2015 ANNUAL REPORT

The voice of academic medicine in Canada
Message From the Chair,

I will soon be stepping down as Chair of the Association of Faculties of Medicine of Canada (AFMC) and would like to present a brief overview of the past year’s activities for which I humbly believe that we have made considerable progress in numerous fields.

In 2015, advancing health research was one of our priorities. As such, we created the new position of Vice-President, Research, whose mandate is to ensure that the interests of faculties of medicine are well represented to research funding agencies and the federal government. In addition, the Vice-President will provide support to the AFMC’s Research Committee and Graduate Studies group.

The AFMC Board of Directors has also given its executive team a mandate to study and evaluate the impact of creating an independent Canadian accreditation system for undergraduate medical education. Such a system must reflect the recommendations of the Future of Medical Education in Canada project with regard to aligning medical education accreditation across the continuum.

A recurring concern of Canadian faculties of medicine is to properly prepare students to select their postgraduate programs. Faculties must also ensure that the number of residents in each specialty meets the needs of Canadians. This is why faculties of medicine, through their work in these fields, attach so much importance to everything associated with residency matching and physician resource planning.

The AFMC has also worked to share Canadian medical education expertise globally; this expertise is held up as an example around the world. To this end, the AFMC is co-operating with other medical school associations and recently joined forces with the International Conference of Deans of French-speaking Medical Schools (CIDMEF).

In 2016, I will pass the torch to Dr. Michael Strong, Dean of the Schulich School of Medicine & Dentistry at Western University. I am certain he will use his considerable expertise and leadership to build on what the AFMC has done over the last few years and take it to new heights. I wish him every success and promise my full co-operation as he assumes his new responsibilities.

Hélène Boisjoly, MD, MPH
Dean, Faculty of Medicine, University of Montreal
Message from the President and CEO

We are very excited to share with you the extraordinary work accomplished by the AFMC over the last year to better serve our members, the 17 faculties of medicine of Canada, and their faculty, staff and learners. For the first time we also offer, as part of our Annual Report, a quick snapshot of the amazing innovations made by our faculties of medicine from across the country.

You will learn that we produced the very first AFMC Graduation Questionnaire (GQ) and provided a National Report on the data as well as over one hundred analytical reports to schools. This data will be used to help evaluate MD programs, respond to accreditation requirements, and provide the necessary evidence of the advancement of the recommendations of the Future of Medical Education in Canada (FMEC) undergraduate (MD) project.

The AFMC also launched two online tools this year to better support medical students and those who counsel them. The Future MD Canada career counselling tool for learners along the continuum and the Myth Busters video series to help support those involved in the resident matching process.

The deployment of the AFMC Student Portal, a bilingual information hub and centralized application service for visiting electives continues with 11 schools in full operation. At last count we have over 5,276 students registered and a total of 10,370 applications submitted since launch. We expect to have all schools launched in 2016.

We moved offices in the fall and will now be in a position to host our board as well as meetings of our AFMC Committees and Groups. The AFMC is also proud to be confirmed as secretariat for the newly created Canadian PGME Collaborative Governance Council and also for the Canadian Medical Forum whose meetings we will host as well.

The AFMC is extremely thankful for the engagement of faculty members, learners, and partners who enable us to move forward as the voice of academic medicine in Canada. I am very proud of our collective work and I hope you enjoy reading this year’s report highlighting our accomplishments.

Dr. Geneviève Moineau
President and Chief Executive Officer
Incoming Board Members: Four Newly Appointed Deans of Medicine

Dr. David Anderson, Dean at Dalhousie University

Dr. David Anderson was previously Head of Dalhousie’s Department of Medicine and has been a faculty member at Dalhousie for over two decades. He holds cross-appointments in the Department of Pathology and the Department of Community Health & Epidemiology. He received his medical degree from Dalhousie University in 1983. An award-winning teacher, Dr. Anderson has worked building collaboration with the Faculty of Medicine’s key partners including Capital Health and Doctors Nova Scotia. He has helped increase faculty engagement and leadership across the Maritimes.

Dr. Anderson has published in over 150 peer-reviewed publications and is a co-founder of the VECTOR Research Group, a multi-centre Canadian collaborative team focused on thromboembolic research that, to date, has received more than $50 million in research funding. As well, Dr. Anderson has been consistently supported by peer-review granting councils throughout his career and has chaired the Department of Medicine’s research committee for nearly 10 years.

Dr. Richard Fedorak, Dean at the University of Alberta

Dr. Richard N. Fedorak is a recognized expert in inflammatory bowel disease. A professor of medicine in the Division of Gastroenterology at the University of Alberta, he is also president of the Canadian Digestive Health Foundation (CDHF). As of February 2015, serves as the interim dean of the Faculty of Medicine & Dentistry.

Dr. Fedorak has served as president of the Canadian Association of Gastroenterology, president of the University of Alberta Hospital Medical Staff, president of the Alberta Society of Gastroenterology, general secretary of the Pan American Congress of Gastroenterology, and president of the World Congress of Gastroenterology. He is a fellow of the Royal College of Physicians, London, the Canadian Academy of Health Sciences, and the Royal Society of Canada.

Dr. Dermot Kelleher, Dean of the University of British Columbia

Dr. Dermot Kelleher is recognized internationally for innovation and collaboration in academic health leadership and administration, clinical care, research and education. Prior to joining UBC, he was Vice-President Health and Dean of the Faculty of Medicine at Imperial College London, where he also held a concurrent appointment as Dean of the Lee Kong Chian Medical School in Singapore until 2014. He has also served as Head of the School of Medicine and Vice Provost for Medical Affairs at Trinity College, Dublin and President of the Federation of European Academies of Medicine.

Dr. Kelleher graduated from the School of Medicine at Trinity College Dublin in 1978, going on to specialize in gastroenterology. Author of 300 publications and 14 patents, his research examines the immune response to many causes of gastrointestinal infectious disease. He has received many prestigious awards, including a Fogarty Scholarship, Wellcome Senior Fellow in Clinical Science, and the Conway Medal. He has worked to found several companies that support translational developments in biomedical science and collaboration in biomedical research.

Dr. Trevor Young, Dean of the University of Toronto

Dr. Trevor Young has been Dean of the Faculty of Medicine at the University of Toronto since January 1, 2015. He obtained his MD from the University of Manitoba in 1983. He completed postgraduate training in psychiatry, earned his PhD at the University of Toronto, and was a research fellow at Johns Hopkins School of Medicine.

