

Associate and Assistant Dean Annual Reports 2023-24

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Associate and Assistant Deans – Annual Report 2023/24

Name: Darrell White	Program/Unit: Senior Associate Dean
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Brief overview of program/unit

The Senior Associate Dean position is a senior leadership role (0.6 FTE) that works collaboratively with the Dean, Associate and Assistant Deans with Education Portfolios and the many partners and stakeholders of the Faculty of Medicine to help coordinate and improve the educational mission of the Faculty of Medicine. The Assistant Deans of Student Affairs, Resident Affairs, Professional Affairs and Admissions report through the Senior Associate Dean. The Senior Associate Dean, among other duties, co-chairs the accreditation efforts for the undergraduate program and oversees the strategic development of LIC training in Nova Scotia. My term as Senior Associate Dean began in 2014, was renewed in 2019 and will be completed in June 2024.

2023/24 Update – top five significant accomplishments

1. Co-chair of UGME accreditation: The Faculty has been working continuously since the 2017 CACMS accreditation review to meet all outstanding standards and elements of accreditation. In 2023 the Faculty achieved a satisfactory rating on the few outstanding elements from the 2017 review. We will move into the 2025 full review in a strong position with no elements rated satisfactory with monitoring or unsatisfactory. Preparation for the 2025 review is ahead of schedule with a draft the self-study documents and the independent student review having been completed. An internal review has been completed and an external review is underway with Drs. Susan Andrew and Kent Stobart. Additionally, in preparation for the Dalhousie review, I was the review team secretary for the 2023 Queen's University CACMS accreditation review, this position is responsible for the organization and to be part of the review team as well as responsible for production of the accreditation report to CACMS. The final report was completed in the fall of 2023. This review was particularly relevant as Queen's has opened a new distributed campus.
2. Development of Nova Scotia's first LIC program, based in Cape Breton began in August of 2019 and continues to be successful. A second LIC site has been developed involving 3 communities on Nova Scotia's South Shore and students started in August of 2020 with student success as well along with excellent community and physician engagement. The South Shore site was expanded in 2022/23 by 2 student positions and now involves 1 more community. With ongoing undergraduate expansion distribution of clerkship training remains important.
3. Oversight and involvement in the evolution of Admissions and altering the composition of our medical school to better reflect our community. This has included ongoing discussion and attention to equity, diversity and inclusion. Undergraduate numbers have increased and are expected to continue to increase. We will continue to make progress in increasing representation from the Mi'kmaq and African Nova Scotia communities. Subcommittees have been established to conduct a more holistic application review and have shown success.
4. Participation in planning of the Cape Breton Medical Campus (CBMC) in partnership with Cape Breton University to create a new medical campus in Sydney set to begin training 30 students in the fall of 2025. A pilot program to add an additional 5 medical school seats in Halifax as the CBMC cohort began in 2022 and continues through 2024 with the goal of increasing family practice in rural settings in Nova Scotia.
5. In response to ongoing issues with learner mistreatment, the Learning Environment Task Force completed a report with recommendations in 2021. Dr Carolyn Thomson and I co-chaired the Learning Environment Working Group worked to implement select recommendations with a focus on creation of an Office of Professional Affairs. This office opened in late 2022 with an Assistant Dean position for each of DMNS and DMNB, these positions report to

the Senior Associate Dean. Additionally, a new online confidential and potentially anonymous reporting system has been developed with improved security in response to issues in this regard in early 2022. The office continues it's development and has been successful thus far.

On the horizon – priority initiatives for 2024/25

A search is underway for the next Senior Associate Dean with the end of my term being June 30, 2024. The job description has been renewed and altered.

Associate and Assistant Deans – Annual Report 2023/24

Name: Evelyn Sutton	Program/Unit: UGME
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Brief overview of program/unit

The Undergraduate Medical Education office is responsible for operationalizing the development, implementation, evaluation and assessment of the curriculum and of our students in Dalhousie's four-year program leading to the MD degree, as directed by the Undergraduate Medical Education Committee (UMECC) and its subcommittees.

2023/24 Update – top five significant accomplishments

1. Case Diversification Committee will have their last meeting in June. A case manager has been hired to oversee ongoing case improvements and updates. 20% of each unit's cases will be revised annually.
2. With the Dean and Head Family Medicine, participated in site tours from Yarmouth to Sidney, with aim to review existing teaching capacity and identify potential new LIC sites for 2027
3. Dalhousie Medicine graduates continue to do well on Medical Council of Canada's exams, with 96% pass rate for first time test takers (100% DMNB in 2023).
4. Accreditation preparation continues with Medical School Self Study report completed, incorporating data from the Independent Student Analysis.
5. Assisted in development of Physician Assistant Program, including sharing office space, curriculum and exam development.

2023/24 Update – work being done in the four core streams of the strategic plan: education, research, serving & engaging society, and valuing people

Education:

--ongoing continuous quality improvement is embedded in our program evaluation and student assessment
--increasing teaching capacity in our distributed sites is a priority and aligns with the strategic plan

Research

Ongoing continuous quality improvement in program delivery and assessment.

Serving and Engaging Society:

Participation in service learning is strong and the number of participating organizations continues to grow.

Valuing People:

Regular meetings with senior administrators in UGME occur to assess morale, appropriateness of work load.
The top 10% tutors and lecturers will receive letters of appreciation and congratulations this summer.

On the horizon – priority initiatives for 2024/25

The medical school expansion has placed a strain on existing infrastructure, particularly in Skilled Clinician with respect to teaching space for Med 2 components and in Clerkship, with respect to study space, lounges and lockers. We will be working with the Health Authorities to address these deficiencies identified by the students.

OSCEs will move from whole class/single day to half class/2 day in '24-'25 academic year.

Associate and Assistant Deans – Annual Report 2023/2024

Name: Andrea Rideout, MD, FCFP Assistant Dean	Program/Unit: Admissions (UGME)
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Brief overview of program/unit

The Admissions office is responsible for overseeing the selection process of students to be admitted for 135 positions for medical study for Year 1 and for 2 positions for advanced entry in Year 3 (as per International Medical Graduate Clerkship Program). There are up to 10 supernumerary seats available for Saudi or Kuwait applicants as per their respective external contracts with Dalhousie and up to 5 supernumerary seats available to individuals approved by Department of National Defence' Military medical Training Program (MMTP). There are 94 first year positions available at the DMNS campus and 40 first year positions available at the DMNB campus. Supernumerary positions under external contracts are assigned to the DMNS campus. There is 1 seat for a Doctor of Dental Surgery candidate to complete the combined Doctor of Medicine/Master of Science in Oral Maxillofacial Surgery program.

The office ensures that a duly constituted faculty committee and its subcommittees receives orientation of their roles and responsibilities for the admissions selection process; sets, facilitates and supports Committee and Subcommittee meetings; assigns files for review; recruits interviewers, volunteers and runs the annual interview process-the multi-mini interview (MMI). The Admissions Office collects all application data; processes applications to verify eligibility (transcripts, GPA, MCAT, CASPer); compiles all admissions data from eligible applications to determine admissions offers according to procedures and processes reviewed and approved by Admissions committee; and distributes decision letters. The Admissions office provides information sessions for prospective applicants and responds to inquiries regarding admissions to Dalhousie Medicine.

The Undergraduate Medicine Admissions Office includes the Assistant Dean for Undergraduate Admissions, Admissions Administrator, Admissions Coordinator. Evaluation Specialist and Admissions Administrative Assistant.

2023/24 Update – top five significant accomplishments

1. The Admissions Committee completed 14 meetings from September 2023-April 2024. 2 meetings were dedicated to Cultural safety/sensitivity sessions which were facilitated by Education Developers from Dalhousie's Centre for Learning and Teaching.
2. The Rural Applicant Pathway for designated positions at the Cape Breton Medical Campus was approved by Admissions Committee, Faculty Council and Senate in January 2024. This pathway, in which applications will be initially reviewed by the Rural Applicants Subcommittee, will be implemented in the 2024-2025 application cycle, for the entry in August 2025 of the 30 student cohort at the Cape Breton Medical Campus.
3. In the 2nd cycle of the Indigenous Admissions Pathway, the Indigenous Admissions Subcommittee reviewed 33 applications, of which 26 (8 Maritime, 18 Out of Province) were considered eligible for holistic review. Of the 26, 12 applicants (7 Maritime, 5 Out of Province) have received offers for admission. 9 of the 12 identify as Mi'kmaq.

4. In the 1st cycle of the Black Learners Admissions Pathway, the Black Learners Admissions Subcommittee reviewed 70 applications (25 Maritime, 45 Out of Province). Of the 70 applications, 18 applicants (15 Maritime, 3 Out of Province) have received admissions offers. 4 of the 18 identify as African Nova Scotian.
5. 1281 applications were completed and submitted (42% Maritime , 58% Out-of-Province). This is a 3% increase from the previous cycle. 7 offers of admission for supernumerary positions under the Kuwait Cultural Bureau Sponsorship Program, Saudia Arabia Cultural Sponsorship program and Military Medical Training Program were provided. 1 DDS candidate was offered the position for the combined Doctor of Medicine/Master of Science in Oral Maxillofacial Surgery program. 2 IMG applicants will begin the IMG Clerkship program in August 2024 (Class of 2026).

On the horizon – priority initiatives for 2024/25

1. The Rural Applicant Pathway for designated positions at the Cape Breton Medical Campus will be implemented for the 2024-2025 application cycle.
2. The Indigenous Applicants Admissions Pathway and Black Learners Admissions Pathway will continue to be developed and refined by the Indigenous Applicants Admissions Pathway Subcommittee, Black Learners Admissions Subcommittee and Admissions Committee.
3. Data from the Personal Context Questionnaire/Widening Accessibility stream continues to be collected and reviewed for its effect on the composition of incoming classes.
4. Ongoing collaboration and relationship building with priority communities (Mi'kmaw, Wolastoqiyik, African Nova Scotian, Black Communities in the Maritime provinces) is necessary to further inform Admissions processes and improve them to increase accessibility of medical education.
5. As per their Terms of Reference, the Admissions Committee reviews admissions requirements and processes annually. Recent discussions have included consideration of how processes (eg online application, virtual interviews) may be impacted by evolving AI technology.
6. Expansion of medical school positions and ongoing initiatives (eg development of required subcommittees) increase the administrative workload and responsibilities of Admissions Office staff.

Associate and Assistant Deans – Annual Report 2023/24

Name Dr. Osama Loubani and Dr. Wendy Stewart	Program/Unit: Assistant Dean Pre-Clerkship, UGME DMNS and DMNB
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Brief overview of program/unit

The pre-clerkship curriculum (years 1 and 2) provides the foundational skills and knowledge to prepare students for the clerkship years in the Dalhousie UGME program. The first two years are delivered primarily using a small group case-based model of delivery, supplemented by lectures, skilled clinician experiences, lab sessions, electives and scholarly activity as part of the RIM unit. Small group tutors are provided with faculty development opportunities to enhance their skills.

Each unit in the first two years has a unit and multiple component heads who annually review and oversee the content to ensure the objectives and content are aligned. The syllabus for each unit must be reviewed at pre-clerkship committee, CASP (to review the assessment component) and finally approved by UMECC. There is regular discussion between the preclerkship assistant deans, associate deans, unit heads, and when necessary, component heads.

2023/24 Update – top five significant accomplishments

1. Completion of the case diversification process for the Med 2 class with delivery beginning in August 2023. This involved a collaboration with the case diversification committee, the case writer (Leanne Picketts) and the assistant deans.
2. Following the completion of the case diversification work, we have established a process for the ongoing review and updating of cases to ensure they remain current and effective. A curriculum manager has been hired to spearhead this initiative, alongside clear protocols for periodic case evaluations.
3. In preparation for the launch of the Cape Breton medical campus, we have begun to identify and address potential resource challenges. Efforts include preparation for the procurement and preparation of anatomical specimens, adaptations to laboratory exam delivery to support an increased class size, and proactive identification and resolution of potential resource shortages, particularly in faculty availability.
4. Initiated a comprehensive revision of the ProComp curriculum in conjunction with unit heads to enhance its integration and effectiveness. The revised curriculum is organized to function more cohesively and independently of the block units, fostering a more fluid and contextually appropriate learning environment.
5. Established a series of pre-emptive measures to identify and resolve issues in curriculum delivery before they arise, including regular meetings with unit heads six weeks prior to each unit's start and ongoing regular meetings with curriculum coordinators. These meetings have significantly improved the management of our educational delivery and minimized unanticipated issues.

2023/24 Update – work being done in the four core streams of the strategic plan: education, research, serving & engaging society, and valuing people

Education

- Innovation and Diversity in Curriculum Design: We successfully completed the case diversification process for the Med 2 class, which began delivery in August 2023. This initiative exemplifies our commitment to providing a curriculum that reflects diverse patient backgrounds, enhancing student preparedness for real-world challenges.
- Proactive Curriculum Management: With the establishment of a process for regular review and updates of cases, managed by a newly appointed curriculum manager, we ensure our educational content remains current and scientifically accurate, enhancing the learning experience for all students.
- Review and revision of cases to identify opportunities to enhance student clinical reasoning skills in preparation for clerkship.

Research

- Curriculum Research and Development: The ongoing update and diversification of our case studies involve continuous research into the latest medical practices and educational strategies. This not only enhances our educational offerings but also contributes to the academic field by developing and testing innovative educational methodologies.

Serving & Engaging Society

- Preparations for the Cape Breton Medical Campus: In anticipation of the opening of the new campus, we have engaged in planning to ensure that resources such as anatomical specimens and lab facilities are adequately prepared. This initiative demonstrates our commitment to expanding our educational reach and serving a broader community.
- Feedback and Responsive Engagement: We have set up a system for providing students with regular feedback on actions taken in response to concerns raised through language and imagery forms. This initiative highlights our engagement with student concerns and our commitment to fostering an inclusive educational environment.

Valuing People

- Leadership and Orientation Programs: The creation of a standardized orientation for new unit heads is designed to ensure that they are well-prepared and understand the expectations of their roles. This program not only supports our leaders but also underlines our commitment to valuing and developing every member of our faculty.
- Proactive Leadership Meetings: Regular meetings with unit heads and coordinators, initiated six weeks before each unit starts, are part of our strategic efforts to pre-emptively identify and address issues. This approach highlights our commitment to supporting our faculty and staff by maintaining clear lines of communication and problem resolution.

On the horizon – priority initiatives for 2024/25

1. Continue updating cases, ensuring the maintenance of our newly established, rigorous review process. This will include both content and method of delivery to ensure students are prepared effectively for clerkship. As this is a new process, we will implement continuous quality improvement in the process and adapt to challenges as they arise.
2. Intensify efforts to recruit skilled leaders for unit and component head positions. This strategic initiative is crucial for strengthening our academic leadership and enhancing the quality of education and student support across all departments.
3. Develop and implement a standardized orientation program for new unit and component heads, designed to clearly communicate role expectations and facilitate access to essential resources. This program will ensure that new leaders are well-prepared to contribute effectively to our educational objectives from the outset of their appointments.
4. Closed loop communication with students to provide timely and transparent feedback regarding the actions taken in response to issues highlighted through the language and imagery feedback forms. This will not only improve the inclusivity and sensitivity of our curriculum but also reinforce our dedication to a responsive and student-centered educational environment.
5. Complete the comprehensive update of the ProComp curriculum, ensuring it aligns with current medical practices and educational strategies. This update is essential for providing our students with a robust, integrated learning experience that effectively prepares them for their future medical careers.

