

## Associate and Assistant Dean Annual Reports 2022-23

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## **Senior Associate Dean – Darrell White**

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, Admissions and BSc Medical Sciences all 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.

### **2022/2023 Update – top five significant accomplishments**

1. Coordination of accreditation and review: The Faculty has been working continuously since the 2017 CACMS accreditation review to meet all outstanding standards and elements of accreditation. Three remaining elements remained either satisfactory with monitoring or unsatisfactory and were reported back to CACMS in December of 2022 with a satisfactory rating returned for all. We will move into the 2025 full review with no unsatisfactory elements. Preparation for the 2025 review has begun with the updating and rewriting of the self-study documents, planning for internal and interim external reviews. Also, in preparation for the Dalhousie review, I was the review team secretary for the 2023 Queen's University 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. This is the third time I've been involved with another university's review. Unrelated, a Dalhousie Senate review of the Faculty was initiated in 2019-2020, a self-study was developed and submitted, the review was interrupted by the pandemic and completed in the fall of 2021 with external reviewers Drs Kent Stobart and Shannon Venance. A response to the final report with an action plan was presented to Senate in 2022.
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.
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 that will conduct a more holistic application review have been developed and early indicators have shown success.
4. Participation in planning the partnership with Cape Breton University to create a new medical campus in Sydney. A pilot program to add an additional 5 medical school seats began in 2022 and continues in 2023 with the goal of increasing family practice in rural settings in Nova Scotia. Planning continues for a 2023 start for the new campus based at CBU.
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 and worked to implement select recommendations with a focus on the 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.

#### **On the horizon – priority initiatives for 2023/24**

1. Continued preparation for the CACMS accreditation review in 2025. Review documents are due in the fall of 2024 with the visits to occur in the winter of 2025.
2. Continued planning for the CBU Medical Campus as well as other changes related to undergraduate expansion. Capacity for clerkship and eventually postgraduate training requires careful consideration.
3. Ongoing work with Medical School Admissions and the BSc Medical Sciences program to better reflect the population served from a diversity and inclusion lens. Also ensure that incoming students are well supported, especially those from under-represented populations.
4. Support for the newly created Office of Professional Affairs to address chronic issues in the learning environment across the continuum of medical education. This work is urgently needed, and the success of this initiative is integral to overall program success.
5. Revision of the Wellness portfolio to be revised into the Office of Faculty Affairs and Wellness. A new Assistant Dean search is in the early stages and this position will report to the Senior Associate Dean.

## **Undergraduate Medical Education – Evelyn Sutton**

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.

### **2022/23 Update – top five significant accomplishments**

1. The entering class in the fall of 2022 was the largest cohort of students in the history of Dalhousie Medicine.
2. The number of tutorial groups increased, and Skilled Clinician sessions were spread over 3 half days instead of the historical 2 half days.
3. All Med 1 cases were revised by the Case Diversification group, in accordance with the recommendations which arose from the Curriculum Renewal.
4. New sessions on anti-oppressive practice and on anti-Black racism were introduced into the curriculum.
5. Black and Indigenous student representatives were added as voting members on UMECC.

### **On the horizon – priority initiatives for 2023/24**

1. In preparation for the 2025 Accreditation assessment by CACMS, the Data Collection Instrument (DCI) has been written. Next steps include preparation the Medical School Self Study Report (MSS).
2. We will be looking to expand our clinical teaching faculty to accommodate our increased class sizes, and to work cooperatively with the Physician Assistant Program, which will be starting in January 2024.
3. We are looking on ways to improve our interprofessional experiences for student in clerkship. There will be ongoing evaluation of the impacts of the curriculum renewal.

## **Undergraduate Medical Education, Admissions – Dr. Andrea Rideout**

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 insures that a duly constituted faculty committee and its subcommittees receives orientation of their roles and responsibilities for the admissions selection process; sets and facilitates Committee meetings; assigns files for review; recruits interviewers, volunteers and runs the annual interview process-a 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 (Dr Andrea Rideout), Admissions Administrator (Carolyn Doyle), Admissions Coordinator (Angela Fissehay) and Evaluation Specialist (Tanya Matheson).

