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.

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MESSAGE FROM THE CHAIR

As I begin my term as Chair of the Board of Directors, I would like to thank Dr. Hélène Boisjoly, Past-Chair, for her leadership over the last 2 years. I am honoured to have the opportunity to lead our Board at such an exciting time, when the AFMC, as the voice of academic medicine, is being heard louder and clearer than ever before.

The strategic directions approved by our Board of Directors set the stage for several important decisions made during 2016 and led to many significant initiatives that the AFMC is currently undertaking.

At the foundation of any organization as complex as the AFMC lies good governance. Over the last two years, the governance committee has worked hard to redefine our governance structure in order to make the organization more nimble while at the same time responsive to the needs of all of our faculties. Implementing this renewed governance structure falls under the guidance of Dr Jon Meddings. Reflecting our renewed national mandate, Standing Committees of the Board on Education and Research have been created and are chaired by Drs. Richard Reznick and Dermot Kelleher respectively. While these now seek support from the AFMC Committees on UGME, PGME, CPD, Student Affairs, Research, and Graduate Studies, the remaining AFMC Committees and Groups have transitioned into Networks. Members who are part of these networks will more easily connect, collaborate with and learn from colleagues who share the same passion for a specific area of focus in academic medicine, while having more flexibility in the way they operate.

The strategic vision for the AFMC adopted in 2015 has also resulted in AFMC’s many recent endeavors in health research which have been led by our inaugural VP Research, Dr. Jack Jhamandas. Our research focus in 2016 has kept us strongly advocating for the restoration of federal funding for the MD-PhD program with the goal of strengthening the health research community across the country by training future clinician scientists to innovate in the competitive global field.

Meetings with the Ministers of Health and Science this past year have allowed AFMC to voice many concerns from the Canadian academic medicine community. AFMC’s collaboration with the federal government on the Health Accord, the opioid crisis, indigenous health initiatives, as well as the Physician Resource Planning Advisory Committee, has provided our community with the opportunity to play an active role in a dialogue we hope will remain open for years to come.

I look forward to working over the next two years of my term as Board Chair to advance all of the objectives, and more, as we, the AFMC, become more deeply engaged in the critical medical education and research issues of our time.

Michael J. Strong, MD, FRCP(C), FCAHS, FAAN
Chair, AFMC Board of Directors
MESSAGE FROM THE PRESIDENT AND CEO

We are pleased to provide you with the AFMC 2016 Annual Report, which highlights accomplishments and innovations of the AFMC and our 17 member faculties.

The AFMC is very proud to have released Entrustable Professional Activities (EPAs) for entry into residency in both English and French, which are specific to the Canadian context.

As co-lead on the Physician Resource Advisory Committee supported by the federal and provincial governments, we have reviewed the supply-based physician resource planning tool and are providing input into the development of the next phase, the needs-based component. The Committee also continues in-depth work to determine how to reduce the number of unmatched Canadian medical graduates.

Our students will be pleased that all our faculties will have been launched on the AFMC Student Portal within the next few weeks. This feat is an excellent example of what we can accomplish when our faculties, staff and learners work together toward a common goal.

The last year has been one of transition in our education portfolio. I thank Dr. Andrée Boucher for her significant contributions to the AFMC over the last 18 months. I am pleased to welcome Dr. Sarita Verma to our team and look forward to working with her as we continue implementing the Future of Medical Education in Canada recommendations.

The AFMC is thankful to all its faculty members, learners and partners, who have made all this work possible and who have allowed us to move forward together in advancing academic medicine in Canada. I hope you enjoy reading about our collective accomplishments.

Geneviève Moineau, MD, FRCPC
President and Chief Executive Officer
AFMC BOARD OF DIRECTORS
(AS OF DECEMBER 2016)

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

Back row (L to R):
- Dr. Pierre-Gerlier Forest, Professor and Director, Johns Hopkins University
- Dr. David Anderson, Dean, Faculty of Medicine, Dalhousie University
- Dr. Richard Reznick, Dean, Faculty of Health Sciences, Queen’s University
- 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. Jon Meddings, Dean, Cumming School of Medicine, University of Calgary
- Dr. L. Trevor Young, Dean, Faculty of Medicine, University of Toronto
- Dr. Dermot Kelleher, Dean, Faculty of Medicine, University of British Columbia
- Mr. Graham W. S. Scott, President, Graham Scott Strategies Inc.
- Dr. Richard Fedorak, Interim Dean, Faculty of Medicine & Dentistry, University of Alberta

Front row (L to R):
- Dr. Rénald Bergeron, Dean, Faculty of Medicine, Université Laval
- Dr. Hélène Boisjoly, Dean, Faculty of Medicine, Université de Montréal
- Dr. Preston Smith, Dean, College of Medicine, University of Saskatchewan
- Dr. Geneviève Moineau, President & CEO, AFMC
- Dr. Michael J. Strong, Dean, Schulich School of Medicine & Dentistry, Western University
- Dr. Margaret Steele, Dean, Faculty of Medicine, Memorial University of Newfoundland
- Ms. Maureen Quigley, President, Maureen Quigley & Associates Inc.
- Dr. Brian Postl, Dean, Faculty of Medicine, University of Manitoba
- Dr. Jacques Bradwejn, Dean, Faculty of Medicine, University of Ottawa

Not pictured:
- Dr. Paul O’Byrne, Dean & Vice-President, Faculty of Health Sciences, McMaster University
- Dr. Jesse Kancir, R2 - Resident Physician, Public Health and Preventive Medicine, University of British Columbia
Margaret Steele
HBSc, MD, FRCP, MEd, DFCPA, CCPE

Dr. Margaret Steele is the first woman Dean of the Faculty of Medicine at Memorial University of Newfoundland. She took on this exciting role as of August 15, 2016. Margaret is a Professor in the Department of Psychiatry. Prior to coming to the Faculty of Medicine at Memorial University of Newfoundland, Dr. Steele was the Vice Dean, Hospital & Interfaculty Relations, Schulich School of Medicine & Dentistry for five years. In her previous Vice Dean role, Margaret led the implementation of the SouthWestern Academic Health Network (SWAHN). SWAHN’s goal is to improve patient and population health outcomes by academic integration with community stakeholders in SouthWestern Ontario.

Margaret earned her Honours degree in Microbiology and Immunology at Western University in 1983 and completed her MD in 1987. She obtained her Fellowship in Psychiatry in 1992, and in 1993, completed the requirements for the Child and Adolescent Psychiatry Diploma. Margaret earned a Masters of Higher Education from the Ontario Institute of Studies in Education/University of Toronto and became a Fellow of the Hedwig van Ameringen Executive Leadership in Academic Medicine at Drexel University in Philadelphia, Pennsylvania in 2008. In 2012, Margaret became a Distinguished Fellow of the Canadian Psychiatric Association and in 2013 she became a Canadian Certified Physician Executive. She also was the first Canadian who participated in the Association of American Medical Colleges, Council of Dean fellowship.

Paul M O’Byrne
MD, FRCP(C), FRSC

Dr. Paul O’Byrne has been the Dean and Vice-President of the Faculty of Health Sciences at McMaster University since July 1, 2016. He was previously the E.J. Moran Campbell Professor of Medicine, and Chair of the Department of Medicine at the Michael G DeGroote School of Medicine, McMaster University and also the past Executive Director of the Firestone Institute for Respiratory Health at St. Joseph’s Healthcare. Dr. O’Byrne is the past-Chair of the Executive Committee of the Global Initiative for Asthma (GINA). He obtained his Medical Degree at University College, Dublin and training in Internal Medicine and Respiratory Medicine at McMaster University. He undertook research training at McMaster University and at the Cardiovascular Research Institute in San Francisco. He has published more than 400 peer reviewed papers. His research interests are on the mechanisms and treatment of asthma, with particular reference to the role of environmental allergens and the mechanisms by which these cause airway inflammation.

He has received the James H Graham Award of Merit, Royal College of Physicians and Surgeons of Canada, and has been the Distinguished Lecturer in Respiratory Sciences for Institute of Circulatory and Respiratory Health of the Canadian Institutes for Health Research. He was elected to the Royal Society of Canada in 2010, and was awarded the European Respiratory Society Congress Award and Medal in 2011. He was elected to the Canadian Academy of Health Sciences and appointed a Distinguished University Professor at McMaster University in 2015.
AFMC’S RENEWED GOVERNANCE STRUCTURE

The redefined governance structure of AFMC reflects our **renewed national mandate**. Two new standing committees of the Board on Education and Research now seek support from the AFMC Committees on UGME, PGME, CPD, Student Affairs, Research and Graduate Studies, while the AFMC networks have more flexibility in the way they operate.

