

PGME COMMITTEE MEETING MINUTES

	Date: Wednesday, April 10, 2024	Time: 07:00 – 08:00 AM	Location: Virtual
MEETING CALLED BY	L. Champion, Associate Dean, Postgraduate Medical Education		
ATTENDEES	<p>N. Adunri, T. Awani, S. Bains, A. Barghi, S. Blissett, P. Cameron, A. Cheng, C. Cookson, L. Diachun, S. Elsayed, A. Florendo-Cumbermack, S. Gryn, H. Iyer, L. Jacobs, J. Jang, M. Kahng, J. Laba, J. Landau, R. Leeper, K. Lotfy, S. Macaluso, K. MacDougall, I. Makar, D. Morrison, M. Ngo, M. Nicholson, M. Qiabi, K. Qumosani, M. Rajarathinam, P. Rasoulinejad, F. Rehman, J. Ross, B. Rotenberg, , M. Shimizu, R. Stein, P. Stewart, J. Van Koughnett, S. Venance, J. Walsh, P. Wang, C. Zeman-Pocrnich, Q. Zhang, R. Zhu</p> <p>Hospital Rep: A. Dukelow, D. McVeeney PARO Reps: C. Gnyra, S. Scott Guests: P. Bere, A. Clemens, L. Curtis, K. Lancey, S. MacGregor, S. Taylor</p>		
REGRETS	M. Chopcian		
NOTE TAKER	Lindsay Curtis		
1.0 CALL TO ORDER (7:00 AM) & APPROVAL OF AGENDA, MINUTES			
DISCUSSION	<ul style="list-style-type: none"> ▪ Minutes and agenda approved. 		
2.0 ANNOUNCEMENTS			
DISCUSSION	<p>2.1 2024 PARO AWARDS NOMINEES – L. CHAMPION</p> <ul style="list-style-type: none"> ▪ PGME would like to recognize the following nominees and recipients: ▪ Excellence in Clinical Teaching Award <ul style="list-style-type: none"> ▪ Western Recipient: Dr. Jay Taylor (Family Medicine) ▪ Residency Program Excellence Award <ul style="list-style-type: none"> ▪ Nominees: Radiation Oncology (Dr. Joanna Laba) and Nephrology (Dr. Faisal Rehman) ▪ Dr. Robert Conn Resident Advocate Award for a Clinician <ul style="list-style-type: none"> ▪ Nominee: Dr. Joanna Laba (Radiation Oncology) ▪ Lois H. Ross Resident Advocate Award <ul style="list-style-type: none"> ▪ Nominee: Ms. Margaret Dow (Radiation Oncology) ▪ Recipient: Ms. Sheryl Jones (Orthopaedic Surgery) ▪ Resident Teaching Award <ul style="list-style-type: none"> ▪ Recipient: Dr. Maude Rancourt (Thoracic Surgery) <p>2.2 DR. JOHN D. BROWN AWARD – L. CHAMPION</p> <ul style="list-style-type: none"> ▪ Congratulations to this year's winner: Dr. Tamoor Afzaal (Gastroenterology) <p>2.3 SCHULICH CENSUS – S. BAINS</p> <ul style="list-style-type: none"> ▪ Email for a sociodemographic survey distributed last week; it's brief, anonymous, and voluntary; hoping to maximize participation in order to receive meaningful analysis; will help identify and build on strengths, understand opportunities for improvement, and be held accountable in building an inclusive space. ▪ Census is available here. 		

3.0 UPDATES

DISCUSSION

3.1 PARO UPDATE – S. SCOTT

- Currently planning the orientation and social events for the incoming PGY1s; hosting a pottery paint night, providing a space for residents to connect and be creative.
- Work continues on longer term projects including improving the EMR for efficiency and effectiveness, optimizing academic half days, and the pilot non-urgent paging project.