Prof. Young has published more than 200 peer-reviewed journal articles, held more than 35 peer-reviewed grants and supervised many research and clinical trainees. His lab focused on the processes that lead to long-term changes in brain structure and function in patients with bipolar disorder, and how mood-stabilizing drugs can alter those changes. Dr. Young is a fellow of the Canadian Academy of Health Sciences and has received numerous awards, including the 2015 Colvin Prize for Outstanding Achievement in Mood Disorders Research, the 2015 Douglas Utting Award, and the Canadian College of Neuropsychopharmacology Heinz Lehmann Award.
Faculty of Medicine

Memorial University’s Faculty of Medicine had a busy year of great news and events in 2015. In February, Crafting a Legacy was unveiled – a ceramic mural created by our faculty, students and staff to commemorate medicine in Newfoundland and Labrador. In May, the Craig L. Dobbin Genetics Research Centre officially opened. This state-of-the-art research facility, inspired by the needs of Newfoundland and Labrador and its people, is attracting world-class researchers looking to perform cutting-edge research. In June, our medical doctor (MD) program was found to be in compliance with all 131 accreditation standards. Also in June, the Faculty received an AMX Innovation Award for its creation of an original and unique technological interface design for non-traditional learning spaces in the Medical Education Centre on the St. John’s campus. Autumn was a busy season as well, when the Faculty of Medicine hosted events such as Body Works – a magnificent collection of anatomical specimens on display for the general public, and Commemorating Our Legacy, a symposium reflecting on Newfoundland’s many medical military contributions and Dr. Cluny MacPherson, Newfoundland medical doctor and inventor of the first gas mask in the First World War.

2015 marked an important year for Dalhousie Medical School. The school welcomed Dr. David Anderson as its 13th dean, and set in motion a new phase of strategic planning and start of the undergraduate and postgraduate accreditation review processes.

Dalhousie’s Longitudinal Integrated Clerkship (LIC) program expanded with a new site in Moncton, New Brunswick. Medical students enrolled in the LIC program spend the majority of their third-year in a community setting, benefitting from a continuity of care for patients in the region.

Interprofessional education took a leap forward with the opening of Dalhousie’s Collaborative Health Education Building (CHEB). A shared space between the medical school and Faculties of Dentistry and Health Professions, the CHEB promotes training of health care teams.

And three new research chairs were established this year: Dr. Leah Cahill was announced as the Howard Webster Department of Medicine Research Chair, Dr. Michael Dunbar was named the QEII Foundation Endowed Chair in Arthroplasty Outcomes, and Dr. Christine Chambers became the Canadian Research Chair in Pain and Child Health. There are now 27 research chairs at Dalhousie Medical School.
The Faculty of Medicine conducted an extensive consultation of its members and those working in its research and education network, which led to the creation of a new 2015-2019 strategic plan. At the heart of this plan is an approach targeting the sustainable health of individuals and communities. Faculty governance was also altered to support this new strategy, with the creation of an associate dean’s office for social accountability.

In addition, the Faculty has taken an active role in the various changes being made to the Quebec health care system. Several members of our faculty are also actively engaged in the work of the Quebec Health Alliance (AsQ). In the field of research, our members performed very well in various competitions for funding and grants, boosting the growth of promising projects. In education, we modified and created programs and diversified our continuing education options. Various initiatives were also launched to promote the health and well-being of our members.

From an administrative viewpoint, although the Faculty suffered $9 million in cuts it managed to balance its budget through process optimization, some reorganizing, attrition and, primarily, an unprecedented mobilization by faculty.

McGill’s new MDCM curriculum – Patient at Heart, Science in Hand – entered the third year of its rollout, building in robustness and maturity with input from students. The new program increases its focus on primary care, community service and life-long learning. Basic science and clinical material are entwined to increase relevancy of the subject matter, and inter-professional learning, with nursing, physical therapy, occupational therapy, and other disciplines, is emphasized.

In June, the Faculty announced its undergraduate medical education program was accredited, but with probation, an outcome it has fully assumed as an opportunity to further improve the learning experience for students. During the accreditation process, the new MDCM curriculum was cited as innovative, patient-centred and student-centred. The Faculty looks forward to completing its implementation and ensuring its ongoing effectiveness through continuous quality improvement.

In postgraduate medical education (PGME), McGill welcomed 189 new residents this year, filling all of its allocated positions, including those in family medicine. With the opening of the McGill University Health Centre Glen site and enhancements at the Jewish General Hospital and other sites, residents have access to among the most modern facilities. The PGME office has undertaken an extensive review of the assessment and evaluation process and implemented several key measures to evolve to a competency-based medical education model.

McGill also announced a new vision and expansion for its Steinberg Centre for Simulation and Interactive Learning, which will further enrich the learning environment for students and residents.
On the western front, 2015 was a year of novelty for the Faculty of Medicine at uOttawa. We created a new school, the School of Epidemiology, Public Health and Preventative Medicine (SEPHpm) and a new department of medical education, DIME (Department of Innovation in Medical Education). Both new academic units are benefitting from new tenure-track positions.

On the eastern front, our Ottawa-Shanghai Joint School of Medicine (OSJSM) has received its first pre-med class this September, 56 students chosen among the best of all in China.

We have also built the first Canadian-style family medicine clinic of China: the OSJSM International Family Medicine Clinic in Shanghai.

Also, we have entered in two other major partnerships with our sister faculty in Shanghai, the Shanghai Jiao Tong University School of Medicine (SJTUSM) and uO Affiliated Hospitals.

Research Unit at Peoples 6 Children Hospital of Eastern Ontario) and of an Education of a Clinical Research Unit at Xin Hua Hospital (with our sister faculty in Shanghai, the Shanghai Jiao Tong Medicine Clinic in Shanghai.

It has been an exciting year for Queen’s University’s School of Medicine (SOM). Following a site visit in the spring, the SOM received an eight-year accreditation status from CACMS/LCME. Soon after; the RCPSC accredited the faculty’s Clinical Simulation Centre.

Dr. Richard Reznick was reappointed as the Dean of the Faculty of Health Sciences and the Director of the SOM for a second five-year term, having served in the position since 2010.

The SOM fared extremely well in the 2015 CaRMS match day. In the first iteration, 97% of undergraduate medical students matched with a postgraduate training program, while 98% of postgraduate residency programs were filled – a new record for Queen’s.

Student satisfaction is at an all-time high. In the 2015 Canadian Medical School Graduation Questionnaire, Queen’s received a mean score for overall quality of its medical education of 4.56 (SD = 0.65) compared to a national average of 3.92 (SD = 0.77), making Queen’s mean satisfaction rating a full standard deviation higher than the national one.

In September, the inaugural cohort of students from Queen’s University’s Accelerated Route to Medical Schools (QuARMS) program began their first year of medical school, following just two years of undergraduate studies.

Most recently, the SOM received approval from the RCPSC to transition each of its 27 postgraduate training programs to a competency-based medical education model on an accelerated timeline, converting all programs by July 2017.

In the CaRMS match, 93 per cent of graduates matched to their first choice discipline. An inaugural class of 30 began the new Master of Public Health program led by the school’s famed Department of Epidemiology and Biostatistics.