### AFMC COMMITTEES

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<tr>
<th>Committee</th>
<th>Chair(s)</th>
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<td>Continuing Professional Development</td>
<td>Dr. Constance LeBlanc</td>
<td>Dalhousie University</td>
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<td>Graduate Studies</td>
<td>Dr. Andrew Watson</td>
<td>Western University</td>
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<td>Postgraduate Medical Education</td>
<td>Dr. Ramona Kearney</td>
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<td>Research</td>
<td>Dr. Bernard Jasmin</td>
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<td>Student Affairs</td>
<td>Dr. Leslie Nickell</td>
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<td>Undergraduate Medical Education</td>
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<td>Dr. Melissa Forgie</td>
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<td>Dr. Jean-François Montreuil</td>
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### AFMC NETWORKS

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<td>Admissions</td>
<td>Dr. Wanda Parsons</td>
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<td>Clerkship</td>
<td>Dr. Vjaj Anand</td>
<td>University of Alberta</td>
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<td>Dr. Lee Toner</td>
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<td>Clinical Skills</td>
<td>Dr. Cherie Jones-Hiscock</td>
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<td>Dr. Barbara Power</td>
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<td>Dr. Jill Konkin</td>
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<td>Electives</td>
<td>Dr. Seetha Radhakrishnan</td>
<td>University of Toronto</td>
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<td>Equity, Diversity and Gender</td>
<td>Dr. Saleem Razack</td>
<td>McGill University</td>
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<td>Faculty Affairs</td>
<td>Dr. John Bohnen</td>
<td>University of Toronto</td>
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<td>Dr. Karen Leslie</td>
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<td>Francophone Minorities</td>
<td>Ms. Danielle Barbeau-Rodrigue</td>
<td>Northern Ontario School of Medicine</td>
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<td>Global Health</td>
<td>Dr. Shawna O’Hearn</td>
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<td>Informatics</td>
<td>Mr. Matt Simpson</td>
<td>Queen’s University</td>
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<td>Institutional Advancement</td>
<td>Ms. Geneviève Bouchard</td>
<td>Montreal University</td>
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<td>Ms. Diana Colby</td>
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<td>Queen’s University</td>
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<td>Dr. Sylvia Langlois</td>
<td>University of Toronto</td>
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<td>Physician Health and Well-Being</td>
<td>Dr. Mithu Sen</td>
<td>University of Saskatchewan</td>
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<td>Professionalism</td>
<td>Dr. Heather Lochnan</td>
<td>Western University</td>
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<td>Dr. Gurdeep Parhar</td>
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<td>Dr. Catherine Donovan</td>
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<td>Public Health Educators</td>
<td>Mr. Dwayne Martins</td>
<td>Memorial University of Newfoundland</td>
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<td>Senior Administration</td>
<td>Mr. Dwayne Martins</td>
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<td>Senior Education Deans</td>
<td>Dr. Alan Neville</td>
<td>McMaster University</td>
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<tr>
<td>Social Accountability</td>
<td>Dr. Shawna O’Hearn</td>
<td>Dalhousie University</td>
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**Canada’s Faculties of Medicine by the Numbers**

From Our 2016 Reports

**51,593**
Faculty members (26% full-time, 74% part-time)

**41,960**
MD program applications

**2,914**
New undergraduate medical students

**11,685**
Total undergraduate medical students

**2,813**
Medical degrees awarded
57% women and 43% men

**16,200**
Postgraduate Medical Trainees
72% Canadian Medical Graduates | 28% IMGs

**3,204**
Exiting and practice-ready postgraduate trainees in 2015

**2.9 Billion**
in Biomedical & Healthcare Research Revenue
33% federal government
13% provincial government
21% internal local and local university/hospital
13% not-for-profit agencies
11% international
7% industry and other sources
Faculty of Medicine

Memorial University’s Faculty of Medicine had a year of progress and new initiatives.

In August, we welcomed Dr. Margaret Steele as our sixth dean. Dr. Steele’s vision includes transforming health care for a healthier Newfoundland and Labrador through world-class research and experiential education, exceptional clinical practice and community engagement.

This summer we officially launched the Building a Healthy Tomorrow fundraising campaign. The campaign’s three areas of focus include our commitment to educating tomorrow’s doctors, providing the best possible care and conducting research that makes a difference.

In 2016, we hosted the survey teams from the Royal College of Physicians and Surgeons of Canada and the College of Family Physicians of Canada as part of our postgraduate accreditation process. While we await some of the final reports, it was recognized that our medical school takes special care to be aware of the needs of communities throughout our province.

This fall saw the launch of Choosing Wisely NL, a branch of Choosing Wisely Canada, a program focused on improving the safe and appropriate use of health care resources in our province.

We are looking forward to 2017 as we celebrate the 50th anniversary of the medical school and 40 years of telemedicine in Newfoundland and Labrador.

It was a busy and rewarding year for Dalhousie Medical School in 2016. Much attention was paid to finalizing our five-year strategic plan, #DalMedForward. The plan articulates an updated vision, mission, and values statement for Maritime Canada’s medical school, and will form the framework for prioritizing initiatives within our three strategic pillars: education, research, and serving & engaging society.

Accreditation preparations continued in 2016. Faculty, staff, and students worked diligently to prepare for the upcoming site visits for undergraduate medical education (2017), continuing professional development (2017), and postgraduate medical education (2018).

Advancing diversity and inclusivity in academic medicine remains a priority area for the medical school. With the support of the Johnson Scholarship Foundation, Dalhousie is helping Indigenous and African Nova Scotian students pursue careers in the health professions. And work is now underway to welcome Dalhousie’s James Robinson Johnston Chair in Black Studies to the Department of Community Health & Epidemiology.

The medical school’s faculty were celebrated for their many successes. Dr. Rudolf Uher received the Royal-Mach-Gaensslen Prize for Mental Health Research and Dr. Tony Reiman was awarded $5M from the Terry Fox Foundation to lead a pan-Canadian study in multiple myeloma.

It was another encouraging year for Dalhousie’s basic scientists, too. Dr. Chris McMaster of the Department of Pharmacology attracted $4.5M in funding for orphan disease research. And Dr. Jean Marshall was announced Dalhousie’s Arthur B. McDonald Chair of Research Excellence for her internationally recognized work in the biology and function of mast cells in host defense and disease. Over the span of the year, our research funding increased by 12 per cent.
Our vision: Working for the well-being of society

Backed by the strength of its collaborative network, the most extensive in the province, the Faculty of Medicine at the Université Laval first distinguished itself this year by its strong social accountability and sustainable health agenda.

Citizen forums, held in different regions of Quebec, enabled the public to express its views and helped respond adequately to the needs of the population. In addition, a global health policy framework has been developed to specifically affirm the Faculty’s commitment to the health of populations in vulnerable situations, Aboriginal health and global health.

New undergraduate and postgraduate programs have also been set up to meet a growing demand for training.

The creation of the University’s Physiotherapy Clinic in the course of 2016 enabled us to provide internships geared to the training needs of students as well as serve the network’s clientele.

On the research front, the Faculty has delivered exceptional performance and record funding. Our members have performed remarkably well in various scholarship and grant competitions. In fact, the Faculty has recruited prestigious internationally renowned scientists, two of whom will contribute to the rollout of the Canada Excellence Research Chairs Program.

Lastly, members of the Faculty continue to play an active role in the Alliance Santé Québec (AsQ) in order to increase the development and impact of sustainable health research and stimulate the economy of the greater Quebec City region.

Jeune de cœur, pleine d’avenir

Young at heart, bright future

In the Fall of 1966, 32 students began their studies in medicine. In 2016, the Faculty welcomed more than 4200 students enrolled in one of its 100 training programs. This 50th anniversary, and the 10th since the relocation of our Doctor of Medicine program in Saguenay-Lac-St-Jean and Moncton, New Brunswick, will have been celebrated in many ways.

This year was marked by the accreditation survey of the Post-doctoral programs in medicine. Thanks to the dedication of our teams, more than 90% of the programs have obtained full accreditation. Family physicians, the heart of our social accountability, make up 56% of the residency program graduates in 2016.

The Faculty has provided guidelines on an integrated approach to palliative care and end-of-life care in order to adequately address the needs of persons nearing the end of life and their families. Faculty development activities began in January 2016 and students in the Doctor of Medicine program, as well as those in nursing, rehabilitation and major postgraduate medical programs have benefited since the 2016 academic year.
McGill’s Department of Family Medicine celebrated its 40th anniversary, hosting a Primary Care Policy Symposium to spur discussion about a vision and roadmap for the specialty in Quebec.

The Faculty’s Steinberg Centre for Simulation and Interactive Learning marked its 10th anniversary with the inaugural Simnovate International Summit, bringing together thought leaders from across industries with the goal of forging new directions in health care.

McGill Global Health Programs continued growing and attracting participants from around the world to its Summer Institute on Global Health and Infectious Diseases. Global Health Programs will become a founding member of the Faculty’s newly created School of Population and Global Health.

A new Office of Interprofessional Education was also launched within the Faculty to create and oversee the interprofessional curriculum across all of the Faculty of Medicine’s schools.

McGill was the proud recipient of an $84 million Canada First Research Excellence Fund grant in support of its Healthy Brains for Healthy Lives initiative. The project aims to advance our understanding of the human brain and ease the burden of neurological and mental-health disorders. The University will work with several partners, including Western University.

