MISSION STATEMENT
AFMC is the academic partnership of Canada’s faculties of medicine. Through our collective leadership, expertise and advocacy, we will achieve excellence in education, research and care for the health of all Canadians.

VALUES
Excellence
To achieve excellence in all its endeavours, AFMC will apply innovation, ingenuity, creativity, inquiry, discovery, and continuous quality improvement.

Inclusivity
AFMC embraces differences amongst people and respectfully creates value from diversity of ideas, culture and language.

Collaboration
For AFMC, collaboration is both a process and outcome that engages different perspectives and involves partnerships between organizations, professions and individuals.

STRATEGIC GOALS
To support Canadian faculties of medicine and their faculty members, staff and learners.
To be the leading national advocate and knowledge resource for academic medicine.
To lead collaborative initiatives that achieve excellence and innovation in academic medicine.
To integrate academic medicine into the health system, with the goal of improving the health of all.

TABLE OF CONTENTS
Message from the Chair ................................................................. 3
Message from the President and CEO ........................................... 4
AFMC Board of Directors .............................................................. 5
  Incoming Board Members ............................................................ 6
Canada’s Faculties of Medicine by the Numbers .......................... 6
AFMC Committees and Groups ..................................................... 7
Highlights from the Year ................................................................. 8
AFMC Awards Winners ................................................................. 19
Our Team ...................................................................................... 24
Upcoming in 2015 ......................................................................... 25
Glossary ....................................................................................... 25
Message from the Chair

In 2014, I took over as Chair of the AFMC Board of Directors. My predecessor, Dr. Jacques Bradwejn from the University of Ottawa, had done an exemplary job and thus handed me the reins of a healthy, well-organized governance structure.

"IT WAS A VERY BUSY YEAR AND I AM PLEASED WITH THE WORK WE HAVE ACCOMPLISHED. THE BOARD OF DIRECTORS WELCOMED SOME NEW MEMBERS AND CONTINUES TO TAKE ON EXCITING NEW PROJECTS."

In terms of governance, the Board of Directors made an informed decision to simplify our structure by passing a motion to abolish the Council of Deans Advisory Committee (CODAC). Our meetings now take place with all members present, including the public members. This arrangement enables us to better align the activities of the AFMC with its strategic goals.

Certainly one of the most important accomplishments of 2014 that cannot be overlooked was the approval of the first set of Committee on Accreditation of Canadian Medical Schools (CACMS) accreditation standards. While preserving Canada-US reciprocity for our graduates and dual accreditation status for our schools, these changes will enable us to be more responsive to the specific needs of Canadian medical schools, their faculty members and students.

My job as Chair is to foster greater collaboration among Canada’s 17 faculties of medicine. In an ever-changing societal context where AFMC partners are constantly redefining themselves, communication and collaboration with partners are a priority for the AFMC. Our common aim is to ensure the continued quality of Canadian medical education and health research.

I anticipate 2015 will be an exciting year and I look forward to working with all of you.

Hélène Boisjoly, MD, MPH
Dean, Faculty of Medicine, Université de Montréal
Message from the President and CEO

When I took on the role of President and CEO of the AFMC, I set out to visit each of our 17 Canadian faculties of medicine to learn about exciting innovations and discoveries, find out what keeps our community up at night and listen to how the AFMC can better serve its members. I now appreciate the accomplishments made across the country, the unique nature of each faculty and the fact that there are many common concerns of learners, faculty and leaders. With this understanding, I hope to guide the AFMC to better meet the needs of our faculties.

It is a pleasure to provide you with our 2014 Annual Report. You will note that our work is focused on the major issues of utmost importance for our faculties and those who are part of their mission. Physician human resources planning is top of mind to many. Our work in co-leading the Physician Resource Planning Task Force continues and has led to the development of a career counseling data set called Future MD Canada to be launched soon. Faculty leaders and students have also been concerned about recent worrisome trends in resident matching which had led to the creation of a committee tasked with finding solutions for unmatched Canadian medical graduates and with improving resident selection.

In 2014, we increased our commitment to support our faculties and learners. At the request of our students, we released the AFMC Student Portal, a unique electronic tool which streamlines the electives placement process and provides a searchable database of all visiting electives offered in Canada. We are collaborating with our faculties to complete its implementation across Canada over the next year. Our undergraduate and student affairs deans have worked diligently to create the first Canadian-based AFMC Graduation Questionnaire which helps schools evaluate their MD programs and respond to accreditation requirements.

In order to better celebrate your accomplishments, I am pleased to announce that the AFMC will be offering two new awards of excellence. The first is a Clinical Teacher Award that recognizes individuals who built a sustained track record as outstanding teachers. The second, the endowed Charles Boelen International Social Accountability Award in honour of Dr. Boelen, a world leader in Social Accountability, acknowledges people or organizations whose professional accomplishments are an example of the principles of social accountability.

Our AFMC team is committed to support our Canadian faculties of medicine and to increase our impact in advancing education, research and care for the health of all Canadians.

Dr. Geneviève Moineau,
President and Chief Executive Officer
### Board of Directors
(as of December 2014)

AFMC is governed by the Board of Directors, comprised of the Deans of the 17 faculties of medicine and four public members.

#### Board Members:
- Dr. Hélène Boisjoly, Dean, Faculty of Medicine, Université de Montréal, Chair, AFMC Board of Directors
- Dr. James Rourke, Dean, Faculty of Medicine, Memorial University of Newfoundland
- Dr. Thomas J. Marrie, Dean, Faculty of Medicine, Dalhousie University
- Dr. Rénald Bergeron, Dean, Faculty of Medicine, Université Laval
- Dr. Pierre Cossette, Dean, Faculty of Medicine and Health Sciences, Université de Sherbrooke
- Dr. David Eidelman, Vice-Principal (Health Affairs) & Dean, Faculty of Medicine, McGill University
- Dr. Jacques Bradwejn, Dean, Faculty of Medicine, University of Ottawa
- Dr. Richard Reznick, Dean, Faculty of Health Sciences, Queen’s University at Kingston
- Dr. Catharine Whiteside, Dean, Faculty of Medicine, University of Toronto
- Dr. John Kelton, Dean & Vice-President, Faculty of Health Sciences, McMaster University
- Dr. Michael J. Strong, Dean, Schulich School of Medicine and Dentistry, University of Western Ontario
- Dr. Roger Strasser, Founding Dean, Northern Ontario School of Medicine
- Dr. Brian Postl, Dean, Faculty of Medicine, University of Manitoba
- Dr. Preston Smith, Dean, College of Medicine, University of Saskatchewan
- Dr. D. Douglas Miller, Dean, Faculty of Medicine & Dentistry, University of Alberta
- Dr. Jon Meddings, Dean, Cumming School of Medicine, University of Calgary
- Dr. Gavin Stuart, Dean, Faculty of Medicine, University of British Columbia
- Dr. Pierre-Gerlier Forest, Professor and Director, Johns Hopkins University
- Mr. Graham W.S. Scott, President, Graham Scott Strategies Inc.