Associate and Assistant Deans – Annual Report 2023/24

Name: Simon Field/Dan Smyth

Program/Unit: UGME (Assistant Deans, Clerkship)

Brief overview of program/unit

3rd and 4th year program encompasses primarily clinical experience and teaching. 3rd year is focused on introduction to clerkship and core rotations in 7 disciplines, or alternatively a longitudinal clerkship delivered at 6 teaching sites throughout the Maritimes. 4th year focuses on clinical electives, preparation for CaRMS, and preparation for entering postgraduate residency training.

Students receive clinical instruction as well as formal structured teaching, and are assessed via direct observation, via OSCEs, and by formative and summative examinations.

2023/24 Update – top five significant accomplishments

- Ongoing development of the distributed campus in NS and NB. Collaboration with developing CBMC site. Support of a community of LIC learners and faculty and best practices including inaugural LIC retreat May 2024.
- High rates of student satisfaction with PIER units (longitudinal blocks at transition points in clerkship).
- High pass rates for assessments, including MCC exams, internal exams and OSCEs, and Carms Match.
- Strong student representation and collaboration on committees and governance, with student focused committee work including Med 3 seminar review.
- Promotion of healthy learning environment and continued work to improve learning environment and community engagement including at distributed sites.
 - Support of learners and faculty through several challenging issues, including CCU closure in Saint John.
 - Supporting better awareness and collaboration of the Global Health Office, offices of Indigenous Health and Black Health.

2023/24 Update – work being done in the four core streams of the strategic plan: education, research, serving & engaging society, and valuing people.

1. Education: Ongoing focus on excellence in clinical education, particularly with regards to upcoming accreditation in 2025.
2. Research: Continuing educational research focused on all aspects of teaching and assessing learners. Ongoing work to delineate and measure key performance metrics in particular at distributed sites, ideally with participation/presentation at national and international meetings.
3. Serving & Engaging Society: Support for service learning, especially during mandatory LIC community-based project. Continued engagement and collaboration with key stakeholders especially at distributed sites (most recently presentation and discussion by Dr. Brent Young at LIC retreat May 2024).
4. Valuing People: Regular meetings with distributed sites and high levels of engagement with staff and faculty at sites across all three provinces; annual site visits to demonstrate support for learners, administrators and faculty at distributed sites.

On the horizon – priority initiatives for 2024/25

- Increasing clinical capacity overall, to accommodate increased class size. Develop future LIC capacity to accommodate all 30 CBMC students. Completion of LIC best practice guide following LIC retreat May 2024 as tool for current and new LIC sites. Ongoing faculty development, delineation and implementation of key performance metrics at LIC sites.
- Finalize review of clerkship seminar content and delivery (June 2024), ideally with pilot group content updates starting Summer of 2024.
- Development of framework for use of EPAs (Entrustable Professional Activities) in Clerkship, in keeping with national directive.
- Continue to support a productive and healthy learning environment and navigate potentially sensitive issues including the reintegration of learners into the CCU environment in Saint John.
- Increasing awareness of LICs and improving acceptance by faculty and residents, especially regarding competitiveness for CaRMS

Associate and Assistant Deans – Annual Report 2023/24

Name: Anuradha Mishra	Program/Unit: UGME- Skilled Clinician & Interprofessional Education
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Brief overview of program/unit

Four year longitudinal, spiral curriculum that focuses on the clinical skills curriculum in undergraduate medical education (history-taking, physical exam, procedural skills, communication skills) and the Canadian Interprofessional Health Collaborative Competencies.

2023/24 Update – top five significant accomplishments

1. Restarted the UGME Interprofessional Education (IPE) Committee with support from the Faculty of Health and DMNB. This committee now meets quarterly with a specific focus on IPE curricular programming, evaluation and faculty development.
2. Piloted a successful new IPE simulation-based course with the Physician Assistant Program.
3. Introduced a novel, interprofessional workshop with a community partnership with Vision Loss Rehabilitation Canada (CNIB) across both DMNB and DMNS campuses. This will provide students with early exposure to supporting patients with varying levels of vision impairment.
4. Curricular needs assessment on airway management was completed from key stakeholders across UGME to PGME. This data will be used to inform a refreshed longitudinal airway curriculum.
5. Implementation of a quality assurance initiative in Skilled Clinician 1 to do a real time “check-in” with students to ensure that the session are meeting their learning objectives.

1. Valuing people- implementing a regular 360 feedback process to provide more meaningful, complete and timely feedback and support to the Unit heads in the Skilled Clinician program.
2. Education – expanding access to curricular resources through the development of a Skilled Clinician Sharepoint that both academic & community faculty members who currently teach or wish to teach can access easily; development of a stand alone Skilled Clinician Faculty Course through a partnership with CPDME
3. Serving & Engaging Society – continue to build partnerships with community groups such as Vision Loss Rehab Canada (VLRC)
4. Research – Ongoing research initiatives include analyzing the qualitative data from the airway needs assessment and also studying the impact of new IPE initiatives including the PA-MD sessions and the VLRC session.

On the horizon – priority initiatives for 2024/25

1. To review the scheduling and timing of the OSCE Exams to assist with faculty and staff well-being
2. Integrate and highlight more family medicine faculty and focus in the Skilled Clinician Curriculum – conversations are already ongoing with Dept of Family Medicine
3. Review the procedural skills assessment plan and log book procedure

Associate and Assistant Deans – Annual Report 2023/24

Name: Babar Haroon (Assoc. Dean) David Bowes (Asst. Dean)	Program/Unit: Postgraduate Medical Education
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Brief overview of program/unit

The Postgraduate Medical Education (PGME) office oversees the operation of all of Dalhousie’s 54 accredited College of Family Physicians (CFPC) and Royal College of Physicians and Surgeons of Canada (RCPSC) training programs. These programs include 24 accredited direct-entry programs, 28 accredited sub-specialty residency programs, 3 accredited family medicine enhanced skills programs, our accredited Areas of Focused Competence (AFC) program in interventional cardiology, and many unaccredited Dalhousie fellowships. In 2023-2024, there were more than 700 trainees registered with the PGME office. The associate dean (Dr. Babar Haroon) provides institution-level strategic and operational oversight to these programs and is supported by an assistant dean (Dr. David Bowes) whose role includes oversight of the Continuing Quality Improvement in PGME Committee and the PGME Medical Education Teaching and Research Office (METRO). In these roles, the assistant dean will manage the PGME accreditation process, including internal reviews and preparing and supporting programs for external reviews and be responsible for the centrally delivered PGME curriculum and its evaluation. The new associate dean for DMNB, Dr. Julie Copeland, started in her role in July 2023, providing operational oversight for PGME programs in New Brunswick. Ms. Katie Barkhouse served in the Director of PGME role in an interim position since June 2023. She provided outstanding operational support and staff oversight for the PGME enterprise. The leadership team is supported by the PGME Committee, comprised of all program directors and administrators of postgraduate training programs, resident representatives, and representatives from Health Authority partners. Communication Skills lead, Dr. Alison Dixon, successfully completed her first year in this role introducing new interventions and revamping the IMG orientation structure. Competency Based Medical Education (CBME) lead, Dr. Dafydd Davies who provides specialized support for our CBME programs continued his work as the Royal College re-imagines CBME. PGME Subcommittee Chairs including the Educational Advisory Board (Dr. Margaret Raijda), the policy committee (Dr. Gerard Corsten) also provided invaluable support to PGME and its learners, faculty and operations.

2023/24 Update – top five significant accomplishments

- Expansion of residency positions in family medicine
- Creation of new training sites
 - o Internal Medicine in Moncton
 - o Family Medicine in Miramichi
- Coordination of first Maritime career fair
- Completion of internal reviews for 9 programs that included 18 faculty reviewers and 8 resident reviewers.
- Restructuring of the PA advisory committee

2023/24 Update – work being done in the four core streams of the strategic plan: education, research, serving & engaging society, and valuing people

- Education:
 - o Continue work on internal reviews of training programs
 - o Supported internally mandated external reviews for two training programs (Cardiac surgery and family medicine) as part of continuous quality improvement process.
 - o Initiation of learning environment drop ins for residency training programs by Associate and Assistant PG Deans
 - o Initiation of a PA/PD education series with hybrid sessions on a quarterly basis.
 - o Introduced PD 360 performance evaluation
 - o Added clinical patient safety leads to PMEC to include
- Research:
 - o Introduction of an award for *Best work in quality improvement, medical education, leadership, or administration*
- Serving and Engaging Society:
 - o Introduced Indigenous pathway for candidates applying to postgraduate CaRMS positions
 - o Expansion of race description for self-identification in the annual Voice of The Resident survey capturing Indigenous and Black learners more accurately
 - o Development of a planetary health working group to help inform postgraduate work in this domain and creation of a leadership position in planetary health
 - o Humanitarian Trainee Pathway Development
 - Psychiatry Humanitarian Ghana Track
 - Radiology, RAD-AID, Guyanese Track
- Valuing People:
 - o Secure larger professional development fund for PG office staff
 - o Re-introduce in person PG office staff lunch socials
 - o Held first annual strategic retreat for PG office staff
 - o Held first ever MarDOCS/PGME retreat to discuss common issues

On the horizon – priority initiatives for 2024/25

- Conduct institution internal review in preparation for regularly scheduled accreditation visit by the Royal College in November 2026.
- Introduce anti-racist initiatives and policies to align with the new CanERA institution standards.
- Introduce African NS pathway for candidates applying to postgraduate CaRMS positions.
- Develop Indigenous resident support structures in postgraduate education.
- Streamline funding quotas for postgraduate training by developing a subcommittee of the tri-provincial committee.
- Restructure PGME administrative structures:
 - o Introduce a new role of postgraduate manager to augment senior level office support.
 - o Introduce additional administrative support.
- Creation of fatigue risk management strategy from f/u of results of Neurosurgery training program study.
- Develop a financial literacy resource for postgraduate learners.
- Development of a medical education research database available for learners and program directors to showcase their research in medical education, allowing increased collaboration and productivity.
- Hold dedicated professional development sessions for PG office staff.
- Host national PGME Directors and Deans pre-conference education day at ICAM.
- Help all training programs adapt to Royal College's CBD 2.0 and its associated changes.
- Integrate all existing fellowships under the leadership of PG.
- Create a planetary health elective.
- Create an indigenous health elective.

Associate and Assistant Deans – Annual Report 2023/24

Name: Kirill Rosen	Program/Unit: Assistant Dean Graduate and Postdoctoral Studies
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Brief overview of program/unit

My portfolio includes:
representing the interests and perspectives of the graduate students and postdoctoral fellows (PDFs) based in the Faculty of Medicine,
ensuring promotion of career development opportunities, as well as financial and other support opportunities for graduate and postdoctoral trainees within the Faculty of Medicine,
aiding in running the Professional and Research Education Program (PREP) through the Faculties of Medicine, Health Professions, and Dentistry and associated health centers,
contributing to reports highlighting the role of graduate students and PDFs to the Dean of Medicine to ensure that the policies and actions of Dalhousie University toward graduate students and PDFs are consistent with the strategic plan of the Faculty of Medicine,
acting as the Faculty of Medicine representative for

- FoM Graduate Students Society Administrative Council (ex officio)
- FoM Graduate Student Research Day Planning Committee (chair)
- PREP Advisory Committee (member)

2023/24 Update – top five significant accomplishments

1. Facilitated introduction of the minimum recommended stipend for graduate students across FoM.
2. Organized FoM Graduate Research Day in May, 2023.
3. Organized the competition for Harmonized Graduate Studentships in 2024.
4. Organized the competition for Undergraduate Student Research Awards 2024.
5. Represented FoM at the FGS and AFMC meetings focused on graduate students and PDFs, met with FoM Department graduate coordinators and administrators on a regular basis to discuss graduate student-related affairs.

2023/24 Update – work being done in the four core streams of the strategic plan: education, research, serving & engaging society, and valuing people

1. Chair the FoM scholarship Committee, ensure that the Committee has sufficient number of members with expertise to conduct reviews of graduate and PDF applications.
2. Organize competitions for graduate students and PDFs, e.g., for Harmonized Graduate Studentships, Undergraduate Student Research Awards, I3V, Excellence in Research Awards.
3. Organize FoM Graduate Research Day.
4. Represent FoM at the FGS and AFMC meetings focused on graduate students and PDFs.
5. Meet with FoM Department graduate coordinators and administrators on a regular basis to discuss graduate student-related affairs.
6. Periodically meet with FoM Graduate Students Society Administrative Council to discuss the needs of the graduate student community.

On the horizon – priority initiatives for 2024/25

1. Organize FoM Graduate Research Day in June, 2024.
2. Complete the review process for the Harmonized Graduate Studentships competition.
3. Contribute to PREP.
4. Continue organizing graduate and postdoctoral funding competitions and overseeing respective review processes.
5. Continue working with basic science department heads, graduate coordinators, FGS and AFMC to further promote the interests and perspectives of graduate students and postdoctoral fellows.

Associate and Assistant Deans – Annual Report 2023/24

Name: Julie Copeland	Program/Unit: Dalhousie Medicine New Brunswick
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Brief overview of program/unit

Dalhousie Medicine New Brunswick (DMNB) is one of the two campuses of Dalhousie Faculty of Medicine. The main administrative office is located on the UNB Campus in Saint John. DMNB offers a continuum of education programming for a minimum of 40 students per year over the 4-year undergraduate program. In addition, there are seven New Brunswick based postgraduate residency training programs and additional core clinical rotations are provided through the postgraduate training programs based in Halifax. Clinical teaching is provided by over 650 faculty distributed throughout the clinical teaching sites and supported by local staff and academic leadership in five regional facilities in the Horizon Health Network. The biomedical research facility has a distributed graduate studies program, led by four basic and health science scientists and two research Chairs. Continuing professional development is provided to all faculty regardless of geography.

2023/24 Update – top five significant accomplishments

1. Program Expansion:

The first cohort of the expanded medical seats at DMNB started their medical studies this year. There are now 40 medical seats at DMNB each year.

The New Brunswick Government also approved postgraduate expansion in the province this year. In this year's CaRMS match, the following new seats were added:

- 2 seats Family Medicine in Miramichi
- 2 seats Integrated Family Medicine Emergency Medicine (IFMEM) in Sussex
- 2 seats Family Medicine in Saint John

All positions were filled in the match and as of July 2024, there will now be 33 residents completing their residency programs in New Brunswick. Discussions are ongoing regarding further expansion in NB and the establishment of Royal College programming.

2. New Leadership Appointments, DMNB:

Senior Associate Dean, DMNB: Dr. Julie Copeland was appointed Senior Associate Dean DMNB in January 2024. Dr. Jennifer Hall completed her term as Associate Dean, DMNB in December 2023 after 9 years of instrumental leadership. Dr. Copeland has come to DMNB from the Schulich School of Medicine at Western University in London, Ontario where she was a practicing rural family physician and the postgraduate director for Family Medicine.