3.2 LEARNER IN DIFFICULTY– P. BERE AND L. DIACHUN

- A broad range of circumstances contribute to the difficulty: cognitive problems (poor fund of knowledge, poor integration skills, poor critical thinking, learning disabilities), behaviour/professionalism problems (unaddressed professional responsibility, lack of awareness/effort, diminished relationships with patients or teams), medical problems (substance abuse, mental illness, medical illness), or life problems (workload stress, home stress, multi-tasking stress).
- When professionalism is lacking, instead of vilifying, wonder what might be going on in the trainee's life.
- A 2021 CMPA National Physician Health Survey of physicians and residents showed 53% reported high levels of burnout (38% of general population), 48% met criteria for depression (56% of general population) and nearly 20% reported having thoughts of suicide at some point in their lives (8% in the last 12 months).
- We are generally poor at recognizing distress in ourselves and our colleagues, and at reaching out for help; any significant change or shift from the person you know, trust your "gut sense".
- Resources for trainees: [Learner Experience Office](#) (LEO), Learning Development and Success Office (Western), Accessible Education Office (Western), PGME for policies and resources, PHP & Western's Health & Wellness Services and LHSC EAP & PARO.
- LEO is meant to be additive to the work the program and PGME is already doing; services include confidential counselling, academic advising, help with academic accommodations and leaves, review of return to work, learning, and remediation plans, attendance at meetings as support person for trainee, career counselling, guidance and support following mistreatment experience, education for trainees and programs.
- Best practices: anticipate that the delivery of unwelcome news may require additional support, feel free to reach out to LEO to set up resources in advance, no Friday afternoon deliveries of bad news; remediation can be an anxious and lonely time, build LEO into your learning/remediation plans to provide check-ins and support; with personal/health leaves or learning accommodations, programs will only receive info about functional limitations, no personal health information will be released to you, LEO can help navigate questions you may have to develop a suitable plan.
- LEO will support the trainee through the learner mistreatment process but does not conduct the investigation; resource for learner mistreatment [Western Human Rights Office](#).
- Additional resources: [Recognizing and responding to distressed physicians and learners](#) (CMA) and [Identify At-Risk Physicians and Facilitate Access to Appropriate Care](#) (AMA)
- Dr. Champion outlined PGME's philosophy is to provide trainees and fellows every opportunity to succeed and complete program successfully; there is a clear and detailed process for remediation, probation and dismissal. It may be a long process and documentation is key for any appeals.
- When a trainee requires an accommodation, a note from the health care team is required; submitted to LEO and a sanitized version is sent to PGME and the program in order to protect personal health information; there are times when accommodations may impact length of training, this is up to the program, not LEO; PGME's [Request for Accommodations Guidelines & Process](#) outlines responsibilities for the trainee, LEO and PGME.

	<p>3.3 REMEDIATION/PROBATION TEMPLATE – L. CHAMPION</p> <ul style="list-style-type: none"> ▪ Additional language and information to provide clarity on examinations and eligibility; if you are on remediation or probation, you may not be eligible to complete your examination at the usual time. ▪ Revised template was distributed with the meeting material and will be added to the website. <p>3.4 CARMS FIRST ITERATION – L. CHAMPION</p> <ul style="list-style-type: none"> ▪ 362 unfilled positions across Canada, 262 in FM (108 in Ontario) ▪ Our 38 unfilled positions include: 28 Family Medicine, 2 Emergency Medicine, 2 Neurology, 3 Obstetrics & Gynaecology, 1 Neuropathology, 1 Nuclear Medicine, and 1 Urology. <p>3.5 RESIDENT ALLOCATION – L. CHAMPION</p> <ul style="list-style-type: none"> ▪ Allocation for 2023 and 2024: 1 Family Medicine Enhanced Skill, 9 Family Medicine (2 + 7), 1 Physical Medicine and Rehabilitation, 5 Psychiatry (3 London, 2 Windsor), 3 Internal Medicine (1 London, 2 Windsor), 1 Orthopedics, 1 Pediatrics, 1 Diagnostic and Molecular Pathology, 2 Anesthesia, and 1 Emergency Medicine. ▪ Allocation for 2025 includes additional 13 positions; MOH directive 9 or 10 go to FM but capacity and funding an issue; meeting/connecting with programs regarding capacity now; allocation meeting scheduled for May. <p>3.6 PROGRAM SPECIFIC SAFETY POLICY TEMPLATE – L. CHAMPION</p> <ul style="list-style-type: none"> ▪ The lack of a program-specific safety policy is a common flag in recent internal review reports; a new discipline specific safety policy template has been created to help programs meet Requirement 5.1.2: Residency education occurs in a safe learning environment. (Requirement 4.1.2: AFC education occurs in a safety-conscious learning environment.) ▪ Template was distributed with the meeting material and added to the website. <p>3.7 PGME HANDBOOK FOR PDS AND PAS</p> <ul style="list-style-type: none"> ▪ PGME Handbook is now available on the website; it provides resources for topics such as Elenra, CanAms, CaRMS, exams, and the accreditation standards, with information and links; it is a 'Living Document' and feedback is welcome. <p>3.8 SHARING PROGRAM DOCUMENTS</p> <ul style="list-style-type: none"> ▪ With program permission, PGME may share documents such as checklists, processes, etc. with other programs and/or adapt them to a generic format for use by other programs; no confidential information, faculty, or trainee names/identification, etc., would be included. <p>3.9 SPRING 2025 EXAM – K. LANCEY</p> <ul style="list-style-type: none"> ▪ The deadline for the spring 2025 assessment application deadline is April 30, 2024; PGME will be sending out a reminder email on behalf of the RCPSC.
4.0 QUESTIONS & ADJOURNMENT (8:00 AM) AND NEXT MEETING	
	Next Meeting: Wednesday, May 8, 7:00 – 8:00 AM, Virtual