### **2022/23 Update – top five significant accomplishments**

1. The Admissions Committee completed 15 meetings from September 2022-March 2023. 3 meetings were dedicated to Cultural safety/sensitivity sessions which were facilitated by Dr Gaynor Watson-Creed, Associate Dean for Serving and Engaging Society; Dr Leah Jones, Academic Director Black Health, Dr Barbara Hamilton-Hinch, Assistant Vice Provost for Equity and Inclusion, Sharon Davis-Murdoch, Co- President of Health Association for African Nova Scotians and Order of Canada recipient; and Timi Idris of PLANS (Promoting Leadership in health for African Nova Scotians); and Dr Brent Young, Academic Director for Indigenous Health and Faith Julien, Manager for Keknu'tmasiek T'an Tel Welo'timk program.
2. The Indigenous Applicants Admissions Pathway was initiated in the 2022-2023 Application Cycle. Applications from Indigenous persons were holistically reviewed by the Indigenous Applicants Pathway (IAP) Subcommittee for eligibility. The Admissions Committee approved the recommendations of the IAP Subcommittee for admissions offers for 10 Indigenous applicants (7 NS, 3 Out-of-Province). Admissions Committee also approved the Subcommittee recommendations for modifications to the IAP for the 2023-2024 application cycle including.

3. Mi'kmaw applicants who are out-of-province applicants will be considered eligible in the Nova Scotia pool and Wolastoqiyik and Peskotomuhkati applicants who are out of province applicants will be considered eligible in the New Brunswick pool.
  - i. Applicants in the Indigenous Applicants Pathway will have the option of submitting an MCAT score. For those who choose to not provide an MCAT score, course prerequisites will be required.
4. 1239 applications were completed and submitted (41% Maritime, 59% Out-of-Province). This is a 16% decrease from the previous cycle, seen primarily in the Out-of-Province pool applications. 10 Indigenous applicants received offers in the Indigenous Applicants Pathway cohort. 16 applicants who self-identified as Black received offers. 2 Kuwait applicants and 5 MMTP applicants met all academic and non-academic requirements and were offered admission. 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 2023 (Class of 2025).
5. The Black Learners Admissions Pathway was approved and will be initiated in the 2023-2024 application cycle. Applications in the Black Learners Admissions Pathway will receive a holistic review by the Black Learners Admissions Pathway (BLAP) Subcommittee for eligibility and offers. The BLAP subcommittee will provide a report and recommendations to Admissions Committee for final approval.
6. The Cape Breton University-Dalhousie Medicine partnership agreement to provide an additional 5 first year positions to qualified Nova Scotia applicants was renewed for the 2022-2023 application cycle. An additional 5 NS students received offers under this agreement.

#### **On the horizon – priority initiatives for 2023/24**

1. There are 4 Faculty Member openings and 3 student representative openings on the Admissions 2023-2024 Committee.
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. The distributed medical school campus at Cape Breton University is under development and an increase in the number of Nova Scotia first year positions is expected. Logistics and process for campus assignment of incoming students will be developed.
4. Data from the Personal Context Questionnaire/Widening Accessibility stream will continue to be collected and reviewed for its effect on the composition of incoming classes.
5. 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.

## **Undergraduate Medical Education, Med 1/2, DMNS & DMNB – Drs. Osama Loubani and Wendy Stewart**

The Med 1/2 curriculum provides the foundational skills and knowledge to prepare 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 approved at Med 1/2, CASP (to review the assessment component) and finally UMECC. There is regular discussion between the pre-clerkship assistant deans, associate deans, unit heads, and when necessary, component heads.

### **2022/23 Update – top five significant accomplishments**

1. Completion of the case diversification process for the Med 1 class with delivery beginning in August 2022. This involved a collaboration with the case diversification committee, the case writer (Leanne Picketts) and the assistant deans. There is ongoing collaboration for the Med 2 cases.
2. The delivery of faculty development opportunities related to the EDIA changes to the curriculum and the implications for the learning environment.
3. Established a regular contact point for Med 1/2 students. We offer a meeting every two months online. This has provided opportunities for short educational sessions and a place to answer questions and address concerns.
4. Navigated students concerns around access to lectures and in collaboration with the associated deans, established a process to allow live virtual access to lectures.
5. Developed a streamlined workflow in partnership with the Office of Professionalism Affairs (OPA) to address complaints from students and staff. This workflow integrates OPA, UGME, and Student Affairs, enabling clear understanding of the complaint process and promoting transparency in issue resolution for the entire medical school community.

### **On the horizon – priority initiatives for 2023/24**

1. Complete the case diversification process for the Med 2 cases and offering faculty development related to these changes.
2. Following discussions with clinical clerks and their concerns around not feeling prepared to approach patients presenting symptoms in a structured way, we are modifying the cases in neuroscience to reflect the clinical reasoning process and enable students to enhance their problem-solving skills and approaches to presenting symptoms. This will be a pilot that is being reviewed by interested students for their feedback prior to implementing in August 2023. The plan is to then implement this change for all of the units.