Assistant Dean, Clerkship: Dr. Robert Boulay completed his term as Assistant Dean Clerkship in September 2023, and Dr. Daniel Smyth was appointed the new Assistant Dean Clerkship. Dr. Smyth comes to this role as an experienced Infectious Disease specialist in Moncton and as the former LIC Director for the Moncton site.

Chief Operating Officer DMNB: We welcomed Susan Layton-Crossman as the new COO in November 2023 after the retirement of Pamela Bourque earlier in the year. Pamela was the COO of DMNB since its inception.

Director of Operations DMNB: We welcomed Melissa Budd to the new role of Director of Operations in 2023.

3. Inaugural LICD Retreat:

The LICD clerkship leadership and DMNB Faculty Development team partnered to design and deliver the inaugural LICD Retreat in Shediac, NB May 3-5th, 2024. The purpose of the retreat was to bring together the LICD faculty and administrative leaders from all the LICD sites at Dalhousie with the following objectives:

- Identify a Longitudinal Integrated Clerkship Dalhousie (LICD) community of practice
- Design a Best Practice Guide to support start-up of new LIC programs
- Compare strategies for engaging and teaching LIC learners
- Formulate LIC program plans that ensure a safe and respectful teaching/learning environment
- Use evaluation tools and outcome measures specific to Dalhousie LIC sites

Sessions included:

- Current and emerging standards in Indigenous health – Dr. Brent Young
- LIC- Fundamentals of learner feedback – Dr. Dan Smyth
- Approaching accommodations and accessibility in clerkship – Dr. Lisa Sutherland
- LIC site start up and implementation: best practice guide – Dr. Dan Smyth and Dr. Lisa Searle
- Understanding program evaluation: what is it, and how can I use it to inform program decisions – Peggy Alexiadis Brown
- Impact and importance of Preceptors: LIC from the other side – Joel Richard, MD Candidate Class of 2024
- Setting up for successful clinical experiences – Dr. Julie Copeland

4. DMNB Research:

DMNB researchers have continued to thrive across various domains including securing significant funding, publishing impactful research, and making noteworthy contributions at conferences. Numerous awards and recognitions were also received by our DMNB researchers this year.

Please refer to Dr. Paul Atkinson's report as Assistant Dean Research DMNB for full details.

5. Undergraduate and Postgraduate Simulation:

The simulation (SIM) program at Dalhousie Medicine New Brunswick is helping to provide students with case-based simulations that are second to none nationwide. With our centralized Simulation Project Manager (Craig Smith), gaps in SIM are being addressed and are being improved. For example, DMNB is improving and expanding their task trainer and simulation equipment inventory. This helps give students more hands-on training which eases the transition to clinical practice. Other simulation projects in the preliminary stages include virtual reality training, telephone conversation simulations, improved interprofessional simulations, and procedural skills. The Simulation Project Manager is implementing a standardized simulation curriculum at all the LIC distributed sites.

DMNB and Horizon Health have collaborated to create a Simulation Advisory Committee. This committee will create, oversee, and control all simulation activity with Horizon Health facilities. This is crucial for Dalhousie Medicine learners in New Brunswick as Horizon Health is the vehicle that carries most of our learners during their clinical rotations.

Given that the overarching goals of simulation-based training are to reduce medical error, improve quality of health care and enhance patient safety, our efforts at DMNB will be worth the investment of time and resources, in collaboration with our partners and stakeholder groups to broadening governance, improving infrastructure, financial planning, facility improvement, developing relationships with industry, and engaging in simulation-based research.

2023/24 Update – work being done in the four core streams of the strategic plan: education, research, serving & engaging society, and valuing people

1. Education:

- DMNB continues to be an integral component of the delivery of medical education in the Faculty of Medicine. We have experienced an expansion to 40 medical seats from 30 this year thus increasing the number of New Brunswick students being educated here at home. Our postgraduate programs have also expanded with additional seats in Family Medicine and Integrated Family Medicine Emergency Medicine and a new postgraduate training site in Miramichi.
- We work closely with our UGME and PGME partners in aligning the delivery of the medical education program at DMNB with the overall Faculty of Medicine strategic plan.
- We have expanded the number of applicants eligible to enter the medical education program through the Widening Accessibility pathway (low SES) for the incoming Med 1 class in the fall of 2024.
- Our Faculty Development team has provided faculty development on learning environment concerns, teaching, resources for learners, and along with the Clerkship leadership hosted the inaugural LICD Retreat.

2. Research:

- DMNB Research has had a strong year in many regards – securing funding, publishing research, and making contributions at conferences and meetings.
- Please refer to Dr. Paul Atkinson’s report as Assistant Dean Research DMNB for full details.

3. Serving and Engaging Society:

- DMNB aligns with the work of the Serving and Engaging Society office on anti-oppression, anti-racism, and support for diverse learners and faculty. We have a collaborative relationship and appreciate access to their expertise.
- Our Student and Resident Affairs team attends to the stressors of transition to practice and keeps social accountability front of mind in their career advising. They help organize and schedule recruitment events, collaborating with the Regional Health Authority and Government of New Brunswick recruiters. This ensures learners can build personalized connections to maintain throughout their training, all with the aim of recruiting and retaining learners in the Maritimes.
- We are resuming community engagement with high school students to help educate them on the path to medicine with a medical student representative to share their experience.
- We have expanded the number of applicants eligible to enter the medical education program through the Widening Accessibility pathway (low SES) for the incoming Med 1 class in the fall of 2024.

4. Valuing our People:

- DMNB values all our team members and work to ensure all our team members feel valued
 - Micro appreciation events: Host lunches, coffee breaks, celebrations for all team members
 - Celebrated Administrative Appreciation week

- Rebooted the social committee post covid to help with engaging and valuing our team members
- Monthly team meetings with all DMNB staff including distributed team members. Equal voices - all members can bring items forward for discussion
- Supported professional development and conference/course attendance
- Allocation of dedicated graduate student lounge space
- We provide a hybrid work model with 1-2 days/week of work from home available

On the horizon – priority initiatives for 2024/25

1. Leadership:

Over the next year DMNB will experience further changeover in some leadership positions. Dr. Ross Morton retires this year as Skilled Clinician Director, and Dr. Lisa Searle will complete her term as Faculty Development Director. The process to advertise and appoint replacements is underway.

2. Future Growth Opportunities:

As the provincial government investigates the possibility of increasing medical education program in NB, it is recognized that further expansion requires a higher degree of faculty engagement requiring a coordinated and alternate approach to faculty practice models and remuneration. This will include the consideration of Academic Funding Plans (AFP's) and clinical infrastructure development to accommodate the increase in medical seats and postgraduate trainees. Engagement of Medicare, NBMS (New Brunswick Medical Society) and Horizon will be required to help develop innovative strategies to ensure that teaching is a core activity for most physicians across the province.

3. Serving and Engaging Society:

DMNB will continue to work on the implementation of a medical student diversity recruitment strategy with defined goals and accountability to attract and engage a diverse and broad medical student application pool with a focus on black, indigenous, and lower socio-economic populations. DMNB will connect with universities, communities, and stakeholder groups to develop collaborative partnerships and align strategies to promote opportunities while understanding and addressing the needs of these targeted groups.

4. Research:

DMNB's Research team has begun planning for the program's implementation and the facility changes required for the CFI award. DMNB research will strive to align with other research initiatives such as UNB's Integrated Health Initiative, the Health and Technology District Saint John and Research New Brunswick collaborative research models to ensure that Dalhousie University is included in New Brunswick's health research growth.

Associate and Assistant Deans – Annual Report 2023/24

Name: Stephen Miller, MD	Program/Unit: Continuing Professional Development and Medical Education
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Brief overview of program/unit

Continuing Profession Development and Medical Education (CPDME) is the unit responsible for providing ongoing innovative, dynamic, and responsive distributed education to the Basic Science Faculty and distributed Clinical Faculty at Dalhousie Faculty of Medicine.

Stephen Miller is completing the fourth year of his first term as Associate Dean alongside Managing Director Ms. Mary Ann Robinson. The unit continues to be in an excellent position as new programs and initiatives are driven forward via this leadership team. This position is a 0.6 FTE.

While the primary focus of our medical education initiatives is aimed at our faculty within Medicine, the unit provides inclusive interprofessional educational opportunities for our health professional colleagues across the continuum of clinical care. The goal of all of these educational offerings is to provide high quality clinical education and faculty development to improve health outcomes and clinical care for our Maritime population.

The flagship programs at the core of our business include our Accreditation team, Conference team, Faculty Development team, Medical Education Research team, and Academic Detailing team that provide essential education services to our faculty, staff, learners, and other health professionals.

In addition, CPDME has several other wide-ranging areas of responsibility:

1. Clinical Webinar Program
2. Community Hospital CME programming
3. Humanities programming
4. Public education, which includes Mini-Medical School.

2023/24 Update – top five significant accomplishments

1. Completing a strategic refresh of our unit, involving our whole team of faculty and staff. This aligned with the FoM Strategic refresh goals, AFMC initiatives and societal expectations. Measurable outcomes and goals have been set which will be followed up on a regular basis with Directors and leads over the next 3-5 years.
2. Working with Procurement and Faculty of Medicine partners to reach the final stages of securing a new virtual delivery platform for our programs and services that includes storage of educational materials and accreditation of programs in CPDME. This will require upskilling and MedIT support and will be launched in 2024-2025.
3. Ongoing excellence in programming and increased attendance at our online and hybrid events in our CHP, Clinical Webinar, and Conferencing programming.

4. Faculty Development programming around Anti-Opressive education. A 6-module course has been piloted with senior education faculty and is being released to all faculty in early June. The online accredited modules comprise education on (but not limited to):
 - microaggressions
 - creating psychologically safe working/learning environments
 - understanding why the case diversification process has occurred in UGME
 - anti-Black/Anti-Indigenous racism
5. Working with the Faculty of Management to develop an Academic Leadership course. This is currently being piloted with senior academic leaders and will be available to other leadership in FoM as bespoke offerings. We will be working with other partners to build on this course as we offer it to other diverse groups in the future.

2023/24 Update – work being done in the four core streams of the strategic plan: Education, Research, Serving & Engaging Society, and Valuing People

1. **Education** - Our Faculty Development team has been busier than ever this past year. Leadership offerings (Academic Leadership course, Leadership PRN Podcast, ELAM, etc), anti-oppressive education, our Professional Development Seminar Series, venturing into Artificial Intelligence education, as well as “staples” that help faculty become effective teachers, continue to be well subscribed. The Dalhousie Medicine Certificate in Clinical Teaching (CCT) is completing its first iteration with the next cohort enrolling for fall of 2024. We continue work to bring the Royal College Diploma in Clinical Education area of focused competency to Dalhousie, as it goes through the administrative process required of new programs at Dal.
2. **Research** - Our Medical Education Research team continues to be nationally and internationally recognized with their ground-breaking education, looking at such topics as *Physician Grief* and *Dealing with Death* in the undergraduate curriculum. They continue to obtain grant funding and have high output of scholarly activity. Our Med Ed Roundtables is providing essential education for emerging educational researchers in the FoM.
3. **Serving and Engaging Society** – The 12th Annual Thomas and Alice Morgans Fear Memorial Conference, co-hosted with the Department of Obstetrics and Gynecology, will be a full day event focused on gender, equity and shared care. This will provide knowledge and education to our faculty, staff, and learners to inform equitable care to all. It is also open to other health professions and the public. CPDME works regularly with Serving and Engaging leadership to develop and enrich programs and services.
4. **Valuing our People** - We continue to involve our CPDME staff in all that we do, enriching their tenure and the work of faculty and learners. EDI education, involvement in bi-monthly CPDME Operations Committee meetings, social outings, conference attendance, and for some with large portfolios, having annual performance reviews, has been helpful. There continues to be work to do in this area to ensure these important members of our team feel valued in the Faculty of Medicine.

On the horizon – priority initiatives for 2024/25

1. Humanities is hosting the Creating Spaces Conference in early May of 2024. The TJ Murray Lecture and the Gold Headed Cane Award, among other events, are being combined to create a weekend of special interest. We will be evaluating this model as a future way to highlight the Humanities.
2. Our Academic Detailing Service (ADS) Program is evolving their annual conference, which will be held at beautiful Liscombe Lodge in late October. By engaging an interprofessional scientific planning committee, this year's event will provide enhanced offerings across the IPE landscape. Data will be collected to analyze the impact of this evolving conference. In addition, our ADS Team, in collaboration with the Drug Evaluation Alliance of Nova Scotia (DEANS), are doing a research project relating to detailing work around alcohol misuse disorder to see if education results in changes to prescribing patterns over time.
3. Enacting and using our new virtual delivery platform will be exciting with the ability to streamline items such as: accreditation of programs; physicians obtaining CME certificates and records of their attendance; providing high quality hybrid programming. These are but a few of the processes that will be improved upon over time.
4. Our CPDME full unit accreditation through CACME will occur in 2026. We are beginning the timeline relating to this important work. Watch for a participant user survey to be sent out in the next weeks as an initial part of this process. We hope many will complete this short survey.

Respectfully Submitted,

Stephen Miller, MD
Associate Dean, CPDME

Associate and Assistant Deans – Annual Report 2023/24

Name: Sarah Wells	Program/Unit: Associate Dean Academic, Basic Sciences
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Brief overview of program/unit

The Associate Dean Academic (ADA), Basic Sciences, provides strategic leadership and support for undergraduate (not including medical), graduate, postdoctoral fellow and professional development academic programs offered by the FoM, including academic program planning / strategic planning, and curriculum development, implementation, evaluation, and continuous improvement. The role also oversees the BSc Med Sci program and provide support to the Assistant Dean and ensures alignment with the FoM’s academic program plans and objectives and Dalhousie’s governing policies and collective agreements. The ADA Basic Sciences also contributes to the development and promotion of teaching excellence within the FoM, and represents the Faculty at University-led initiatives, including the Dalhousie Associate Dean Academic Committee. The role also serves as the Academic Integrity Officer for all undergraduate (not including medical) and graduate courses in the Faculty of Medicine and participates in the accreditation process and ensures that relevant educational quality indicators are being measured and monitored.

Dr. Sarah Wells stepped into this position in Feb 2024 for a 5-year term.

2023/24 Update – top five significant accomplishments

The Associate Dean Academic, Basic Sciences position was created and the position started in Feb 2024, filling a gap in the oversight and support of basic science education in the Faculty of Medicine.

Joined the Dalhousie Associate Dean Academic Committee, which now—for the first time—has representation from the FoM. Activity on this committee is critical link to University-level initiatives. For example, in the May 2024 ADAC Annual Retreat, FoM courses have been added to University-wide surveys (where they were previously missing).

Began work on a FoM Holistic Evaluation of Teaching Policy (that is required by all Faculties to be in place by Fall 2024) in consultation with the Centre for Learning and Teaching and other ADAs (Science, Health).