The Quebec government publicly announced support for the McGill Faculty of Medicine to begin developing the operational plan for a satellite medical campus in Outaouais.

The Faculty continues to make good progress implementing its Undergraduate Medical Education accreditation plan. Most actions introduced in the last 18 months are completed, while ongoing initiatives are working very well. The new MDCM curriculum launched in 2013 is also resolving certain deficiencies, which is excellent news. The program is stronger today, thanks to the many individuals involved at all levels, including our highly engaged students.

In the second year of her second term, Dean Hélène Boisjoly now has a team with three new members: Mario Talajic, Vice-Dean of Professorial Affairs, Pedagogical and Professional Development, Marie-Hélène Grégoire, Associate Vice-Dean and Director of the Mauricie Campus, and Tony Leroux, Vice-Dean of Health Sciences, a position created to better represent this sector which includes a quarter of the students of the Faculty. The Vice-Dean of Professorial Affairs has seen added to his portfolio on-going professional leadership as well as the Center for Applied Pedagogy in the Health Sciences and is thus responsible for the entire pedagogical and professional development continuum of faculty members.

In the Fall of 2016, thanks to the work of the entire Undergraduate medical education team, the Faculty of Medicine at the Université de Montréal received the excellent news that its Doctor of Medicine program has been accredited until 2022.

The Growing in Health project, which has equipped the CHU Sainte-Justine with state-of-the-art facilities, is now completed and patients, staff, faculty and students can now benefit from these new world-class spaces.

The basic sciences sector occupies a prominent position in teaching and research at the Université de Montréal. This year, a new Department of Pharmacology and Physiology was created by bringing together faculty from both departments to better develop biomedical research at the Université de Montréal. This creation follows that of the Department of Neuroscience in 2015 and is the second milestone in the fundamental sciences overhaul in the 2013-2016 Faculty Strategic Planning.
HIGHLIGHTS FROM OUR FACULTIES

On the western front, 2016 was another year of research intensification, coupled with an impressive number of new recruits into tenure-track uOttawa positions. It was also the year that saw a very positive survey by the Royal College of Physicians and Surgeons of Canada and the College of Family Physicians of Canada. We await the final results that will be issued in June 2017.

On the eastern front, our Ottawa-Shanghai Joint School of Medicine (OSSJM), the fruit of our partnerships with the Shanghai Jiao Tong University School of Medicine and Renji Hospital, has received its first cohort of medical students this September, that will produce graduates in 2020. We have also created the first University Family Medicine Department of China, at Jiao Tong University and signed an MOU with the Shanghai University of Traditional Chinese Medicine.

On both the western and eastern fronts, we have created a partnership between Université Claude Bernard Lyon1, Shanghai Jiao Tong University School of Medicine, Shanghai University of Traditional Chinese Medicine and the Faculty of Medicine at uOttawa for programs in Medicine and the Humanities. It is the first East-West, Old Continents-New Continent partnership in this field.

All this whilst welcoming the new President of uOttawa, Jacques Frémont to our Ottawa and Shanghai campuses!

It has been an exciting year for Queen’s University’s School of Medicine (SOM). This fall we launched a new online undergraduate program: the Bachelor of Health Sciences. This innovative program has a competency-based curriculum, and prepares graduates for future studies in the health professions.

Our transition to a competency-based medical education (CBME) model is well underway, and in July 2017 we will launch our 29 postgraduate specialty training programs using the new CBME model, complementing our family medicine program, which is currently competency-based.

The SOM fared extremely well in the 2016 CaRMS match, with 97% of students matched with a postgraduate training program in the first iteration, while 97% of postgraduate residency programs were filled. Among our undergraduate students, satisfaction is at an all-time high. In the 2016 Canadian Medical School Graduation Questionnaire, Queen’s received a mean score for overall quality of its medical education of 4.36 (SD = 0.78) compared to national average of 3.94 (SD = 0.77).

In research, two cancer trials conducted by the Queen’s-based Cancer Trials Group were recognized as among the highest impact studies in the world. Construction is underway for the Queen’s CardioPulmonary Unit, a state-of-the-art international research centre which will open its doors in early 2017. Among many honours, one faculty member was named to the Order of Canada, two were named fellows of the Royal Society of Canada, and two were named in the College of Family Physicians of Canada’s Top 20 Pioneers of Family Medicine Research.

Finally, the SOM has made the Truth and Reconciliation Commission of Canada’s recommendations a priority, and has formed a Task Force that will recommend concrete actions to be implemented in the school over the coming years.
This year marked the launch of our new Foundations Curriculum for the first two years of the MD Program at University of Toronto. The curriculum is highly integrated and responsive to the needs of our students with case-based learning and frequent assessments. We have also increased opportunities for students to participate in Longitudinal Integrated Clerkships; and we are expanding partnerships with other disciplines, including adding a new elective called Computing for Medicine.

The Faculty’s first ever Chief Diversity Officer began this year and is working through a range of strategies to strengthen the diversity of U of T Medicine. University Professor Peter Zandstra was named executive director of Medicine by Design, which brings together 90+ researchers focused on designing and manufacturing cells, tissues and organs for use in research, drug discovery and clinical treatments. The Faculty expanded its footprint for research this year with two floors in the MaRS Phase 2 tower; and our Medical Sciences Building will get much-needed lab upgrades thanks to the federal Post-Secondary Institutions Strategic Investment Fund (SIF).

Accomplishments by our faculty include: Companion of the Order of Canada (Brenda Andrews); Friesen Prize (Janet Rossant); and the Brain Prize (Graham Collingridge).

Check out the latest edition of our award-winning magazine at www.uoftmedmagazine.utoronto.ca

Dr. Paul O’Byrne, a respirologist, clinician researcher and professor of medicine, became dean of the Michael G. DeGroote School of Medicine in July 2016. He also took the role as the dean and vice-president for the Faculty of Health Sciences. He succeeds Dr. John Kelton, whose leadership over the previous 15 years saw the school double in size and further broaden its impact worldwide.

In 2016, the undergraduate school graduated 202 physicians, and in the CaRMS match, 92 per cent of them matched to their first choice discipline.

The school was awarded five renewals and three new Canada Research Chairs, which are in perioperative medicine; child health and exercise medicine; and palliative care and health system innovation. Four new endowed chairs were also added, funded in recognition of the talents of McMaster physician researchers.

Among research grants received, McMaster received two of five new CIHR grants under Canada’s Strategy for Patient-Oriented Research (SPOR). Both the Chronic Pain Network and the IMAGINE-SPOR Chronic Disease Network on digestive health are national collaborations of patients, researchers, health care professionals, educators and government policy advisors to direct new research and improve care.

Major awards included two faculty members awarded the Order of Canada; one becoming a fellow of Royal Society of Canada; and two named fellows of the Canadian Academy of Health Sciences.
HIGHLIGHTS FROM OUR FACULTIES

In 2016, the Schulich School of Medicine & Dentistry reaffirmed its commitment to become a global leader in optimizing life-long health while achieving some of its long-term goals in education, research and redevelopment. As Dr. Michael J. Strong began his second term as Dean, he commissioned a review of the School’s strategic plan which will take the School into the next decade. A number of achievements across our education and research programs including the celebration of Robarts Research Institutes 30th anniversary highlighted the year. Furthering our commitment to distributed education, the School saw the completion of action items in the Distributed Education Strategic Plan and the extension of the affiliation agreement with the University of Windsor for the operation of the School’s Windsor Campus for a 10-year period. The School also shared in Western University’s largest ever research grant through the receipt of a $66 million investment from the Canada First Research Excellence Fund, providing support to ongoing research in cognitive neuroscience and imaging. Renewal continued in Schulich Dentistry with the launch of a new strategic plan, the operationalization of a unique Dental Surgical Unit, and a new state-of-the-art Simulation Laboratory. Meanwhile, as Canadian’s debated Bill C-14 and the legislation on medical assistance in dying, Schulich Medicine & Dentistry engaged medical, theological, legal and philosophical leaders with students, faculty and the community on this critical matter for open and enlightening conversations.

In 2016, the Northern Ontario School of Medicine (NOSM) made substantial contributions to education and research in Northern Ontario and around the world. The School hosted: ICEMEN 2016, an international conference on social accountability and community engagement that welcomed more than 350 delegates from 12 countries; the Northern Health Research Conference for health researchers in Northern Ontario; the Indigenous Research Gathering, focusing on Indigenous research in the North as a follow up to the Truth and Reconciliation Commission’s Calls to Action; Northern Constellations, the School’s annual faculty development conference that welcomed more than 275 participants; and, an accreditation visit to review the School’s Continuing Education and Professional Development (CEPD) office.

The Northern Ontario Heritage Fund Corporation invested $1 million to establish a new Research Chair focused on identifying harmful waterborne microbes. Bruce Power also provided $5 million to fund the continuance of the NOSM/Bruce Power Chair in support of environmental health research relating to radiation.