#### President & CEO
- Dr. Geneviève Moineau

#### Executive Committee:
- Dr. H. Boisjoly, Chair
- Dr. J. Bradwejn
- Dr. C. Whiteside
- Dr. R. Bergeron
- Dr. R. Strasser

#### Governance and Nominating Committee:
- Dr. M. Strong, Chair
- Mr. G. Scott
- Dr. T. Marrie
- Dr. H. Boisjoly, (Ex-Officio)
- Dr. J. Bradwejn
- Dr. R. Reznick

#### Finance, Audit and Risk Committee:
- Dr. R. Strasser, Chair
- Dr. P.G. Forest
- Dr. C. Whiteside
- Dr. J. Bradwejn
- Dr. H. Boisjoly (Ex-Officio)
- Dr. B. Postl
## Canada’s Faculties of Medicine by the Numbers

*from our 2014 reports*

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical teaching facilities</td>
<td>870</td>
</tr>
<tr>
<td>- Faculties of medicine</td>
<td>17</td>
</tr>
<tr>
<td>- Satellite campuses</td>
<td>13</td>
</tr>
<tr>
<td>MD program applications</td>
<td>38,592</td>
</tr>
<tr>
<td>Medical degrees awarded</td>
<td>2,658</td>
</tr>
<tr>
<td>- Women</td>
<td>57%</td>
</tr>
<tr>
<td>- Men</td>
<td>43%</td>
</tr>
<tr>
<td>First year postgraduate medical trainees</td>
<td>3,198</td>
</tr>
<tr>
<td>MSc and PhD degrees awarded</td>
<td>3,260</td>
</tr>
<tr>
<td>Exiting and practice-ready postgraduate trainees</td>
<td>2,956</td>
</tr>
<tr>
<td>- Family medicine</td>
<td>41%</td>
</tr>
<tr>
<td>- Medical</td>
<td>41%</td>
</tr>
<tr>
<td>- Surgical</td>
<td>16%</td>
</tr>
<tr>
<td>- Other specialties</td>
<td>2%</td>
</tr>
<tr>
<td>Graduate and post-Doctoral students</td>
<td>17,651</td>
</tr>
<tr>
<td>- Masters</td>
<td>55%</td>
</tr>
<tr>
<td>- PhD</td>
<td>33%</td>
</tr>
<tr>
<td>- Post-Doctoral</td>
<td>12%</td>
</tr>
<tr>
<td>Total undergraduate medical students</td>
<td>11,565</td>
</tr>
<tr>
<td>Medical graduates accounted</td>
<td>15,483</td>
</tr>
<tr>
<td>- Canadian medical graduates</td>
<td>71%</td>
</tr>
<tr>
<td>- IMGs</td>
<td>29%</td>
</tr>
<tr>
<td>Total postgraduate medical trainees</td>
<td>15,483</td>
</tr>
<tr>
<td>- Exiting and practice-ready postgraduate trainees</td>
<td>2,956</td>
</tr>
<tr>
<td>- Family medicine</td>
<td>41%</td>
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<tr>
<td>- Medical</td>
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<tr>
<td>- Surgical</td>
<td>16%</td>
</tr>
<tr>
<td>- Other specialties</td>
<td>2%</td>
</tr>
<tr>
<td>Biomedical and healthcare research revenue</td>
<td>3,006 billion</td>
</tr>
<tr>
<td>- Federal government</td>
<td>35%</td>
</tr>
<tr>
<td>- Provincial government</td>
<td>13%</td>
</tr>
<tr>
<td>- Internal and local university/hospital</td>
<td>20%</td>
</tr>
<tr>
<td>- Not-for-profit agencies</td>
<td>16%</td>
</tr>
<tr>
<td>- International</td>
<td>9%</td>
</tr>
<tr>
<td>- Industry and other sources</td>
<td>7%</td>
</tr>
</tbody>
</table>

Incoming Board Members

**Ms. Maureen Quigley**

Ms. Maureen Quigley is a strategy and governance expert with 26 years of experience as an independent consultant in the Canadian health sector with experience in public policy at the federal, provincial and municipal levels of government. Over the past 30 years she has served as a Director of 10 Boards and Chair of three Boards in the crown agency and not-for-profit sectors including health care, education and a national health charity and is currently the President at Maureen Quigley & Associates Inc.

**Dr. Jesse Kancir**

Jesse Kancir is a resident physician and a 2014/2015 Chevening Scholar at the University of Cambridge where he is an MPhil candidate in Public Policy. He has served as the President of the Canadian Federation of Medical Students (CFMS) and was a 2014-2015 Action Canada Fellow.
AFMC COMMITTEES

Continuing Professional Development
Chair: Dr. Constance LeBlanc, Dalhousie University

Postgraduate Medical Education
Chair: Dr. Anurag Saxena, University of Saskatchewan

Undergraduate Medical Education
Co-chair: Dr. Marie Matte, Dalhousie University
Co-chair: Dr. Gary Tithecott, Western University

Research and Graduate Studies
Chair: Dr. Andrew Watson, Western University

Admissions
Chair: Dr. Peter Hugh MacDonald, Queen’s University

Faculty Development
Chair: Dr. Kalyani Premkumar, University of Saskatchewan

Student Affairs
Chair: Dr. Leslie Nickell, University of Toronto

Senior Administration
Chair: Mr. Dwayne Martins, Western University

AFMC GROUPS

Distributed Medical Education
Chair: Dr. Jill Konkin, University of Alberta

Equity, Diversity and Gender (EDG)
Chair: Dr. Saleem Razack, McGill University

Informatics
Chair: Mr. Wes Robertson, University of Toronto

Institutional Advancement
Co-chair: Dr. Geneviève Bherer, Université Laval
Co-chair: Dr. Susan Maroun, University of Ottawa

Libraries
Co-chair: Dr. Susan Murphy, University of Saskatchewan
Co-chair: Dr. Sandra Langlands, University of Toronto

Social Accountability
Chair: Dr. Ryan Meili, University of Saskatchewan

Clerkship
Co-chair: Angela Bennett, University of British Columbia
Co-chair: Dr. Lee Toner, NOSM

Clinical Skills
Chair: Dr. Alan Neville, McMaster University

Coordinators
Chair: Kelly Jacobs, University of British Columbia

Francophone Minorities
Chair: Dr. José François, University of Manitoba

Global Health
Co-chair: Dr. Shawna O’Hearn, Dalhousie University

Interprofessional Education
Co-chair: Dr. Rosemary Brander, Queen’s University
Co-chair: Dr. Sylvia Langlois, University of Toronto

Physician Health and Well-being
Chair: Dr. Susan Edwards, University of Toronto

Professionalism
Co-chair: Dr. Heather Lochnan, University of Ottawa
Co-chair: Dr. Gurdeep Parhar, University of British Columbia

Public Health Educators Network
Chair: Dr. Denise Donovan, Université de Sherbrooke

Senior Education Deans
Chair: Dr. Alan Neville, McMaster University

Faculty Affairs
Chair: Dr. Margaret Steele, Western University
AFMC STUDENT PORTAL

The AFMC Student Portal is an online, bilingual service to facilitate the application and placement of medical students for undergraduate visiting electives at the 17 faculties of medicine in Canada. This new tool is a one-stop-shop for Canadian and international students applying for visiting electives at all faculties of medicine across the country, designed to streamline the elective placement process and make life easier for students. The Portal launch began in 2014 and the rolling deployment will be completed in 2015.

