



POSTGRADUATE MEDICAL EDUCATION ACCREDITATION 2024



Indigenous Affirmation

We pay respect to the Algonquin people, who are the traditional guardians of this land.

We acknowledge their longstanding relationship with this territory, which remains unceded.

We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home.

We acknowledge the traditional knowledge keepers, both young and old. And we honour their courageous leaders: past, present, and future.

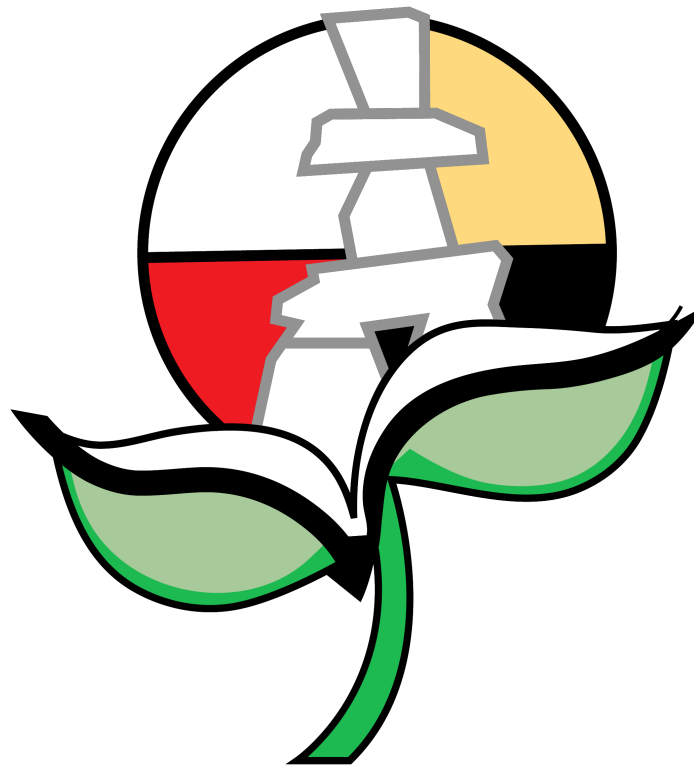
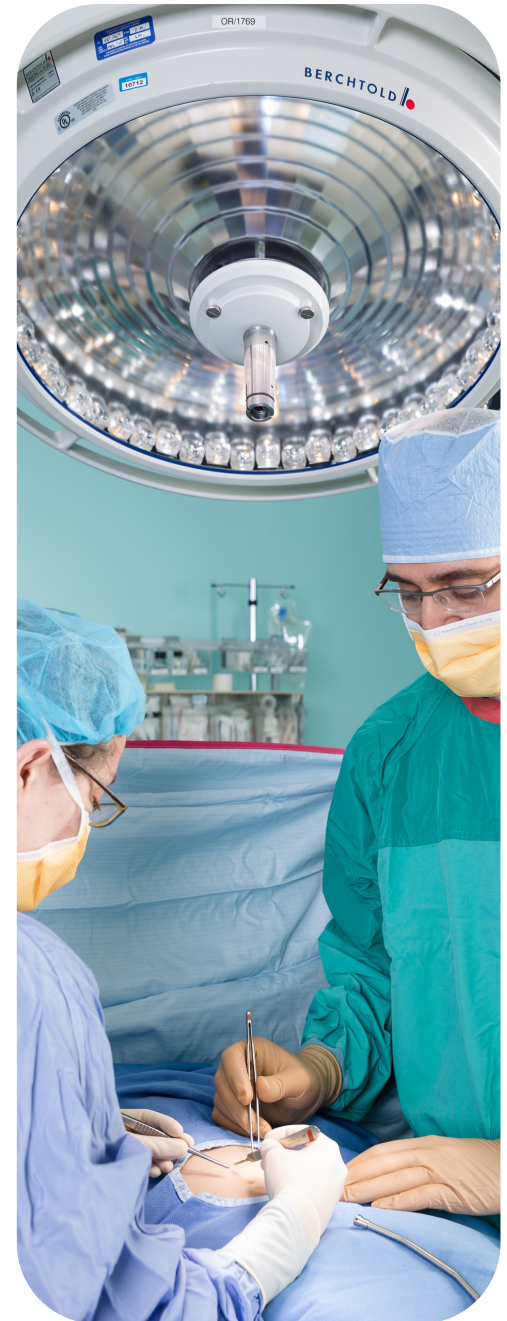


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A Word from Faculty and Hospital Leadership

The University of Ottawa Faculty of Medicine recognizes the significant importance of achieving and exceeding all program and institutional accreditation standards. To do this, we work collaboratively with affiliated academic hospitals to create the best learning environment possible for our residents. Collectively, we are committed to providing outstanding teaching and research opportunities, thereby creating an excellent learning experience for our residents as we aim for exemplary results in the accreditation process. Together, we create objectives and goals that drive us to achieve the utmost in advancing our programs so that our trainees benefit from our world class educators and thriving clinical environments. Our commitment is best exemplified and clearly documented in our joint affiliation agreement which now anchors the newly created Ottawa Academic Health Network. We recognize that this network cannot achieve the highest standards in education, research, and care without each other's expertise, continued commitment, and support. We are united in our vision and mission to provide superior educational experiences and ground-breaking research, resulting in stellar health care for our community.