In addition, NOSM announced: €2 million in funding from the European Union for Recruit and Retain 2: Making it Work, wherein NOSM is partnering with four European counties to investigate physician recruitment and retention, with the School’s role focusing on Northern Ontario and Nunavut; a collaboration agreement with the IISD Experimental Lakes Area to conduct research relating to environmental health; and, a new partnership with HealthForceOntario Marketing and Recruitment Agency to increase access to health professionals in Northern Ontario.
On May 12, 2016, the University of Manitoba received the largest gift in its history. Ernest and Evelyn Rady, through the Rady Family Foundation, donated $30 million to support the Faculty of Health Sciences. In recognition of this landmark gift, our faculty and college have been renamed the Rady Faculty of Health Sciences and Max Rady College of Medicine respectively.

We are one of the first in Canada to allocate spaces to students from traditionally under-represented backgrounds and/or disadvantaged in the selection process. We have strived to remove barriers to participation and better reflect the province’s diversity in terms of ethnicity, socio-economic or socio-cultural conditions and sexual orientation. These changes build on previous admissions policies that addressed under-representation of Indigenous and rural students.

We will launch the Indigenous Institute of Health and Healing in 2017. The Institute, the largest Indigenous education and health unit in the country, will advance excellence in research, education programs and health system delivery models in collaboration with First Nations, Metis and Inuit communities. Additionally, our Rady Faculty TRC Action Committee will release its final report shortly identifying actions in the following theme areas: closing the gap in admissions; Indigenous knowledge and traditional healing; student support, mentorship and retention; safe learning environments and professionalism; and education across the spectrum.

Our school has made great strides this past year, with three vice-deans in place leading portfolios in medical education, research and faculty engagement and substantial administrative restructuring completed. We successfully rolled out of our faculty transition as we increase capacity in medical education, and continued our transition to new undergraduate curriculum. In 2016, we matched our 2015 record of the largest number of Aboriginal MD graduates in our school’s history, with 10 of 89 graduates of Aboriginal ancestry.

A group of enthusiastic faculty members are preparing for Competence by Design, and the new academic Department of Emergency Medicine was approved by our University Council. We have developed a framework for Distributed Medical Education that we continue to advance. Finally, we are well into a process of developing a five-year strategic plan.

The college is busy preparing for an accreditation review of our undergraduate medical education program, with a full site visit scheduled for late October 2017. Over the past year, our Postgraduate Medical Education, Continuing Medical Education and Physical Therapy programs all achieved full accreditation.

While we are working to build greater capacity in research, we have nonetheless achieved much in areas that include our Provincial Stroke Care Initiative, remote delivery of surgical care using robots, and dementia care in rural and indigenous populations, to name only a few. Our new Health Sciences facility and the office of the vice-provost health support our growing work through health research clusters.
The Faculty of Medicine & Dentistry has conducted an extensive process to shape and consolidate the 2016-2021 Strategic Plan. Content-specific dedicated teams are leading efforts to reach milestones in all the key domains identified in our plan, with great success:

**Education**
We are reviewing and enriching curricula to ensure our programs (MD, DDS, DH, MLS and Radiation Therapy) provide the skills to develop Canada’s next generation of top health science professionals.

**Research**
The Faculty fosters and supports novel collaborative projects that expand the scope of its health research footprint.

**Innovation**
We are seeking to turn discovery into reality, supporting the development and commercialization of our scientists’ innovations for the improvement of health care.

**People**
People are our biggest asset. We have established a plan to attract top-tier mentors for our students, and leverage our talented members’ accomplishments and endeavours.

**Partnerships**
We understand and value the relationships with Alberta Health Services and other key partners that ensure our projects succeed beyond expectation. Our Strategic Plan strengthens bonds and welcomes new partnerships to uplift patient care, education and research.

**Governance**
We have defined responsibilities for the leadership roles and have clearly articulated mechanisms and strategies to govern the relationships with key stakeholders.

The University of Calgary’s Cumming School of Medicine has celebrated many accomplishments throughout 2016.

In July, we received full accreditation for an eight-year term. Since our first medical students arrived in 1970, we are very proud to have continually maintained our accredited status, We succeeded in 97 per cent of the overall requirements.

We are continuing to work towards becoming a national and global leader in precision medicine and precision public health, and are strategically investing in resources and partnerships to do so. There has been advancement in all areas of our strategic plan. Two areas to highlight are diversity and community engagement. Our Equity and Professionalism office has joined a cross-campus network to make the University of Calgary one of the most diverse, welcoming campuses in Canada. In addition, thanks to the work of our Indigenous Health Dialogue team, we recently participated in a pipe ceremony with members of the Truth and Reconciliation Commission of Canada. The sacred ceremony symbolized both parties’ commitment to closing the gaps that exist when it comes to the health of Indigenous people and their communities.

As always, our researchers and students are diligently working to ensure we remain leaders in health. The advancements being made are truly remarkable.

Learn more at cumming.ucalgary.ca.
The Faculty of Medicine at UBC marked several milestones and celebrated many accomplishments in 2016, most notably a new strategic plan, “Building the Future,” articulating an overarching commitment to social accountability, enabling the Faculty to deepen and extend its leadership role in British Columbia’s health system and to contribute to the knowledge economy of the province.

In education, UBC became the first Canadian school to acquire and begin using a Sectra anatomy visualization table – a table-sized touch-screen device that we are using for our first-year medical students. A new educational space and a new family medicine residency site were opened. UBC’s PGME programs accepted a record number of entry-level residents, with 99 per cent of the 345 positions filled in the first round. A new set of distinctive educational videos about neuroanatomy were released.

In health research, the Faculty’s researchers recorded many important advances, including the discovery that certain cases of multiple sclerosis can be caused by a single genetic mutation, and licensing a potential prostate cancer drug to a major pharmaceutical company in what amounts to the university’s largest-ever licensing deal. UBC scientists received the highest number of grants of any other Canadian institution from the Stem Cell Network, are leading or co-leading three grants from CIHR’s Strategy for Patient-Oriented Research, garnered 11 Canada Research Chairs, and appointed a new chair in rural health.
PHYSICIAN RESOURCE PLANNING

Physician Resource Planning Advisory Committee

The Physician Resource Planning Advisory Committee (PRPAC) to the Federal/Provincial/Territorial Committee on Health Workforce is co-chaired by AFMC and Ontario and composed of representatives from federal, provincial and territorial governments, national stakeholder organizations, medical educators and learner organizations. In 2016, the PRPAC made significant progress in each of its key areas of work.

Pan-Canadian physician resource planning tool

In November 2016, PRPAC members were provided with an overview of the completed supply-based component of the pan-Canadian physician resource planning tool being developed by the Conference Board of Canada. Members also had an opportunity to provide preliminary input on the development of the needs-based component of the tool. Work on the needs-based side of the tool began in December 2016 and is set for completion in spring 2018.

Unmatched Canadian Medical Graduates

In an effort to better support medical graduates on a path to a meaningful career that contributes to the health needs of Canadians, the PRPAC wishes to identify options that could lead to reducing the number of unmatched graduates of Canadian medical schools after the second iteration and support those who remain unmatched. As an initial step, the committee discussed plans to develop a process map identifying the current state of career counselling, matching and selection processes. This includes a review of literature and career counselling programs, key informant interviews, and an understanding of the current resident matching service.

Physician Resource Planning Advisory Committee

Denise Cole
Assistant Deputy Minister
Ministry of Health and Long-Term Care

Dr. Geneviève Moineau
President and CEO
Association of Faculties of Medicine of Canada

Brian Vatne
A/Director, Workforce Planning and Management BC Ministry of Health

Shawn Knight
Executive Director, Health Human Resources Planning & Strategy Branch

Beth Beaupré
Head, Health Workforce Secretariat and Assistant Deputy Minister Manitoba Health

Dr. David Gass
Physician Advisor Health System Workforce
Nova Scotia Health

Martyne Charland
Directrice, Direction de la planification de la main-d’œuvre salariée et médicale et du soutien au changement Ministère de la Santé et des Services sociaux

Helen McElroy
Director General
Health Canada

Dr. Roger Strasser
Dean, Northern Ontario School of Medicine

Dr. Brian Postl
Dean, College of Medicine
University of Manitoba

Dr. Mark Walton
Chair of CAPER

Dr. Leslie Nickell
Associate Dean, Health Professions Student Affairs
University of Toronto

Dr. Gary Tithecott
Associate Dean, Undergraduate Medical Education
Western University

Erik Bourdon
Director, Data and Information Services
Association of Faculties of Medicine of Canada

Dr. Émilie Beaulieu
Chair, Physician Resource Planning
2016 AFMC Hot Topic

The 2016 edition of the AFMC Hot Topic at the Canadian Conference on Medical Education was about aligning physician career plans to meet societal needs. Facilitated by health columnist André Picard, the discussion involved Dr. Andrew Warren, Associate Dean, PGME, Dalhousie University, Isabelle Savard, Director, Gestion des effectifs médicaux, Ministère de la santé et des services sociaux du Québec, and Denise Cole, Assistant Deputy Minister, Health Workforce Planning and Regulatory Affairs Division, MOHLTC and generated much audience participation.