AFMC has supported the medical schools through deployment activities, delivering training to elective coordinators and finance staff at all 17 medical schools, working with pan-Canadian groups representing key stakeholders to address ongoing needs and enhancements to the service.

The AFMC Data Team, working with AFMC Student Portal Data Analysis Working Group and the Steering Committee, also developed a complete research and reporting strategy to track visiting electives offered and completed at the national and faculty level. The proposed reports will be distributed to faculties of medicine at regular intervals and will provide accurate data on both Canadian and international students participation in visiting electives.

AFMC GRADUATION QUESTIONNAIRE (CGQ)

A key document in undergraduate medical education and in the preparation for a CACMS/LCME accreditation visit for our Canadian medical schools has been the Canadian Graduation Questionnaire owned and administered by the AAMC. In May 2014, after a year of negotiations, a Data Licensing Agreement was signed, confirming the transfer of the AAMC Canadian Graduation Questionnaire to AFMC. As of 2015, the questionnaire content will be entirely determined by our undergraduate and student affairs deans, and the questionnaire will be administered by AFMC with all data from previous and future Canadian questionnaires residing with AFMC. This move will ensure that we are able to respond to the needs of our Canadian medical schools in their quest for continuing quality improvement.

The Working Group, co-chaired by Drs. Gary Tithecott, Undergraduate Dean, Western University and Leslie Nickell, Student Affairs Dean, University of Toronto, informed the development of the content of the 2015 AFMC Graduation Questionnaire (AFMC GQ). There was extensive collaboration with the CACMS secretariat to ensure alignment with the updated accreditation standards and to reflect the content of the Data Collection Instrument.

The AFMC GQ has been implemented online and has undergone beta-testing to assess its functionality on multiple platforms (locations, internet browsers and languages). The questionnaire will be launched in February 2015 and will close at the end of May 2015. The reporting format of the AFMC GQ will undergo a similar revision process by the Working Group and in collaboration with undergraduate and student affairs deans. AFMC aims to provide schools with national and university-level reports by September 1, 2015.
PAN-CANADIAN PHYSICIAN RESOURCE PLANNING

The Physician Resource Planning Task Force (PRPTF), co-chaired by Ontario Ministry of Health and Long-Term Care and the AFMC, was established by the Conference of Deputy Ministers of Health. Its three-part focus is to advance: (1) a process for addressing physician imbalances across identified specialties; (2) a pan-Canadian physician planning tool to better understand the complexities of physician supply; and (3) accurate information to support decision-making by those considering and currently pursuing medical education, both in Canada and abroad.

One of the central activities of the PRPTF is to develop a career counselling tool that will provide facts to better understand training options in undergraduate medical education, residency and practice, in order to meet its third objective. This career counselling tool, Future MD Canada, will be accessible online on AFMC website. Future MD Canada will be a publicly-available web resource where students and individuals in career planning services can find accurate, recent and sustainable information. It will support users in making decisions that better serve the health needs of Canadians. This work will be completed by March 2015 and it is anticipated that the tool will be launched in Spring of 2015.

NEW AFMC RESIDENT MATCHING COMMITTEE

The process of making career choices and matching to residency has always been at the forefront of our learner’s minds. Now more than ever our students want to ensure that decisions made around selection and matching processes will be fair and transparent and faculties want to identify the candidates best suited to meet the needs of the patients and communities they serve. The new AFMC Resident Matching Committee was established in 2014 to do just that.

Members include Ms. Caroline Abrahams (U of Toronto, Director, Policy and Analysis, PGME), Dr. Glen Bandiera (U of Ottawa, PG Dean), Dr. Jacques Bradwejn (U of Ottawa, Dean), Ms. Linda Chénard (U of Ottawa, Operations Manager), Mr. Bryce Duraflourt (CFMS), Dr. Josée Dubois (Université de Montréal, PG Dean), Dr. Melissa Forgic (U of Ottawa, Operations Manager), Dr. Darlene Hammell (UBC, SA Dean), Dr. Noura Hassan (FMRQ), Mr. Serge Keverian (FMEQ), Mr. Tom McLaughlin (CAIR), Dr. Geneviève Moineau (Chair, AFMC President and CEO), Dr. Jean-François Montreuil (U Laval, UG Dean), Dr. Leslie Nickell (U of Toronto, SA Dean), Dr. Mike Strong (Western University, Dean), Dr. Gavin Stuart (UBC, Dean) and Dr. Maureen Topps (U Calgary, PG Dean).

Priority topics currently being addressed are unmatched Canadian medical graduates principles around resident selection and breaches of interview schedule.
AFMC held its annual advocacy day on Parliament Hill in Ottawa in October 2014 which resulted in several successful meetings with Parliamentarians of different stripes from different regions of the country. It gave the deans of Canada’s faculties of medicine a unique opportunity to share their knowledge and vision of healthcare and medical education and to provide Parliamentarians with important information about the crucial role of academic medicine. Parliamentarians had a chance to discuss health research, health human resources and to reach out to our representatives to help build strong and sound public policy for the future.

AFMC held a successful meeting with Health Minister Rona Ambrose in the Summer 2014 where Dean Boisjoly, Chair of the Board, Dean Bradwejn, Past Chair of the Board and Dr. Moineau, President and CEO discussed with Ms. Ambrose health research, physician resource planning and AFMC’s central role in the selection and education of physicians throughout their careers.
ECONOMIC IMPACT OF CANADA’S FACULTIES OF MEDICINE

AFMC released in August 2014 a ground-breaking report on the economic impact of Canada’s faculties of medicine and their health science partners. This new report marked the end of an in-depth study showing how the investment in academic medicine stimulates our economy, creates jobs and generates tax revenues that benefit all Canadians.

Study highlights include:

- Faculties of medicine and their teaching hospitals account for $66.1 billion in total economic impact. This represents 3.5% of GDP in Canada.

- Faculties of medicine and their teaching hospitals create more than 295,000 jobs throughout Canada. This figure includes Canadians who are directly employed by medical faculties and teaching hospitals as well as those whose jobs depend on academic medicine.

- One in 60 jobs in the country is attributable to faculties of medicine, their teaching hospitals and other health science partners, representing 1.7% of all employment in the country.

- Faculties of medicine and their hospital affiliates generate more than $13.9 billion in government tax revenue. This figure is in addition to the $66.1 billion contribution to Canada’s GDP.