3. Engage with Med IT on a project to integrate more learner engagement with the content of the Med 1/2 years. This will involve identifying which technologies to support and provide training to faculty. This training would be a course through CPDME to help faculty integrate technologies in their teaching. Pilot with one unit focusing on the lectures for that unit.
4. Collaborate with assistant deans of clerkship to enable an approach to content delivery that engages all students in distributed sites. This will tie in with the discussions around leveraging technology in Med 1/2.
5. Deliver a pilot on professional identity formation in the 2023-24 med 1 year. Once the data is reviewed and presented to UMECC, the hope is to integrate this within the curriculum for all students moving forward. It draws on coaching model approach and will cover specific themes that include professional identity, leadership, wellness and interprofessional teamwork.
6. Develop office hours for faculty to identify successes and challenges so we can target faculty development and assist faculty to be successful in their teaching trajectory.
7. Regularly meet with UGME coordinators to anticipate and manage issues as they arise and before they impact content delivery.
8. Meet with unit heads 1-2 months prior to start of units to ensure any issues are identified, and to ensure unit heads are aware of important deliverables and deadlines. A standardized package and checklist will be provided to unit heads to ensure unit heads are aware of important materials and upcoming events.
9. Create a standardized orientation for new unit heads to ensure they are aware of expectations for their role and have access to important resources.
10. Create a standardized process for recruiting new unit heads when positions open. This will allow a more diverse pool of applicants, and the selection process will ensure applicants are able to meet the important demands of the role.



## **Undergraduate Medical Education, Clerkship – Dr. Simon Field**

3<sup>rd</sup> and 4<sup>th</sup> year program encompasses primarily clinical experience and teaching. 3<sup>rd</sup> 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. 4<sup>th</sup> year focuses on clinical electives, preparation for CaRMS, and preparation for entering postgraduate residency training.

### **2022/23 Update – top five significant accomplishments**

1. Expansion of Longitudinal Integrated Clerkship (LIC) sites.
2. Ongoing success in CaRMS matching.
3. High rates of student satisfaction with PIER units (longitudinal blocks at transition points in clerkship).
4. High pass rates for assessments, including MCC exams, internal exams and OSCEs.
5. Strong student representation and collaboration on committees and governance.

### **On the horizon – priority initiatives for 2023/24**

1. Increasing clinical capacity overall, to accommodate increased class size.
2. Expansion of teaching sites, especially with regards to PEI and Cape Breton Increasing number of students participating in LICs.
3. Increasing awareness of LICs and improving acceptance by faculty and residents, especially regarding competitiveness for CaRMS.

## **Postgraduate Medical Education – Drs. Babar Haroon and David Bowes**

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, as well as several unaccredited fellowship 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 a large number of unaccredited Dalhousie fellowships. In 2022-2023, there were more than 650 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 expanded this past year to include oversight of the Continuing Quality Improvement in PGME Committee, in addition to 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 associate dean for DMNB (Dr. Jennifer Hall) provides operational oversight for PGME programs in New Brunswick. Mr. Shane LeBlanc is the Director of PGME. He provides 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. Team leads for Communication Skills (Dr. Alison Dixon), Competency Based Education (Dr. Dafydd Davies) provide specialized support for our programs in these areas. PGME Subcommittee Chairs, including QI-Patient Safety (Dr. D. Bowes), Educational Advisory Board (Dr. Margaret Raijda) also provide invaluable support to PGME and its learners, faculty, and operations.

### **2022/23 Update – top five significant accomplishments**

1. Welcoming of new leadership in PGME:
  - a. Introduction of new associate dean PGME: Dr. Haroon started in his new leadership role in PGME, taking over from Dr. Warren, who had completed two, 5-year terms prior.
  - b. Dr. Dr. Alison Dixon started in her role of Communication Skills Leads, taking over from Dr. Lori Connors who transitioned into being the program director for the core internal medicine training program.
2. CaRMS success: This year, we had the second lowest unmatched rate in the country with 6 positions unmatched in the first round, and only one positioned left unmatched in the second round (MOTP family medicine position). For comparison, we had 15 unmatched positions last year. We also had the highest amount of Dalhousie graduates match to a Dalhousie residency position. We had a total of 76 with the previous highest being 65 in 2020. For the MSM and PSM, all positions filled for the 1<sup>st</sup> iteration, except 2 Critical Care positions in MSM which filled the 2<sup>nd</sup> iteration. This too was a great outcome for the matches. Last year we had 4 unmatched positions after the 1<sup>st</sup> iteration of the MSM and 2 unmatched in the PSM.
3. Offering of a leadership elective for residents: Led by Dr. David Bowes and Ms. Jennifer Acuna, PG curriculum specialist, modeled after the medical education elective currently offered to residents, the inaugural leadership elective was offered to provide an opportunity for residents with leadership interest and aptitude to develop specific leadership competencies. This will now be an annual elective.

