

Admissions, Evaluation, POWER and Remediation

Linda Probyn – Director, Admissions and Evaluation

Caroline Abrahams – Director, Policy and Analysis

**Catherine Moravac – Lead, Learner Education Support,
Curricular Innovation and Research**

September 13, 2016



Post MD Education
UNIVERSITY OF TORONTO

We will cover

✓ Admissions Processes

- Quotas Allocation
- CaRMS
- Best Practices in Applications and Selection
- Resources (workshops, CaRMS website)

✓ Evaluation

- Minimum Standards
- **PGCorEd**
- **UTPGMExchange**

✓ POWER

- What it is & How to use it
- Reporting functions and central monitoring

✓ Learners in Difficulty

- Board of Examiners



ADMISSIONS PROCESSES



Post MD Education
UNIVERSITY OF TORONTO

Admissions

- Ministry Quotas (CMG/IMG)
- PGY1 Entry/Subspecialty entry
- Sponsored Trainees
- Re-Entry
- Transfers



Admissions

- CaRMS Matches:
 - PGY1
 - FM-EM (PGY3)
 - Medicine Subspecialty Match (PGY4 and higher)
 - Pediatrics Subspecialty Match (PGY4 and higher)
- Others
 - Surgery SS
 - Psychiatry
 - Diagnostic Radiology
 - Obs/Gyn



Quotas Allocation SubCommittee

- Subcommittee of PGMEAC
- **Mandate: To provide oversight for the quotas allocation process for all major points of entry to residency training at the University of Toronto.**
 - Conducts regular surveys of all residency programs re requests, capacity, program quality & community expansion
 - Considers government directions for increases/decreases
 - Considers HHR planning priorities and needs-based models
 - Establish principles for allocation
 - Apply uniform criteria
 - Future directions – best practices



CaRMS PGY1 Match Performance:

Vacancies after First Iteration: 2010 – 2016

Academic Session	Quota	Toronto	Other Ontario Universities	Total Canadian Universities (incl. Ontario)
2016	407	0	49	213
2015	417	0	54	216
2014	417	0	50	228
2013	416	0	82	299
2012	416	2	79	271
2011	397	2	93	303
2010	380	0	93	302



Best Practices in Applications & Selection

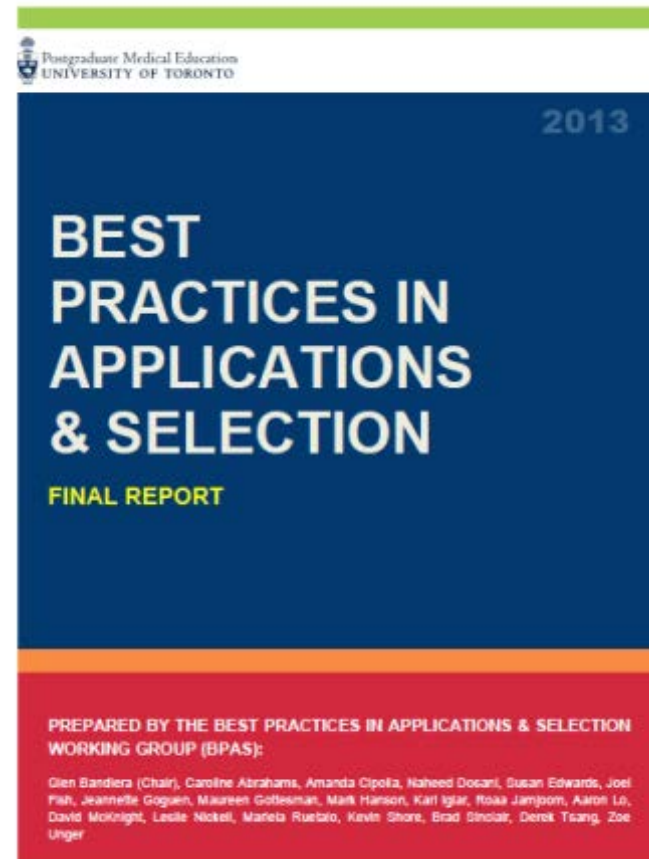
- PGME struck a Best Practices in Application and Selection (BPAS) Working Group to develop recommendations and an implementation strategy for selection across U of T's PGME programs
- Group consisted of residency program directors, UGME representatives, trainees, external consultants and PGME faculty and staff
- Conducted a literature review, content analysis of recent PSQs of 52 U of T RCPSC programs, and sought several content experts to present relevant summaries to inform discussions
- Developed 13 principles and 20 best practices
- Workshops provided by PGME