Bernard Jasmin, PhD

Dean,
Faculty of Medicine



Dominic Giroux

President and CEO,
Hôpital Montfort



Cameron Love

President and CEO,
The Ottawa Hospital



Guy Chartrand

President and CEO,
Bruyère Continuing Care



Alex Munter

President and CEO,
CHEO



Cara Vaccarino

President and CEO,
The Royal

A Word from PGME Leadership

There have been many changes in the PGME office with the addition of new team members, new tools, and new leadership. The PGME team has ensured smooth operations throughout these exciting times. Our goal continues to be to sustain and innovate educational practices to provide the best service to residents, Program Directors and Program Administrators; and to work closely with hospital partners and departmental education leaders to complete all objectives related to the administration of the postgraduate medical education mandate. We are very proud of our accomplishments and the service we provide in supporting our residents and program leaders. We are extremely grateful for our residents and fellows who provide excellent care to our patients and for our Program Directors and teaching faculty who are so dedicated to ensuring our trainees have the best possible learning environment. Thank you to all our partners for their commitment and dedication to delivering the very best PGME experience possible.

Since the last accreditation on-site visit in 2016, we have worked to improve our processes and strengthen connections with our education partners. This brochure provides a high-level overview of our team and resources. We are so pleased you are joining us on the journey to Accreditation 2024.