The six-storey David Braly Health Sciences Centre on the McMaster Health Campus opened across from Hamilton city hall. The 192,000-square-foot building is purpose-built with co-location, shared space and clinics to enhance the unique and growing partnership between the city’s public health services and the school’s Department of Family Medicine. Others at the centre include the faculty development and continuing health sciences education programs.

Among many honours, two faculty members were named to the Order of Canada, two research partners took the Prix Galien Canada prize, and two were named to the Canadian Medical Hall of Fame.

The faculty and students of the school were much in the media, including a documentary by a U.K. film company on the excellence of McMaster’s medical school training. The documentary is appearing on television in China and throughout the Al Jazeera TV network.

HIGHLIGHTS FROM OUR FACULTIES

UNIVERSITY OF TORONTO
FACULTY OF MEDICINE

The year began with Dr. Trevor Young starting his first term as Dean of the Faculty of Medicine.

It included the rewarding news that all of the Faculty’s medical education portfolios – including continuing professional development, postgraduate and undergraduate medical education – have achieved full accreditation status.

In March, all 417 of our residency positions were filled in the first iteration. This is the third consecutive year we filled all of our positions in the first round. We also saw 95 percent of our undergraduate students matched in the first round.

We added a new Master’s degree program in translational research that empowers students to use scientific discoveries to improve health. And we established a new entrepreneurship incubator – Health Innovation Hub – to help students turn their research into new businesses.

Finally, we benefited from renewed support for our research work. This included the establishment of the Ted Rogers Centre for Heart Research, which was made possible thanks to an unprecedented donation of $130 million from the Rogers family – the largest monetary gift ever made to a Canadian health care research work. This included the establishment of the Ted Rogers Centre for Heart Research, which was made possible thanks to an unprecedented donation of $130 million from the Rogers family – the largest monetary gift ever made to a Canadian health care.

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In 2015, the Michael G. DeGroote School of Medicine at McMaster University underwent an accreditation; opened an $84.6 million building in downtown Hamilton; began a new master’s degree program; graduated 203 physicians, and sorted through more than 5,260 applications to start a total of 205 first-year students on its three campuses.

The school was fully accredited by CACMS/LCME for an unspecified duration, pending review of a status report by March 2017, after site visits to both the undergraduate and postgraduate programs.

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The Schulich School of Medicine & Dentistry has a bold vision to become a global leader in optimizing life-long health. In 2015, the School took a major step toward the achievement of this vision and fulfillment of the aspirations of its 10-year strategic plan.

The year began with Dr. Michael J. Strong receiving unanimous support for reappointment as Dean for a second term.

New regional leadership for the Distributed Education program was also confirmed, as five academic directors joined the team to strategically advance and enrich this critical aspect of its education mission.

The Undergraduate Medical Education (UME) program received full accreditation status for eight years, following a review led by CACMS in collaboration with the LCME. Meanwhile, the UME program was honoured with an ASPIRE Award of Excellence for Student Engagement in a Medical School, sponsored by AMEE.

Major funding, unique collaborations and new researchers, who are undertaking work across the spectrum of health sciences, advanced our research mission. And research leadership was enhanced with the arrival of Dr. Marlys Koschinsky, Scientific and Executive Director for Robarts Research Institute.

The year was also one of celebration for Schulich Dentistry as it reflected on 50 years of excellence.

#NOSMturns10

This year, the Northern Ontario School of Medicine (NOSM) is excited to celebrate its tenth anniversary! In September 2015, NOSM launched its new Strategic Plan 2015-2020: Reaching Beyond Extraordinary Together. At the same time, NOSM officially kicked off its anniversary celebrations with an event called “Be Active with NOSM,” wherein more than 700 people in over 20 communities across the North participated in 30 minutes of physical activity in support of a healthier Northern Ontario.

New data available this year shows that NOSM has been effective in enhancing the supply of generalist physicians who are responsive to diverse community needs. Approximately 62% of NOSM graduates have chosen family medicine (predominantly rural) training. In addition, 94% of the physicians who have completed undergraduate and postgraduate education with NOSM are practising in Northern Ontario, a historically underserved region. NOSM also offers the Northern Ontario Dietetic Internship Program (NODIP), with 74% of the program’s graduates practising in rural and Northern Ontario.

In June 2016, NOSM will cohost ICEMEN 2016 (International Conference on Community Engaged Medical Education in the North). On behalf of our partners Flinders University School of Medicine and the Training for Health Equity Network (THEnet), NOSM invites you to join us in Sault Ste. Marie, Ontario to consider how community-driven health education and research builds healthy communities.

In 2015, we announced the academic structure of the University of Manitoba’s new Faculty of Health Sciences (FHS) comprised of the Colleges of Medicine, Dentistry, Nursing, Pharmacy and Rehabilitation Sciences. Five vice-deans were appointed in the areas of Academic Affairs, Continuing Competency & Assessment, Education, Indigenous Health and Research. The FHS provides opportunities for interdisciplinary/interprofessional collaboration in education, research, clinical practice and community engagement.

Changes to our admissions guidelines were approved by the U of M senate (for class incoming 2016) that will help to attract medical students reflective of Manitoba’s diversity in ethnicity, socio-economic and socio-cultural conditions and sexual orientation. With these new guidelines in place, the U of M will become only the second medical school in North America to consider low socio-economic status among its admissions criteria.

We launched a FHS Truth & Reconciliation Commission action planning workgroup to address the following themes: Closing the Gaps in Admissions; Traditional Healing; Retention and Student Supports; Creating Safe Learning Environments and Professionalism and Education Across the Spectrum. Workgroup members are currently identifying priority short and long-term actions; ensuring respect to Indigenous self-determination and leadership; setting specific targets and goals; and identifying advocacy issues. A preliminary action plan is expected in December.

The U of S College of Medicine has had a lot to celebrate this year, with the biggest news announced in October when our probationary status was lifted and full accreditation for the undergraduate medical education program was restored for an extended period. This welcome news is proof positive of the hard work being done by our faculty, staff and students to address the accreditation issues. With our next accreditation visit expected to take place in March 2018, we are continuing to focus on providing quality medical education to our students.

This year, we also saw the largest number of Aboriginal students graduate from the College of Medicine in our school’s history - of our 84 graduates, 10 were of Aboriginal heritage – and in November the college participated in a university-wide initiative toward Building Reconciliation and answering the Truth and Reconciliation Commission’s Recommendations for universities. The college intends to play a significant role in addressing issues raised by the TRC.

This year was also a milestone anniversary for our School of Physical Therapy which celebrated its 50th anniversary in September. When the school first opened it was originally housed in a hangar near Saskatoon airport, and now the program has doubled its enrollment and moved from a diploma to a master’s program. What hasn’t changed is the school continues to provide the patient-focused training needed in the province.
We are the Faculty of Medicine & Dentistry at the University of Alberta, one of the world’s elite academic health science centers, where top students are taught by award-winning educators and are mentored by renowned scientists in a dynamic learning environment.

