Education. She is an exceptional education leader who has demonstrated her commitment to improving postgraduate medical education through her work with the University of Saskatchewan Academic Program Enhancement Committee.

ACADEMIC CORNER

Clinician Educator Diploma program

Admissions are open for the 2024 Clinician Educator Diploma (CEd) program. The CEd program is an Area of Focused Competence (AFC) accredited by the Royal College of Physicians & Surgeons of Canada. The CEd program is aimed at

clinicians that hold a medical education leadership or administrative role and are looking to enhance their skills in medical education. Clinician educators are active in clinical practice, apply theory to their education practice, engage in educational scholarship and serve as consultants on educational matters. The application deadline is March 31, 2024. [More information](#)

ANNOUNCEMENTS

Welcome - New Staff

Since November 2023, PGME welcomed the following new PGME staff, Program Directors, Assistant Program Directors, Site Directors, Assistant Site Directors, and Program Administrators:

PGME

We are happy to announce that Jenelle Butler has joined the PGME team in the role of Administrator, Educational Programs, effective January 30, 2024.

Jenelle has been working at USask since 2015, in a variety of roles including Facilities, College of Dentistry and most recently the College of Arts & Science, History Department. Her experience as a Program Administrator in Pediatrics (2016-2019) and Internal Medicine (2021), will be an asset to the PGME team, as she takes on the role of administrative support for the following education programs:

- RaPID
- TIPS
- QRCE
- RQIP
- Critical Appraisal

Jenelle will also work closely with the Coordinator, Educational Programs, and our Director of Educational Programming, Dr. Ayisha Kurji, as they plan and facilitate the Resident Bootcamp, and annual workshops for PDs/PAs and Chief Residents.

Jenelle can be reached by email at jenelle.butler@usask.ca or by calling 306-966-1640.

Program Directors:

Dr. Tyan Anderson - Respiriology
Dr. Jordan Russell - Diagnostic Radiology
Dr. Quinten Paterson - Emergency Medicine
Dr. Andrew Urmson - Orthopedic Surgery

Assistant Program Directors:

Dr. Stacey Lok - Respiriology
Dr. Damjan Gaco - Emergency Medicine
Dr. Sachin Trivedi - Emergency Medicine
Dr. Jonathan Dean - Internal Medicine

Site Directors:

Dr. Ryan Pikaluk - Anesthesiology

Assistant Site Directors:

Dr. Joelle McBain - Anesthesiology

Dr. Fiyinfoluwa Peluola - Psychiatry

Program Administrators:

Our Residency Programs would not be possible without the administrative support from all our valued Program Administrators.

Welcome to the latest Program Administrators to join the PGME team and provide support to the residents and Program Director of their respective programs:

Martha Rosas - Clinician Investigator Program

Lise LeBlanc - Internal Medicine

Georgie Blackwell - Moved to Family Medicine Saskatoon

Melanie Libke - Moved to Family Medicine Saskatoon

Mercedes Williams - Psychiatry Regina

Lana Filby - Pediatrics Regina

Farewell

We would like to take the opportunity to say farewell to Gayathri Manoharan, who transitioned to her new role within the College of Medicine on February 12, 2024.

Over the past few years in her role, Gayathri has interacted with and supported many residents and programs. Her contributions to wellness and success of our residents have been many. The Resident Resource office and PGME team will not be the same without her. We wish her much success in her next role, as she will continue to support learners in the College of Medicine, in a different portfolio.

UPCOMING EVENTS



UNIVERSITY OF SASKATCHEWAN

SAVE THE DATE

PGME Program Directors & Program Administrators Workshop

TOPIC: Enhanced Learning Plans

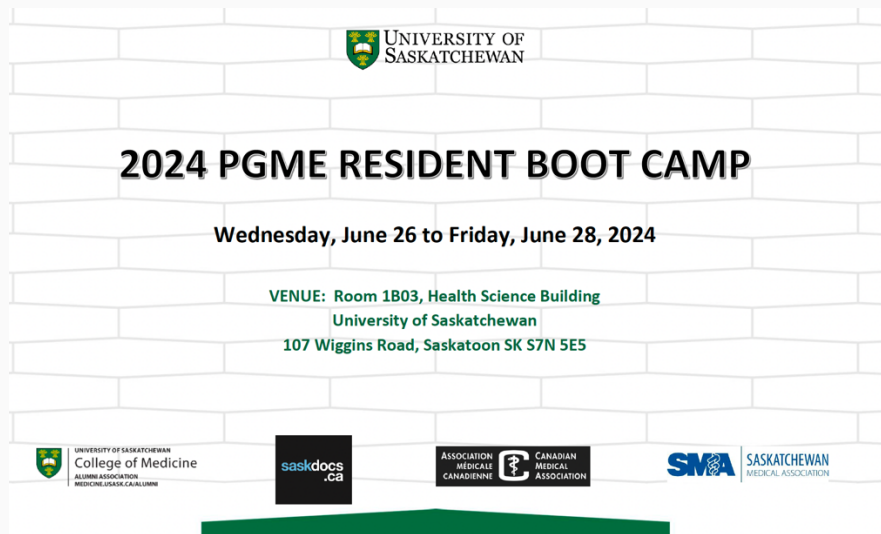
Tuesday, April 30, 2024
1:00 pm – 4:00 pm

VIRTUAL WORKSHOP via ZOOM

Facilitated by Dr. Ayisha Kurji

Workshop Objectives:

- Learn the difference between an Enhanced Learning Plan (ELP) and a Remediation plan
- Review resources available in the PGME office to help learners in difficulty
- Brainstorm resources and ways to develop ELPs for the non-medical expert CanMEDS roles



UNIVERSITY OF SASKATCHEWAN

2024 PGME RESIDENT BOOT CAMP

Wednesday, June 26 to Friday, June 28, 2024

VENUE: Room 1B03, Health Science Building
University of Saskatchewan
107 Wiggins Road, Saskatoon SK S7N 5E5

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