Dr. Melissa Forgie

Interim Vice-Dean, PGME
Senior Vice-Dean, Faculty of Medicine



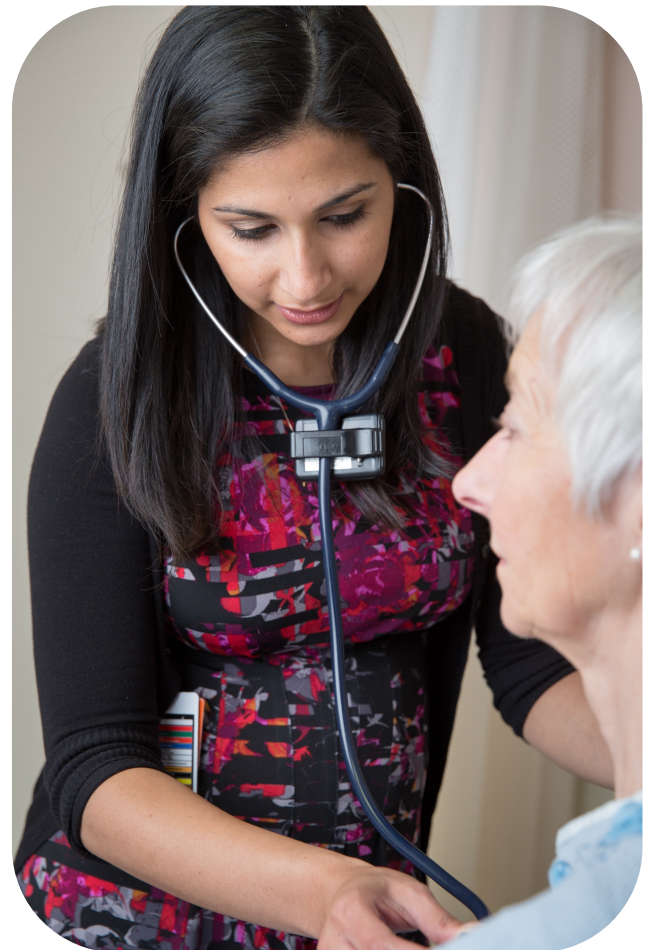
Dr. Sandy Tse

Interim Assistant Dean, PGME

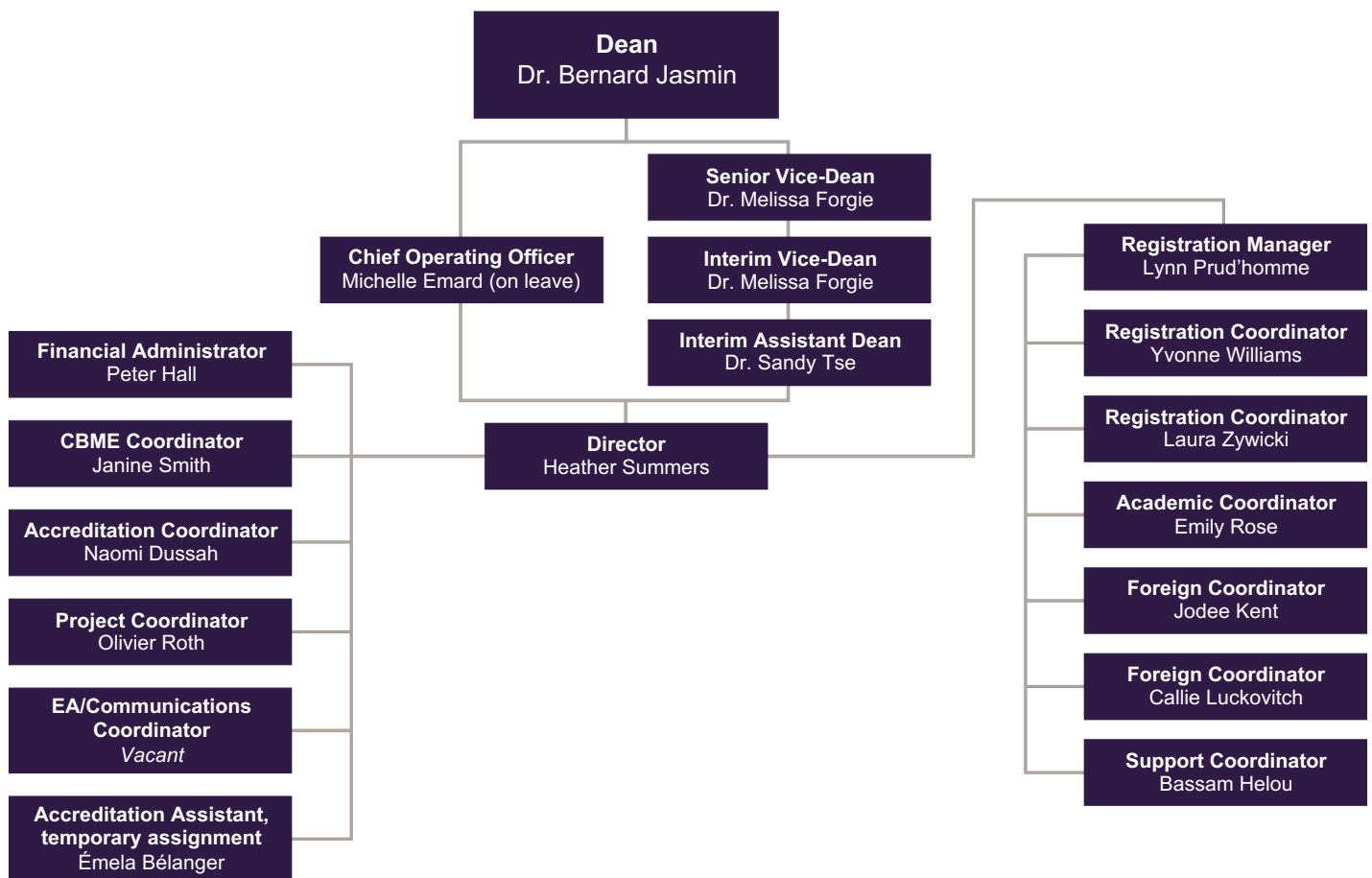


Heather Summers

Director, PGME Office



PGME Office Organizational Chart



L-r: Émela Bélanger, Emily Rose, Jodee Kent, Heather Summers, Dr. Melissa Forgie, Dr. Bernard Jasmin, Dr. Sandy Tse, Yvonne Williams, Naomi Dussah, Lynn Prud'homme, Janine Smith, Callie Luckovitch, Bassam Helou.

Accreditation 2024

The Royal College of Physicians and Surgeons of Canada (RCPSC) and the College of Family Physicians of Canada (CFPC) will be visiting uOttawa from May 5 to 10 to accredit all PGME training programs and the PGME office.

Accreditation determinations include the following:

- Accredited program, next regular review
- Accredited program, action plan outcome report (2-year follow-up)
- Accredited program, mandated external review (2-year follow-up by the college)
- Accredited program, notice of intent to withdraw (2-year follow-up by the college)

Past Accreditation Review

At the last onsite accreditation review in 2016, four major areas for improvement were identified.

Working groups were struck in the summer of 2023 to look at the progress of the previously identified areas for improvement (AFIs). Representation in those groups included Program Directors, Program Administrators, Department Chairs, Vice-Chairs of Education, resident representatives from the Professional Association of Residents of Ontario (PARO) and Faculty administration team members. Reports summarizing status and ongoing suggestions for improvement were discussed at the Postgraduate Education Committee (PGEC). Here is a snapshot of the reports for each AFI.

Information Technology

IT tools:

- Elentra – more robust reporting to support Competence Committee (CC) and Residency Program Committee (RPC) efficiency and breadth of data capture
- SharePoint – migration from DocuShare to SharePoint
- uoCampus – implementation of University of Ottawa's tool for registration of trainees
- IT Committee – addition of a Program Administrator representative on regular meetings with MedTech / PGME office

We are excited to announce that the Faculty of Medicine has prioritized and allocated resources to develop and implement a new residency program application portal. A detailed implementation plan will follow.

Space

New space has become available for the programs' use at Roger Guindon Hall as a result of the recent departure of the Faculty of Health Sciences.

Additional classroom and office space will become available to facilitate meetings and teaching activities.

Program Administrators (PA)

The PGME office collaborated with the PA Executive Committee chair to create templates for a PA job description and performance review. These provide guidance to standardize the elements required for accreditation at both the program and institutional levels.

Opportunities for professional development for PAs exist through workshops for new skills, the annual PA retreat, and online modules created specifically for PAs to assist with training and onboarding.

The PGME office created a framework to work collaboratively with Program Administrators and hospitals' medical education offices. This creates a supportive environment across the organizations, resulting in solid working relationships. The PGME office recognizes all who work on postgraduate medical education initiatives as PGME administrators, regardless of the group to which they belong.

Faculty Engagement

Improving communication regarding faculty activities, promotions processes and available awards sent via regular newsletters (MedFlash) has helped inform and engage the general faculty on the activities at the Faculty of Medicine, including the PGME educational unit.