This new study gives us a more complete picture of how the delivery of high-quality medical care, the advancement of health research, the stimulation of new business development, and the education of medical professionals translate into economic impact and job creation.

ACADEMIC HEALTH SCIENCE NETWORK SYMPOSIUM

On March of 2014, AFMC and HealthCareCAN partnered once again welcoming close to 100 leaders from across Canada’s healthcare, university and government sectors who met to discuss the sustainability of health research within the Academic Health Sciences Network. Their goal was to develop a shared action plan that could help sustain the generation of research in patient care settings for today and for the future.

Participants heard from several renowned speakers, including Dr. Steven Wartman, President & CEO of the Association of Academic Health Centers, based in Washington. The 2014 National Symposium began with the question: How do we ensure the sustainability of research within the academic health sciences network? The dialogue that followed focused on national and international experiences and addressed close to 40 key issues. The discussion culminated with a proposed action plan for next steps.
DATA AND ANALYSIS

Annual Statistics Report

The AFMC strives to offer reliable, accurate and timely indicators of how academic medicine is evolving in Canada. Committed to informing emerging research, education and health care quality questions, annual reports prepared by the AFMC Data & Analysis team serve to support evidenced-based planning and decision making.

Canadian Medical Education Statistics Report

This year, AFMC published Volume 36 of the annual Canadian Medical Education Statistics (CMES) report. The CMES is a comprehensive statistical report detailing current and longitudinal data series about academic medicine at the national, provincial and university level. Data offerings include information on medical degree program applicants, matriculants and graduates, tuition fees and resident salaries, full-time and part-time faculty counts, graduate students and degrees granted by scientific discipline, as well as biomedical and healthcare research revenues. Highlights include:

- **First year medical students**
  - 2,096 in 2003/04
  - 2,915 in 2013/14  up 39%

- **First Year Post-MD Residents**
  - 1,764 in 2003/04
  - 3,098 in 2013/14  up 75.6%

- **Research funding**
  - 2,254 billion in 2003/04
  - 2,900 billion in 2013/14  up 29%

ADMISSIONS REQUIREMENT OF CANADIAN FACULTIES OF MEDICINE

In 2014, the AFMC Admission Requirements report was updated to provide information to MD program applicants who hope to start their medical studies in 2015. With approximately 12,000 students applying to Canada's MD programs each year, this report has become a recognized national reference for those considering a medical career.

AFMC’s Admission Requirements report contains standardized information on all medical degree and combined medical programs (MD-MSc, MD-MBA, MD-PhD) in Canada. The report includes information on tuition fees, entry quota, academic requirements, interview dates and applicant success rates. With close to 6,000 page views in 2014, the Admission Requirements report is one of the most frequently accessed resources on AFMC website and serves as an invaluable resource to medical school aspirants.
CANADIAN POST M.D. EDUCATION REGISTRY (CAPER)

CAPER published the 26th edition of its flagship report this year. The Annual Census of Post-M.D. Trainees offers comprehensive statistics on enrolment in residency and fellowship programs. CAPER supplements the Annual Census with a series of reports that focus on individual specialties and provincial profiles.

Together, these reports provide key metrics on the numbers and types of doctors in training, as well as the communities they serve following medical education. This information is particularly timely as we act on the FMEC recommendation to “ensure the right mix, distribution and number of physicians to meet societal needs”.

The CAPER website continues to serve as an important source for data on post-MD training. CAPER information was presented during 2014 conferences such as the Canadian Conference on Medical Education, International Conference on Residency Education, IMG Symposium, National Physician Employment Summit and the Family Medicine Forum.

Throughout 2014, CAPER assisted its partners on a variety of initiatives, as wide-ranging as the AFMC’s Physician Resource Planning Task Force, and a Canadian Institutes of Health Research funded research project on international medical graduates being conducted at Memorial University. Established in 1988, CAPER is a partnership of Canada’s federal, provincial and territorial governments and medical organizations, including AFMC, CMA, CFPC, MCC, Resident Doctors of Canada and RCPSC.

THE CANADIAN CONFERENCE ON MEDICAL EDUCATION (CCME)

The 2014 Canadian Conference on Medical Education (CCME) was hosted by the University of Ottawa and held conjointly with the Ottawa Conference. By all accounts, it was a resounding success. The theme of “Transforming Healthcare through Excellence in Assessment and Evaluation” resonated with the delegates.

With 2,785 registrants representing 58 countries, the event represented an ideal opportunity to network and learn during the 1,175 presentations and educational events. Strides were accomplished in terms of a social media perspective where #CCME14 trended during the conference. There were 992 participants who sent out 7,592 tweets – an average of 35 per hour. The CCME is a partnered conference with CAME, CFPC, MCC, RCPSC and AFMC, who acts as the secretariat.

THE CANADIAN HEALTHCARE EDUCATION COMMONS

The Canadian Healthcare Education Commons (CHEC-CESC) is AFMC’s social networking platform designed to support online communities of practice and repository of medical education learning resources for educators and learners. In 2014, AFMC maintained the current web portal, supported users on the site, hosted the CHEC-CESC Virtual Patient Challenge, moderated eLearning and social media communities and provided help desk support.

In addition, CHEC-CESC.ca supported the Social Media Bootcamp, an AFMC pre-conference workshop at CCME designed to introduce new tools and explore best practices for using social media in medical education. A redesign of CHEC-CESC.ca is underway to support new features that will help users share information easily across platforms.
HIGHLIGHTS FROM THE YEAR

COMMITTEE ON ACCREDITATION OF CANADIAN MEDICAL SCHOOLS (CACMS)

In 2014, CACMS met in January, June (jointly with the LCME) and September and reviewed three full survey reports, one limited survey reports, 11 status reports and three school action plans. The Secretariat conducted two consultations.

The Secretariat has also worked on the production of new CACMS documents. The CACMS Rules of Procedure came into effect July 1, 2014 and the CACMS Standards and Elements document was approved and will be used in accreditation surveys occurring in the 2015-2016. A Canadian version of all documents required of schools preparing for accreditation surveys has been prepared and is being translated.

In June 2014, Dr. Danielle Blouin was appointed as Secretary to CACMS and CACME. In October 2014, a workshop was held in Vancouver for schools preparing for surveys in 2015-2016. This workshop was well-attended with representation from all but two Canadian medical schools. Workshops for school preparation and surveyor training will be held during the 2015 CCME.

COMMITTEE ON ACCREDITATION OF CONTINUING MEDICAL EDUCATION (CACME)

In 2014, the Committee met in June and November and reviewed two full survey reports and nine status reports. The CACME participates in the FMEC project of aligning accreditation standards and processes along the continuum of medical education. The CACME is also working with RCPSC on the revision of accreditation standards for CPD providers. The proposed new standards were piloted in April 2014 and further revisions are underway.