Future MD Canada Web Tool

The Future MD Canada web tool provides accurate information to support decision-making by those considering and currently pursuing medical education (including abroad), as well as those who counsel them.

Prominently located on the landing page of the AFMC website, this new web resource in a Question and Answer (Q&A) format yielded 20,000 page views in the last year. The most popular topics were admissions, costs and funding, international medical graduates, and financial considerations. While the majority of visitors to the site were from Canada, there were some from across the globe.

In fall 2016, AFMC updated the tool in order to keep it relevant and current. This involved a careful review of all content for the 31 existing Q&As. At a November 2016 meeting of the PRPAC, members agreed to provide new information/resources that would support and enhance the existing content. An updated version will be available in early 2017.
RESPONDING TO YOUR NEEDS

Towards a National Portal for Visiting Electives
In 2014, in response to a growing demand from medical students for a centralized approach to visiting electives, AFMC released an application system for students that would improve the process of finding and applying for electives across the country. As we reflect on the transition to using the AFMC Student Portal to process visiting electives applications, it is time that we look back on our achievements.

Over 10,000 students have registered to use the AFMC Student Portal and over 23,000 applications have been submitted to the twelve faculties of medicine using the Portal. Here is a snapshot of the improvements for students and administrators.

Quick access to the electives catalogue
Pre-Portal: Students visited 17 different websites to find elective details.

Today: The Portal offers an online searchable Visiting Electives Guide for all schools on the Portal which allows students to search by keywords, institution, specialty and subspecialty.

Centralized Online Application System
Pre-Portal: Students completed application forms in 17 different formats.

Today: The Portal offers a common online application form and the student’s Portal Profile retains data to automatically populate each new application.

Online Document Management and Storage System for Students
Pre-Portal: Students used regular post to mail paper copies of their applications and paper versions of their immunization forms and other required documents.

Today: The Portal offers an online and secure document management and storage system. Students can upload and store documents on their Portal Profile.

Workflow Management Tools
Pre-Portal: For most applications, students were required to provide a seal on paper from their home school to verify their status and identity prior to submitting a paper application.

Today: Home school verification is an automated submission triggered with the student’s application. The average time from application submission to the online verification is 2 days.

Data about visiting electives in Canada
Pre-Portal: Each Elective Coordinator had a spreadsheet on visiting electives applications.

Today: The AFMC Student Portal Data on Visiting Electives national report is shared publically and a faculty report is shared with the Dean. The online reporting tool provides valuable statistics on national elective trends year over year.

“Students completed application forms in 17 different formats”
Standardization of Requirements

Pre-Portal: 17 different variations for verifications, 17 different variations of the immunization form for students.

Today: Faculties took significant measures to standardize their policies and procedures. There is a common set of home school verification questions. Language testing is more standardized and a common immunization form has been created. On an ongoing basis, AFMC provides administrative and technical expertise to support faculties as they standardize their policies and processes.

Data exchange interface

Pre-Portal: Faculties with application or scheduling systems worked in isolation.

Today: A secure online data exchange interface is available for faculties to transfer information from the Portal to their local system. The system is currently being used by at least two schools to generate reports on their student electives applications.

Bilingual Support Service

Pre-Portal: Support for students was on a school by school basis.

Today: Students are supported by Elective Coordinators and have the AFMC central support service. The AFMC Help Desk offers support to Coordinators and students in both languages. How-to documents and videos are also available through the Portal.

AFMC STUDENT PORTAL HIGHLIGHTS FROM 2016

This year, the AFMC was excited to have the Northern Ontario School of Medicine (NOSM) join the Portal’s centralized application service and increasing the ease for students in finding unique clinical opportunities in Northern Ontario. In addition, AFMC successfully achieved a number of other key milestones, including:

• Obtaining attestation of compliance to the Payment Card Industry Data Security Standard (PCI DSS) meeting critical security milestones and paving the way for the launch of the University of Saskatchewan.

• Creating a programmatic data exchange with the systems at NOSM and the University of British Columbia (UBC).

• Receiving approval to work with the Bureau de la cooperation interuniversitaire (BCI) and the Quebec schools for a launch in early 2017.

• Producing the Visiting Electives Immunization and Testing Form that has been adopted and implemented at all 17 medical schools. This initiative, which has been applauded by all stakeholders including faculty administrators and medical students, reflects the true collaborative nature of AFMC and the medical schools.

• Hiring a Reporting Specialist and compiling Data for the first faculty and national reports representing the 2015-16 academic year. It is anticipated that the data will help inform policy issues and provide a snapshot of visiting electives trends for the year.

About the AFMC Student Portal

The AFMC Student Portal is a bilingual information hub and centralized application service for visiting electives for all Canadian faculties of medicine. Services are offered for Canadian and international undergraduate medical students.
2016 represents a notable year for the AFMC in making a major commitment to health research through the appointment of the inaugural Vice President Research, Jack Jhamandas from the University of Alberta. Over the past year, significant advances have been made including development of a research mandate for the organization and advocacy for health research. The AFMC unveiled its position paper on research, “A Re-Envisioning of Health Research in Canada,” which identifies organizational strategic priorities in the domains of training and development of future leaders in health research, operational research priorities and sustainability of funding programs, collaborations and partnerships, health research infrastructure and public engagement.

The AFMC Research Position paper has served as a foundation for the organization’s submissions in September 2016 to the Federal Science Review panel chaired by Dr. David Naylor. The AFMC has also made submission to the Innovation, Science and Economic Development Canada as part of their consultations with Canadians on the Innovation Agenda. In both these submissions, the AFMC has identified a number of strategic research, operational and training priorities for consideration and in each instance provided specific recommendations for each of the issues raised.

The key advocacy platform for the AFMC is the restoration of funding for the MD/PhD program that was eliminated by the CIHR in 2015. These efforts have included submissions to the Federal pre-budget and finance committees and face to face meetings with Government officials from the Ministries of Health and Science. An important milestone for the AFMC included an invitation to a meeting with the Minister of Health, Hon. Jane Philpott, to discuss with her important issues pertaining to health research. Topics discussed at this meeting included restoration of the MD PhD funding, challenges posed by the CIHR funding process and a willingness on part of the AFMC to assist the Minister in her priorities related to health research, which include Mental Health and Indigenous Peoples Health.

Collaborations with our research stakeholders have included hosting the Academic Health Sciences Network Symposium (AHSN) in February 2016 (also see under AHSN) and helping sponsor the “International Consensus Conference on Clinical Scientist Training in Canada” held in London, Ontario in February 2016 and the Canadian Student Health Research Forum (CSHRF) held in Winnipeg, Manitoba in June 2016. The AFMC has continued dialog with our research partners, including Health Charities Coalition of Canada, BIOTECanada, Innovative Medicines Canada, Colleges and Institutes Canada, MEDEC, HealthCareCAN, Research Canada, Universities Canada and U15 Group, and trainee organizations including Clinician Investigator Trainee Association of Canada and the Canadian Federation of Medical Students as well as exploring new avenues of collaboration through discussions with the Canadian Academy of Health Sciences.

The strength and continued commitment of the AFMC to Research is exemplified by the changes in Governance of the organization this year which saw the creation of the inaugural Standing Committee for Research chaired by Dr. Dermot Kelleher (Dean of Medicine, University of British Columbia) which reports directly to the Board of the AFMC. This committee serves to identify, deliberate and report to the Board on important contemporary health research matters that require an organizational response and call to action.
The Academic Health Sciences Network Symposium

The Academic Health Sciences Network (AHSN) Symposium, a collaborative venture between the AFMC and HealthcareCAN, was held on February 24-25, 2016 in Ottawa.

Topics of discussion included opportunities and challenges for AHSNs to improve collaboration with health research partners and presentations were made by the leadership of the CIHR, CFI and Genome Canada. Importantly, the AHSN was attended by the Minister of Science, the Honorable Kirsty Duncan, who engaged the attendees in a dialogue on current challenges facing the health research community, particularly early stage investigators and trainees.

These include a) striking the right balance across the domains of health research, i.e., fundamental science versus more applied research (outcomes, health delivery etc.), changes to the peer review process and the deleterious effects of recent changes in CIHR funding programs on researchers across all domains, a better approach for ensuring sustainability of funding, and issues related to trainee support especially in the form of MD-PhD and MPH-MD programs.
FACULTIES OF MEDICINE are the leaders in health research and train tomorrow’s doctors and scientists.

- **$3 billion**: Stewardship in biomedical and healthcare research revenues in 2014
- **$66.1 billion**: Total economic impact in 2014
- **17,651**: Current graduate and post-doctoral trainees
- **3,260 MSc / 866 PhD**: Degrees awarded in 2014

**FACULTIES OF MEDICINE AND THEIR AFFILIATED TEACHING HOSPITALS**

Have made a **substantial impact** on the health and lives of Canadians

- **Global pandemics**
  - The solutions to these threats have come from Canada
- **Drug Discovery**
  - Dramatically reduce Hepatitis B virus
- **Molecular Biology and Medical Genetics**
  - The research laid the foundation to understand the role of specific genes in hereditary conditions
- **Stem Cells and Therapies**
  - This research has set the stage for current stem cell clinical trials
- **Cancer Research and Treatment**
  - Ranked in the TOP 5 Cancer Centres WORLD-WIDE

**COMMON VISION & GOALS**

AFMC helps the Government of Canada to **shape the future** of health research, innovation and training with the ultimate goal of **improving the health and prosperity of Canadians**.
AFMC Entrustable Professional Activities

AFMC is proud to announce the adoption of pan-Canadian Entrustable Professional Activities (EPAs) for every Canadian medical school graduate. The detailed document describing the set of core abilities that every graduate should be able to perform as they transition into residency was released this year.