A new process for faculty promotions was implemented in 2016 to better recognize the accomplishments of the clinician teacher within the Faculty of Medicine. This streamlined process for clinician-teachers and educators redefines acceptable requirements for scholarly productivity which does not necessarily and exclusively include publications. Resources available to faculty describe how teaching activities can be disseminated and attributed to scholarly output. Dedicated one-on-one mentorship and stewardship of scholarly output of Program Directors and teachers who are embarking on the promotions process is now provided through the new Centre for Innovation in Medical Education (CiMED). On-demand faculty development targeted to the needs of Program Directors is also now provided through CiMED.

Accreditation 2024: What to Expect

The week-long in person accreditation onsite visit will take place **May 5 – 10**.

May 5: Welcome Reception

The welcome reception will be hosted at the National Arts Centre for the review team, Program Directors, and University, hospital, and Faculty leadership. This is our moment to welcome the survey team to the national capital. The decanal presentation will provide the review team with an opportunity to understand the breadth of our uOttawa PGME programs as well as the unique potential of the Ottawa Academic Health Network.

May 6 – 9: Program and Institutional Reviews

Each active program will hold in-person meetings with the assigned program survey team. Reviewers will meet with residents, Program Directors, Program Administrators, and Divisional/Departmental leadership to discuss accreditation standards to determine outcomes.

A central institutional survey team will be composed of members from the Royal College, College of Family Physicians, and Resident Doctors of Canada who meet with all stakeholders for PGME. Tours and interviews with all hospital site affiliates are also scheduled. Accreditation standards will be assessed for determination of outcomes.

May 10: Exit Meeting

The survey team will provide a verbal summary of the outcomes of the visit ahead of filing their official written report. During this meeting, we will be advised of recommendations for the status of each program and the institution (PGME), with a high-level summary of strengths and areas for improvement.



About the Faculty of Medicine

Mission Statement

To expand our global leadership in a dynamic environment through interdisciplinary innovation in education, research, health of populations, and patient-partnered care, in both official languages.

Strategic Plan

The Faculty's Strategic Plan, "[Leading Innovation for a Healthier World.](#)" launched in 2020 and defines priority areas focused on:

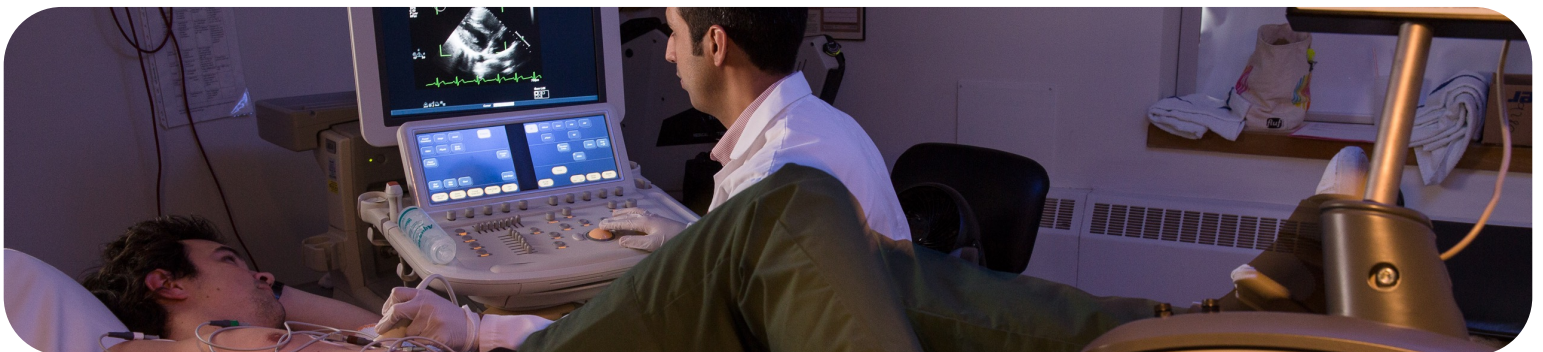
Our values: Compassion, diversity, inclusion, integrity, professionalism, respect, social accountability, sustainability, transparency, and wellness

Our strategic priorities: Education, research, engagement, francophonie, and internationalization and global health

The Ottawa Academic Health Network

The [Ottawa Academic Health Network \(OAHN\)](#) was established in the fall of 2021 in collaboration with the faculties of Medicine and Health Sciences, along with the leadership from the five affiliated academic health science centres.

This is a tremendous opportunity to set the stage for the transformation of health education, health research and health innovation by bringing together experts and streamlining efforts across all educational and research portfolios—all in the name of advancing health care in the region. This enriched environment will serve as a distinctive platform for advancing research and education in health care to new heights, while upholding the highest ethical and academic standards. Together we are stronger, and together, we will make our community healthier. With the combined dedication of its esteemed stakeholders, the OAHN is indeed poised to usher in a new era of health care advancement for the benefit of our community.



The Centre for Innovation in Medical Education (CiMED)

[CiMED](#) was founded in 2021 to advance medical education throughout the Faculty, enhancing support for clinicians as teachers and education scholars.