The CACME is in the process of renewing its recognition of substantial equivalency with the Accreditation Council for Continuing Medical Education (ACCME). Representatives of the ACCME will be conducting an on-site visit to the CACME offices in April 2015. The CACME is made up of representatives from AFMC, CMA, CFPC, RCPSC, FMRAC and CMQ.
INTERIM REVIEW PROCESS

Since the approval of the AFMC Interim Accreditation Review Process by the Council of Deans in December 2009, eight medical schools have completed an Interim Accreditation Survey. The Interim Accreditation Survey takes approximately 12-15 months to complete and has been found to be very effective in measuring compliance with accreditation standards and developing plans to address deficiencies. It also contributes to the development of a culture of continuous quality improvement.

The schools that have completed the process have reported that the External IRC, IRC from another medical school who serves on the interim survey team, is invaluable. The impact of the AFMC Interim Review Process on the frequency of CACMS/LCME adverse decisions and the requirement for additional formal accreditation follow-up activities will be possible to determine in the next two academic years. In 2014-15, two of the four schools with CACMS/LCME full surveys conducted an AFMC Interim Accreditation Survey.

ACCREDITATION DATA SERVICES

In 2014, AFMC continued to provide data support to faculties of medicine undergoing the process of accreditation. Working directly with faculty leads and accreditation contacts, AFMC and CAPER databases were used to complete sections of the accreditation Data Collection Instrument (DCI). An initiative to continue improving this data supply service to our member faculties is being executed through periodical collaborations with the AFMC Senior Administrators Committee, a group with representation from senior administrators of each of the 17 Canadian faculties of medicine.

The first data standardization and improvement target is to review the Canadian Faculty of Medicine Financial Survey (CFMFS), a survey that is particularly relevant for generating faculty and national level financial metrics required during the CACMS accreditation process.

TRANSLATION

In 2014, following the creation of the new CACMS Rules of Procedure, AFMC’s translation service invested a great deal of efforts in translating all accreditation documents. This is a major step towards providing our Francophone medical schools with accreditation material in French for the very first time.
HIGHLIGHTS FROM THE YEAR

FUTURE OF MEDICAL EDUCATION IN CANADA – MD EDUCATION (FMEC MD)

Integration of the curriculum related recommendations are well underway at all medical schools in Canada. With 2015 marking five years post-release of the FMEC MD Collective Vision, AFMC is working with the medical schools to reflect on their work done individually as well as on a national-scale to advance the recommendations. A successful Admissions Invitational Symposium held at CCME 2014 engaged medical school deans, associate deans and directors of medical school admissions and medical students from across Canada. The primary goal of the symposium was to act as a catalyst for transformative change as envisioned in the FMEC MD recommendation to “enhance medical school admissions”.

Following consensus achieved at the event, there will be further focus on collective aspects at the national level in MD education leading to an Admissions Day at CCME 2015. Development of pan-Canadian Entrustable Professional Activities (EPAs) that all graduates should be able to perform at the end of MD training is also underway; it is expected draft EPAs will be shared by summer 2015 following collaborations of a small task force, UG Deans and others during CCME 2015.

FUTURE OF MEDICAL EDUCATION IN CANADA – POSTGRADUATE (FMEC PG)

The AFMC, along with its consortium partner organizations CFPC, CMQ and RCPSC, continues to drive forward the implementation activities of the ten recommendations of the FMEC PG Report. Multiple pilot projects are currently underway to help smooth transitions across the continuum of medical education, including a national protocol for effective and equitable learner education handover, a post-match boot camp and simulated night on call for medical students, and improved standards and guidelines for admissions practices and career services. The Governance Implementation Committee is working on setting the stage for the launch of a Governance Council for PGME, whose mandate will be to make recommendations on contentious issues that affect the medical education community. These recommendations will then go back to the Council members’ organizations for ratification.

The Accreditation Implementation Committee has reached agreement with the various accrediting bodies to group accreditation standards under six new domains, within a Canadian context, and is currently looking into how accreditation processes and data requirements can be aligned to improve efficiency and reduce redundancy for the faculties of medicine in Canada. Concurrently, the FMEC PG Project Secretariat continues to work with the other seven recommendations committees to make strides in the areas of social accountability, learning and work environments, assessment, competency-based education, clinical teacher and leadership development.

FUTURE OF MEDICAL EDUCATION IN CANADA – CONTINUING PROFESSIONAL DEVELOPMENT (FMEC CPD)

With the support of the offices of continuing professional development from all schools and from each of the eight major partner organizations, a CEO Oversight Committee and a Steering Committee collaborated to deliver national consultations with a breadth of CPD stakeholders, providing input to direct the development of an FMEC CPD project (Future of CPD in Canada Invitational Summit, CCME 2014).

Consultations were a critical first step in identifying a shared understanding of the priorities and external forces that will likely have an impact on CPD in the next few years. The eight FMEC CPD Partners – AFMC, CMA, CMPA, CMQ, CFPC, FMRAC, MCC, RCPSC – will launch a three-year initiative beginning in Spring 2015 to respond to questions and issues identified during consultations. They will also leverage the high degree of collaboration and conjunction of interest that already exists across many organizations to construct a future national CPD system with an appropriate governance structure. This will address more efficiently the issues of diversity of physician, provider, and societal health care needs.
DEVELOPMENT OF MEDICAL RESOURCES IN
FRANCOPHONE MINORITY COMMUNITIES
IN CANADA

In partnership with the Société Santé en français (SSF), Médecins francophones du Canada (MFdC) and the Consortium national de formation en santé (CNFS), AFMC has launched an exciting new initiative for the development of French-speaking medical human resources in Francophone minority communities in Canada: FrancoDoc. The initiative aims to develop and enhance French-speaking medical human resources by using an integrated interdisciplinary approach to identify students in English-language faculties of medicine that could meet the needs of Francophone minority communities while fulfilling clinical rotations or electives.

The project’s objectives are to formalize structures within medical faculties outside of Quebec linking faculties with official language minority communities (OLMCs) in their region, identify Francophone and Francophile students outside Quebec, prepare and equip these learners for clinical training (rotations or partnering programs) in OLMCs and mobilize them for such placements in these communities.

ENGAGING STUDENTS AND RAISING THE
PROFILE OF PUBLIC HEALTH THROUGH
LEARNING, ASSESSMENT AND RECRUITMENT

Through engagement of medical learners and AFMC Public Health Educators’ Network (PHEN), new public health teaching and evaluation tools are being developed and best practices are being shared. A detailed Educator’s Summary of 13 new public health learning tools has been disseminated and work continues with Université Laval to adapt the top prize winning learning tools in French. New clinical cases covering population health objectives are also being developed and shared. These may form the basis for Observed Structured Clinical Exams (OSCE).

A survey of medical learners and Public Health and Preventive Medicine residency programs was just completed which will serve as a base for a factsheet on best practices for public health electives. The development of a promotional tool for the Public Health and Preventive Medicine residency programs is also underway. Finally, the next edition of the AFMC Primer on Population Health is in progress, with new content and integration of the new learning tools.