Twelve pan-Canadian EPAs specific to the Canadian medical education and clinical practice context were developed by the AFMC with input from multiple content experts, and in consultation with our partner organizations. The EPA project aligned well with the Future of Medical Education in Canada – Postgraduate (FMEC PG) Transitions recommendation, which suggested the creation of links between the individual learner competencies developed in MD training and the educational objectives and competencies set for the resident. This work was made possible by the AFMC EPA working group led by Dr. Claire Touchie, Chief Medical Education Advisor at the Medical Council of Canada, and Dr. Andrée Boucher, Past-VP, Education at the AFMC.

Having received full endorsement from the UGME and PGME Deans, the AFMC EPAs were approved in principle by the AFMC Board of Directors in April 2016, and also endorsed by all four Canadian learner organizations: the Canadian Federation of Medical Students, the Fédération médicale étudiante du Québec, the Fédération des médecins résidents du Québec and Resident Doctors of Canada. Implementation will take place in close collaboration with the Undergraduate Deans and each school will set their own pace and process. The document is available on the AFMC website: https://afmc.ca/medical-education/entrustable-professional-activities-epas

HIGHLIGHTS FROM THE YEAR
AFMC EPA working group

CCME

The 2016 Canadian Conference on Medical Education (CCME) was hosted by the Université de Sherbrooke and held in the beautiful city of Montreal. By all accounts, it was a great success. The theme of “Accountability from Self to Society” resonated with the delegates. With 1777 registrants representing 16 countries, the conference was an ideal opportunity to network and learn during the 590 presentations and educational events. The CCME is a partnered conference with CAME, CFPC, MCC, RCPSC and AFMC, who acts as the secretariat. 2016 also saw the return of the ‘Unconference’ which made its debut in 2015. The Unconference is a series of simultaneous 75 minute sessions on topics suggested by the participants and for the participants in the weeks just prior to the conference. With a 34% growth over the previous year, delegates embraced this new format with much enthusiasm leading organizers to create a permanent spot for this format in the CCME agenda.

The AFMC organized once again some engaging and thought-provoking events for the medical education community. The AFMC-AMS J Wendell McLeod lecturer, Dr David Naylor encouraged us to shape a learning healthcare system in Canada in his talk, Medical Education in Transition: Accountable to Whom and for What? The Lunch and Learner’s Forum, a unique opportunity to hear our students and residents, focused on intimidation and harassment, while the AFMC Hot Topic was on Aligning Physician Career Plans to Meet Societal Needs in Physician Resource Planning. All sessions had record attendance and received rave reviews by delegates.

CCME 2017 is in Winnipeg, MB from April 29-May 2nd and is hosted by the University of Manitoba, with the theme ‘Rethinking Teaching and Learning’.
AFMC-Palix Addiction e-Learning Primer for Undergraduate Medical Education

The AFMC Addiction e-Learning for UGME Project has been funded by the Palix Foundation to create the AFMC Primer on the Biopsychosocial Approach to Addiction (e-textbook), podcast series and virtual patient cases on addiction. The Primer, an e-textbook that focuses on the basic and social science of addiction, reflective practice and principles of clinical management, is currently in the final stages of development and is set to launch in early 2017. Podcasts and virtual patient cases, including a set of self-directed, interactive cases on intergenerational issues related to addiction and a point-of-care reference tool with streetwise phrases, will be integrated into the Primer as learning tools. For more information and to access the resources go to: https://chec-cesc.afmc.ca/en/afmc-addiction-e-learning-undergraduate-medical-education-ume/wikis/e-textbook-primer-addiction-e-learning-undergraduate-medical-education

AFMC-Infoway Physician in Training eHealth Curriculum & e-Learning Project – Phase III: Accelerating eHealth Integration in Medical Education

Technological innovations are rapidly changing medical practice and patient expectations. AFMC continues to support our faculties in this change by providing resources to enhance the teaching of eHealth concepts in medical education. To better prepare our medical learners to practice in modern, technology-enabled, clinical environments, the AFMC in partnership with Canada Health Infoway initiated the AFMC - Infoway Physician in Training eHealth Curriculum & e-Learning project.

A third phase of the eHealth initiative began in mid-2016, looking to help accelerate eHealth integration in medical education. Building on the work from the first two phases of the project, the AFMC-Infoway eHealth Toolkit Collection will be enhanced and expanded so that educators can better integrate eHealth competencies into curricula and provide clinical examples that can help bridge knowledge learned in the classroom setting with the realities of the clinical setting, as well as continuing to disseminate and promote the use of the Toolkit across the 17 faculties of medicine. The toolkit is currently freely accessible on the Canadian Healthcare Education Commons (CHEC) and adaptable, and includes a podcast/vodcast series, associated learning guides, and tools (https://chec-cesc.afmc.ca/en/afmc-infoway-physician-training-ehealth-curriculum-elearning). A pre-conference workshop is planned for CCME 2017, where participants will be shown the enhanced toolkit, receive instruction about how best to use the tools in the classroom and one case will be used to run a simulated classroom setting and gather feedback on the tool.
HIGHLIGHTS FROM THE YEAR

The Franco Doc project funded by Health Canada, guided by the AFMC’s Francophone minority network as well as by the Consortium national de formation en santé, Société santé en français and Médecins francophones du Canada, 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.

At launch of the project, there were over 550 Francophone and Francophile learners in the medical schools. This year, the project identified over 160 new students. Networking activities, presentations on the services provided by Francophone community health networks, and cultural activities have been provided to learners.

The project hosted a learner-focused activity in January 2016 to exchange best practices and share tools and resources with the learners to allow them to become Francophone and Francophile champions at their respective faculty. Over 30 students took part in clinical placements in Francophone communities since the launch of Franco Doc.

Faculty-community liaison committees are operating well and are hard at work to reach the project’s objectives in each English language medical faculty. Those committees have organized activity sessions, identified clinical opportunities for learners and supported students in their insatiable quest for knowledge. The committees are comprised of members from the Francophone community Health Networks, faculty members, and medical students. This ensures that the specific needs and interests of students are addressed at each faculty while the objectives of the Franco Doc initiative are being met.

CHEC 2.0

CHEC 2.0 was successfully launched just prior to 2016 CCME, so the team had a great opportunity of demonstrating the new features of CHEC to various groups at the conference.

The new CHEC offers greater security of communities and documents, with hidden communities being able to share their information to a select pocket of people. At present there are over 130 communities using this hidden feature.

A major feature enhancement on CHEC 2.0 is the multi-file upload that allows users to drag and drop a collection of documents into CHEC in one easy step. Another great feature is the ability to invite guests that are not currently registered on CHEC to join your community with one click.

The Q & A section on CHEC offers a wide range of guides to assist users in creating and supporting their communities. There is also the ability to post a question or request assistance from our team.

CHEC has grown exponentially throughout 2016 with the number of external page views increasing from 39,000 in 2015 to 70,000 in 2016: an 80% increase! In 2017 we continue to prepare for expansion with additional space and tools to keep this online tool freely available to all.
Canadian Medical Forum

In early 2016, the AFMC welcomed the opportunity to provide secretariat support for the Canadian Medical Forum (CMF), previously housed at our sister organization the CMA. AFMC now participates in the CMF as both the secretariat and one of 10 member organizations (AFMC, CFMS, CMA, CFPC, FMRAC, FMEQ, MCC, RDoC, Royal College, SRPC), alongside our three observer organizations (CMPA, HealthCareCAN, Canadian Forces Health Services Group). The CMF brings together leaders of Canada’s major national medical organizations to discuss issues of priority to physicians, their patients, and the Canadian health care system, and is a forum for consultation, relationship and consensus building, strategy development and joint action where appropriate.

The CMF meets two to three times per year. At their most recent meeting, representatives focused on the future and evolving role of the physician and started a very important conversation with the First Nations and Inuit Health Branch (FNIHB) of Health Canada and the Indigenous Physicians Association of Canada (IPAC) about how the CMF and its member organizations can help support the federal government in improving the health care and health outcomes of Canada’s Indigenous communities.