We conduct our teaching, research and patient care at the highest international levels. We work with our partners in education, research and health care for the greater good of the local and global community.

We have experience unprecedented growth in capacity over the past 15 years, and today our research and clinical care programs have tremendous breadth and depth and are driving innovation across the health care continuum. Investigators are exploring every aspect of health. We are dedicated to furthering the advancement and dissemination of medical knowledge. A rigorous external review has identified core areas where our faculty have achieved international excellence and prominence, including but not limited to, in the areas of cardiovascular sciences, diabetes, virology, inflammation and immunology research, transplantation, cancer and neuroscience and mental health - as well as in the Women and Children’s Health Research Initiative, a research partnership with Alberta Health Services with the vision to harness the power of research innovation for a healthy future for children and women.

During this year several important initiatives were either concluded or started at the Cumming School of Medicine. We underwent a successful PGME accreditation and spent much of the year preparing to be one of the first schools to undergo UME CACMS accreditation in early 2016. In addition, and at the request of the Alberta government, we have been preparing a physician assistant training curriculum that will be established over the next year or two.

As a school we completed a 5 year Strategic Plan from 2015 to 2020 and have a vision to Create the Future of Health. To us this represents Precision Medicine and Precision Public Health. We are working diligently to make this vision a reality.

The Faculty of Medicine at the University of British Columbia marked several milestones and celebrated many accomplishments in 2015: we welcomed a new Dean, Dr. Dermot Kelleher, who came to UBC from Imperial College London; we graduated the first cohort of MD students from the Faculty’s newest distributed site in B.C.’s Interior; our Aboriginal MD Admissions Program graduated 50 Aboriginal students – five years ahead of schedule; we successfully launched a renewed MD curriculum; and we expanded the Faculty’s educational and physical footprint throughout the province, with new residency programs and new hospital-based learning spaces.

On the health research front, the Faculty’s researchers recorded many important advances. They discovered a link between gut bacteria and pediatric asthma, they demonstrated that stem cells can reverse Type 2 diabetes, they proved that small cyclotrons can meet Canada’s need for medical isotopes, they showed that a malaria protein might be useful in treating cancer and they found that aerobic exercise can slow cognitive decline brought on by mini-strokes.

The Faculty’s researchers garnered $62.3 million from CIHR and CFI this year, and were awarded five new Canada Research Chairs and three renewals. The Faculty continued to receive generous support from donors, including $5 million for a new sports medicine building, and major gifts for a nephrology initiative fund, medicinal cannabis research, Parkinson’s disease research and the education of Aboriginal health professionals.
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.

In 2015, the number of faculties using the Student Portal has reached 11. Since the 2014 Portal launch, 5,276 students have registered and submitted a total of 10,370 applications. AFMC continues to support the medical schools through deployment activities, delivering training to elective coordinators and finance staff at all 17 medical schools, working with pan-Canadian groups representing key stakeholders to address ongoing needs and enhancements to the service.

In the course of the year, AFMC has created three working groups to continue to improve the service provided to faculties and students. The AFMC Task Force for a Common Portal Agreement was created to work towards the goal of reaching a common agreement with the 17 medical schools for the beginning of the New Year. An immunization working group has been mandated to develop a common immunization protocol for visiting electives for Canadian students using the Portal. As well, an enhancement working group has worked diligently since May to identify software development priorities for version 1.5 of the Portal.

Why did our medical students ask us to develop a portal?

“There needed to be a centralized process for reducing the work in arranging visiting electives and increasing awareness of available opportunities.”

Jesse Kancir
R1 - Resident Physician, Public Health and Preventive Medicine
University of British Columbia
Immediate Past-President of CFMS, September 2014 – September 2015

“The electives process prior to the portal was a total nightmare.”

Johathan Dellavedova
Consulting Pediatrician
Assistant Professor, Clinical Sciences Division
Northern Ontario School of Medicine
AFMC Launches Inaugural Graduation Questionnaire (AFMC GQ)

In February 2015, 2,835 eligible students were contacted to participate in the first Canadian-developed tool customized to capture the unique realities of the Canadian medical education experience and better meet the needs of the Canadian medical schools. On May 31, 2015, the AFMC had received 2,150 completed questionnaires.

The AFMC GQ replaces the Association of American Medical Colleges (AAMC) Canadian Graduation Questionnaire (CGQ) and the 75.8% response rate of the first AFMC GQ compares favourably with the 2014 AAMC CGQ which was 72.8%.

On September 1st, 2015 the AFMC released the GQ National Report along with a companion Methodological Notes document. The national report was released two months earlier than the AAMC CGQ All Schools Report. This was followed by Faculty and Campus level reports provided to the faculties. A total of 119 separate reports were made available to Canadian medical faculties, and, for the first time, in PDF and Excel formats for ease of use and distribution.

Graduation Questionnaire Committee

Members
Gary Tithecott (Co-Chair)
Associate Dean, Undergraduate Medical Information
Western University
Leslie Nickell (Co-Chair)
Associate Dean, Health Professions Student Affairs
University of Toronto
Paul Winwood
Associate Dean
University of British Columbia
Robert Primavesi
Associate Dean of Undergraduate Medical Education and Student Affairs
McGill University
Tracey Hillier
Director
University of Alberta
David Musson
Associate Dean, Undergraduate Medical Education
Northern Ontario School of Medicine
Melissa Forgie
Associate Dean, Undergraduate Medical Education
University of Ottawa
Pamela Forsythe
Student Affairs: Director
Dalhousie University
Janette McMillan (UBC)
Associate Dean, MD
Undergraduate Program, Student Affairs
University of British Columbia
Allyn Walsh
Student Affairs: Chair
McMaster University
Linda Chenard
UIGME Administrator
University of Ottawa
Serge Keeverian
Learner
FMEQ
Christopher Lemieux
Learner
FMRQ
Aditi Amin
LearnerRDoC
Elisa Kharazi
Learner
CFMS
Heather Hageman
Operations Director, Standardized Patient Program
Washington University School of Medicine
AAMC
Tom Koenig
Associate Dean for Student Affairs
John Hopkins School of Medicine
AAMC
Lise Dupéré
Accreditation Specialist
CACMS
André Boucher
Vice President, Education
AFMC
Erik Bourdon
Director, Data and Information Services
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Lynda Buske
Director, CAPER (AFMC, originally CMA)
Yannick Fortin
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AFMC

UNMATCHED CANADIAN GRADUATES: TOP PRIORITY FOR AFMC

CCME 2015 AFMC Hot Topic
This year the AFMC Hot Topic, “Working Together Towards the Best Resident Match – We Need Your Advice!” enabled discussion around the process of making career choices and matching to residency, which has always been at the forefront of our learners minds. Our students want to ensure that decisions made around selection and matching processes will be fair and transparent and faculties want to identify the candidates best suited to meet the needs of the patients and communities they serve. Fueled by these discussions, the AFMC continues to consider unmatched graduates from Canadian medical schools a top priority issue.