Became permanent chair of the Basic Sciences Curriculum Committee. Expanding TOR of this committee to include oversight of Basic Sciences graduate courses (on request of FGS Faculty Council and FGS Academic Program Committees). This will give FoM a mechanism for Faculty-level approval for new or modifications to Graduate Courses.

Took on role of Academic Integrity Officer for FoM overseeing all Basic Sciences undergraduate and graduate courses (not including MICI, BIOC). Liasing with the AIO team campus-wide.

2023/24 Update – work being done in the four core streams of the strategic plan: education, research, serving & engaging society, and valuing people

Education

-representative on ADAC campus-wide
-chair of Basic Sciences Curriculum Committee
-representative on Education Council, lead on Education Strategic Plan Focus Area 1: Building on Educational Excellence.

Research

-planning of FoM Graduate Student Orientation

Serving and Engaging Society

-representative on FoM EDIA Leads

Valuing People

-development of holistic evaluation of teaching policy

On the horizon – priority initiatives for 2024/25

Ensure Holistic Evaluation of Teaching Policy is in place for Sept 2024 as required. Receive feedback on current draft (from Department Heads, Education Council, Basic Sciences Curriculum Committee, CPDME) and obtain approval from FoM Faculty Council. Coordinate with Promotion and Tenure Committee to ensure holistic evaluation of teaching is embedded in their criteria.

Ensure Dalhousie Syllabus Policy is in place by FoM starting in Sept 2024. All course syllabi are confirmed to adhere to the syllabus template and a review and repository of course syllabi will occur every term.

Introduce guidelines on the use of Artificial Intelligence in undergraduate and graduate teaching (including embedding into the Syllabus Policy).

Enhance orientation for graduate students and post-doctoral fellows, including delivery of a FoM Graduate Student and Post-Doctoral Fellow Orientation for Sept 2024.

Development of curriculum map and longitudinal professionalism curriculum for Medical Sciences (in preparation for 2025-26 Program Review).

Develop faculty professional development opportunities (teaching, EDIA)- in partnership with CPDME, CLT, Faculty of Open Learning, Associate Dean Academic, Faculty of Science.

Development of a Community of Teaching Practice for Basic Sciences teaching.

Expansion of IPMP (supports for Indigenous & ANS students) to other programs? Across the FoM educational continuum?

Associate and Assistant Deans – Annual Report 2023/24

Name: Sarah Wells	Program/Unit: BSc Medical Sciences Program
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Brief overview of program/unit

The Medical Sciences Program is a BSc degree program offered through the Faculty of Science in partnership with the Faculty of Medicine, and with contributions from the Faculty of Arts and Social Sciences. The program serves as training for students interested in Medicine, Dentistry, Pharmacy, Nursing, other health professions and graduate studies. The Assistant Dean of Medical Sciences (Sarah Wells) serves as academic and administrative leadership for the Bachelor of Science in Medical Sciences Program, entering its 10th year in September 2024. This role involves the development and maintenance of working relationships with students, faculty, staff, and administrative leaders to facilitate the continued success of the Program. The Assistant Dean chairs the Medical Sciences Program Committee, serves on Education Council for the Faculty of Medicine, the Faculty of Medicine Basic Sciences Curriculum Committee and Faculty of Science Faculty Council, and serves as the course coordinator for the 4th year Capstone course. Since 2020, the Assistant Dean has been leading the development of **Inclusive Pathways to the Medical Professions (IPMP) initiative**: a cohort program for ANS and Indigenous students in the Medical Sciences Program, that launched in Fall 2022. Work in this area includes oversight of admissions, student supports, and funding. Reporting to the Assistant Dean are the Indigenous Cohort Advisor (Kim Lickers) and the African Nova Scotian Cohort Advisor (Vanessa Jackson).

2023/24 Update – top five significant accomplishments

- 1) **Admission of second IPMP cohort with expanded student supports** including a well-developed tutoring and exam preparation program. The tutoring program is supported by a funding agreement between the Faculties of Science and Medicine, and as part of a funding announcement from RBC via Global Health.
- 2) **Hiring of a full-time Academic Advisor** (Kate Strapps) to support students in the Medical Sciences Program. The advisor organizes workshops for students in each year of the program in addition to providing one-on-one support to students. They also help with the IPMP initiative.
- 3) We have **presented the IPMP initiative at several higher education conferences** including a 3-hour pre-conference workshop “*A Cohort Model to Support Indigenous and Black Students in Undergraduate Programs*” at the Society for Teaching and Learning in Higher Education”.
- 4) **Continuing outreach to Indigenous and African Nova Scotian Communities.** Participation in Co-op program and Summer Camps with PLANS and Keknu’tmasiek Welo’Itimk including Mentorship Program. Medical Sciences booth set up at Maritime Pow-wows over summer 2023 with a plan to continue annually.
- 5) Agreement reached with the Faculty of Science to provide a **John Dingle Science Communications Internship** to IPMP EVERY summer to develop outreach and recruiting materials.

2023/24 Update – work being done in the four core streams of the strategic plan: education, research, serving & engaging society, and valuing people

Education

Development of a 90-credit hour minor in Medical Sciences.

Development of program-level learning outcomes (1st step in curriculum mapping process).

Research

Delivery of Medical Sciences Honours (SCIE4901/4902), Directed Projects (SCIE4101/4102) and Experiential Learning in Medical Sciences (SCIE3100) to over 70 students working in 14 programs across 4 Faculties. Embedding of research skills and information literacy training in the Honours and Medical Sciences Capstone courses.

Serving and Engaging Society

Ongoing work in Medical Sciences Inclusive Pathways to Medical Professions: continued, increased enrollment; expansion/revision of student supports; dissemination of information at academic conferences.

Valuing People

Public acknowledgement of support staff at Medical Sciences events.

Nomination of IPMP cohort advisors for Dalhousie Rosemary Gill Awards for student support.

On the horizon – priority initiatives for 2024/25

1. Development of a Medical Sciences curriculum map.
2. Development of IPMP media pitch package for Fall 2024.
3. Securing student lounge space for each cohort of students in IPMP.
4. Embedding EDIA into the MedSci curriculum and culture. This will include (i) EDIA training for students, staff, and faculty, and (ii) the design and delivery of curriculum review with EDIA lens.
5. Development of a longitudinal curriculum for Medical Sciences that would cover professionalism, EDIA and other important medical science-related skills not covered in our core curriculum.

Associate and Assistant Deans – Annual Report 2023/24

Name: Eileen Denovan-Wright, Associate Dean Research

Program/Unit: Medical Research Development Office (MRDO)

Brief overview of the program/unit

Eileen Denovan-Wright (Associate Dean Research) oversees the Medical Research Development Office (MRDO), which is supported by three Assistant Deans: Graduate and Postdoctoral Studies (Dr. Kirill Rosen), Clinical Research (John Sapp), and DMNB Research (Paul Atkinson). Allen McAvoy (Senior Operations Manager; secondment) leads the unit's operations, which include unit finances, human resources, and strategic plan (co-lead). Sandy Bennett serves as Administrative Assistant and Office Manager. MRDO works closely with FoM units and departments, including the finance, human resources, information technology directors and the FoM Advancement team. MRDO has the following roles: Kelly Abbott, Coordinator of Faculty Research Programs; Emma Marquis, Coordinator of Research Training and Support; Adriane Maier, Manager of Research Infrastructure and Support; and Lenore Bajona, Coordinator of Research Data and Impact.

The Faculty of Medicine (FoM) Research Advisory Committee (RAC) and its subcommittees provide strategic and operational guidance to MRDO. RAC is responsible for overseeing programs and conducting awards reviews. MRDO administers mentoring programs and internal peer review of grant proposals and ensures the oversight of research programs. Ad hoc committees, comprising RAC members, offer recommendations for research chair renewals and provide input on strategic research planning. MRDO continues prioritizing research support for faculty at Dalhousie University, IWK Health Center, and Nova Scotia Health. Starting in the fall of 2023, MRDO welcomed four new staff, realizing a full staff complement within the unit. Two employees (Sara Lavender and Jessica Connors) took positions within the university, and two two-year term positions (program coordinator and data coordinator) were filled. The latter were staffing allocations from the merger between DMRF and Dalhousie University. MRDO, under Eileen Denovan-Wright's and Allen McAvoy's leadership, is implementing new workflows.

2023/2024 Update – Top Five Significant Accomplishments

1. With the FoM Advancement team, MRDO launched two significant funding programs. The two units (cohousing in Chapter House) continue working closely to identify and strengthen opportunities for FoM researchers via philanthropic support (**See Area 2: Identify and Mobilize Research Potential**).
 - o MRDO launched the *Sustaining Excellence Grant Program*, which makes \$500,000 available from the River Philip Foundation. Dr. Turgay Akay, Dr. Thomas Pulinikunnil, and Dr. Thomas Nikhil will each receive \$85,000. They will receive \$50,000 in May 2024. If successful with CIHR resubmissions, they will not receive the \$35,000 second installment. If unsuccessful, they will receive the remaining \$35,000, contingent on providing a plan for resubmission.
 - o MRDO launched the *Transformational Medical Research Grant Program*, with \$2M available from the River Philip Foundation to support proposals that advance medical knowledge by our I3V, cardiovascular, neuroscience, genomics, healthy aging & frailty, and cancer research teams. The proposal deadline is late April, and funds are expected to be disbursed in July 2024.
2. The Scientific Advisory Committee (SAC) was established and started meeting in Fall 2023; they regularly review CORES resource sustainability and plan for strategic investments. CORES's mission is "to advance and sustain access to research equipment, valuable service, and technical expertise developed with the support of the FoM to help researchers secure grants and recruit highly qualified researchers." Tied to this work, MRDO/CORES applied to ORS to increase systems/financial support by joining the university's central CORE system and launching the first of CORES-specific user surveys (**See Area 4: Strengthen Infrastructure and Financial Supports**).
3. Data gathering continues to compare FoM departments and their level of impact, not only the number of publications but also citations and high-impact journals. This work will be integrated with ROMEO data. Also, MRDO is undertaking graduate studies analysis/dashboard development and working with the FGS office to obtain data. FGS will deliver the final report on FoM Departments in spring 2024 (**See Area 4: Strengthen Infrastructure and Financial Supports**).

4. Achieving a full staff complement last year has significantly enhanced the collaboration and connection between MRDO staff and FoM researchers, improving our unit's overall effectiveness. We have received positive feedback from researchers regarding our process improvements to our faculty/student programs and our CORES facilities) that seek to reduce the time researchers spend on administrative work and provide sustainable infrastructure. MRDO's management team has also actively supported team members in working to their full scope. This supportive effort has resulted in a stronger alignment between MRDO's goals and FoM's strategic plan goals, not to mention fostering a more efficient and effective administrative environment. The staff are cohesively strong. **(See Area 1: Partner to establish focus/momentum responsive to emerging areas of research/community needs and Area 4: Strengthen Infrastructure and Financial Supports).**
5. Planning for Biomanufacturing and Dal Innovates Pipeline as partnership between Dalhousie, NSH and IWK.

2023/2024 Update – Work Being Done in the Four Core Streams of the Strategic Plan: Education, Research, Serving & Engaging Society, And Valuing People

- MRDO is prioritizing the refinement and creation of KPIs and milestones with the research strategic pillar and crossing-cutting themes. MRDO team members will be/are meeting with the Planning and Analytics Office and FoM/FoH colleagues.
- MRDO research lead/co-lead are initiating work with the Serving and Engaging Society lead/co-lead to consider how to support researchers and teams integrate EDIA priorities and perspectives across all research activities. Initial meetings to work on this cross-cutting theme were held/are being held in the first half of the year, with actions/ideas to support this goal. **(See Area 1: Partner to establish focus/momentum responsive to emerging areas of research/community needs).**
- MRDO is adopting a continuous improvement culture that allows program debriefs and refinements once research/student programs close. This work also includes developing a funding distribution calendar and streamlining processes for renewals of Canada Research Chairs and Endowed Chairs. MRDO team collaborates with departments during recruitment to discuss needs and responsibilities **(See Area 4: Strengthen Infrastructure and Financial Supports).**
- MRDO team members have developed a funding disbursement plan with FinMed staff support to ensure FoM/philanthropic funding reaches researchers without unnecessary delays. MRDO adopted and communicated to FoM IOF-holding researchers the new MRDO-lead IOF process following ORS's delegation of IOF management to the university's faculties in April 2023. **(See Area 1: Partner to establish focus/momentum responsive to emerging research/ community needs).**
- MRDO and ORS are looking to mobilize research potential with FoM via a shared, three-year grant facilitator role (similar roles exist within other faculties in the university **(See Area 4: Strengthen Infrastructure and Financial Supports).**
- MRDO is working with the FoM communications team to assess strategy and ensure researchers are aware of opportunities and facilities; MRDO also explores existing methods and investigates social media via FoM Advancement **(See Area 1: Partner to establish focus/momentum responsive to emerging areas of research/community needs).**

On The Horizon – Priority Initiatives for 2024/2025

Operational, Strategic, and Financial Focus for Research in the Faculty of Medicine

- Develop initiatives within Focus Area 3: Strengthen Research Translation and Impact of the research pillar
- Strengthen research, translation, and impact through improved, diverse communication strategies and data gathering/reporting
- Create operational efficiencies with a new faculty research programs manager position; no new positions are created

Associate and Assistant Deans – Annual Report 2023/24

Name: Paul Atkinson	Program/Unit: Dal Med NB Research
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Brief overview of program/unit

Dalhousie Medicine New Brunswick Research has seen ongoing growth and success through our Research Council (chaired by myself) and through our collaborative relationships. The Research Council supports six main groups:

1. **Discovery Science Research Group:** Led by Dr. Thomas Pulinikunnil; notable achievements include the successful CFI-IF award and Dr. Petra Kienesberger’s receipt of the Roberto Bolli Young Investigator Award.
2. **Health Services Research and Population Health Group:** Directed by Dr. Daniel Dutton, this group has excelled in pharmacoepidemiology research and has engaged with the new NB Institute for Population Health team as it gets going.
3. **Clinical Research Group:** Highlighted by research presentations and collaborations enhancing clinical research capabilities, including a collaborative session with CANTRAIN.
4. **Educational Research Group:** Achievements include "The Impact of Early Exposure to Family Medicine Study," showcasing our collaborative research efforts.
5. **Digital Network Solutions Group:** This group has significantly contributed to regional healthcare innovation through identifying numerous commercialization opportunities.
6. **Quality Improvement (QI) Scholarship Group:** Newly established and chaired by Dr. Abhishek Shrestha, focusing on integrating QI with research in NB healthcare.