Postgraduate Medical Education Collaborative Governance Council

Arising out the Future of Medical Education in Canada Postgraduate (FMEC PG) project, the PGME Governance Council was formally launched in April 2016. The Council’s mandate is to work on solving contentious and complex issues in PGME, working within a consensus-based model to develop recommendations for ratification by its stakeholder organizations. To date, three working groups have been struck, constituted with both Council representatives and ad-hoc members with particular expertise in a given area. One group is working towards a framework for generalism in Canada, by developing generalism competencies for all disciplines, investigating the levers and drivers of the trend towards specialization in Canadian PGME and crafting specific recommendations for the key stakeholders who will need to be involved in making changes in the system. A second working group has investigated the privacy and exchange of learning information in PGME, by developing key principles to guide these types of exchanges, identifying key time points when they occur, and proposing a series of recommendations for the PG Deans to enable implementation at all Canadian medical schools and their associated partner sites involved in PGME.

Educational information sharing within and across PGME institutions is intended to be learner-centered to help ensure future success and build on lessons learned throughout the learner’s journey towards becoming a practicing physician. The third working group began meeting in late 2016 and has been examining accommodations (policies, processes, resources) for residents both in the training environment and for examinations.
HIGHLIGHTS FROM THE YEAR

ACCREDITATION

Committee on Accreditation of Canadian Medical Schools (CACMS)

The CACMS is sponsored by the Canadian Medical Association (CMA) and the Association of Faculties of Medicine of Canada (AFMC). The CACMS welcomed Dr. Shannon Venance as Assistant-Secretary in April 2016. Dr. Linda Peterson will terminate her term as Assistant-Secretary on December 31st, 2016. The CACMS also welcomed Dr. Deborah Hellyer, Mr. Olivier Fortin, and Ms. Doulia Hamad as new committee members. The CACMS has been extremely busy performing annual updates of all accreditation documents, in both official languages, continuing the work on aligning accreditation processes across the medical education continuum, developing internal processes for CACMS Continuous Quality Improvement, collaborating with partners in the work related to the establishment of a joint accreditation management system across the continuum of medical education, contributing to the newly created AFMC-CMA-CACMS Council (ACCC), providing workshops to specific schools undergoing accreditation and in general about accreditation to schools and site visitors. The CACMS also works with the AFMC-mandated Taskforce on Undergraduate Medical Education Accreditation (TUMEA).

Task Force on Undergraduate Medical Education Accreditation (TUMEA)

In January 2016, as a result of the AFMC Board of Directors’ recognition of a need to revisit the undergraduate medical education accreditation system in Canada, a five-person Accreditation Working Group (AWG) was struck to undertake the initial steps of a review. The AWG submitted its final report in April, including a series of best practices in accreditation and a recommendation to undertake broader consultations with various stakeholders to identify the revisions needed for implementation of these best practices. In response, the AFMC Board established a new Task Force on Undergraduate Medical Education Accreditation (TUMEA) to carry out the AWG’s recommendations and to conduct a review of all aspects of accreditation, including the governance, processes, and requirements of accreditation. TUMEA will deliver its final report and recommendations to the AFMC Board in March 2017. The nine-member Task Force is chaired by Dr. Jay Rosenfield, and includes representation from the AFMC Board, CMA, and CACMS. In addition, representatives from the CFMS, FMEQ, FMRQ, and RDoC serve as members on TUMEA’s two working groups.

Committee on Accreditation of Continuing Medical Education (CACME)

The CACME welcomed Dr. Chris Milburn as new committee members. Dr. Shirley Sze terminated her term in May 2016. The CACME has approved in principle national accreditation standards, which would be applicable to all Continuing Professional Development providers. This result is the culmination of several years of collaboration between CACMS, the Royal College of Physicians and Surgeons of Canada, and the Collège des médecins du Québec. The implementation of the new standards is pending approval of the stantion of Faculty of Medicine of Canada (AFMC), the Canadian Medical Association (CMA), the Collège des médecins du Québec (CMQ), the College of Family Physicians of Canada (CFPC), the Federation of Medical Regulatory Authorities of Canada (FMRAC) and the Royal College of Physicians and Surgeons of Canada (RCPSC). Work on CACME Rules of Procedure continues and hopefully will lead to its submission to all sponsors for approval in 2017. The CACME is also an active participant in the FMEC PG project of aligning accreditation standards and processes along the continuum of medical education and collaborates with partners in the work related to the establishment of a joint accreditation management system across the continuum of medical education. All CACME sponsors have approved the lengthening of CPD accreditation cycle to 8 years; interim activities still need to be defined. The CACME offered a workshop to CPD deans during the CCME conference.

TUMEA Members

- Dr. Jay Rosenfield, Chair, TUMEA, Chair, AWG and Past Dean, Undergraduate Medical Education, Faculty of Medicine, University of Toronto
- Dr. Michael Strong, Chair, AFMC Board of Directors; Dean, Schulich School of Medicine & Dentistry, Western University
- Dr. Richard Reznick, Dean, Faculty of Health Sciences, Queen’s University
- Dr. L. Trevor Young, Dean, University of Toronto Faculty of Medicine
- Dr. Pierre Cossette, Doyen, Faculté de médecine et des sciences de la santé, Université de Sherbrooke
- Dr Oscar Casiro, Chair of CACMS
- Dr Kent Stobart, Senior Education Dean, University of Saskatchewan
- Dr Linda Slocombe, CMA Board member, representing the CMA
- Ms. Ann Chénier, CMA Advisor, Professional Affairs, Medical Professionalism
- Ms. Jennifer Anderson, Project Manager, AFMC
- Ms. Ève-Emmanuelle Bray, Administrative Assistant, AFMC
DATA

AFMC Graduation Questionnaire

In September 2016, the AFMC launched the 2016 edition of the AFMC Graduation Questionnaire (AFMC GQ) National Report followed by its faculty and campus level counterparts. The AFMC GQ is a unique annual survey designed to elicit feedback about the educational experiences of students graduating from the 17 Canadian faculties of medicine Medical Doctor (MD) programs.

Prior to 2015, the AAMC administered the Canadian Graduation Questionnaire (CGQ). This is the second year the AFMC uses an updated CGQ modified to better reflect the Canadian medical education context.

Valuable comments provided by 2015 AFMC GQ respondents were incorporated in the 2016 editions of the questionnaire which made it possible to improve the experience of the participants and better meet the needs of the Canadian medical education community.

The AFMC GQ presents demographic and enrolment information as well as students opinions on professionalism, research, student services and many other aspects of their learning journey and career.

The continuous progress of the AFMC GQ would not be possible without the leadership of the AFMC GQ Executive Committee co-chairs Drs. Leslie Nickell and Gary Tithecott respectively Associate Dean, Health Professions Student Affairs, University of Toronto and Associate Dean, Undergraduate Medical Education, Western University.
Information Systems

In 2016, the AFMC implemented new best-in-class data security measures. Our reconfigured database is now guarded with Transparent Data Encryption which ensures the protection of data at rest.

This initiative was taken in the context of obtaining Payment Card Industry Data Security Standard (PCI DSS) compliance. The AFMC obtained the services of a certified PCI audit firm to perform a rigorous assessment of our security practices. As a result, the AFMC successfully obtained PCI compliance in April 2016.

The AFMC is also maintaining its efforts against cyber perils through a number of cost effective measures that provide immediate response to changing threats. Continually educating staff of the newest malware has mitigated these risks.

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 38 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 dbiomedical and healthcare research revenues

HIGHLIGHTS INCLUDE:

First year medical students

- 2,380 in 2005/06
- 2,919 in 2015/16 up 23%

First year post-MD residents

- 2,229 in 2005/06
- 3,303 in 2015/16 up 48%

Research funding

- $2,38 billion in 2004/05
- $2,91 billion in 2014/15 up 22%

Full-time Faculty members

- 9,566 in 2004/05
- 13,609 in 2014/15 up 42%
This year marked the 30th anniversary for the Canadian Post-M.D. Education Registry! We celebrated with guests from our long-term partner organizations including Resident Doctors of Canada, CMA, CFPC, MCC, the Royal College, AFMC and Health Canada. Other long-term funders include provincial/territorial governments who became funders in the early 1990s. This year, CAPER launched its new bilingual logo and re-affirmed its commitment to having French versions of all future publications.

CAPER published its flagship report, the Annual Census of Post-M.D. Trainees, which 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 attracts growing interest as we act on the FMEC recommendation to “ensure the right mix, distribution and number of physicians to meet societal needs.”

CAPER also undertook to further protect the information it gathers with full encryption for data on its servers. The e-newsletter “CAPER Counts!” continues to be a popular way for users to see a quick one-page fact sheet of current issues related to training. This year included analyses of trends in gender, fellows, visa trainees, and initial practice locations. A more in-depth working paper was prepared on transfers within postgraduate training.

The CAPER website continues to serve as an important source for tables, fact sheets and recent presentations. CAPER information is regularly displayed at conferences such as the Canadian Conference on Medical Education, the International Conference on Residency Education and the Family Medicine Forum.

This year, CAPER also presented research at the Canadian Health Workforce Conference. Throughout 2016, CAPER assisted its partners on a variety of initiatives, as wide-ranging as the Physician Resource Planning Task Force, and a CIHR funded research project on international medical graduates. CAPER works collaboratively with many faculties each year to provide more in-depth information related to their graduates and trainees.