Led by [Dr. Jason Frank](#), CiMED aims to enhance the educational mission of the uOttawa Faculty of Medicine through the support of teaching activities in both languages; to promote excellence in medical and health related education; and ultimately to enhance patient care. CiMED activities are open to all trainees and teachers in the Faculty of Medicine and include the following examples:

- Bi-monthly MedEd journal club
- MedEd scholarship coaching and data management
- MedEd grants
- Faculty development for Program Directors
- Supporting clinical educators' development through mentoring, promotions, workshops, research, and networks

Partner Hospitals

We work together with our five [academic health science centres](#) to achieve success in our educational mandate:



Over 1,300 trainees are registered at uOttawa, spread across 63 Royal College of Physicians and Surgeons of Canada specialty and subspecialty programs, core Family Medicine and 12 Family Medicine-Enhanced Skills programs, 9 areas of focused competence (AFC) programs, and multiple fellowship programs.

PGME Programs

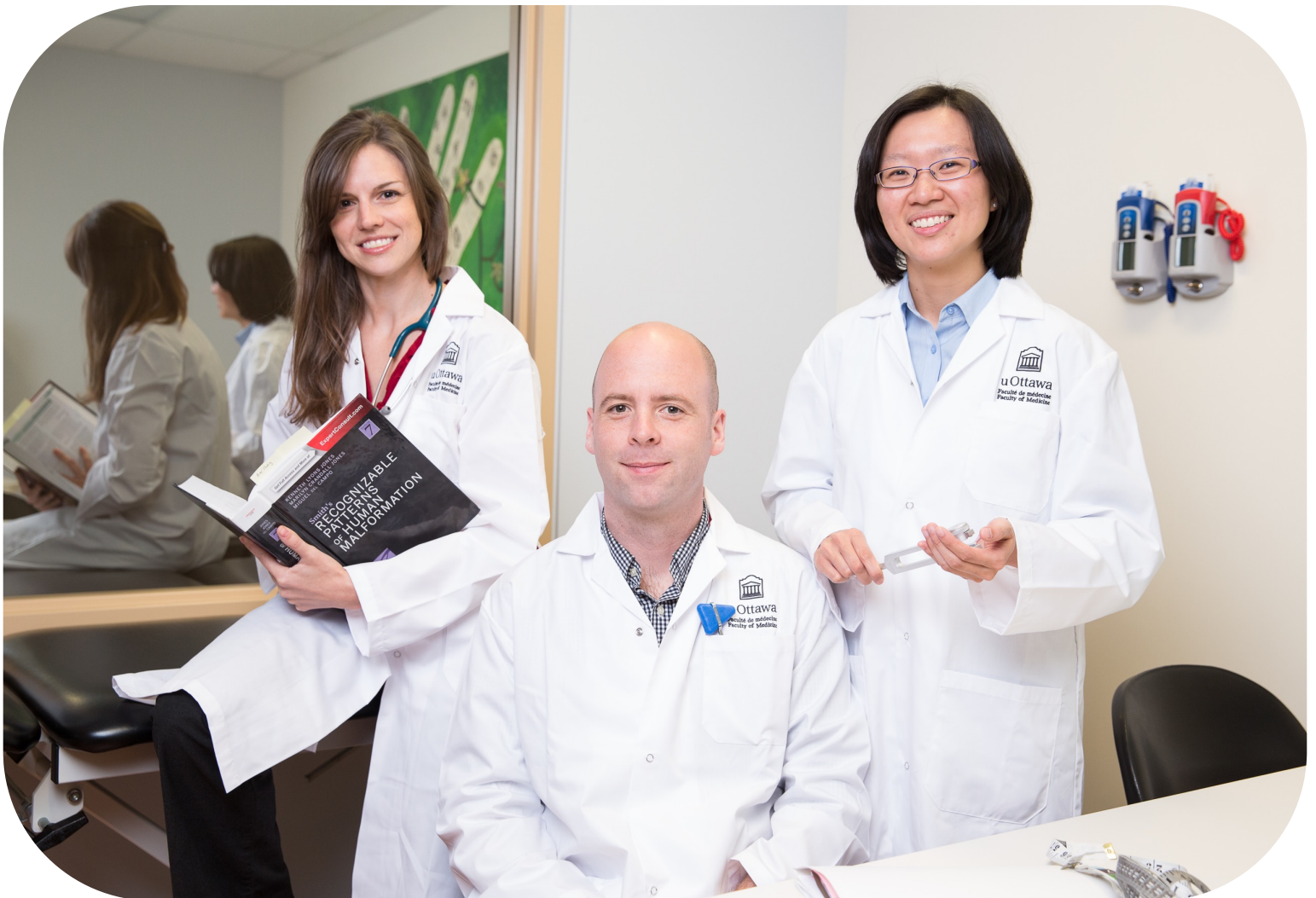
| Department | Specialties | Subspecialties | Areas of Focused Competence (AFC) |
|--|--|---|---|
| N/A | Clinician Investigator Program | N/A | N/A |
| Anesthesiology and Pain Medicine Dr. David Neilipovitz | Anesthesiology | Pain Medicine | N/A |
| Pathology and Laboratory Medicine Dr. Vidhya Nair | Diagnostic and Molecular Pathology Medical Microbiology | Forensic Pathology* | N/A |
| Ophthalmology Dr. David Maberley | Ophthalmology | N/A | N/A |
| Emergency Medicine Dr. Guy Hébert | Emergency Medicine | N/A | Acute Care Point-of-Care Ultrasonography (POCUS) Prehospital and Transport Medicine |
| Obstetrics and Gynecology Dr. Sukhbir Singh | Obstetrics and Gynecology | Gynecologic Oncology Gynecologic Reproductive Endocrinology and Infertility Maternal-Fetal Medicine | N/A |
| Psychiatry Dr. Simon Hatcher | Psychiatry | Forensic Psychiatry Child and Adolescent Psychiatry* Geriatric Psychiatry | N/A |
| Family Medicine Dr. Clare Liddy | Family Medicine | Enhanced Skills - Category 1: Addiction Medicine* Care of the Elderly Clinician Scholar Emergency Medicine Family Practice Anesthesia Palliative Care Sports Medicine Category 2: Family Practice Oncology* Global Health* Maternity Skills Women's Health Hospital Medicine | N/A |