BPAS Best Practices

The 20 Best Practices address issues of:

- Transparency
- Fairness
- Selection
 - ✓ Criteria
 - ✓ Committees
 - ✓ Processes
 - ✓ Instruments



EVALUATION



Post MD Education
UNIVERSITY OF TORONTO

Evaluation

- Current state (pre CBD)
- B6 Standard of Accreditation
- Must be systematic
- Must cover ALL CanMEDS Roles somewhere
- Must be multimodal
- Must apply to all residents
- Must reflect graded responsibility
- Must be monitored (promotions, RPC)



Evaluation tools & Resources

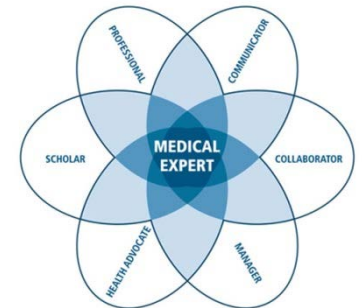
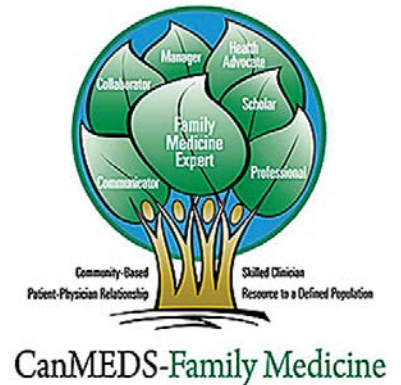
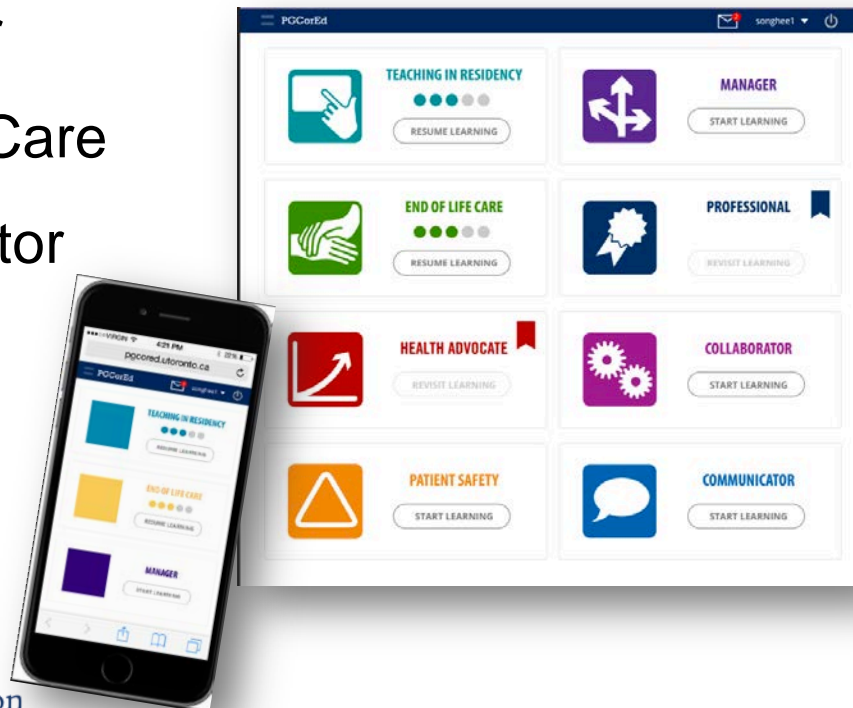
- POWER:
 - ITERs
 - Teacher Evaluations
 - Rotation Evaluations
 - **Minimum standards
- PG **PG**CorEd
- PG Exchange **UTPGME**Exchange
- Program specific tools
- PGME workshops



About PGCORed

Foundational CanMEDS competencies through PGCORed

- Teaching in Residency
- Collaborator
- End of Life Care
- Communicator
- More...