2023/24 Update – top five significant accomplishments

1. **Research Funding and Grants**
The past year was successful in terms of securing funding:
 - Our researchers were involved in many substantial grant awards from national and provincial funding bodies, including a CFI-IF award for DalCREW.
 - Additional awards were secured by other NB researchers, reflecting our broad impact across various disciplines.
2. **Publications and Scholarly Activities**
 - **Publications:** Our faculty co-authored 129 peer-reviewed publications, demonstrating significant national and international impact.
 - **Presentations:** Notable contributions at various national and international conferences by Drs. Thomas Pulinikunnil, Petra Kienesberger, and Dan Dutton, as well as several local presentation from our students. Dr Paul Atkinson was the invited keynote speaker at the 2023 Dal RIM research day, and also at the 2024 Atlantic Medical Student Research Conference. We also participated in and contributed to the UNB IHI Research Symposium 2024.
3. **Awards and Recognitions**
 - The Chesley Family Research Fund and other awards underscored the exceptional research conducted by Dal faculty in New Brunswick:
Chesley Award Winners 2023/24: Award recipients include Dr. Neil Manson, Drs. Jeff Marr & Kim Barker, Dr. Alli Murugesan, and Dr. Keith Brunt.

4. **Educational Achievements**

- **Graduations:** New PhDs were conferred to graduates Drs. Sam Abegunde (Reiman Lab), Victoria Northrup (Brunt Lab), and several other Masters students, indicating the strength of our graduate training.
- **New Students:** We welcomed new PhD and MSc students, ensuring the continuation of vibrant research training.

2023/24 Update – work being done in the four core streams of the strategic plan: education, research, serving & engaging society, and valuing people

The Dalhousie Medicine New Brunswick Research team has integrated the four main streams of the strategic plan, education, research, serving & engaging society, and valuing people, into our local planning, tactical and operational processes and meetings.

- **Education**
 - We continue to support research faculty engaged in the Research in Medicine (RIM) program
 - We continue to develop workshops and materials to support students and faculty in various aspects of health research knowledge
- **Research** (see other sections of this report)
- **Serving & engaging society**
 - We continue to develop research themes that support local and regional work on vulnerable populations, social issues and healthcare resource planning. We have hosted invited speakers, and have engaged with local not-for profits in knowledge translation and program development.
- **Valuing people**
 - We value a Human@Centre approach to our team. We provide flexible working arrangements, and we work to overcome institutional and societal barriers to facilitate a strong research team here at Dal Med NB. We have developed and protect space in the building for research students and faculty to belong, and we continue to support our grad students with monthly wellness and problem-solving luncheons.

On the horizon – priority initiatives for 2024/25

New staff

- We recently welcomed Jamie Reschny as our new Dal Med NB Research operations Manager in April 2024, and wish Jennifer Skinner well for her parental leave.

Health and Technology District

- We continue to work closely with the Lark Group and the Integrated Health Initiative UNBSJ leadership team to explore ways to partner in the upcoming developments at the Health and Technology District in Saint John, which is entering Phase 1.

CFI-IF

- We have begun planning for the implementation of the program and facility growth outlined in the CFI-IF award for the DalCREW.

Improving awareness of funding opportunities

- We hope to prioritize programs that increase awareness of local and national funding opportunities for researchers across all our groups over the coming year, working closely with the MRDO on main campus.

Associate and Assistant Deans – Report 2023/24 for the Annual Faculty Meeting, to be held May 28, 2024

Name: Dr. Gaynor Watson-Creed	Program/Unit: Serving and Engaging Society
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Brief overview of program/unit

Serving and Engaging Society (SES) is the stream of the strategic plan designed to improve health in the Maritimes in ways that exceed its traditional roles of educating physicians and conducting leading-edge research. We examine and redefine the medical school's interactions with historically marginalized communities, and work with government partners and external stakeholders to meaningfully catalyze system change. In collaboration with the Office of Community Partnerships and Global Health (OCPGH), Serving and Engaging Society transforms internal systems, faculty, staff and community partnerships and contributes as a trusted health systems intervener.

Our Team:

- Dr. Gaynor Watson-Creed, Associate Dean, Serving and Engaging Society (SES)
- Dr. Shawna O'Hearn, Director
- Michelle Patrick, Associate Director
- Dr. Leah Jones, Academic Director, Black Health
- Dr. Brent Young, Academic Director, Indigenous Health
- Gwen Bartleman, Manager, SES
- Lucy Eum (student), Outreach Assistant
- Trey-lee Glasgow (student), Program Assistant, Keknu'tmasiek Ta'n Tel Welo'ltimk (KW)
- Timi Idris, Manager, Promoting Leadership in Health for African Nova Scotians (PLANS)
- Kasia Johnson (student), Program Assistant, PLANS
- Faith Julien, Program Manager, KW
- Jessica Kerr, Administrator
- Jennifer LeBlanc, Coordinator, Outreach and Francophone Health
- Haley Matthews, Program Coordinator, PLANS
- Elise Sammons, Manager, Global and Planetary Health
- TBC, Manager, Community Engaged Service Learning (hiring process underway)

2023/24 Update – significant accomplishments

The portfolio continues to grow and welcomed the following accomplishments in 2023-2024:

1) Health Systems

- Completed project charter for Health Systems Science curriculum work, co-led by Drs. Wendy Stewart and Daniela Kempkens.
- Presented four Catalyzing Change in Health Systems Seminars with presenters Danny Graham, Drs. Gaynor Watson-Creed, Ashley Miller and David A. Petrie; recordings to be posted to Dalhousie's YouTube Channel.
- Dr. Brent Young led or participated in various sessions involving partners, including a Globe and Mail Public-Private Healthcare Event panel on Partnerships and Innovation – Rethinking Traditional Approaches, Provincial/Territorial Medical Associations' Roundtable on Indigenous Health, an interview with CBC's The Current titled, "What's in the way for Indigenous doctors?", meetings for the Canadian Cancer Research Conference 2023 Indigenous Planning Group, and a Roundtable Primary Care Meeting with Deputy Minister of Health Canada.
- Dr. Brent Young continued to lead both the Doctors Nova Scotia Section for Indigenous Health and the Anti-Racism Working Group for the National Consortium for Indigenous Medical Education, and he participated in collaborations with the College of Family Physicians of Canada, the Indigenous Health Committee, the Non-Insured Health Benefits Program Drugs and Technology Advisory Committee and the Department of Health and Wellness, the Nova Scotia Health Authority, Nova Scotia Health Innovation Hub, the Mi'kmaw Native Friendship Centre and the Department of Psychiatry.
- Continued planning and support is underway for the Indigenous Physicians Association of Canada Annual General Meeting and Mentorship Gathering 2024, which is to be held at Dalhousie University for the first time in July 2024.

2) Service & Engagement

- The Global Engagement Committee, approved by Faculty Council and co-chaired by Drs. Eileen Denovan-Wright and Babar Haroon, is establishing priorities including a work plan.
- Gwen Bartleman hired as Manager, Serving & Engaging Society .
- A Task Force was established to develop guidelines for an Engaging & Valuing Communities initiative, co-sponsored by Linda Penny and Drs. Gaynor Watson Creed and Evelyn Sutton; the core members are Gwen Bartleman, Peggy Alexiadis Brown, Melissa Budd, Megan Dixon, Samantha Nightingale and Dr. Lynette Reid
- Dr. Leah Jones continues her work with the Nova Scotia Sisterhood, a province-wide, free program for Black women to access healthcare in the community and to improve overall health and wellbeing.
- Dr. Leah Jones is leading the development of a proposal for Centres of Excellence for Black Health in Nova Scotia, in partnership with the Health Association of African Canadians (HAAC).
- Drs. Gaynor Watson-Creed and Brent Young joined Drs. David Anderson and Katherine Stringer at the Mi'kmaw Native Friendship Centre to celebrate Wije'winen Health Centre's one year anniversary event. Dr. Brent Young collaborated with the Department of Family Medicine and the Mi'kmaw Native Friendship Centre to secure ongoing funding from DHW for Wije'winen Health Centre, the Faculty's new and only academic teaching site for Indigenous health.
- Dr. Brent Young continues to serve as a reviewer for draft professional standards issued by the College of Physicians and Surgeons of Nova Scotia, and he was recently recruited to serve in a similar role for the College of Physicians and Surgeons of New Brunswick.
- Dr. Brent Young was seconded to the President's Office to lead the Dalhousie Task Force on Settler Misappropriation of Indigenous Identity, and he continues to provide support in implementing the recommendations of this report through ongoing community engagement; this work and parallel efforts in the Faculty of Medicine continue to be supported by Mi'kmaw Kina'matnewey and Tajiikeimik.

3) Equity, Diversity, Inclusion & Accessibility (EDIA)

- EDIA guidelines with an anti-oppressive framework will be presented to Faculty Council for their consideration

by the end of the 2023/24 academic year.

- Continued collaboration with Admissions to action and support the Black Learners and Indigenous Admissions Pathways; Drs. Leah Jones and Brent Young supported the development of the Cape Breton Medical Campus admissions policy, which includes streams for the existing Indigenous and Black Learners' Admissions Pathways.
- Drs Leah Jones and Brent Young participated in various Orientation Week events, graduation events, talking circles, Professional Competencies, Interprofessional Health Education, Skilled Clinician teaching sessions and they continue to work with UGME to develop new curriculum content related to Indigenous and Black health and to engage with programs and departments to develop an Indigenous and Black health clinical electives program.
- Dr. Brent Young collaborated with PGME to develop a new Indigenous validation policy under a revised self-identification questionnaire for CaRMS applicants.
- Continued to present and host White Fragility Clinics for faculty and staff (university-wide).
- As part of the Faculty's visit to 5 affiliated sites in New Brunswick, Dr. Watson-Creed presented her talk on the importance of EDI in medicine; Mohamed Bagha, Joel Richard, Drs. Daniel Smyth, Paula Keating and Mike Perly also joined as representatives of each site to deliver their own presentation;
- Dr. Brent Young led or participated in various sessions, recruitment and mentorship events lectures, panels and workshops related to Indigenous health, and he developed and led a new Professional Competencies "hackathon" session that saw students designing and pitching anti-racist healthcare interventions
- Successful application to RBC Foundation who have donated \$600,000 over 3 years to support Black and Indigenous learners enrolled in health and medical programs through PLANS, KW, IPMP (MedSci); this partnership will fund important wraparound supports and services that will ensure student success throughout their program and transition to their chosen careers.
- EDIA Leads Collective continued to meet monthly to learn, share and discuss pertinent topics with Co-Chairs Drs. Elizabeth Cowley and Christy Simpson and Leads Dr. Gaynor Watson-Creed, Michelle Patrick, representatives from Basic Science Departments, Clinical Departments, and all campuses.
- Established a new collaboration between the Dean's Office, Office of Professional Affairs, and Dalhousie Art Gallery to promote the inclusion and visibility of Indigenous and Black art in the Tupper Complex.
- Initiated discussions between Student Affairs, UGME, and the Progress Committee to explore policy changes that would support Indigenous and Black learners.

4) Planetary & Global Health

- In collaboration with the Healthy Populations Institute, presented the inaugural [2023 Dr. Tarunendu Ghose Visiting Scholar Lecture in Global Health](#); Dr. Andrea MacNeill's lecture shed light on the sources of healthcare pollution and mapped out a framework for transformational change.
- Elise Sammons hired as Manager, Global & Planetary Health.

2023/24 Update – work being done in the four core streams of the strategic plan: education, research, serving & engaging society, and valuing people

Catalyzing Systems Change continued to be a priority focus for 2023/24, with the findings from the 2022 Fear conference being used to inform current engagement with systems change curriculum and faculty development content. Further work focussed on the development of a global/international health strategy and a planetary health strategy for the faculty. In addition, 2023/24 focussed on evaluation of SES as a portfolio, and stabilizing resources to continue the work that has been successfully launched thus far.

On the horizon – priority initiatives for 2024/25

SES will continue to prioritize transformation of internal systems, faculty, staff and community partnerships and contribution as a trusted health systems intervener for 2024/25. To this end, plans are underway for a follow-up Fear Conference in June 2025.

In addition, 2024/25 will continue to focus on evaluation of SES as a portfolio, and our ongoing work to stabilize resources. This will include strategic work to further solidify the relationship between SES and OCPGH and our broader shared relationship to the communities we serve.

We will also continue our advancement of the Global Engagement strategy, emphasizing prioritizing planetary health, along with our initiatives to engage in impactful ways with our local and national communities.

Finally, we will further advance our PLANS/KW work to support Black and Indigenous medical students and strengthen the Black and Indigenous pathway programs with community leadership.

Associate and Assistant Deans – Annual Report 2023/24

Name: **Dr. Sue Zinck**

Program/Unit: **Student Affairs, DMNS**

Brief overview of program/unit

<https://medicine.dal.ca/departments/core-units/student-affairs.html>

Student Affairs works with medical students to provide confidential personal support and any necessary referrals; career planning; academic assistance and guidance, as well as financial advice. Student Affairs collaborates with the other Assistant and Associate Deans and the teams of units at the FoM on student progress; accreditation preparation; implementing equity, diversity, and inclusion policies; well-being initiatives and other aspects of administration related to student affairs within the FoM.

The Assistant Deans, Student Affairs DMNB and DMNS sit on the committee of Student Affairs deans at the Association of Faculties of Medicine of Canada (AFMC). This committee advises the AFMC Board of national student affairs matters, such as the CaRMS match, and participates in collaborative initiatives between faculties of medicine, in matters such as student wellness, professionalism, and healthy learner environments. It was consulted this year by the Task Force on the Final Year of Medicine, and the Task Force on Revision of the Technical standards. The AFMC Student Affairs Committee also provides professional development and peer mentorship for SA Dean and Directors.

Student Affairs team members

Tyler Hall, Director

Rigel Biscione Cruz, Student Advisor

Renee Hillier (until April 2024; position hiring), Learner Liaison Officer

Gail Hodder, Learner Engagement Coordinator

Tanya Matheson, Evaluation Specialist

Al Tomas, Admissions and Student Affairs Assistant

Dr. Sue Zinck, Assistant Dean

Physician Career Advisors

Dr. Hughie Fraser, Gastroenterology, Bridgewater, N.S.

Dr. Jennifer MacDonald, Family Medicine, Sydney, N.S.

Dr. Rachel Shaw, Family Medicine

Dr. Katie Lines, Psychiatry (started July 1, 2023)

LIC Student Affairs Representatives

Dr. Hughie Fraser, Gastroenterology, Bridgewater, N.S.

Dr. Jennifer MacDonald, Family Medicine, Sydney, N.S.

Individual advising meetings 1 April 2023 to 31 March 2024

Class graduation year	Total advising time (hours)	Average time/meeting (minutes)	Range (minutes)	Number of unique students meetings
2023	8.66	35	15-60	10
2024	84.4	30	5-90	69
2025	67.6	30	5-60	62
2026	59	30	5-90	54
2027	71.25	28	5-90	103
All years	290.91	30	5-90	298

The above table is for academic, elective, or personal advising meetings; these are booked by students with the advisor of their choice: Rigel Biscione-Cruz, Tyler Hall and Sue Zinck, and do not include career advisor sessions. Career advisors are each available for up to 2 hours of advising time per week.

Practice Interviews for CaRMS

Thank you to Gail Hodder for the hours in organising these mock interviews for our class of 2024. Most of the volunteers were Dalhousie Medicine alumni. Special recognition goes to Dr. Michelle Knox, who offered 9 hours of her time, having “just retired.”