| Department | Specialties | Subspecialties | Areas of Focused Competence (AFC) |
|---|--|--|--|
| Medicine Dr. Greg Knoll | Adult Neurology Dermatology Internal Medicine Physical Medicine and Rehabilitation | Nuclear Medicine* Adult Cardiology Adult Critical Care Medicine Adult Endocrinology and Metabolism Adult Gastroenterology Adult Infectious Diseases Adult Nephrology Adult Respiriology Adult Rheumatology General Internal Medicine Geriatric Medicine Hematology Medical Oncology Palliative Medicine | Adult Cardiac Electrophysiology Adult Echocardiography Adult Interventional Cardiology Adult Thrombosis Medicine Sleep Disorder Medicine |
| Pediatrics Dr. Pranesh Chakraborty | Medical Genetics Pediatrics Pediatric Neurology | Neonatal-Perinatal Medicine Pediatric Critical Care Medicine Pediatric Emergency Medicine Pediatric Endocrinology and Metabolism Pediatric Hematology Oncology Pediatric Infectious Diseases Pediatric Nephrology Pediatric Palliative Medicine | Neonatal Hemodynamics and Targeted Neonatal Echocardiography |
| Otolaryngology - Head and Neck Surgery Dr. David Schramm | Otolaryngology - Head and Neck Surgery | N/A | N/A |
| Radiology, Radiation Oncology and Medical Physics Dr. Carole Dennie | Diagnostic Radiology Radiation Oncology | Neuroradiology Pediatric Radiology | N/A |
| Epidemiology and Public Health Dr. Melissa Brouwers | Public Health and Preventive Medicine | N/A | N/A |
| Surgery Dr. Sudhir Sundaresan | Surgical Foundations Cardiac Surgery General Surgery Neurosurgery Orthopedic Surgery Plastic Surgery Urology Vascular Surgery | Colorectal Surgery General Surgical Oncology Pediatric Surgery Thoracic Surgery | Solid Organ Transplantation |

Learning Environment

Starting in 2022, PGME incorporated a formal assessment of the learning environment to be completed by trainees with each rotation evaluation. This assessment uses validated tool LEP (learning environment for professionalism). Department Chairs and hospital CEOs will be presented with their data for review and action.

The Ottawa Hospital Academic Medical Organization (TOHAMO) is piloting a program whereby funds are allocated to individual departments based on the LEP data. This program is the first of its kind in Canada in linking transfer of funds to departments based on learning environment assessment. Similar Undergraduate Medical Education (UGME) learning environment data showed that annual identification of and ability to address clinical areas of concern led to a decrease in student reports of mistreatment. The Ottawa Hospital (TOH) education strategic plan (approved by Senior Management at TOH in February 2024) also includes key performance indicators (KPIs) tagged to assessment of the learning environment and PGME accreditation as well as inclusion of innovation in education in the corporate risk register.



Postgraduate Medical Education Supports

Our Trainees

Our trainees are the heart of our program, providing superior health care to our communities. Improvements to supporting them in their PGME journey since the last accreditation review include:

- Safe ride home programs to improve our fatigue risk management strategies
- After-hours food to support trainee wellness
- Improved learning modules to support specific competencies in training
- Orientation day to provide opportunity for meet-and-greet with Program Director and Program Administrator prior to first day
- Increased opportunities for resident leadership and contributions to postgraduate medical education and Faculty of Medicine initiatives
- Improved digital tool for submission of stipends
- PGME funding to support hospital activities in recognition of Resident Doctor Appreciation Week

Our Program Directors (PD) and Program Administrators (PA)

Our Program Directors and Program Administrators are at the forefront of our PGME programs, leading our residents to achieve educational goals and ensuring success.