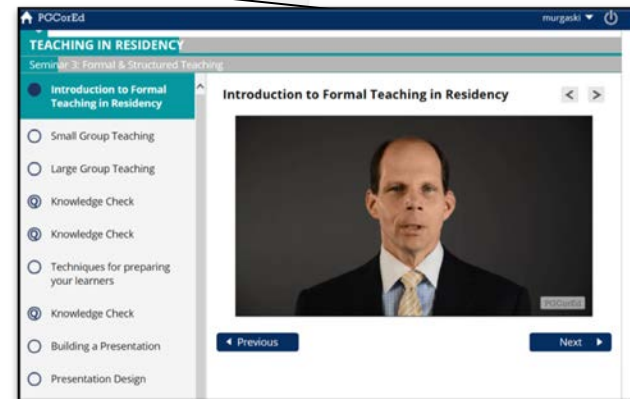
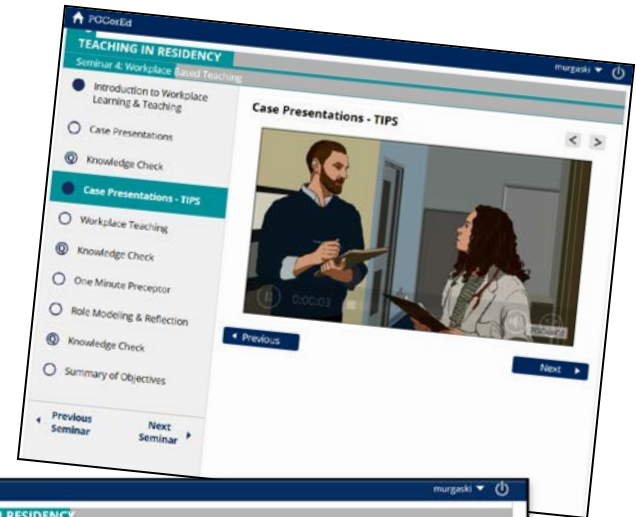


Post MD Education
UNIVERSITY OF TORONTO

ROYAL COLLEGE OF PHYSICIANS AND SURGEONS OF CANADA | CANMEDS

Best Practices in Integration

- Provide 'release-time' to residents for module completion
- Link **PGCorEd** to Academic Half-Days and/or Rounds
- Establish Program Specific Requirements for sequence of module/unit completion
- Discuss **PGCorEd** progress at semi-annual meetings



PGCorEd 2.0

Design Improvements

- Available in 'mobile' format
- Break into smaller/shorter units
- More integrated testing in PGCorEd
- Send more reminders about module progress



Integration:

- Closer linking of content with other educational topics, clinical rotations and educational activities
- Programs to customize specific requirements/sequences which align with other aspects of program



UT PGMExchange

<http://www.pgmemexchange.utoronto.ca>

INNOVATION • IMPACT

Postgraduate Medical Education
UNIVERSITY OF TORONTO

UT PGMExchange

About the UT PGMExchange Repository

Welcome to the PGME Repository of teaching and learning tools and resources.
Here you will find lesson plans, modules, guidelines and more!

You must log in to download or contribute resources.

UTORid Login

PGME Guest Login

INTEGRATION • INNO


 Menu 

Search

Results Per Page:

Search

Clear Search

Advanced Search 



POWER



Post MD Education
UNIVERSITY OF TORONTO

Postgraduate Web Evaluation and Registration -- POWER



UNIVERSITY OF TORONTO
FACULTY OF MEDICINE

POWER
Postgraduate Web Evaluation and Registration

Home
Login
Privacy Policy
FAQ's
Contact

Postgraduate WEB Registration

Click [here](#) to login.

This site is designed to work with **Microsoft Internet Explorer 5.0, or higher (recommended) and Netscape Navigator 8.0, or higher** Go to [Microsoft](#) or to [Netscape](#) to upgrade your browser.

Please be advised that your **browser** will need to be **128 bit encryption compatible**.
If you need to upgrade the encryption on your browser (not the browser) here are the links for [Microsoft](#) or [Netscape](#). Click [here](#) if you'd like to test the browser's encryption - a new window will open.