Total students booked/invited	74/92
Total interviews booked	120
Total number of possible interview slots	181
Total number of physician, resident, and staff volunteers	83

2023/24 Update – top five significant accomplishments

- Maintaining and attaining high student ratings for undergraduate education sessions on well-being across all years, particularly wish to note the personal letter and CV sessions (Rigel/Sue/Tyler and DMNB SA).
- Accessibility and Accommodation Working Groups and guide development (DMNB and DMNS SA, UGME, SAC)
- Med 5 policy work to ensure students have a clear understanding of eligibility as related to Match outcomes and what will be offered in the Med 5 year as well as professionalism expectations. (DMNS and DMNB SA)
- Revision of undergraduate policies related to student health and wellness (Sue, Tyler, DMNB SA and UGME)
- Crafternoon and Dance it Out monthly lunch hour initiatives for staff at the Faculty of Medicine (Gail Hodder and Tyler Hall, respectively) which have brought many FoM staff across units together socially to craft a project or learn a new dance.

Education Session Evaluation Ratings

Consistently about 3.8 and most 4.0 and above out of 5.

Accessibility Plans and Accommodations from the Dalhousie Student Accessibility Centre

Appointments with an advisor

33 Medicine students (DMNB & DMNS) met with an Access Advisor to discuss an accommodation plan in the 2022-2023 academic year. Some students may have had more than one appointment.

45 Medicine students (DMNB & DMNS) met with an Access Advisor to discuss an accommodation plan in the 2023-2024 academic year. Some students may have had more than one appointment.

This is a **36% increase** from the previous academic year.

Wait times for an appointment with an advisor varies however, most times the wait is approximately one week with a longer wait time during peak periods like September. Any student is also able to contact the office to see an advisor during the twice weekly drop in appointments.

Accommodation plan:

11 DMNB students had an accommodation plan for the 2022-2023 academic year.

28 DMNS students had an accommodation plan for the 2022-2023 academic year.

14 DMNB students had an accommodation plan for the 2023-2024 academic year. This is a **27% increase** from the previous academic year.

45 DMNS students had an accommodation plan for the 2023-2024 academic year. This is a **61% increase** from the previous academic year.

Overall, the increase in the number of students who have an accommodation plan on either campus is a **51% increase** from the previous academic year.

The above data was compiled and shared by Jen Davis, the Director of the Dalhousie SAC and the advisor who works with Faculty of Medicine students.

Accommodations Working Groups

Led by Dr. Lisa Sutherland, Accommodations Working Groups have been created, chaired by Student Affairs, which include relevant UGME Deans and staff at both campuses and the Director of the SAC. Groups 1-3 have met to discuss process and application of policy and ways to streamline communication and preserve confidentiality while ensuring the accommodations may be tailored and implemented appropriately.

Accommodations Working Group	Topic
1	Communication/collaboration
2	Technical standards AFMC/Dal
3	Exceptional placement in Clerkship
4	Resources
5	Faculty Development

Participation at events and sessions outside of PIER/O-week

Student Affairs extracurricular information events have had a high number of students in attendance. These include career advising group sessions, information on electives and LIC, and wellbeing topics such as family planning during medical school, and ADHD in medicine, and the Thriving Together Project. For details on event attendance, please see: [Event Tracking Document.xlsx](#)

2023/24 Update – work being done in the four core streams of the strategic plan: education, research, serving & engaging society, and valuing people

Education

- Academic Advising and Progress Committee participation
- Career Advising
- Lectures on student services, wellbeing and preparation for clerkship, CaRMS and residency in O-Week; ProComp 1; PIER 1, 2, 3, 4
- SA-UGME standing meetings.
- UGME Policy Task Force
- UGME MSS sub-committee D and MSS committee
- Practice interviews for CaRMS
- CV review for CarMS applications
- Personal letter review for CaRMS applications

Research

- Participation in the AFMC Task Force on the Final Year of Medicine by Sue Zinck
- Student Affairs satisfaction surveys
- DMNS Student Affairs tracking: total advising hours; by class year
- Review education session evaluations ratings and feedback and revise each session annually.

Serving & Engaging Society

- Wellness advising, counselling and referrals
- Accessibility and Accommodations Working Groups
- EDIA Advisory Meeting (Faculty Wellness, GHO, SA and RA)
- Consult with Dr. Gaynor Watson-Creed regarding students' needs regarding student organization response to the conflict between Israel and Palestine (Lisa Sutherland and Sue Zinck)
- OPA Advisory Committee member (Sue Zinck)
- Doctors NS Professional Support Program Advisory Committee member (Sue Zinck)
- Student Affairs Wellness Liaisons (SAWLS) leadership development (Rigel Biscione Cruz, Tyler Hall, Sue Zinck)
- Revision of the SAWLS manual and resource list (Rigel Biscione-Cruz)

- Co-present on elective planning with the GHO in PIER 1
- Mentorship to the Queer Medical Student Society (Tyler Hall)
- Thriving Together project (Rigel Biscione Cruz and Dr. Sonya Smith)

Valuing People

- CPD sessions and networking at ICAM for all advising staff, who then shared the pearls of talks among advisors
- Attend Student Affairs Advisory group on upper campus (Sue Zinck)
- Regular weekly feedback and check-ins about needs for each person and project at team meetings
- Encouraged Renee Hillier in her application as Student Advisor and Alvaro Tomas in his application for Learner Liaison Officer
- ‘Crafter Noons’ by Gail Hodder: lunchtime craft sessions with materials provided for faculty and staff of the FoM
- ‘Dance It Out’ by Tyler Hall, evaluated by Tanya Matheson: lunchtime dance classes for faculty and staff of the FoM
- ‘Puzzle Challenge’ for students in the SA office
- “Unwind and Cheese”: a joint initiative with other units who rotate hosting to allow unit staff to get to know one another over light refreshments.
- Milestone celebrations/team building activities (i.e. anniversaries, birthdays, curling, hikes.) that we host/plan as a unit

On the horizon – priority initiatives for 2024/25

- Accreditation preparation
- Career Advising materials development for Med 2
- Upcoming Student Affairs Services “guide”
- Propose a Dalhousie Disabilities in Medicine physician-student mentorship group after consultation with students
- Ongoing review of feedback and revision of teaching sessions for O-week; Pro Comp 1; PIER 1, 2, 3 and 4.
- Ongoing Med 5 Policy work
- Ongoing Accessibility and Accommodation Working Groups

Thank you for reading this report. I welcome any questions or comments.

Associate and Assistant Deans – Annual Report 2023/24

Name: Carolyn Thomson	Program/Unit: Office of Resident Affairs DMNS
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Brief overview of program/unit

The Office of Resident Affairs (RA) provides help, support and advocacy to residents in family medicine and specialty training programs across the Maritimes. The RA assistant deans and staff work collaboratively with offices in both Halifax and Saint John. Resident Affairs DMNS is co-located with the Office of Student Affairs and although they share several team members, they operate independently. In contrast, the Office of Student and Resident Affairs at DMNB provides services to both medical students and residents in New Brunswick. Resident Affairs’ scope of work includes a variety of domains.

Personal Support

Resident Affairs DMNS provides support for residents in programs based in Nova Scotia and Prince Edward Island, offering personalized guidance and advice for those grappling with issues affecting their well-being. From coaching in professionalism, time management, organizational skills and goal setting to providing connections to external resources like primary health care and counseling, RA ensures residents have the tools they need. In conjunction with the Office of Professional Affairs (OPA), RA also provides support and advocacy for residents experiencing learner mistreatment.

Academic support

Resident Affairs supports residents facing academic challenges or those navigating formal or informal educational learning plans (IELPs/FELPs). We work closely with program and site directors, and in some cases, the Accommodation Advisory Committee, to implement workplace and educational accommodations tailored to individual needs, ensuring success for each resident. The assistant dean DMNS sits on the Educational Advisory Board, providing feedback on FELPs to ensure they are designed with each individual's wellness and support needs in mind.

Career Planning

Resident Affairs assists with applications for fellowships and permanent job positions. We offer hands-on assistance, including reviewing letters of intent, updating curriculum vitae and interview preparation. RA offers advocacy and guidance for residents seeking to change their specialty or program location.

Education and wellness resources

Residents have access to a comprehensive range of education and wellness resources provided by Resident Affairs. These include presentations and workshops held as part of residents' academic days, covering various wellness-related topics. RA also participates in PGME courses including Emerging Leaders in Medicine for Residents, Professionalism in Residency and the Resident Leadership elective. RA's website offers a wealth of information and support, including a wellness resource library. Additionally, residents can follow the #Dalmedwell Instagram account for regular updates,

tips, and inspiration on all things wellness. RA distributes quarterly newsletters packed with valuable insights and resources. RA regularly participates in PGME and IMG orientations as well as the annual Chief Residents Education Day.

Collaborations

Resident Affairs collaborates with a wide array of partners to ensure comprehensive support for residents. This includes working closely with PGME programs and program/site directors to address specific needs and concerns within each program. RA is also an active member of the national AFMC Network of Resident Affairs, facilitating information exchange and best practices across the country. The Office of Professional Affairs and Maritime Resident Doctors are key collaborators in advocating for resident well-being and addressing professional and learning environment issues. We provide support to residents experiencing learner mistreatment in conjunction with the OPA and has representation on the OPA Advisory Committee. RA works with Student Affairs to provide educational initiatives for Dalhousie medical students. We collaborate with IHIM/KW and Black Health/PLANS to ensure residents have access to diverse perspectives and resources. We work together provincial medical associations, health authorities, and regulators, which provides avenues for addressing wellness, workplace and professional issues impacting residents. Additionally, RA partners with Faculty Wellness programs to promote well-being among faculty members, creating a supportive environment for resident training.

2023/24 Update – top five significant accomplishments

1. Accommodation Advisory Committee (AAC)

The Accommodation Advisory Committee was established the year to review requests for complex accommodation(s) that are forward from the assistant dean of Resident Affairs with the resident's consent. With an increasingly diverse population of individuals entering medical training, accommodation requirements have become more complex and successful implementation requires input from a broader group of stakeholders. Regular committee members include representation from RA and PGME, residents and former program directors. In some cases, expertise may be sought from representatives of regional health authorities, provincial medical societies, occupational therapy, PLANS, KW, Dalhousie Human Rights and Equity Services and/or Maritime Resident Doctors.

2. Resident Education:

In the past year, Resident Affairs at DMNS has presented workshops to residents in over 15 programs on a variety of wellness topics. Participants were surveyed in advance to ensure their learning needs were met. Topics included: addressing stress and burnout, managing transitions, coping with medical error, coaching for success, imposter syndrome, fatigue risk management and psychological safety in the clinical setting. In addition, RA visited the distributed family medicine sites in Nova Scotia and PEI to ensure those residents were familiar with the services offered by RA and discuss common challenges faced by residents.

3. Fatigue Risk Management (FRM) project

The FRM project started in 2022 when RA received a grant from the Royal College of Physicians and Surgeons of Canada. It has been underway for over a year now with residents from the division of neurosurgery. In 2022-2023, the study focused on evaluating resident fatigue levels, coping strategies, and risk mitigation. Communication and education were used to raise awareness of these issues. A focus group in May 2023 with neurosurgery residents identified specific needs, leading to interventions like better nutrition, access to water, exercise, fatigue reporting, and education on fatigue management. Assessments were conducted quarterly to monitor the interventions' effectiveness and identify ongoing challenges. In March 2024, another focus group assessed the interventions, resulting in adjustments to some measures and discontinuation of others. Moving forward, the focus will shift towards broader organizational and cultural changes to further reduce resident fatigue risks in the division of neurosurgery. It is anticipated that learnings from this project will assist in the development of fatigue risk management strategies and guidelines in other residency training programs at Dalhousie.

4. Website refresh

The Resident Affairs website has undergone a significant makeover, featuring a brand-new look. The update focuses on improving ease of navigation, ensuring residents can swiftly find what they need. It emphasizes connecting residents with the right person at the right time, facilitating smoother communication and assistance. Additionally, it now provides a connection to other health and wellness professionals, enhancing support networks. Moreover, the website offers a resource library, furnishing residents with valuable information and materials.

5. One-on-one support

Providing personal one-on-one support to residents is a key function of the Office of Resident Affairs. There were 313 resident encounters (including NB-based residents) between May 1, 2023, and April 30, 2024, by 97 residents. Visits by PGY2s accounted for 38% of visits followed by PGY1s (28%) and PGY3s (13%). The most common reasons for seeking assistance from Resident Affairs were academic difficulty, educational/workplace accommodations, stress and burnout, career planning, learner mistreatment and physical or mental illness.

1. Education

As outlined above, RA regularly participates in medical education on a variety of wellness topics.

2. Research

See FRM project and research initiatives in “On the Horizon”.

3. Serving and engaging society

Resident Affairs collaborates with the Serving and Engaging Society office, as well as with Global Health, KW, and PLANs, to ensure alignment with their anti-oppression and anti-racism mandate and provides support to diverse learners.

4. Valuing our people

The Office of Resident Affairs strives to set an example by promoting a culture of wellness in the workplace. This commitment is evident in our yearly retreats and strategic planning sessions, which are designed to align with the Faculty of Medicine's strategic plan. We actively promote professional development among our team members, fostering a culture of continuous learning and subsequent knowledge sharing. Recognition of achievements and successes is a regular practice, ensuring that our team feels valued and appreciated. We regularly collaborate, share best practices, and innovate together. Additionally, our director Tyler Hall has accepted the position of co-chair of the AFMC Network of Resident Affairs, while Dr. Roberta Preston, learner development officer, represents Dalhousie's Faculty of Medicine on the national AFMC Okanagan Charter Collaborative. Tanya Matheson has accepted a permanent position within Resident Affairs, Student Affairs, and Admissions as a full-time evaluation coordinator. Tanya is completing her Masters of Information Management and will play a crucial role in accreditation activities, research, quality assurance, assessment of office initiatives and learner engagement.

On the horizon – priority initiatives for 2024/25

1. Financial education

Residents have indicated an interest and need for financial education both during their training and as they transition to practice. Resident Affairs is collaborating with Maritime Resident Doctors to explore various offerings in financial education with residents and key stakeholders involved in the co-design.

2. Educational and Workplace Accommodations

Resident Affairs has streamlined the accommodation process to enhance transparency and accessibility. The update of the PGME Accommodation Policy is currently in its final stages. To ensure ease of access and clarity, information about the intake process, frequently asked questions (FAQs), and the Accommodation Advisory

Committee will be readily available on both the RA and PGME websites. Our efforts extend beyond Dalhousie, as we continue to engage with other universities such as McMaster and the University of Toronto, as well as the Canadian Association of Physicians with Disabilities, to inform our collaborative work. Faculty development plays a crucial role in aligning our accommodation efforts across the continuum, and discussions on this are already underway. Moreover, we are in the early stages of collaboration with regional health authorities on accommodation matters.

3. Fatigue Risk Management

It is expected that the FRM project will conclude in 2025 with a view to publication and presentation at the International Conference on Residency Education.

4. Learning environment

Resident Affairs played a key role on the Learning Environment Taskforce and subsequent Learning Environment Working Group that resulted in the establishment of the Office of Professional Affairs (OPA) in late 2022. RA will continue its efforts to support healthy clinical learning environments by working with key partners including the OPA, educational leadership, individual residency training programs and regional health authorities. Learning environment concerns will be addressed with an anti-racism, anti-oppression, and diversity lens. RA will continue to support residents experiencing learner mistreatment and participate in education for learners and faculty in conjunction with the OPA.