Improvements to supporting Program Directors include:

- Provision of new funding for Program Director professional development
- Established guidelines for PD and PA Full Time Equivalent (FTE) protected for education leadership
- Creation of resource hubs on Brightspace
- Creation of a suite of tools to assist programs in supporting residents in difficulty
- Improved access to training modules to support program leadership
- PGME recognition through awards
- Increased professional development opportunities at PGME and in collaboration with CiMED and Continuing Professional Development (CPD) offices

Our PGME Office

Our PGME team provides expert behind-the-scenes support and service in the areas of:

- Managing the Canadian Residency Matching Service (CaRMS) and registration processes
- Coordinating the implementation of Competency-Based Medical Education and Elentra support
- Supporting international trainees
- Supporting program accreditation standards
- Supporting the disbursement of funds to clinical departments and payment of invoices
- Supporting educational IT tools
- Supporting Program Administrators
- Updating website content
- Developing policies and term of reference documents
- Consulting with CPSO, RCPSC, CFPC, MCC, CMPA*
- Coordinating learner requirements for immunization and police record checks

**College of Physicians and Surgeons of Ontario, Royal College of Physicians and Surgeons of Canada, College of Family Physicians of Canada, Medical Council of Canada, Canadian Medical Protective Association.*



PGME Support Services

Competency-Based Medical Education (CBME)

Dr. Jolanta Karpinski
Director, CBME



Background

Competency-based medical education is an outcomes-based approach that involves identifying the abilities required of physicians and then designing the curriculum to support the achievement and assessment of these predefined competencies. This paradigm defies the assumption that competence is achieved based on time spent on rotations and instead requires residents to demonstrate their competence.

How We Support

The PGME office provides support to programs in the implementation of CBME through the Director, CBME and the CBME Coordinator. Both work together to ensure a smooth transition to the new training paradigm, new accreditation and certification standards, and new electronic platform (Elentra). Elentra captures assessment data and generates meaningful reports to facilitate competence committee meetings as well as informed decisions on progression through training milestones.

To date, 49 programs have implemented CBME: Family Medicine and 48 Royal College programs (Competence by Design).

What's Next

- Six programs to implement in July 2024 (Medical Microbiology, Adult Infectious Diseases, Pediatric Infectious Diseases, Gynecological Reproductive Endocrinology and Infertility (GREI), Pediatric Radiology, Neuroradiology)
- All programs will be using a CBME training paradigm by July 2025
- With more programs having had several years of CBME experience, the office is moving toward supporting ongoing faculty development for supervisors, Program Directors, Program Administrators, and competence committee chairs, as well as ensuring continued evaluation of all associated outcomes. With support from the CiMED, we will ensure that all this work is scholarly, and that our successes are disseminated.

More Information

Visit our [CBME web page](#) for resources and information.

Accreditation



Dr. Sandy Tse
Director, Accreditation

Background

Accreditation is a major process required to ensure that all programs and the institution are meeting standards set out by the Royal College of Physicians and Surgeons of Canada and by the College of Family Physicians of Canada. This initiative drives continuous quality improvement, necessary for the development of robust programs and achievement of educational goals in positive learning environments.

How We Support

The Director of Accreditation chairs the Accreditation Subcommittee, made up of members from all major departments and including resident representation. This subcommittee is responsible for maintaining the quality assurance of all PGME programs by supporting an internal accreditation process between onsite visits and providing valuable guidance to programs on areas for improvement.

The Accreditation Coordinator supports the administrative functions of the cyclical reviews and acts as the liaison with the colleges to complete tasks related to the onsite accreditation visit.

What's Next

The onsite accreditation visit! Scheduled May 5 to 10, 2024.

More Information

Visit our [PGME accreditation website](#) for resources and information.



Evaluation



Dr. Alison Eyre
Chair, Evaluation Subcommittee

Background

The Evaluation Subcommittee is a standing committee of the Postgraduate Education Committee (PGEC) that is responsible for reviewing program recommendations for trainees in academic difficulty and requiring formal remedial action including recommendations from the program for extension of training, reassessment/reclassification, remediation, probation and dismissal. The Subcommittee ensures that relevant policies are adhered to, and fair process is provided for trainees and programs.

How We Support

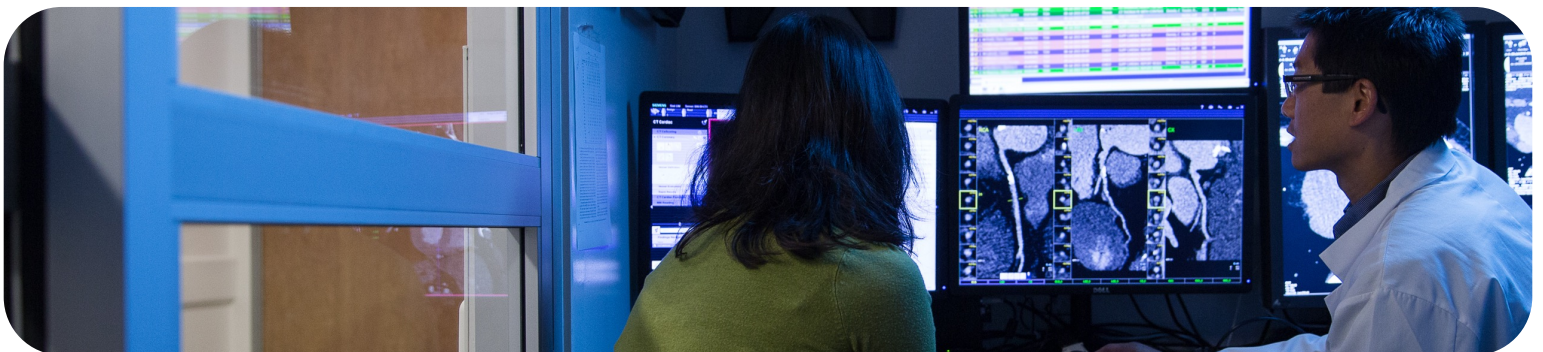
The Evaluation Subcommittee includes educators from across the faculty and resident representation. This committee provides an arm's-length review of files brought forward by programs for residents in difficulty and leads decision-making on ratifying recommendations made by competency committees and residency promotion committees. Program Directors now have a process document available on Brightspace to guide them on the requirements to navigate entry of a resident into remedial activities.