Please send comments or enquiries to: power@knowledge4you.com

All contents copyright ©, 2000 - 2011 U of T Faculty of Medicine and [Knowledge4You Corporation](#). All rights reserved.

AN INTEGRATED SYSTEM

Policy and Governance Oversight by PGME Office



PD and PA ACCESS & RESPONSIBILITIES

- Access to all information at an individual and aggregate level (ITERS, Teacher Evaluations, Rotation Evaluations, Case Logs etc. – scores and comments)
- Responsible for scheduling rotations and assigning correct evaluation forms
- Assigning teachers
- Reviewing alerts (low scores, unassigned rotations)
- Settings (Frequency of reminders, need for evaluations, availability of teaching effectiveness scores, etc.)



POWER BEST PRACTICES (FORMS)

ITER MINIMUM STANDARDS

- Reviewed by POWER SC 2012
- Ongoing implementation

BEST PRACTICES IN TEACHER ASSESSMENT

- Working Group 2010
- Fully Implemented 2014

BEST PRACTICES IN ROTATION EVALUATIONS

- Working Group 2014
- Implemented 2015



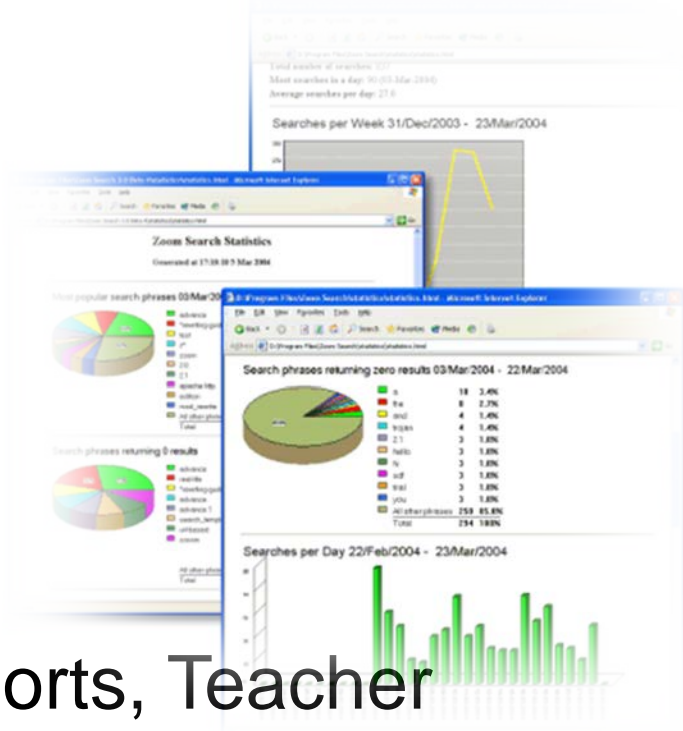
ITERS – Minimum Standards

- One assessment method within residency programs
- Reasonable length
- Rotation-specific
- Identify level of performance expected by residents
- On a 5-point scale with a single overall question
- Coded to CanMEDs roles
- Clearly identify a pass/fail (fail is 2 or less)



POWER REPORTS

- Program Director Reports
- Hospital Evaluation Reports
- Key Performance Indicators
- Trainee Annual Evaluation Reports, Teacher Effectiveness, Rotation Effectiveness and Trainee Teacher Effectiveness