AFMC-INFOWAY PHYSICIAN IN TRAINING
eHEALTH CURRICULUM AND eLEARNING
INITIATIVE

The partnership with Canada Health Infoway and AFMC working with leading eHealth experts within Canadian medical schools has led to a number of exciting initiatives. These include the creation of a network of eHealth champions of faculties of medicine decanal teams, clinician educators and learners; the execution of an environmental scan of eHealth education in faculties of medicine in Canada; the support of a student initiative on eHealth through the launch of the CHEC-CESC virtual patient challenge; and the recognition of leadership and ingenuity among our faculty members through an AFMC-Infoway eHealth Award.

AFMC hosted a national meeting with the working group on eHealth competencies to identify a strategy for developing a common lexicon and national competencies and outcomes on eHealth, resulting in the creation of eHealth competencies for undergraduate medical education, available through CHEC-CESC.ca. These competencies will better prepare medical students to practice in modern, technology-enabled clinical environments and provides guidance to medical schools in the development of eHealth curriculum. Work is underway to develop a peer leader network that will support faculty development and integration of eHealth in Canadian medical schools.
AFMC ADDICTION eLEARNING FOR UNDERGRADUATE MEDICAL EDUCATION PODCASTS, VIRTUAL PATIENTS, eTEXTBOOK PRIMER

The AFMC Addiction eLearning for UGME Project is funded by the Norlien Foundation. In support of this initiative, AFMC participated in the Alberta Family Wellness, Accelerating Innovation: Telling the Brain Story to Inspire Action Symposium, in October 2014. The AFMC is also engaged with a group of physicians and organizations developing eLearning tools on early brain and biological development and addiction, the AFWI Physician Group.

The AFMC Primer on the Biopsychosocial Approach to Addiction (eTextbook) and virtual patients on addiction are in the final stages of peer review and will be released in 2015. The Primer is an e-textbook that focuses on the basic and social science of addiction, reflective practice and principles of clinical management. The virtual patient cases include a set of self-directed, interactive cases on intergenerational issues related to addiction and a point-of-care reference tool with streetwise phrases.

AFMC PHYSICIAN WELLNESS WEBINAR & PODCAST SERIES ON ADDICTION

The AFMC has received funding from The Canadian Physician Health Institute to launch a new webinar and podcast series on addiction. Twelve webinars will be delivered for physicians, physician educators and physicians in training. Each webinar will include a presentation by an expert in addiction medicine followed by a live questions and answers session. AFMC is working in partnership with eLearning programs at the faculties of medicine to host webinar sessions on a bi-monthly basis that will be adapted and translated for release in English and French as short podcast episodes. The podcasts will be hosted on www.CHEC-CESC.ca and iTunes as an extension of our existing podcast series on addiction.
We are pleased to announce the 2015 award winners. The awards celebrate outstanding contributions by individuals in promoting and advancing medical education in Canada.

AFMC President’s Award for Exemplary National Leadership in Academic Medicine

The award recognizes excellence for national leadership in academic medicine. Activities might include providing leadership on national collaborative activities that provide frameworks for curriculum in health education; producing guidelines for faculty on teaching approaches, recruitment and student support, or faculty affairs; advocacy for excellence in medical education or research in medical education; and biomedical or health-services research.

Recipient: Dr. Aurel Schofield, Université de Sherbrooke

Dr. Schofield received his degree in medicine and family medicine at l’Université Laval in Quebec City in 1980. His academic career was entirely devoted to the delivery of primary care and obstetrics, medical education, and research on adolescent health. Dr. Schofield held a number of different positions during his academic career, including President of the College of Family Physicians of New Brunswick and founding member of the Société Santé et Mieux-être en Français du Nouveau-Brunswick and the Consortium national de formation en santé for the training of health professionals. He was also Director of the Centre de Formation médicale du Nouveau Brunswick, Associate Dean for New Brunswick for the Faculty of Medicine and Health Sciences, Université de Sherbrooke, as well as Associate Dean for medical education at the Université de Moncton.

For over 30 years, he worked with determination and conviction to develop clinical services and medical training in Acadian Francophone minority communities. Nearly half of the Francophone family doctors who have set up practice in the province are graduates of this program. Along with this spectacular achievement, Dr. Schofield was actively involved in developing undergraduate medical programs in New Brunswick. He has been involved in numerous World Health Organization social-accountability initiatives.

He has received several prestigious awards at the local, provincial, and national level for his outstanding contributions in medical education and his profession, including the Order of Merit of the New Brunswick Medical Society and the Order of Canada for his exceptional contribution to medical education and better health services in French.

Dr. Schofield is considered a role model and great leader by his colleagues and associates. His career is an extraordinary example of the impact a physician executive in academic medicine can have on the development of medical training and the delivery of health care for his community.
AFMC AWARD WINNERS

AFMC - CHARLES BOELEN INTERNATIONAL SOCIAL ACCOUNTABILITY AWARD (INAUGURAL THIS YEAR)

Introduced in April 2014, this new award was created to highlight outstanding accomplishments in implementing the principles of social accountability in the health field. With its international scope, it aims to celebrate individuals and organizations from around the world whose accomplishments exemplify the application of the principles of social accountability as defined in the Global Consensus for Social Accountability of Medical Schools and other internationally recognized references.

Co-Recipient: Dr. André-Jacques Neusy, Chief Executive Officer of the Training for Health Equity Network (THEnet)

Dr. Neusy earned his medical degree at the Free University of Brussels and a doctorate in tropical medicine and hygiene at the Institute of Tropical Medicine of Antwerp-Belgium. He completed his postdoctoral medical training at New York University (NYU) Medical Center, later joining its faculty.

He is a past president of the Global Health Education Consortium and served as a committee member to the U.S. National Academies of Sciences’ Institute of Medicine’s Board of Global Health on health workforce-related issues.

Dr. Neusy is an honorary associate professor of medicine at the NYU School of Medicine where he founded and directed the Center for Global Health.

An ambassador of U.S.-based Freedom from Hunger, Dr. Neusy has also consulted on health-workforce development for academic institutions, governments and international organizations. He also serves on scientific and health committees at various organizations, including CapacityPlus, the International Society for Urban Health, the American Near East Refugee Association and the Global Commission on Health Professional Education for the 21st Century.

Co-Recipient: Ms. Björg Pálsdóttir, Executive Director of the Training for Health Equity Network (THEnet)

Before co-founding THEnet in 2008, Ms. Pálsdóttir served as a consultant to organizations, governments and institutions such as the National Academy of Sciences, the World Bank and the Bill and Melinda Gates Foundation. She was the co-founder and Associate Director of the Center for Global Health at the NYU School of Medicine, established in 1998. Prior to working for the center, she worked for the International Rescue Committee, an emergency relief and development organization—first at its headquarters in New York, then as a regional coordinator for East and Central Africa.

She is a member of the Global Forum on Innovation in Health Professional Education and chairs the Innovation Collaborative on Community-Engaged Education.