What's Next

Annual reporting may help identify to PGME any further resources required to support programs and residents in training.

More Information

Visit our website for the [complete term of reference for this subcommittee](#).



Academic Support



Dr. Carol Geller
Director, Academic Support

Background

The role of Director of Academic Support was created to provide support to the Program Directors and Program Administrators to address the academic and training needs of residents in difficulty. The Director works closely with PGME and the Director of Learner Wellness to incorporate best practices to support residents and programs to achieve the desired outcomes in learning plans. An Academic Support Program (ASP) resource exists in Brightspace for PDs for just-in-time access to materials and templates to support learning.

How We Support

This PGME role provides expertise in developing reassessment plans and remedial learning plans (formal and informal), including assessment tools to evaluate the residents' development and progression to achieve the desired outcomes. The Director is a resource person for Program Directors and Program Administrators to identify the issues behind the observed gap in a resident's performance and enables various tools and employment of methodologies when learning issues are identified for remediation.

What's Next

- Pulse 360 educational modules to support clinical and professional performance
- Pulse 360 targeted coaching sessions
- Updates to resources on Brightspace

More Information

Visit our [Director of Academic Support job description](#) web page.



Professionalism



Dr. Stephen Kravcik
Chair, Professionalism Subcommittee

Background

The Faculty of Medicine has a clear process to deal with unprofessional behaviour. Educational programs have their own declaration of professionalism which in PGME is signed annually by new and returning trainees as part of their registration process. The PGME office has a Professionalism Subcommittee that reviews and adjudicates professionalism concerns involving a resident or fellow.

How We Support

The committee is comprised of faculty members and has resident representation to hear cases as required to determine the appropriate course of action for remediation of identified unprofessional behaviour. Decisions are transmitted to PGME and to programs for action. The committee meets as required and reviews all elements of the case before providing guidance and decision. The committee works with the University of Ottawa legal team in applying the Faculty of Medicine Policy on Professionalism to guide decisions.

Professionalism concerns can be reported on [the faculty's professionalism reporting web page](#).

What's Next

Updates to the Faculty's professionalism policy are in progress to reflect and include emerging areas of concern.

More Information

Visit [the Faculty's Professionalism web page](#) for resources and information.



Learner Wellness



Dr. Rishi Kapur
Director, Learner Wellness, Faculty Wellness Program

Background

At the Faculty of Medicine, the well-being of all learners continues to be of the highest priority. PGME works collaboratively with the Faculty Wellness Program to provide access to health and wellness support to learners who self-identify as needing care or learners who are identified by their programs as having wellness concerns. The Director of Learner Wellness and Director of Academic Support guide PGME in optimizing outcomes when a resident in difficulty is identified.

How We Support

The Faculty Wellness Program provides:

Support for individuals:

- Confidential individual counselling/psychotherapy
- Individual wellness support for Faculty members
- Referrals to health care providers, counsellors/psychologists, and coaching
- Accommodation support for residents

Support for education and programs:

- Workshops and educational sessions on wellness shaped to suit the need of a group, program, or department
- Support to build and advance wellness in program curriculum

What's Next

- Supporting access to a [physician referral program \(Code 99\)](#)
- Building capacity at the Student Health Centre
- Monitoring the TOH Staff Health program

More Information

Visit [the Faculty Wellness Program web page](#) for resources and information.

International Learner Community



Dr. Nadya Ben Fadel
Director, International Learner Community

Background

This new role provides expertise to guide programmatic needs to ensure the success of international learners. PGME collaborates with the Director, International Learner Community to provide guidance to international trainees to support their success in residency programs and guidance to adjust to the Canadian medical system. The Director also oversees the Kuwait Mentoring Program (KMP).

How We Support

- Provide guidance and support to KMP implementation
- Liaise with the Kuwait Embassy Cultural Bureau
- Oversee the strategy and operational goals of the International Learner Community, including development and implementation of orientation sessions, workshops and mentorship activities
- Liaise with PGME and residency programs to provide support to international trainees
- Advise and guide international trainees to be successful in residency training

What's Next

- Exploring opportunities to increase internationalization at the Faculty of Medicine
- Continuing in-person interviews in the Gulf Cooperation Council (GCC)
- PGME to disburse funds to support Program Directors who accept foreign residents into their training programs

More Information

Visit the [International and Global Health Office web page](#) for resources and information.

For More Information about PGME Accreditation

Visit [PGME's accreditation website](#) to learn more and for accreditation news updates. If you have any questions or would like further details on any topic in this tool kit, please contact us at any time at fomaccr@uOttawa.ca.

Thank you for your continued support—
it's important for our collective success!



uOttawa.ca/faculte-medecine

uOttawa.ca/faculty-medicine