Physician Resource Planning Task Force Summit on Unmatched CMGs
Mandated by the Conference of Deputy Ministers of Health in May 2013, the F/P/T Committee on Health Workforce (CHW) Physician Resource Planning Task Force (PRPTF) is co-chaired by AFMC and Ontario and composed of representatives from federal, provincial and territorial governments, national stakeholders, medical educators and learner organizations. The PRPTF tested a collaborative process for Physician Resource Planning at a Summit held in November. At the request of CFMS and FMEQ members, the topic chosen was unmatched Canadian medical graduates. In addition to PRPTF members, participants included a broad range of stakeholders representing medical education and data experts in HHR planning from Canada and the United States. The recommendations from this Summit will be presented to CHW in 2016.

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This year the AFMC Hot Topic, “Working Together Towards the Best Resident Match – We Need Your Advice!” enabled discussion around the process of making career choices and matching to residency, which has always been at the forefront of our learners minds. Our students want to ensure that decisions made around selection and matching processes will be fair and transparent and faculties want to identify the candidates best suited to meet the needs of the patients and communities they serve. Fueled by these discussions, the AFMC continues to consider unmatched graduates from Canadian medical schools a top priority issue.

Physician Resource Planning Task Force Summit on Unmatched CMGs
Mandated by the Conference of Deputy Ministers of Health in May 2013, the F/P/T Committee on Health Workforce (CHW) Physician Resource Planning Task Force (PRPTF) is co-chaired by AFMC and Ontario and composed of representatives from federal, provincial and territorial governments, national stakeholders, medical educators and learner organizations. The PRPTF tested a collaborative process for Physician Resource Planning at a Summit held in November. At the request of CFMS and FMEQ members, the topic chosen was unmatched Canadian medical graduates. In addition to PRPTF members, participants included a broad range of stakeholders representing medical education and data experts in HHR planning from Canada and the United States. The recommendations from this Summit will be presented to CHW in 2016.

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Future MD Canada Career Counselling Tool
This tool was developed in response to a specific objective of the PRPTF. Intensive work was undertaken in early 2015 to finalize, review and edit the content as well as design and implement Future MD Canada, a bilingual, web-based career counselling tool.

Future MD Canada was formally launched in July 2015. It is prominently situated on the AFMC website. The Future MD Canada web tool has been very well received by learners and those who counsel them.

“It is a database of everything there is, kind of like a search engine, for all medical schools and programs.” – Applicant

“Like a database, or centralized information system, based on who you are.” – Medical Student

Myth Busters: New Online Tool
Dispelling the Myths of the Match
In order to better support our medical students, a new tool was developed by our Student Affairs Deans, led by Dr. Michael Rieder and Dr. Leslie Nickell. The Myth Busters video clips aim to answer students most frequent misconceptions related to residency selection and the matching process. They can be found in the eTools section of AFMC’s website. If you are a student or if you provide counsel to students, you should take a look!

“Future MD is a ‘one-stop shop’ for information about medical school, residency, and practice from admission to finances, tying together resources from all over the internet in one place.” – Resident
AFMC Becomes a Medical Identification Number for Canada (MINC) Licensed User

The MINC is “a unique, lifetime identifier for every individual who enters the Canadian medical education or practice system” and is administered by MINCNMINC, a federally-incorporated not-for-profit organization jointly owned by the Federation of Medical Regulatory Authorities of Canada (FMRAC) and the Medical Council of Canada (MCC) the Medical Identification Number for Canada (MINC). Medical students and physicians typically obtain a MINC number via their interaction with the MCC or their College. Medical organizations in Canada are increasingly viewing the MINC number as a means to manage and exchange information on physicians anonymously and accurately. Organizations that become MINC Licensed Users are able to store and use MINC numbers in their own databases for identification purposes. Not only will the propagation of the MINC across the medical education system generate substantial savings for the AFMC and its partners but it will also allow for better decision making by creating opportunities for more innovative analytical work.

Admission Requirements of Canadian Faculties of Medicine

In 2015, the AFMC Admission Requirements report was updated to provide information to MD program applicants who hope to start their medical studies in 2016. With approximately 15,000 students applying to Canada’s MD programs each year, this report has become a recognized national reference for those considering a medical career. AFMC’s Admission Requirements report contains standardized information on all medical degree and combined medical programs (MD-MSc, MD-MBA, MD-PhD) in Canada. The report includes information on tuition fees, entry quota, academic requirements, interview dates and applicant success rates. The Admission Requirements report is the one of the most frequently accessed resource on AFMC website and serves as an invaluable resource to medical school aspirants.

The Canadian Healthcare Education Commons (CHEC)

This year the CHEC-CESC team has been working toward upgrading the existing CHEC infrastructure to a new platform that will provide an enhanced user interface and increased functionality to support online collaboration and resource sharing. The redesign responds to user feedback on the usability and friendliness of the platform. The new version of CHEC-CESC has improved capacity to support online communities of practice, integrates with other social media platforms for widespread sharing and ease of access, and allows users a free-to-use medium for both public and private file and resource sharing in a secure, Canadian online environment. The new site was demonstrated at CCME this year for both end-users and the CHEC-CESC steering committee, each group providing excitement and positive feedback toward the anticipated release. Quality assurance and user acceptance testing has been ongoing throughout the summer and the team has been working diligently to transfer the new site to AFMC’s updated infrastructure in the fall, the site is now in its final stages of testing. Upon release, AFMC committees and groups will have access to a new site FAQ and be offered one-on-one training and assistance in the support and moderation of their online communities.

Data and analysis

Annual Statistics Report

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

Canadian Medical Education Statistics Report

This year, AFMC published the 37th edition of the annual Canadian Medical Education Statistics (CMES) report. The CMES is a comprehensive statistical report detailing current and longitudinal data series about academic medicine at the national, provincial and university level. Data offerings include information on medical degree program applicants, matriculants and graduates, tuition fees and resident salaries, full-time and part-time faculty counts, graduate students and degrees granted by scientific discipline, as well as biomedical and healthcare research revenues.

Highlights include:

First year medical students
2 193 in 2004/05
2 921 in 2014/15 up 33%

First year residents
2 106 in 2004/05
3 326 in 2014/15 up 58%

Health Research funding
$ 2.38 billion in 2004/05
$ 2.90 billion in 2013/14 up 22%

Full-time faculty members
9 818 in 2004/05
13 360 in 2013/14 up 36%

Canadian Post-M.D. Education Registry (CAPER)

Established in 1986, the Canadian Post-M.D. Education Registry is a partnership of Canada’s federal-provincial-territorial governments and medical organizations, including the AFMC, Resident Doctors of Canada, CMA, CFPC, MCC, and the Royal College. CAPER published the 27th edition of 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”.