Ms. Pálsdóttir holds a bachelor of arts in economic journalism, a master’s degree in public administration and non-profit management from NYU’s Wagner School of Public Service and a certificate in training and organizational development from NYU.
AFMC CLINICAL TEACHER AWARD

The AFMC Clinical Teacher Award was created in 2014 to emphasize the importance of excellence in clinical teaching and to recognize an individual in Canada who has provided exceptional clinical teaching contribution.

The AFMC Clinical Teacher Award recognizes individuals who have a sustained track record as outstanding teachers to medical students, residents and other health-profession students. The award is open to candidates who are clinicians with an MD or other professional degree.

Recipient: Dr. Jeffrey Schaefer, University of Calgary

Dr. Schaefer is a general internist and Director of the Internal Medicine Residency Program in Calgary. He received his Bachelor of Science and Doctor of Medicine at the University of Saskatchewan. At the University of Calgary, he completed internal medicine residency and a Master of Community Health Sciences. He has been a Master Teacher with the Undergraduate Medical Program and the recipient of a number of awards and commendations in medical education.

In his role as residency program director, Dr. Schaefer has introduced many innovations that have improved the confidence of residents in undertaking procedures and had an obvious impact on patient safety. Among them has been a Lifelong Learning Program, which fosters an environment of self-directed learning.

He has served in several leadership roles, including Chair of the Department of Medicine’s Academic Alternative Relationship Plan, Site Chief of Medicine at Rockyview General Hospital and Co-Director of the Clinic for Mind-Body Medicine.

Dr. Schaefer is considered by residents as an extraordinary role model, not only for his capacity to care for a wide spectrum of patients with complex problems but also for his ability to connect with patients and their families, nursing staff and allied healthcare workers. According to residents’ citation: “He strikes the perfect balance between ensuring patient safety while allowing and respecting resident education.”

FACULTY INTERPROFESSIONAL EHEALTH AWARD (INAUGURAL THIS YEAR)

This award is a component of the Canada Health Infoway’s “Next Generation: Clinicians in Training” initiative and is given in partnership with the AFMC, the Association of Faculties of Pharmacy of Canada, and the Canadian Association of Schools of Nursing. The focus of the initiative is to enable faculty to embrace a culture of change and transform how they educate students to provide patient-centered, interprofessional and collaborative care in a technology-enabled environment.

Co-Recipients: University of Saskatchewan faculty for their innovative program, Northern Caring for Kids Where They Live.

- Dr. Jill Bally, Assistant Professor, College of Nursing
- Dr. Shelley Spurr, Assistant Professor, College of Nursing
- Dr. Lorna Butler, Dean, College of Nursing
- Dr. Alyssa Hayes, Assistant Professor, College of Dentistry
- Dr. Shahab Khan, Ophthalmologist, College of Medicine
- Mr. Mark Tomtene, Director of Information and Communications Technology, College of Nursing
AFMC AWARD WINNERS

AFMC YOUNG EDUCATOR’S AWARD
The AFMC Young Educator’s Award recognizes individuals within their first seven years as a faculty member who have produced change within their university or within the medical community as a whole through their vision, work and interaction with colleagues.

Recipient: Dr. Brian Wong, University of Toronto

Dr. Wong is an assistant professor and Director of Continuing Education and Quality Improvement in the Department of Medicine and Associate Director for the Centre for Quality Improvement and Patient Safety at the University of Toronto.

His scholarly activities lie at the intersection between medical education, quality improvement and patient safety. He is the author of many peer-reviewed publications in highly respected journals. One of his great successes has been the development and implementation of a faculty-resident co-learning curriculum program to teach quality-improvement skills. Dr. Wong has won numerous awards in recognition of his excellence in research and teaching, his commitment to medical education, and his contributions to continuing professional development.

Dr. Wong is a highly regarded scholar in the fields of medical education, quality improvement, and patient safety. He is an emerging leader at the local, national and international levels whose contributions have already had an immense impact on the way in which health professionals are prepared for 21st-century practice.

AFMC MAY COHEN GENDER EQUALITY AND DIVERSITY AWARD
This award recognizes the outstanding effort or achievement of an individual, program, department or faculty in improving the gender-equity environment in academic medicine in Canada.

Recipient: Dr. Gurdeep Parhar, University of British Columbia

Dr. Parhar is the Executive Associate Dean of Clinical Partnerships and Professionalism for the Faculty of Medicine at the University of British Columbia (UBC). Among other positions, he previously served as the Associate Dean of Equity and Professionalism and UBC’s Acting Associate Vice President of Equity and Inclusion.

Dr. Parhar’s success in creating a diverse environment is based on his belief that diversity needs to exist not only within the faculty and student body but also in the curriculum being taught, the opportunities being offered, and the leadership that supports the university.

Dr. Parhar has led numerous initiatives provincially, nationally and internationally to promote equity and diversity and address barriers of gender, sexuality, socioeconomic statuses, disability and cultural origin. He has received numerous awards, including the Trial Lawyers Association of British Columbia, the President’s Award, the BC College of Family Physicians’ Teacher of the Year Award and the University of Calgary’s Faculty of Medicine Alumnus of Distinction Award.

Dr. Parhar has been at the forefront of the development of best practices for student and faculty recruitment, including support programs to ensure that everyone progresses and is promoted through his or her academic trajectory. He is a model for his efforts in raising awareness about underserved populations and creating an environment of inclusion, respect, and community.
AFMC AWARD FOR OUTSTANDING CONTRIBUTION TO FACULTY DEVELOPMENT IN CANADA

In order to emphasize the importance of faculty development and to recognize an individual or a group in Canada who has made an exceptional contribution in the area of Faculty Development, AFMC is pleased to offer the Award for Outstanding Contribution to Faculty Development in Canada.

Recipient: Dr. Sandra Jarvis-Selinger, University of British Columbia

Dr. Jarvis-Selinger is the Assistant Dean for Faculty Development, Director of Curriculum in the MD Undergraduate Program and an associate professor in the Department of Surgery. She is a PhD-trained developmental psychologist and researcher in the area of human learning, development, and instruction. She is also the educational faculty member for the American Academy of Orthopaedic Surgeons’ course for Orthopaedic Educators and for the American Orthopaedic Association.

Her work focuses on educational innovation and knowledge translation, with innovative pedagogical approaches and respectful research partnerships. Her research has addressed positive curricular change, effective lifelong learning and professional-identity formation by supporting critical educational transitions, including secondary to post-secondary education. She has been involved in disseminating an important tool, the “Teaching Perspectives Inventory,” which has been utilized by thousands of faculty members worldwide. As an acknowledgment for her contribution, Dr. Jarvis-Selinger has received various awards, among them a Michael Smith Foundation for Health Research Career Investigator Award and the Faculty of Medicine’s Distinguished Achievement Award – Excellence in Education.

Dr. Jarvis-Selinger has been a key driver in the development and delivery of faculty-development programs and innovations. She is considered an outstanding mentor and has brought a structured, evidence-based approach to curriculum design and program implementation.