Power Help - WEBSITE



POWERHelp
Postgraduate Web Evaluation
and Registration

Type Keyword

Search

Request New Teacher

Contact Us

Program Directors

Program Administrators

Base Hospital Coordinators

Hospital Coordinators

Rotation Coordinators

Teachers

Learners

Case Logs

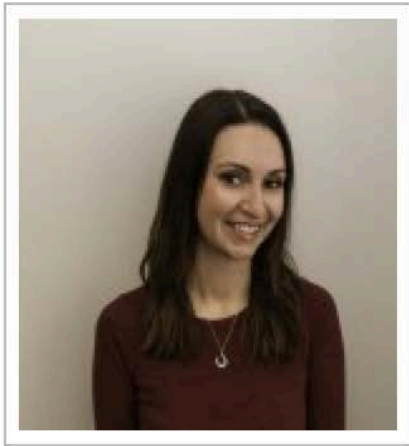


Post MD Education
UNIVERSITY OF TORONTO

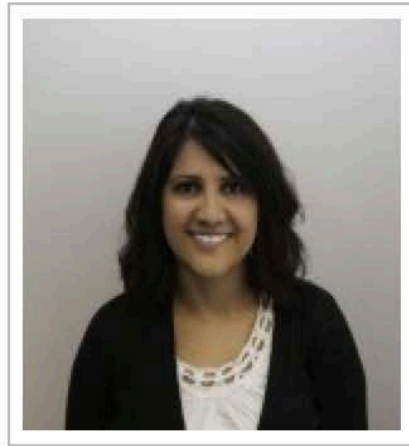
Power Help – Key contacts

Contact Us

To contact the PGME POWER Helpdesk, e-mail us at power.help@utoronto.ca or by phone at 416-978-8399.



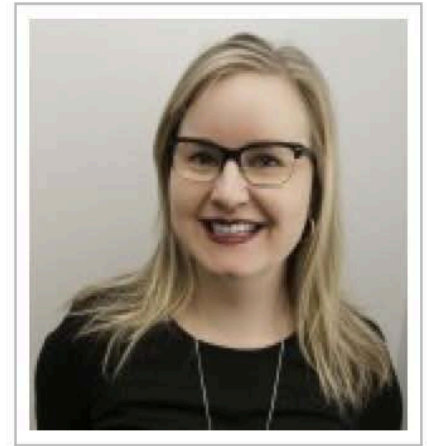
ARIEL



KHUSH



NATALI



ALISON



LEARNERS IN DIFFICULTY



Post MD Education
UNIVERSITY OF TORONTO

Learners in difficulty

Academic Difficulty

- Failure to meet expectations of residency program
- Not functioning at training level

Remedial

- Informal interventions provided by residency program in clinical & educational settings

Remediation

- Formal individually-tailored plan
- Developed & reviewed by: Program Director, PGME staff & resident
- Approved by: Residency Program Committee, Program Directors and Board of Examiners – Postgraduate Programs



Board of Examiners – PG Governance

Board of Examiners – PG

- Chair & Faculty and Resident Members of the BOE-PG are appointed by Faculty Council
- Works within:
 - *BOE-PG Terms of Reference*
 - *Guidelines for Evaluation of Postgraduate Trainees of the Faculty of Medicine at the University of Toronto (including Appeals Policy)*

Meetings

- 9-12 meetings annually
- Resident Member in attendance required for quorum



PGME support



Contact us as soon as concerns are raised



Educational consultants will assist with the development of remedial plans



- Resources available on **UTPGME**exchange
- PGME coaches are available to guide & support residents
- PGME staff will assist with the completion of reports
- PGME staff provide information and support to PDs, Program Administrators, Site Directors and others



KEY CONTACTS:

REMEDICATION & boe-pg

Adrienne Fung, Education Coordinator

pgboe@utoronto.ca

Catherine Moravac, Lead, Learner Support Education,
Curricular Innovation & Research (currently)

catherine.moravac@utoronto.ca

Melissa Kennedy Hynes, Lead, Learner Support
Education, Curricular Innovation & Research (as of Oct 17/16)

melissa.kennedy@utoronto.ca

Phone: (416) 946-0046 or (416) 946-3075



Post MD Education
UNIVERSITY OF TORONTO

Questions



Program and Family Medicine Site Directors' Development Meeting

Time	Agenda	Presenter(s)
1:00	Lunch	
		Dr. Linda Probyn IRC Chair
1:30	Internal Review Survival Tips	Laura Leigh Murgaski Program Manager, Accreditation and Education Quality Systems
2:00	CanMEDS Innovations What Works, What Doesn't So Much	Dr. Christopher Li Residency Program Director, Respiriology
2:20	Resident Wellness, Resilience & Accommodation	Dr. Susan Edwards Director, Resident Wellness, PGME
2:50	PD Pearls and Pitfalls	Dr. Heather McDonald-Blumer Former Residency Program Director, Core Internal Medicine
3:10	Strategic Plan Update & Final Remarks	Dr. Glen Bandiera