New in 2015 is "CAPER Counts!," an e-newsletter that provides users of CAPER data with a one page fact sheets on a variety of topics such as international medical graduates (IMGs), retention of postgraduate exits in practice, and specialty specific trends in postgraduate education.

The CAPER website continues to serve as an important source for tables, fact sheets and recent presentations. CAPER information was presented during 2015 conferences such as the Canadian Conference on Medical Education, the International Conference on Residency Education and the Family Medicine Forum. Throughout 2015, 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 being conducted at Memorial University.
HIGHLIGHTS FROM THE YEAR

The Canadian Conference on Medical Education (CCME)

The 2015 Canadian Conference on Medical Education (CCME) was hosted by the University of British Columbia and held in the beautiful city of Vancouver. By all accounts, it was a great success. The theme of “Leadership for Medical Education and Health Care” resonated with the delegates. With 1795 registrants representing 21 countries, and over 590 presentations and educational events, the conference represented an ideal opportunity to learn and network. The 2015 edition launched an inaugural “Unconference”, a series of simultaneous 1.5 hour sessions on topics suggested by the participants just prior to the conference. Participants embraced this new format with great enthusiasm and we will be incorporating the ‘Unconference’ format into our program moving forward.

A complete new “look and feel” for the conference was also unveiled this year in the form of a new logo and brand in honour of the 10th anniversary of the valued CCME partnership between the Association of Faculties of Medicine of Canada, the Canadian Association for Medical Education, the College of Family Physicians Canada, the Medical Council of Canada, and the Royal College. The CCME 2016, whose theme is “Accountability from Self to Society”, will take place in Montréal from April 16 to 19 and will be hosted by the University of Sherbrooke.

Academic Health Sciences Network (AHSN)

On March 31st and April 1st, AFMC and HealthcareCAN held the 2015 Academic Health Sciences Network (AHSN) Symposium in Ottawa. AHSN Symposium is a unique opportunity for presidents and CEOs, members of their senior leadership teams, deans, assistant and associate deans from the faculties of medicine and other faculties, the vice presidents of health research, government officials and other vested stakeholders, to discuss the future of academic health science networks in Canada, exchange information, build community, and generate actions for the years ahead. This year’s theme – Collaborating to Compete: Innovations in Academic Health Sciences – focused on numerous challenges surrounding health research.

AFMC and HealthcareCAN were pleased to have brought together 80 participants of our community in this important discussion. Dr. Peter Singer, Chief Executive Officer of Grand Challenges Canada, was the keynote speaker and gave a presentation entitled “Scaling Innovations.” Senator Kelvin K. Ogilvie, Chair, Senate Standing Committee; and His Excellency, Ambassador Rafael Barak, Ambassador to Canada from Israel also inspired the audience with examples of successful innovations in Canada and abroad.

CCME Canadian Conference on Medical Education

Committee on accreditation of canadian medical schools (CACMS)

The CACMS welcomed a new Chair in February 2015, Dr Oscar Casino, from the University of British Columbia. He has been instrumental in a current governance review. The new CACMS Standards and Elements came into effect on July 1st, 2015 and will be used for accreditation visits conducted in 2015-2016. Very successful workshops for schools preparing for accreditation visits in 2016-2017 were held in Halifax in June and in Saskatoon in September, and workshops for school preparation and site-visit team member training were also held during the 2015 CCME. Canadian versions of all documents required for the preparation and conduct of accreditation visits have been finalized, translated and are available on the CACMS page of the AFMC website. Also, the CACMS is working with the FMEC PG project to align accreditation standards along the continuum of medical education.

Committee of accreditation of continuing medical education (CAME)

In 2015, Dr Constance LeBlanc was approved as the new Chair of the CACME. The CACME continues to work with its partners on the revision of accreditation standards for continuing professional development (CPD) providers. Rules of Procedure for CACME were drafted in 2015 and are under review by the members of the Committee. The CACME is also an active participant in the FMEC PG project of aligning accreditation standards and processes along the continuum of medical education. As part of CACME’s application for renewed recognition of substantial equivalency with the Accreditation Council for Continuing Medical Education (ACCME), an on-site visit to the CACME offices was conducted in April and recognition of substantial equivalency was afforded to CACME in July. This recognition is valid until the end of 2018.

AFMC Physician Wellness Webinar & Podcast Series on Addiction

With project funding from The Canadian Physician Health Institute, AFMC presented this new webinar series between March and September. The first presentation was hosted in partnership with the Northern Ontario School of Medicine. Dr. Michael Kaufmann presented on The Vulnerable Physician: Substance Use Disorders in the Medical Profession. Other topics in the series include substance use disorders in the medical profession, process addictions, trauma informed care and more. Each webinar presentation has been adapted for release in English and French, with podcasts hosted on www.CHEC-CESC.ca and YouTube. The series will also be shared through iTunes as an extension of our existing podcast series on addiction. A study guide accompanies each podcast episode and includes key learning objectives, links to core competencies, reflective questions and links to further resources. AFMC also hosted a Physician Wellness reception at CCME this year to highlight the new resources available for undergraduate medical students, residents, educators and physicians.
Development of medical resources in Francophone minority communities in Canada

The Franco Doc project is making strides with the participation of 13 faculties across Canada. The project 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.

The process of identifying students has been completed in most faculties and over 500 Francophones and Francophiles from the Francophone community health networks. Several training sessions have been developed in association with Francophone community health networks. Networking activities, presentations on the services provided by Francophone community health networks, cultural activities and many other types of activities have been planned for the year.

The project will host a learner-focused activity in January 2016 to exchange best practice and share tools and resources with the learners to allow them to become Francophones and Francophiles champion at their respective faculties. Over 13 students took part in clinical placements since the launch of our project. Some preliminary work has been done to identify existing opportunities for the year 2015-2016 and we expect to be able to surpass our target of 46 placements during the life of the project.

Faculty-community liaison committees have been formed to reach the project’s objectives in English language medical faculties. Those committees have been hard at work to organize activity sessions and identify clinical opportunities for learners. The committees are comprised of members from the Francophone community Health Networks and faculty members. The committees have recently invited medical students to join their committees to ensure that their needs and interests were being met within the Franco Doc initiative.

FMEC MD

2015 is a notable anniversary for AFMC and the wider medical education community, marking five years since the release of the ground-breaking report, the Future of Medical Education in Canada (FMEC) - A Collective Vision for MD Education. Released in 2010, this report set out to conduct a thorough review of MD education in Canada, assess current and future societal needs, and identify the changes needed to better align the two. The 10 recommendations and five enabling recommendations in the collective vision aim to prepare the Canadian medical education system for the century ahead.

Last April, AFMC celebrated five years of innovations from our Canadian medical schools responding to the FMEC MD call for change and released our compendium report with contributions from all 17 faculties of medicine in Canada and reflections by FMEC MD leaders.