AFMC JOHN RUEDY AWARD FOR INNOVATION IN MEDICAL EDUCATION

To honour Dr. John Ruedy on his retirement as Dean of Medicine at Dalhousie University in 1999, the faculty of medicine established a national award in his name. The AFMC John Ruedy Award for Innovation in Medical Education is awarded to an individual or group who has developed innovative print materials, electronic learning aids, or other teaching aids.

Recipient: Dr. Roland Grad, McGill University

Dr. Grad is an associate professor in the Department of Family Medicine at McGill’s Faculty of Medicine, Director of the Clinician Scholar Program and a member of the Canadian Task Force on Preventive Health Care. His research centers on aiding and improving the use of clinical information by doctors, nurses, and pharmacists in their everyday practice, as they strive to improve health care and the health of their patients.

In 2004, Dr. Grad and his colleagues began to implement the first continuing education program that stimulated reflective eLearning. Through these programs, he helped shape continuing medical education policy to recognize the importance of brief online self-learning activities. He also co-founded the Information Technology Primary Care Research Group, which promotes and encourages research in family medicine, as well as the development and teaching of healthcare informatics in primary care.

Dr. Grad is a model for both his extensive contributions to research and appreciation by patients and students.
OUR TEAM

WELCOME TO THE TEAM

Danielle Blouin, M.D., F.R.C.P., F.C.F.P., M.H.P.E.
Secretary, CACMS and CACME

Dr. Blouin graduated from Université Laval Medical School and completed a Family Medicine / Emergency Medicine residency from the College of Family Physicians of Canada at Queen’s University and an Emergency Medicine residency from the Royal College of Physicians and Surgeons of Canada at McGill University.

Her commitment to education led her to undertake a Master of Health Professions Education degree at the University of Illinois at Chicago from which she graduated in 2003. She is currently pursuing a doctorate degree in education from the same university.

From 2006 until 2013, she served as Director of Faculty Development for Health Sciences at Queen’s University. She chaired the Association of Faculties of Medicine of Canada resources group on faculty development from 2008 to 2011. She has been involved as an educator and scholar in numerous faculty development projects at the provincial, national and international levels. Dr. Blouin maintains an active academic clinical practice in emergency medicine at Queen’s University and was granted professorship in 2012.

From June 2013 to June 2014, she served as Assistant Secretary to the Committee on Accreditation of Canadian Medical Schools (CACMS), and since July 2014, she has been Secretary to CACMS and to the Committee on Accreditation of Continuing Medical Education (CACME).

Lynda Buske
Interim Director, CAPER

As Interim Director of CAPER, Ms. Buske will primarily be responsible for the management of the Canadian Post-MD Education Registry (CAPER) activities, including the development and maintenance of national databases related to the supply of physicians from Canadian medical school programs and international medical graduates. Other responsibilities include analysis, dissemination and product development based on CAPER data; liaison with national medical organizations and government and other stakeholder organizations. She will also be the co-chair of the Technical Steering Committee of the Physician Resource Planning Task Force, which was created at the request of the Deputy Ministers of Health.

Ms. Buske has worked with the Canadian Medical Association for over 20 years and until her retirement at the end of December, was the Director of Workforce Research. She has been the CMA representative on the CAPER Executive and Policy committees for many years and frequently utilized the CAPER census information in her research. Lynda has also served as an expert resource to the Canadian Institute for Health Information on their physician database holdings. Prior to joining the CMA, she spent 18 years with Health Canada developing the National Physician Database and various medical care indicators. She is a graduate of Carleton University and holds a Bachelor of Science degree in mathematics.
Yannick Fortin  
Acting Director, Data and Analysis

As Acting Director of Data and Analysis, Mr. Fortin oversees the work of AFMC’s data and analysis team, which is responsible for the annual data collection of several surveys in collaboration with Canadian faculties of medicine. He also supervises the reporting of information on medical school applications, MD enrolment, MD graduates, biomedical and research revenues, faculty finances, staffing and graduate students. He is also involved in the on-going development of the AFMC Graduation Questionnaire, provides data support to faculties of medicine undergoing accreditation and helps the AFMC collaborate in advocacy and research driven initiatives with its many partners.

Mr. Fortin joined the AFMC in 2008 to manage the National International Medical Graduate Database project, a four-year pan-Canadian data collection initiative involving medical certification bodies, regulatory authorities, assessment centers and Canadian faculties of medicine that was aimed at improving the inclusion of IMGs in the workforce. Since then, his work at the Association has focused on improving the efficiency and quality of data collection and reporting processes. Prior to joining the AFMC, Yannick spent over six years participating in genomics research at McGill University and Génomme Québec Innovation Centre. Mr. Fortin has a diploma in biotechnology, a Master’s degree in medical sociology from McGill University and is a doctoral candidate in the Population Health program at the University of Ottawa.

UPCOMING IN 2015

• Launch of the Future MD web tool in Spring 2015 – a counseling resource for individuals considering a career as a physician in Canada.
• Development of Canadian Entrustable Professional Activities that all graduates should be able to perform at the end of medical school.
• Revamped Canadian Healthcare Education Commons web tool with improved user-friendliness, social media integration and new features to support online collaboration.
• Production of “Mythbuster” videos to help medical students better understand the realities of the resident matching and selection processes by providing factual information regarding existing myths currently being propagated.
• Arrival of our first Vice President Research to increase support for researchers and graduate student in our faculties as well improve AFMC’s effectiveness as an advocate for health research in Canada.
• Creation of a position of Director, Data and Information Services with a mandate to enhance our data support and information services to faculty members, staff and learners.

GLOSSARY

AAMC  Association of American Medical Colleges
CACME  Committee on Accreditation of Continuing Medical Education
CACMS  Committee on Accreditation of Canadian Medical Schools
CAME  Canadian Association for Medical Education
CAPER  Canadian Post M.D. Education Registry
CCME  Canadian Conference on Medical Education
CFPC  College of Family Physicians of Canada
CIHR  Canadian Institutes of Health Research
CMA  Canadian Medical Association
CMG  Canadian medical graduates
CMPA  Canadian Medical Protective Association
CMQ  Collège des médecins du Québec
FMEC  Future of Medical Education in Canada
FMRAC  Federation of Medical Regulatory Authorities of Canada
LCME  Liaison Committee on Medical Education
MCC  Medical Council of Canada
RCPSC  Royal College of Physicians and Surgeons of Canada
SA  Student affairs
UG  Undergraduate
UGME  Undergraduate Medical Education
SO LONG TO STEVE SLADE

It is with mixed emotion that we announce our long-time VP Data and Analysis and Director of Canadian Post-MD Education Registry (CAPER), Steve Slade, left AFMC in 2014. In his eight years at AFMC, Steve developed both the Office of Research and Information Services and CAPER into highly functioning data sources that respond extremely well to the needs of our members and partners. He has been a supportive boss, and a great contributor to all our activities.

He will be missed!

“Our success is made possible thanks to the dedication of our incredible team.”