5. Enhanced support for International Medical Graduates

Resident Affairs aims to better understand the specific needs of IMG residents, enhance our connection with them and create targeted resources to support their success. In addition, RA will have an expanded role in the IMG Orientation this coming June.

6. Anti-stigma campaign

The goal is to create a campaign challenging the stigma associated with seeking help in medicine.

7. Residents experiencing neurodiversity

We will expand our understanding of neurodiversity in medical education and how it impacts one's ability to successfully move through residency. We are collaborating with external experts to consider what additional support we can offer.

8. Managing key transitions

Resident Affairs is collaborating on a research project with Dutch colleagues at the University of Groningen that looks at educational and support strategies to assist learners with the transition to residency training. In addition, RA will enhance our resources to help with the transitions throughout residency and into practice.

9. Group Coaching

Individual coaching is available to all residents through Resident Affairs. Coaching topics include goal setting, career development, organizational skills, time management and study skills. This pilot project will look to expanding RA coaching services to include small group coaching.

Associate and Assistant Deans – Annual Report 2023/24

Name: Lisa Sutherland	Program/Unit: Student and Resident Affairs DMNB
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Brief overview of program/unit

Student and Resident Affairs DMNB assists, supports, and advocates for Dalhousie residents in New Brunswick based programs, as well as those based outside New Brunswick as needed. The DMNB office works closely with the DMNS Student Affairs and Resident Affairs teams in a collaborative model to best meet the needs of learners across the continuum. The DMNB team works with a distributed model within New Brunswick, having physician site leads designated to provide local support at the four Dalhousie teaching sites outside of Saint John, including Moncton, Miramichi, Fredericton, Upper River Valley.

The domains of work include the following key areas.

1. Wellness and personal support/Resources:

Personalized, individual supports are tailored for students and residents including adjusting to transitions of training, coaching on professionalism, time management, organizational skills, triaging of wellness and health concerns, and coordination of external resources and supports.

Student Affairs works closely with DMNB Student Wellness Liaison representatives who provide peer guidance and connection. Student Affairs works with learners throughout the undergraduate years and delivers specific curriculum sessions in med 1, med 3, and conjointly with Resident Affairs in med 4. Subject matter relates to wellness, professional identity formation, career advising and CaRMS support. Student and Resident Affairs provides resources for a comprehensive range of health-related services accessible through our websites, Student Affairs bulletins distributed every 4-6 weeks, and reminders on Dalmedwell Instagram featuring wellness tips and initiatives. Students are encouraged to drop by our foyer and office space daily for snacks and informal support. With our open-door approach, these encounters often segue into confidential, one-on-one appointments with team members. Wellness breaks are provided during peak exam times. After-hours appointments are readily available for students and residents.

The quarterly Resident Affairs newsletter provides a voice for team members to share interesting articles, insights, and resources relevant to residency.

Resident Affairs participates in the delivery of curriculum on leadership and professionalism via PGME offerings such as the Leadership Elective offered to residents, as well as academic half day and group sessions. In conjunction with the Office of Professional Affairs, Student and Resident Affairs team members provide support and advocacy for students and residents experiencing learner mistreatment.

2. Academic support and education:

Students experiencing academic difficulty are provided confidential, individualized plans and direction to resources and strategies to bolster academic skills. Students are reminded of group study skill sessions, peer tutoring services (The Resuscitators), assistance that can be provided by unit heads and other mentors and other resources including exploration of accommodations with the Student Accessibility Center (SAC). Policy review and advocacy, including review of deferral and supplemental exam policies, and leaves of absence are reviewed by Student Affairs with students as needed.

Residents with academic challenges requiring informal or formal learning plans are offered support to best address wellness and health needs in conjunction with remediation. Collaborative work on academic/workplace accommodation is undertaken as needed with the resident, Resident Affairs,

Program/Site Directors. The Accommodation Advisory Committee and associated policy/administrative structure have been developed to assist in complex accommodation requests to better support residents in meeting their educational objectives without barriers.

3. Career Planning:

The team's work with students involves considerable support for career advising beginning in med 1 and extending into med 4 and med 5 as needed including CaRMS support. Career exploration using evidence-based tools, individual meetings, group sessions, panel discussions, UGME and PGME leadership are coordinated to provide comprehensive guidance and support.

The team offers help to residents with applications for enhanced skills programs, CaRMS/fellowships, and job applications. This support includes guidance on interview preparation, CVs, personal statements, job opportunities, and connection to mentors as needed. For residents interested in exploring transfers or alternate career plans, Resident Affairs provides direction and assists in coordinating relevant meetings with stakeholders.

4. Financial Advising:

Student Affairs delivers content related to navigating the financial landscape of medical education including budgeting, typical costs per year of undergraduate training, and snapshots of financial considerations in residency. Student Affairs reviews key pieces for financial security for medical learners such as disability and life insurance. Student Affairs assists regarding scholarship and bursary application processes and eligibility criteria and can advocate for students in financial difficulty.

Resident Affairs also reviews financial considerations with residents and can provide direction to external resources.

It is recognized that financial pressures and debt loads are considerable for medical learners across the continuum and future initiatives are planned to explore how to best assist learners in this domain.

Collaboration is a key tenet of Student and Resident Affairs work given the complexity of the medical training trajectory. This includes close connectivity with UGME, PGME, Program and Site Directors, Horizon Health Authority leads across the NB sites, New Brunswick Medical Society Wellness, and Nova Scotia-based leadership and teams. The regular touchpoints with AFMC Student Affairs group and the PGME/Learner Wellness/Resident Affairs groups are critical for sharing current and best practices and identifying areas for continuous quality improvement in our services as well as areas to promote advocacy. Within Dalhousie key collaborations include with the Indigenous and Black Health leads in the KW, PLANS offices as well as Serving and Engaging Society, Global Health, and Community Partnerships. Collaboration with learner-driven leadership organizations including Maritime Resident Doctors and Dalhousie Medical Student Societies is important to keep the teams on point with shared goals. As noted, the team works alongside the Office of Professional Affairs to address instances of learner mistreatment and provide necessary support and triage wellness resources for learners who disclose concerns and need assistance navigating the learning environment concern.

2023/24 Update – top five significant accomplishments

1. Learner support:

Support for students and residents is offered via various group offerings and individual meetings with team members. Between May 1, 2023, and May 1, 2024, 305 individual learner visits were held with Student and Resident Affairs team members based in Saint John. Of those, 220 were for students and do not include routine annual individual visits with team members for med 1-3. The annual routine appointments are highly

subscribed to and may cover career planning, academic advising, financial and personal wellness check-in, and review of any resources that could assist students. Follow-up meetings are offered.

Resident encounters numbered 85 individual meetings for 24 residents. The composition of resident visits was 70% for NB-based residents and 30% for Nova Scotia or PEI-based resident visits, followed by DMNB due to conflict of interest at DMNS.

Additional individual student and resident visits not tabulated here were conducted by site leads across the four NB teaching sites outside of Saint John.

2. Accreditation preparation UGME:

Extensive collaboration with the Medical School Self Study Committee, the members of Subcommittee D, Subcommittee B and with Student Affairs at DMNS was undertaken to prepare the documents required for Accreditation preparation. In addition, and to align with this work, Student Affairs team members participated in the UGME Policy Task Force for review and updating of relevant policies, guidelines, and procedures. Student Affairs did a student survey to gain student perspectives on our work with a continuous quality improvement lens and actionable deliverables. The Independent Student Analysis, ISA is now available and focus groups have been held to address student feedback regarding library access, study space and facility matters. The full ISA will be reviewed by the team with our Evaluations Specialist to inform CQI work at Student Affairs.

3. Team Building:

In preparation for expansion of the 2023-2024, and 2024-2025 undergraduate and postgraduate training capacity in NB, the Student and Resident Affairs team grew with redefined roles and responsibilities. Dr. Renea Leskie moved to Director, Rebecca Comeau moved to Advisor, and Lisa Russell was hired as our Coordinator for our main office in Saint John. We hired Dr. Lucy Shen as the new Site lead in Moncton to fill a vacancy left by Dr. Katie Doucet's resignation. Succession planning is underway with the recent closing of the job posting for Miramichi as the current lead, Dr. Roxanne MacKnight has assumed the new position of Site Director for the Family Medicine Residency program starting there July 1, 2024. Dr. Brandon Kelly, and Dr. Linda Ugrin remain in their positions in Upper River Valley and Fredericton respectively.

4. R1 CaRMS match support:

The CaRMS first and second-round matches were successful in having 91% of DMNB graduates matched. Of those matched, 50% were to Family Medicine including integrated Family Medicine/Emergency, and 50% to Royal College specialties including General Surgery, Internal Medicine, Urology, Psychiatry, Plastic Surgery, Obstetrics and Gynecology, Anesthesia, Neurosurgery. 50% of matched graduates are doing NB-based residencies. Overall, 67% of the graduating class of 2024 from DMNB have matched with Dalhousie-based residencies. Unmatched graduates will be well supported by Student Affairs throughout the upcoming year leading up to the next match cycle.

Recognizing the complexity of the journey that unmatched students have, a working group for Med 5 at Dalhousie has been struck to align best practices in career advising and planning including parallel planning, CaRMS support and Med 5 training opportunities. The working group has representation from UGME, SA, PGME, and Family Medicine, and includes a former Med 5 learner.

5. Accommodations:

Recognizing an increase in student academic accommodations and the projection from AFMC on changes to technical standards to functional competencies, a high-level overview of requirements for accommodation was presented by Student Affairs to Senior leadership at UGME in early Fall 2023. Subsequently, five working groups were proposed and three are currently active including working group 1 on communication/collaboration with UGME, SA, SAC, and students; working group 2 on technical standards/AFMC revisions with UGME, SA, SAC, and Admissions; working group 3 on exceptional placement in clerkship with UGME, SA (SAC input pending). Working group 4 on resources is just getting underway after initial data sharing from SAC noting the increased numbers of students with accommodation at both

campuses. Working group 5 is to be developed on faculty development to ensure a comprehensive approach to ideally shift the culture to more inclusive learning and working environments. Resident Affairs across both campuses have developed an Accommodations Advisory Committee structure with associated policy revision, FAQ and intake documents. Engagement with other universities including McMaster and the University of Toronto as well as with the Canadian Association of Physicians with Disabilities has informed this collaborative work. Faculty development on this new structure and associated processes will be critical in aligning the work on accommodations across the continuum and discussions have started on this. Collaboration with the Health Authorities on accommodations is in the early stages.

2023/24 Update – work being done in the four core streams of the strategic plan: education, research, serving & engaging society, and valuing people

1. Education:

Providing education to learners is essential work for Student and Resident Affairs. This is done through orientation sessions, routine group learner meetings including career advising and transition sessions, bespoke offerings based on learner cohort needs, and curriculum sessions in undergraduate years as well as Grand Rounds presentations.

We provide faculty development on learning environment concerns, resources for learners, and staff development presentations for program administrators and coordinators.

2. Research:

The DMNS Resident Affairs team continues to forge new ground with research initiatives which the DMNB team contributes to. Further research around financial curricular offerings is in the forecast across the campuses.

3. Serving and Engaging Society:

Student and Resident Affairs aligns with the work coming out of the Serving and Engaging Society office on anti-oppression, anti-racism, and support for diverse learners. We have a collaborative relationship and appreciate access to their expertise.

In career advising, we attend to the stressors of transition to practice and keep social accountability front of mind in career advising. We assist in organizing and scheduling recruitment events, collaborating with Regional Health Authorities in NB and NS, as well as Government of New Brunswick recruiters. This ensures learners can build personalized connections to maintain throughout their training, all with the aim of recruiting learners to the Maritimes.

We are resuming community engagement with high school students to help educate them on the path to medicine with a medical student representative to share their experience.

4. Valuing our People:

This stream of the strategic planning is a key element in Student and Resident Affairs teamwork. In our office, we aim for the right person with the right skill set to do the right task at the right time. This philosophy was integral in our resource planning for expansion with role definitions and designation adjustments. With our open-door approach, learners, staff, and faculty are aware that there is a cross-over in our skill sets and we may delegate tasks accordingly. To bolster team function, we meet twice weekly and in various collaborative standing meetings. We share in strategic planning through team retreats and revisit the planning as issues may arise. Professional development is promoted as is subsequent knowledge sharing/translation into our work. We value team member appreciation, recognition, and innovation together.

Various team members have participated in search and hiring committees for leadership (Assistant Dean Faculty Wellness, Senior Associate Dean DMNB), and multiple staff positions within the SA/RA teams and UGME at both campuses. We are engaged with national networks and organizations; Tyler Hall, Director of Resident and Student Affairs DMNS is now chair of the AFMC Resident Affairs network. Dr. Roberta Preston, Learner Development Officer DMNS, is highly engaged with AFMC's work on the Okanagan charter. Having this

leadership in our larger team provides excellent guidance for our work and a platform for sharing feedback. Tanya Matheson, Evaluations Specialist provides high-value input for CQI, QA, assessment of office practice and procedure, guidance, and support on UGME accreditation preparation and fostering learner engagement.

On the Horizon – priority initiatives for 2024/25

1. UGME Accreditation:

Student Affairs has a priority of addressing ISA 2024 findings to ensure continuous quality improvement in programming and supports offered by Student Affairs in the lead up to Mock and Full Accreditation visits. The primary goals of meeting learner needs and the CACMs standards are front of mind in our work. In this, we note the critical importance of supporting the cohorts in all admission pathways including Indigenous, Black, and other equity-deserving groups as we address the imperative to meet social accountability responsibilities.

2. Accommodations

SA/UGME Working Groups- proceed with groups 1-3 with tangible information on the process, supports available around accommodation, revisions to functional competencies, and exceptional clerkship placement all with the intention of transparency and clarity for learners, staff, and faculty.

Build group 4 on resources through further collaboration with SAC, SA, UGME, Keknu'tmasiek Ta'n tel Welo'ltimk (KW), Promoting Leadership in Black Nova Scotians (PLANS/Black Health), Serving and Engaging Society on UGME accommodations with a lens of support through the continuum of Admissions to Residency. Build group 5 on faculty development with DMNB Faculty Development and align with Continuing Professional Development based at DMNS.

Resident Affairs and PGME will operationalize the Accommodations Advisory Committee for complex accommodations; ensure revised policy/FAQ/Intake form alignment; and develop a communication strategy to ensure wide circulation and understanding of foundational principles and processes across learners, staff, and faculty. Collaborate with RHAs on potential shared responsibilities between the University and Health Authorities for the implementation of complex accommodations.

3. Transition to residency support and IMG support:

Incorporate learner feedback and expand on the current Resident Affairs offering of a three-hour session offered in PIER 4 in conjunction with Student Affairs for Dalhousie Med 4 students in preparation for residency. Collaboration with PGME/Global Health/Serving and Engaging team members to bolster current IMG orientation offerings for PGY1s based across the Maritimes.