The FMEC MD 2015 Innovations report highlights demonstrable accomplishments of each medical school pertaining to the 10 recommendations and it showcases their successful implementation into curriculum across Canada. It can be accessed on our website, at AFMC.ca.

FMEC PG Implementation

The Future of Medical Education in Canada Postgraduate (FMEC PG) Project, funded by Health Canada and a consortium partnership of the AFMC, CFPC, CMQ and Royal College, is in its third and final year of implementation. Ten key recommendations to improve the postgraduate medical education environment are being realized through close collaboration with Canadian medical school faculty, senior leadership from the certifying colleges, representatives from the four learner organizations, as well as stakeholders from all the major medical education and health care organizations across Canada.

A series of pilot projects to help smooth the transition periods across the medical education continuum will improve medical students’ readiness to enter residency, ensure learners are provided with proper and standardized career information, standardize the residency selection process, and ease the transition from residency to practice.

One major legacy of the project is the creation of the Canadian PGME Collaborative Governance Council, set to formally launch in April 2016. The Council Secretariat will be housed at AFMC for its first three years. The Council’s main goal will be to help solve contentious issues in PGME, working within a consensus-based model to develop recommendations for ratification by stakeholder organizations. The certifying colleges are currently revising their PGME accreditation standards into six new domains, which were developed and put forth by the FMEC PG Accreditation Committee. Work is ongoing to further align accreditation processes, data and terminology along the entire continuum, aiming to reduce the redundancy and burden of accreditation for the Faculties of Medicine, including the feasibility of a shared Accreditation Management System.

Significant progress has also been made with respect to the other seven recommendations of the FMEC PG Project. As part of Recommendation #1, Dr. Michael Strong and Dr. Nick Busing have been collaborating with other stakeholders to plan a consensus conference in February 2016, to bring experts together to investigate the state of clinician scientist training in Canada, with financial support from AFMC, CFPC, CIHR and the Royal College. With regards to Recommendations #2 and #3, a best practices guide for social accountability in medical schools has been widely disseminated and promoted, and recommendations have been put forth to the PGME accrediting bodies related to improving the learning and work environments for residents. Led by Dr. Andrée Boucher, AFMC’s VP Education, and in close collaboration with faculty from across the country,Recommendations #7 and #8 are working to better support the ever-growing number of clinical teachers in the Canadian medical education system, and to increase leadership training opportunities during PGME.

Competency-based education and improved assessment methodologies are being implemented and rolled out by the Royal College, CFPC and MCC, with full support from FMEC PG stakeholders.

Future of Medical Education in Canada Continuing Professional Development (FMEC CPD)

From the national consultations performed to direct the development of a FMEC CPD project, a pan-Canadian FMEC CPD Consortium was created. The consortium role is to develop a better CPD system in Canada, and provide a medium for stakeholders to raise concerns, prioritize issues, enable solutions/innovations collectively, and work collaboratively over the next three years. The AFMC provided a business case and budget in support of the determined structure. The group, co-chaired by CFPC and RCPSC, had one face to face meeting in July. One concrete deliverable thus far is the production of a bilingual web site describing the FMEC CPD project. The first priority of the consortium is to develop an inventory of projects either ongoing or planned by national and international organizations which would support the purposes of FMEC CPD.
AFMC Addiction e-Learning for Undergraduate Medical Education Podcasts
Virtual Patients | e-Textbook Primer

The AFMC Addiction eLearning for UGME Project is funded by the Palix Foundation (formerly Norlien Foundation) to create the AFMC Primer on the Biopsychosocial Approach to Addiction (e-textbook), podcast series and virtual patient cases on addiction. In 2015, expert Canadian faculty have been engaged to create two new chapters to round out the comprehensive Primer already developed. The Primer is an e-textbook that focuses on the basic and social science of addiction, reflective practice and principles of clinical management. Created 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. AFMC is pursuing avenues for translating the Primer into French and will launch the Primer in Spring 2016 after a stylistic review of the content is completed. For more information and to access the Primer go to: www.chec-cesc.ca/addiction

AFMC-Infoway Physician in Training e-Health Curriculum and eLearning Initiative

Technological innovations are rapidly changing medical practice and patient expectations and AFMC continues to support our faculties in this change by providing resources to enhance the teaching of eHealth concepts in medical education. With Canada Health Infoway’s support, a series of four eHealth faculty development workshops will be delivered nationally several times from January to March 2016 through live webinars. The workshops cover Personal and Shared Information Management, Clinical Decision Management, Clinical Information Management, and Health Communications Management. Aimed primarily at medical educators and residents who teach medical students, the workshops will introduce digital health concepts from a clinical point of view and give thought, discussion to how to integrate eHealth into undergraduate medical education.

Key content from the workshops will be included in an eHealth Faculty Development Toolkit. The toolkit will be freely accessible on the Canadian Healthcare Education Commons and adaptable, and include a podcast / vodcast series, associated learning guides, and tools. This project has also been working to raise awareness within our schools on the inevitability of eHealth integration into accreditation standards, competencies and examinations. eHealth experts from within our faculties have been providing support to these discussions and to our schools on ways to enhance eHealth in medical curricula.

Engaging Students & Raising the Profile of Public Health through Learning, Assessment and Recruitment

Fundied by the Public Health Agency of Canada and co-led by the AFMC Public Health Educators’ Network (PHEN) and medical learners, this two year project wrapped up in 2015 by disseminating the new tools and resources developed to enhance the teaching of public health in medical education. New resources available to our faculties include the sharing of learning evaluation tools amongst PHEN members, 15 new public health teaching tools developed by learners, recommendations for best practices in public health electives for medical students, and technical and content improvements to the AFMC Primer on Population Health. Resources and teaching tools can be found on the AFMC website: https://www.afmc.ca/medical-education/public-health

AFMC YOUNG EDUCATORS AWARD

Recipient: Dr. Heather Jamniczky, University of Calgary

Dr. Heather Jamniczky is an evolutionary developmental biologist and anatomy educator. Her research programs are focused on (a) rapid adaptive radiations in BC stickleback populations, where her group studies phenotypic and genotypic variation using multi-dimensional datasets; and (b) the measurement of neural correlates associated with 2D and 3D representations and the quantification of learning in health professional education. Dr. Jamniczky teaches human gross anatomy across the first two years of the Undergraduate Medical Education program, and the final two years of the Bachelor of Health Sciences program, both at the University of Calgary.
AFMC AWARD WINNERS

AFMC CLINICAL TEACHER AWARD

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.

