

PGME ACADEMIC STRATEGIC PLAN: 2018-2023

VISION

Our postgraduate (PG) learners, graduates, faculty, staff and partners will be an unparalleled force for new knowledge, better health and equity. We will cultivate and bring to life ideas that impact scholarship and society through unprecedented collaboration drawing in the diverse voices of our research, learning and clinical network.

ENABLERS

Support Health and Well-being in Everything We Do

- Monitor the learning experience with a focus on continuous quality improvement
- Expand Wellness and Learner Support to the population served and help to foster the development of internal departmental wellness resources

Infrastructure, Policies and Technology that Compel Collaboration and Support Sustainability

- Operate a centralized and seamless orientation and registration system
- Develop a standardized approach for departments to provide feedback to clinical teachers
- Optimize information technology for field-based education
- Enable programs to transition to an evidence-informed, competency-based model
- Identify gaps in best practices across the system and develop strategies to address them
- Establish a systematic approach for delivery of education information



Groundbreaking Imagination

- 1.1 Advance and apply knowledge that optimizes performance, learning, safety and well-being in our training environments
- 1.2 Build on our contribution to medical education research
- 1.3 Increase opportunities for learners to explore tailored training in all areas of clinical practice, health systems, leadership, medical scholarship and research
- 1.4 Formalize innovative leadership training in PGME programs



Ecosystem of Collaboration

- 2.1 Engage and assist leaders and stakeholders to better understand and meet the needs of clinical teachers
- 2.2 Support innovative education models that increase integration across and within phases of training
- 2.3 Disseminate PGME innovations to local, national and international audiences
- 2.4 Engage Program Directors in Health Human Resources (HHR) planning priorities as part of the annual quotas allocation process
- 2.5 Take a national leadership position on a Canadian HHR strategy
- 2.6 Support PG learners and faculty leaders to have active roles in impactful national activities
- 2.7 Support local and national initiatives to educate PG learners on their career options with an emphasis on population health needs including medical research and global health



Excellence through Equity

- 3.1 Lead in defining and delivering PGME social accountability
- 3.2 Encourage and assist programs to continuously adapt evidence-informed practices
- 3.3 Establish an award to recognize PG learners engaged in service to underserved communities

Results 2018-19

- Worked with programs and departments to explore approaches to identify and disrupt the effects of the hidden curriculum in residency
- Provided faculty and administrative support for residents in CP
- Involved learners in usability studies of new assessment technologies
- Expanded categories in research awards to allow more grant opportunities for junior residents
- Launched Eureka, an Integrated Teaching and Learning Platform allowing mobile assessments to support CBME Publication and national acceptance of Best Practices in Admissions and Selection
- Provided financial support for faculty leadership programming such as MFA, and ESP, and Leading and Influencing Change

Results 2018-19

- Provided dedicated Faculty Development HR offering 15 workshops and training sessions in delivering feedback and EPA assessment
- PGME staff engaged in national accreditation forums
- Engaged Program Directors on allocation of residency positions
- Membership in the Canadian International Health Education Association (CHIEA)
- Supported Global Health Education Initiative programming
- Engaged with NOSM in development of Indigenous Health residency streams
- Held meetings with Ontario government Health Workforce Planning Branch
- Active member of the AMAC and Canadian Health Workforce Network
- Financially supported PG staff and faculty presentations at conferences
- Partnered with medical education offices in hospitals to reduce duplication of credentialing and streamline on-boarding process for new learners
- PG Wellness Director Co-lead on Faculty Wellness Working Group and Committee
- Planning member for TAHSW/Faculty of Medicine Wellness Retreat in Fall 2019

Results 2018-19

- Developed an annual Residency Leadership Certificate program
- Created and disseminated resources for CBME implementation via workshops and mini-conferences
- Developed Best Practices in Education and Assessment documentation and toolkits
- Provided learners and clinical departments stakeholders with easily accessible information regarding policies, procedures and supports provided by faculty and University
- Supported PARO in award recognition of excellence in community engagement, teaching, and wellness
- Provided staff support for Voice of the Resident surveys
- Communicated support for release of residents from service to attend lobbying events for the environment, gun control, and global health
- Formalized Leading by Example leadership workshop series for training programs