4. Learning Environment:

Continue efforts to address mistreatment in campus and clinical spaces across the continuum of learners via attention to material in curriculum and individual sessions, collaborations with OPA.

Expand on tangible deliverables for health promoting learning environments to include the built environments on campus and in clinical settings through collaboration with OPA, UGME, Dalhousie Medical Student Society, PGME, Maritime Resident Doctors (MarDocs), RHAs.

5. Financial education:

Student Affairs will undertake focus groups with students to review current financial pressures, awareness of resources, gather information on desired modalities of presenting financial information to students.

Resident Affairs is currently reviewing potential curriculum offerings to address the high level of interest for financial and transition to practice information expressed by residents in the MarDocs survey this year.

Office of Professional Affairs – Drs. Samantha Gray (DMNB) and Ian Epstein (DMNS)

The Office of Professional Affairs launched in December 2022. The OPA is guided by a mandate to support learners facing mistreatment, and to ensure a safe learning environment for all learners in the medical school. Led by the assistant deans of professional affairs, Drs. Ian Epstein (DMNS) and Samantha Gray (DMNB), the OPA is focused on a restorative approach to addressing reports of learner mistreatment, and the promotion of professionalism within the learning environment.

2023/2024 – top five significant accomplishments

1. Resolution of over 50 cases.

In the first year, OPA received approximately one case every ten days. By March 2024, OPA closed over 50 cases. The number of open cases ranges daily, as we now receive 1-2 cases per week. Each case, when available, begins with an intake meeting with the individual and either Dr. Epstein or Dr. Gray. Each case requires multiple meetings for resolution.

While the OPA connects with the individuals as quickly as possible (responding to all individuals in two business days or less), the availability of faculty, learners, and senior leaders guides the resolution time.

Resolved cases: January 2023-Present
Range Only (to protect anonymity)

Learner Profile	Cases range	Category of mistreatment	Resolution time range	Outcome	Confidence Line %
Pre-Clerkship	5-10	<ul style="list-style-type: none"> Discrimination Unprofessional behaviour – Peer 	2-4 weeks	<ul style="list-style-type: none"> Revision of teaching privileges Faculty development Mediation, provide by OPA 	40%
Clerkship	5-10	<ul style="list-style-type: none"> Discrimination Unprofessional behaviour – Faculty / staff Unprofessional learning environment Academic integrity 	2-6 weeks	<ul style="list-style-type: none"> Faculty development Halted by complainant Being managed through alternative pathway (e.g. hospital addressing issue) 	60%
Resident	30-35	<ul style="list-style-type: none"> Discrimination Verbal abuse Patient safety Unprofessional behaviour – Faculty/staff Unprofessional learning environment Service violations Reprisal 	2-10 weeks	<ul style="list-style-type: none"> Being managed through alternative pathway (e.g. hospital addressing issue) Mediation, provide by OPA Halted by complainant Revision of teaching privileges Faculty development 	60%
Other	1-5	<ul style="list-style-type: none"> Unprofessional learning environment Unprofessional behaviour – faculty/staff Unprofessional behaviour 	3-6 weeks	<ul style="list-style-type: none"> Mediation provided by OPA 	35%

2. Data tracking system established.

The OPA manager has developed a detailed tracking system for complaint data collection. If available, the following information is tracked, and available for instant reports.

- Individual's name and contact information if available
- Whether it comes through Confidence Line or direct contact
- The respondent and any additional relevant names
- Individual's year, e.g. Med 1 / PGY 4
- Department
- Dalhousie or hospital employee (e.g. faculty with teaching privileges or nurse)
- Province
- Teaching site (if available or applicable)
- The incident date
- Date brought to OPA
- Desired outcome from individual
- Meeting dates and meeting updates
- Resolution date
- The mistreatment classification
- Resolution options
 - Faculty development
 - Mediation, provide by OPA
 - Mediation, provide by external mediator
 - Apology issued
 - Removal of teaching privileges
 - Halted by complainant – data point only
 - Halted by complainant in favour of alternative process (e.g. department will manage the concerns)
 - Being managed through alternative pathway (e.g. hospital staff, will be managed through HR office)
- Closed loop contact

3. Qualitative abstract accepted to IRCE.

The below abstract was accepted as an oral presentation for ICRE in September 2024.

Title: A qualitative review of the Office of Professional Affairs, Dalhousie University Faculty of Medicine

Introduction

In January 2023, the Faculty of Medicine at Dalhousie University launched the Office of Professional Affairs (OPA). The office is mandated to support learners facing mistreatment, and to ensure a safe, professional learning environment. This qualitative review was performed to determine common themes experienced in our in-person meetings.

Methods

This study examines data from the first year of the OPA. There are four components of in-person meetings that are analyzed:

1. The initial negative experience that prompted a complainant to contact OPA
2. The initial meeting with the complainant and OPA
3. The desired outcomes for the complainant
4. The initial meeting with the Person of Meaningful Authority (PMA) and OPA

Using inductive coding, thirty-five in-person meetings were reviewed. All meetings within the first year were selected, and there were no exclusion criteria. The meetings were reviewed for key phrases and themes. The themes are categorized into codes and presented in an expanded hierarchical frame.

Results

Within each of the four components of our meetings, the key themes identified are:

1. The initial negative experience: Anxiety, responsibility, restoration
2. The initial meeting with the complainant and OPA: Support, comfort, trust (positive and negative) appreciation
3. The desired outcomes for the complainant: Informative, restorative, investigative, punitive
4. Initial meeting with the PMA and OPA: Trepidation, appreciation, faculty development

The predominate theme is that learners want an improved learning environment but are afraid of a potential negative impact if they submit a complaint.

Conclusion

This initial review of the OPA suggests that there was a need for a process to bring forward concerns of mistreatment. Ongoing review of our office will provide continuous quality improvement on reporting and remediation of instances of learner mistreatment. The data from this review has been requested by various departments to guide their faculty development curriculum.

Keywords: learner mistreatment, retaliation, remediation, professionalism

4. OPA Communications plan development.

We have completed our initial communications plan, and have continued to develop it. We have received feedback from learners that they are familiar with how to contact the OPA. We will continue to connect with learners and promote the office. We also want to ensure the departments are familiar with the office, so they are aware of what to expect when an OPA concern comes to them. The OPA has completed the following to promote the office:

1. Developed OPA flyer
2. Developed a QR code
3. OPA policy updates included in Dal Medix
4. Developed social media ads for Faculty of Medicine accounts
5. OPA ads on the monitors in Tupper building
6. Have sent meetings requests to all departments in NS and NB requesting meeting with department
7. Have made the following presentations:
 - a) Program Administrators meeting
 - b) DMNB clerkship coordinators meeting
 - c) Family Medicine Faculty development
 - d) MarDocs meeting (annual)
 - e) Education council meeting
 - f) OPA Town Hall for learners
 - g) Geriatric rounds (NS)
 - h) Diagnostic Radiology rounds (NS)
 - i) CPD Resident Elective class
 - j) PIER 4 session
 - k) Emergency rounds (NB)
 - l) Upcoming:
 - a. Critical Care rounds (NS)
 - b. Surgery rounds (NS)
 - c. Annual Faculty Meeting
 - d. DMSS AGM
 - e. PGME Orientation Day

5. Learner mistreatment policy.

Our learner mistreatment policy was reviewed by Dalhousie Legal and our Advisory Committee. It was approved by Faculty Council in November and is now available on our website.

Work being done in the four core streams of the strategic plan

1. Education:

The above mentioned data collection allows us to work with the CDP office to provide valuable insight as they plan their faculty development and training sessions.

2. Research

OPA continues to track qualitative and quantitative data. Please see above points 2 and 3.

3. Serving and engaging Society

Involvement with the EDIA / Anti-Oppression FoM guidelines

The OPA is a member of the Taskforce for the Review and Revisions of the EIDA Guidelines. This taskforce is also discussing an anti-oppression policy. We will work with the taskforce and provide assistance and input to develop this important policy.

Tupper building renovations

The OPA has developed a vision to visually revise the Tupper Foyer and Tupper Link. With the support of multiple offices in the Faculty of Medicine, including support from our Dean, Dr. David Anderson, and Associate Dean Dr. Gaynor Watson-Creed from Serving and Engaging Society, the OPA hopes to revise the spaces mentioned to provide a more inclusive and welcoming environment, which will have a more meaningful connection with our community.

The OPA hosted a walk through of the spaces in January that included the office of The Serving and Engaging Society, the Dalhousie Art Gallery, the Dean, and representatives from the Tupper Revision Project. As a group, we reviewed the spaces and possible options for improvement. The group is motivated and supportive of redevelopment of the areas we reviewed.

We submitted a proposal to the Dalhousie Medical Alumni Association to discuss fundraising opportunities to achieve this goal, but it has been deferred to the next fiscal year. We will review other fundraising opportunities within the Faculty of Medicine, and in collaboration with the Art Gallery.

Microaggression data tracking

OPA will be meeting with CPD and Serving and Engaging Society faculty members to review microaggression instances and data tracking. This is both a reactive and proactive move towards developing an anti-oppressive learning environment.

4. Valuing people

The OPA office was created to further develop this stream of the Strategic Plan, and is embedded with all of our interactions. We continue to work towards a learning environment that is free of harassment and mistreatment. The OPA mandate focuses on valuing people, especially during difficult moments. We validate the feelings and concerns learners bring forward to our office. We are sensitive to the feelings that department heads, program directors, etc., could initially experience when they receive contact from OPA, and respectfully navigate through the process with them.

The OPA Manager is a member of the Valuing People committee, and sits on the Fostering Wellbeing working group.

On the horizon – priority initiatives for 2023/24

1. Accreditation preparation

In preparation for the 2025 CACMS accreditation visit, the OPA has implemented data tracking and contributed to the DCI. We will continue to provide information as needed in a timely manner, and ensure high standards of presentation.

2. Website redevelopment

While the website is now operation, it needs revisions to make it a valuable resource for individuals seeking information about the OPA. The OPA Manager will revise the website to make it a high quality resource for the Faculty of Medicine, which will include educational videos on navigating the OPA process for learners and faculty, and a frequently asked questions section.

3. Approval of process map

The OPA process map is still under *draft*, awaiting approval by our Advisory Committee. The map has experienced multiple revisions to be as detailed as possible. After discussions with the Restorative Justice Lab, and the wide range of directions a case can take, the map has been revised to be more inclusive and less technical. It will be reviewed by the Advisory Committee later this year for discussion and approval.

4. Ongoing Process Improvements

To ensure a more efficient closed loop process we are working to develop better communications, thereby ensuring quicker responses, in particular at the step where the Persons of Meaningful Authority is asked to respond to the compliant.

5. Review Faculty of Medicine professionalism policies

One of the OPA goals is to review the Faculty of Medicine professionalism policies and work towards compiling them and reducing the number of policies when possible. The policies will be reviewed over the upcoming months.

Associate and Assistant Deans – Annual Report 2023/24

Name: Linda Penny	Program/Unit: Operations and Policy
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Brief overview of program/unit

Operations and Policy provides administrative supports and resources to enable the Faculty of Medicine academic, teaching, and research missions. Our group includes the Chief Operating Officer, Executive Director, Operations; Directors of Finance, Human Resources, MedIT, Reporting and Analytics; Communications and staff members that support these functions. The Chief Operating Officer oversees coordination to ensure strategic and administrative integration. Together, this leadership team facilitates a vibrant and action-directed Faculty of Medicine capable of achieving its strategic vision and mandate.

2023/24 Update – top five significant accomplishments

- Provide leadership and support for undergraduate medical education accreditation. Site visit is planned for early 2025.
- Support the continued oversight of the Faculty of Medicine strategic plan implementation including the development and monitoring of key performance indicators.
- Engage with and support relevant stakeholders and partners regarding the launch of the Cape Breton Medical Campus.
- Provided operational, leadership and technology support for the successful launch and welcome ceremony for the Master of Physician Assistant Studies program.
- Co-lead with the Associate Dean Research, the completion of the Tupper Building Space review project.
- Completed Alumni Location project with an interactive report monitor showing where Dalhousie FoM graduates are located and practicing.
- Further rollout and use of reporting and analytics software (Tableau).
- Completion of Medical Education Information System procurement process with additional data analytics modules.
- Organized successful Canadian Medical Hall of Fame Symposium at the Halifax Convention Centre
- Technology System Upgrades
 - Much of the technology in the C3LR had not been updated since the opening of the CHEB building, so a major refresh including cameras, video and audio distribution systems, and server upgrades was completed to ensure the smooth functioning of critical simulation technologies.
 - The videoconferencing meeting rooms in the Tupper, CRC, and DMNB buildings were upgraded from aging videoconferencing technology to Microsoft Teams Room systems, allowing for a more streamlined booking process and an improved experience for meeting participants in the rooms. Digital scheduling panels were also installed outside the rooms in Saint John as a pilot project, resulting in positive feedback from room users and improved room usage data, so expanding this functionality to other areas is being explored.

- Improving digital fluency for faculty
 - A new Manager of Academic Technology role is shifting the focus of our Instructional Support team to better address the needs of faculty members to effectively leverage appropriate technology tools to meet pedagogical best practices. The manager is taking an active role in the review of clerkship delivery, working with departments to refresh pre-recorded content, and explore more effective methods of curriculum delivery.

Survey Searches:

- Community Health & Epidemiology – First Term Survey
- Radiology – First Term Survey
- Emergency Medicine – First Term Survey

2023/24 Update – work being done in the four core streams of the strategic plan: education, research, serving & engaging society, and valuing people

- Renovate and renew Tupper Foyer.
- Leading the implementation of the Valuing People stream of the strategic plan.
- Development of Onboarding/Orientation and Mentorship Programs for faculty and staff:
 - Staff Onboarding Process – Complete
 - Faculty Onboarding Process – Draft prepared
 - Faculty Mentorship Program – initial framework established, consultations with Clinical Departments taking place over several weeks on tangible next steps (mentorship training, support documents, etc.)
- Renew Tenure and Promotion Criteria
 - Committees/working groups established for Tenure Stream and Continuing (Clinical) Appts
 - Monthly meetings occurring since January 2024.
 - Environmental scans of other institutions gathering comparative data
- Continue efforts to streamline processes and enhance recognition.

On the horizon – priority initiatives for 2024/25

- Continue supporting UGME accreditation preparation for the CACMS accreditation visit in 2025.
- Continue to take the lead in Valuing People and supporting the 2023-2028 Realizing Our Ambition Strategic Plan.
- Continue to support and work collaboratively with Cape Breton University to successfully launch the Cape Breton Medical Campus in the fall of 2025.
- A large focus and priority on streamlining administrative processes.
- Implementation of the Tupper Building Space review.
- Develop a strategic planning document for reporting & analytics, outlining short-term and long-term visions for the faculty as it pertains to systems, data and reporting.
- Finalize and implement a strategic and structural plan for evaluation.
- Finalize plans for a research information management system.
- Survey/Searches:
 - Emergency Medicine (search)
 - Community Health and Epidemiology (search)
 - Anesthesia (first term survey)
 - Family Medicine (first term survey)
 - Pediatrics (second term survey)

Ophthalmology & Visual Sciences (search)