Admission Reports
Since 2000, the AFMC Admission Requirements report has become a recognized national reference for those considering a medical career. The report includes information on tuition fees, entry quota, academic requirements, interview dates and applicant success rates. The Admission Requirements report is one of the most frequently accessed resources on AFMC website and the most downloaded document on the site: over 6,000 times in 2016. It serves as an invaluable resource to medical school aspirants.
We are pleased to announce the 2017 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

Claire Touchie, University of Ottawa

Dr. Touchie completed her MD and her internal medicine training at McGill University. Following further training in Infectious Diseases and Medical Microbiology, she accepted a position at Dalhousie University (1996-2000) where her interest in Medical Education began. In June of 2000, she moved to the University of Ottawa where she is now an Associate Professor of Medicine. Her focus is on Medical Education and the care of patients with HIV infection.

Since January 2012, Dr. Touchie is the Chief Medical Education Advisor at the Medical Council of Canada and was the physician lead for the MCC’s Blueprint project which is transforming both the MCC Qualifying Examination Part I and Part II. She is co-leading the AFMC EPA working group, helping medical schools implement Entrustable Professional Activities for the transition between medical school and residency. Her involvement in faculty development includes leading the CAME course Principles of Assessment for the Continuum of Clinical Competence and as a past faculty member for CLIME. Her medical education research interests include various aspects of student and resident training, written and performance assessments, Entrustable Professional Activities and feedback.

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; guidelines for faculty on teaching approaches or recruitment and student support, faculty affairs; advocacy for excellence in medical education or research in medical education; bio-medical or health services research.

AFMC - May Cohen Equity, Diversity, and Gender Award

Bruce Martin, University of Manitoba

Dr. Bruce Martin is a family physician who has held a number of senior academic positions within the Max Rady College of Medicine at the University of Manitoba. In his current role as Director of Admissions he has been a strong advocate for addressing the historical under-representation of individuals from diverse socio-economic and cultural backgrounds, as well as learners with disabilities. He has collaborated extensively in promoting a safe, supportive and professional learning environment, and has been frequently recognized by students for his contributions to teaching and mentorship. His clinical career has been extensively focused on northern and Indigenous communities with a commitment to enhancing access to culturally safe and culturally proficient care. Dr. Martin’s commitment to addressing the Calls to Action of the Truth and Reconciliation Commission are manifest in the continuum of his personal life, clinical and academic roles.

The award recognizes the outstanding effort or achievement of an individual, program, department or faculty in improving the gender-equity environment and diversity in academic medicine in Canada.
AFMC Young Educators Award

Teresa Chan, McMaster University

Dr. Chan is an emergency physician, base hospital physician, and clinician educator in Hamilton, ON. She is currently an assistant professor at McMaster University. Since 2014, she has been the Director of Continuing Professional Development for the Division of Emergency Medicine. She is also the Director of Assessment for the McMaster Royal College Emergency Medicine Residency. Nationally, she is the Communications Director of the Canadian Association of Medical Educators (CAME) and is an executive member of the Early Career Medical Educators section. She on the editorial boards of two journals (Academic Emergency Medicine Education & Training, Canadian Journal of Emergency Medicine) and has been awarded a Top Reviewer award from *Academic Medicine* two years running.

Teresa’s education interests are broad and far reaching: She is an academic innovator, an avid medical education researcher, and an active teacher/mentor. She enjoys exploring several lines of research, including critical appraisal scoring systems for online educational resources, decision making of physicians in complex environments, and workplace-based assessment systems. She has also helped to foster several free and open access medical education blogs (CanadiEM.org, FemInEM.org, ALiEM.com, International Clinician Educator’s Blog).

*The AFMC Young Educators 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.*

AFMC Clinical Teacher Award

Robert Silver, University of Toronto

A graduate of Dalhousie Medical School (1978), Rob Silver is a Clinician Educator at the Toronto Western Hospital division of the University Health Network at the University of Toronto and a Professor of Medicine. An educator of great passion and energy, he provides an estimated 1000 hours per year of formal teaching in the settings of one on one teaching in the office, seminars, PBL, bedside, large group teaching and small group teaching within the specialties of Endocrinology and General Internal Medicine. He facilitates learning at all levels including Undergraduate, Postgraduate and Continuing Education. He has supervised an estimated 2200 students in his 32 years of clinical practice. His favorite teaching activity continues to be a weekly interactive problem-based learning session with his Endocrinology residents and students entitled “Coffee, Crumpets and Questions”. He has a special interest in methods of evaluation and the creation of new and novel approaches to interactive learning.

Throughout his career, he has served on more than 20 different medical education committees, at the hospital, university divisional and faculty-wide levels. For his achievements in teaching and education administration, he has been recognized and honored with nearly 30 career teaching awards. His passion for theater and music forms the basis of his creativity and innovation in medical education. He considers teaching as an in vivo “performance”, requiring great focus, energy and enthusiasm, an emphasis on effective communication and a desire to be creative in the process of “entertaining” his students. He encourages a free exchange of ideas, while maintaining a sense of humor to make the learning more fun, but above all, he maintains a mutual respect for and a willingness to learn from his students and all the while, in a highly energetic and interactive format. In his “spare” time, Dr. Silver has served as Musical Director of “LifeBeat”, a group of musically gifted health care professionals and for the past 30 years, he has served as a volunteer Cantor of Congregation Darchei Noam in Toronto.

*The AFMC Clinical Teacher Award was created in 2014. This award aims to emphasize the importance of excellence in clinical teaching and to recognize an individual in Canada who has provided exceptional clinical teaching contribution.*
AFMC - John Ruedy Award for Innovation in Medical Education

Sanjay Sharma, Queen’s University

Dr. Sanjay Sharma, MD, MSc (Epid), MBA, a professor of ophthalmology and epidemiology at Queen’s University, is the founder of medskl.com – a new open-access platform developed to redesign medical education through the use of white board animation and “Ted Talks.” Medskl.com now reaches students from over 60 Universities, and its faculty consists of over 190 award-winning educators. Dr. Sharma, a clinician-scientist, has authored over 200 research articles and three books including the American Medical Association’s *Evidence-based to Value Based Medicine*. His research in macular degeneration, health economics and medical education has been cited in the scientific literature over 7,000 times. Dr. Sharma, who has received a number of grants and awards – including those from the American Academy of Ophthalmology, the Canadian Institutes of Health Research, and the Canadian Foundation for Innovation – completed his medical education at Harvard University.

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 will be awarded to an individual or group who has developed innovative print materials, electronic learning aids or other teaching aids.

AFMC Charles Boelen International Social Accountability Award

International Federation of Medical Student Associations

The International Federation of Medical Students’ Associations (IFMSA), founded in 1951, is one of the world’s oldest and largest student-run organizations. It represents, connects and engages every day with over 1.3 million medical students from 130 national member organizations in 123 countries around the globe. It provides medical students with the skills, tools and knowledge to become healthcare leaders of tomorrow, focusing on four main global health areas: public health, sexual and reproductive health, medical education, human rights and peace. Through education initiatives, research, advocacy, student representation and community work, IFMSA raises awareness and acts to address issues for social accountability worldwide. The award is accepted by Alexander Lachapelle, IFMSA Liaison Officer for Medical Education issues, on behalf of the IFMSA Executive Board, and the entire IFMSA community.

The AFMC - Charles Boelen International Social Accountability Award was created in 2014. This AFMC award - named after Dr. Charles Boelen, a world leader in Social Accountability - aims to celebrate people or organizations whose professional accomplishments are an example of the principles of social accountability implemented as defined in the Global Consensus for Social Accountability of Medical Schools (www.healthsocialaccountability.org) and in internationally recognized references.
Karen Mann, B.Sc. (Nursing), M.Sc. (Health Education), Ph.D. (Education) was professor emerita in the Division of Medical Education, Dalhousie University Faculty of Medicine. She passed away after a brief illness on November 28, 2016, in Halifax, Nova Scotia surrounded by her family. Karen was a great but humble scholar, a leading light in the field of medical education and a valued colleague to educators all over the world. Her teaching career of over 50 years made her one of Canada’s most widely respected health educators. Karen believed passionately in the power of educational research and theory to strengthen health education and was committed to learners and colleagues and to enabling each to become the best that they could be.

Karen began her career in education as a nursing instructor, Victoria General Hospital, Halifax and in 1986 joined the Faculty of Medicine, Dalhousie University as Director, Medical Education Unit. Subsequently she was Associate Dean, Undergraduate Medical Education and Student Affairs, and from 1995-2006, founding Head, Division of Medical Education, the unit promoting scholarship and capacity-building in medical education. Nationally and internationally, Karen assumed numerous leadership roles in medical education, among them CAME president (1993-94), Chair Research in Medical Education Planning Committee (1997-8) and Chair Group on Educational Affairs (2006-8) AAMC, and most recently, Chair Editorial Board for Medical Education. She was a faculty member, University of Manchester, UK and member, Professional Education Advisory Committee International Medical University, Kuala Lumpur, Malaysia. Karen has been recognized through a number of prestigious awards nationally and internationally.

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.