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

Recipient: Dr. Roxana Geoffrion, University of British Columbia

Dr. Roxana Geoffrion is an assistant professor at the University of British Columbia and has a clinical practice as a urogynecologist at the Centre for Pelvic Floor Competence in Vancouver. Dr. Geoffrion completed her medical degree at McGill University in 2001 and her residency in Obstetrics and Gynecology at the University of Ottawa in 2006. She then pursued subspecialty fellowship training in Female Pelvic Medicine and Reconstructive Surgery, as well as a Faculty Teaching Certificate at the University of Calgary. Dr. Geoffrion is the director of the UBC Urogynaecology fellowship program and the ObGyn resident rotation in Urogynaecology. She mentors various trainees and also her peers in the performance of minimally invasive pelvic floor surgeries. In addition, she has a strong research interest in competency-based surgical education and has initiated two randomized controlled trials for teaching and evaluation of surgical skills in gynecologic surgery.

AFMC AWARD FOR OUTSTANDING CONTRIBUTION TO FACULTY DEVELOPMENT IN CANADA

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

Recipient: Dr. James Goertzen, Northern Ontario School of Medicine

Dr. James Goertzen is Professor of Family Medicine and Medical Director of Faculty Development at the Northern Ontario School of Medicine. He has been a leader in medical education for over 30 years and has presented provincially, nationally, and internationally at faculty development and continuing medical education events. His educational training has included a family medicine residency, Master of Clinical Science in Family Medicine, and visiting senior lecturer at the Monash University Centre for Rural Health in Australia. Throughout his career, James has focused his educational activities on engaging and supporting community based part time faculty with their further development as clinicians, educators, scholars, and leaders. James practices family medicine in Thunder Bay and his favorite pastimes include kayaking, gourmet cooking, running, cross country skiing, cycling and theatrical acting.

AFMC MAY COHEN EQUITY, DIVERSITY, AND GENDER AWARD

This award recognizes the outstanding effort or achievement of an individual, program, department or faculty in improving the gender-equity environment in academic medicine in Canada.

Recipients: Drs. Karine Igartua and Richard Montoro, McGill University

Dr. Karine Igartua is a psychiatrist at the McGill University Health Center (MUHC), an associate professor in the Faculty of Medicine of McGill University and the co-director/co-founder of the McGill University Sexual Identity Center. She was given the innovation of the year prize for the creation of the center by the Quebec Association of psychiatrists (AMLPQ) and the Exemplary Psychiatrist award for her work with sexual minorities by the AMI-Quebec. She was also bestowed the title of Grand Marshal for Montreal Pride. Dr. Igartua is widely solicited to teach about sexual minorities in both academic and community settings, and the center attracts trainees from all over the globe. In addition to her work with LGBT patients, Dr. Igartua was the chief of Emergency Psychiatry Services at the MUHC for almost 10 years. While continuing to work regular shifts in the ER, she stepped down from her role as service chief when she was elected president of the AMLPQ in 2013.

Dr. Richard Montoro is a psychiatrist and associate professor at McGill University. He co-founded and co-directs MUSIC (the McGill University Sexual Identity Center) with Dr. Igartua. They received the Innovation of the Year Award from the AMPQ (Quebec Association of Psychiatrists) as well as the Exemplary Psychiatrist Award from AMI-Quebec (Alliance for the Mentally Ill) for their work with sexual minorities. Dr. Montoro is frequently sought out for teaching on gender and sexual minorities at local, national and international settings. In 2011, he also became the Assistant Dean of Resident Professional Affairs at the McGill Faculty of Medicine and has brought this expertise into the broader medical learning environment, helping shape knowledge and attitudes around gender and sexuality, and advocating for learners as well as the patients they see.

AFMC JOHN RUEDY AWARD FOR INNOVATION IN MEDICAL EDUCATION

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

Recipient: Dr. Irene Ma, University of Calgary

Dr. Ma is an Associate Professor in the Division of General Internal Medicine, Department of Medicine at the University of Calgary Cumming School of Medicine. As a Focus Leader of Clinical Simulation at the W21C (Ward of the 21st Century) and Director of Ultrasoundography and Procedural Skills for the Internal Medicine Residency Program for the University of Calgary, Dr. Ma has authored/co-authored over 30 peer-reviewed publications since 2009, with specific aims to improve teaching and competency-based assessment. Through the creation of online open-access resources to promote the use of bedside ultrasound, she hopes to further advance and promote the use of technology in medical education in an evidence-based manner.
AFMC CHARLES BOELEN INTERNATIONAL SOCIAL ACCOUNTABILITY AWARD

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

Recipients: Dr. Ahmed Maherzi, Université de Tunis; Dr. Joël Ladner, Université de Rouen; and Dr. Paul Grand’Maison, Université de Sherbrooke

Head of Pediatrics and Neonatology at the Mongi Slim University Hospital, La Marsa, Tunisia, Dr. Ahmed Maherzi is a member of the RMEF (mother-child network of French-speaking countries) and co-coordinator of the breastfeeding club. In terms of professional affiliations, he has been a member of the Board of Directors of the Francophone Pediatric Hepatology, Gastroenterology and Nutrition Group, Secretary General of the Tunisian Society of Pediatrics, and a member of the Executive Committee of the Panarab Society of Pediatric Gastroenterology, Hepatology and Nutrition. With regard to his academic career, after working as Associate Dean and Director of Internships from 2005 to 2011, he has been Dean of the Faculty of Medicine of Tunis since 2011. His interest in social accountability led him to become Co-Chair of the International Francophone action research project on the social accountability of medical schools. His most recent publication is “The New Mission of the Faculty of Medicine of Tunis,” Bin Abdulrahman, Routledge International Handbook of Medical Education.

Dr. Joël Ladner is a university hospital physician in epidemiology and public health at the Rouen University Hospital and Rouen Faculty of Medicine in France. He is also a researcher at INSERM Unit 1073 at the University of Rouen and a member of the Education Board at the Rouen Faculty of Medicine, where he teaches public health, critical literature review and global health. Since 2011, Dr. Ladner has been the Executive Secretariat Coordinator for the International Francophone project on the social accountability of medical schools, which has 12 members active in Belgium, Canada, France and Tunisia. He worked for the French government in Sub-Saharan Africa for 10 years: in Mali (primary health care), Rwanda (research on mother-to-child HIV transmission) and Côte d’Ivoire (public health programs, advisor to the Minister of Health).

“Physician by education, Family physician by profession, teacher by vocation, medical educator by passion, administrator by evolution,” Paul Grand’Maison has significantly contributed to the evolution of Family Medicine and to numerous innovations in medical education. He has held many management positions at Université de Sherbrooke, including Vice-Dean for Undergraduated Medical Education (2002-2011) and Director of the WHO Collaborating Center (2001-2014), as well as at national and international organizations. Since 2000, he has been one of the leaders in several actions implemented by AFMC, WHO and the medical education francophone world on social accountability of faculties of medicine. Recipient of numerous prestigious awards, he received in 2013, the AFMC President Award for Exemplary National Leadership in Academic Medicine.
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<td>AAMC</td>
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<td>AsQ</td>
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<tr>
<td>CACME</td>
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<td>CCME</td>
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