4. Expansion of family medicine training positions in NS: 10 additional IMG seats with prioritization given to qualified applicants with a connection to Nova Scotia were added to training in Family Medicine (FM). These ten additional FM residency seats increased training capacity from existing 46 FM seats and 2 iFMEM seats previously allocated, to a total of 58 learners.
5. Completion of Internal reviews: 38 Residency Programs underwent internal reviews in 2022. This was a major effort and included 57 faculty reviewers and 33 resident reviewers.

#### **On the horizon – priority initiatives for 2023/24**

1. Implement the requirement of new CanERA training standards with a renewed focus on anti-oppression frameworks being integrated in curriculum and learning environments with a focus on anti-black and anti- indigenous racism.
2. Develop a robust framework on teaching and practicing principles of Planetary Health, in collaboration with Royal College as Planetary Health is a new thematic priority.
3. Expansion of direct entry training positions in the Anesthesia, Psychiatry, and Internal medicine.
4. Ongoing completion of 21 internal reviews, including an institution review where PGME will go through its own internal review process.
5. Further collaboration with Government partners and health authority partners in expanding housing infrastructure for community-based rotations.
6. Increase recruitment efforts for Dalhousie learners for maritime centers.

## **Dalhousie Medicine New Brunswick – Dr. Jennifer Hall**

Dalhousie Medicine New Brunswick (DMNB) is one of the two campuses of Dalhousie Faculty of Medicine. The main administrative office is located on the UNBSJ 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.

### **2022/23 Update – top five significant accomplishments**

1. *Program Expansion:*

On Monday 03 October 2022, DMNB the Government of New Brunswick announced the expansion of 10 NB medical seats at DMNB commencing the fall of 2023. This represents a repatriation of medical seats from Memorial University.

Approval was also received to support the postgraduate expansion. Although the medical student seats will not need to be in place until 2027, it is the desire of government to move forward more swiftly. This expansion will see:

- 2023 – 2 seats Internal Medicine Stream based in Moncton
- 2024 – 2 seats Family Medicine in Miramichi
- 2024 – 2 seat expansion IFMEM in Saint John and Sussex

Discussions are ongoing regarding further expansion of Family Medicine seats in NB and the establishment of Royal College programming.

2. *Appointment of New Assistant Dean, DMNB Professional Affairs:*

Dr. Samantha Gray was appointed Assistant Dean DMNB Professional Affairs in November 2022. This is a co- leadership position with Dr. Ian Epstein appointed to the role at DMNS.

The development of the Office of Professional Affairs and the appointment of the Assistant Dean positions will provide an opportunity for a systematic approach to effect change to improve the learning environment for undergraduate and postgraduate learners while providing the tools for faculty to achieve this outcome.

Dr. Samantha Gray is an associate professor in the Division of Medical Oncology in the Department of Medicine at Dalhousie Medicine New Brunswick. She graduated from Dalhousie Medical School and went on to complete her Internal Medicine residency in 2010, and her Medical Oncology subspecialty training in 2012, both at Dalhousie. She has been a faculty member in the Division of Medical Oncology since 2012, and a resident advisor in the Internal Medicine Residency Program since 2015. She completed her Master of Education in Adult Education in 2017 and has been actively involved in teaching at both the Undergraduate and Postgraduate Levels at Dalhousie. She has been actively involved in the transition to Competence by Design for Internal Medicine Postgraduate Training

program in Saint John and has been an Academic Advisor since 2019. Since 2020 she has been the Site Director for Medical Education in the Saint John Area for Horizon Health Network in New Brunswick. She is the recipient of the Excellence in Medical Education award from the Department of Medicine, and most recent recipient of the 2022 Academic Advisor of the year.

3. *Physicians as Teachers: Horizon/DMNB Orientation Program:*

DMNB Faculty Development team and Horizon Health Network Medical Education leadership partnered to design and deliver a coordinated online approach to teaching for incoming physicians as part of the onboarding process. The purpose of the program is to support, develop and enhance teaching skills of new faculty, while providing a reintroduction to teaching concepts to those already engaged in teaching. The program consists of 4 modules with additional resources such as videos and podcasts are incorporated within each module.

WHY TEACH:

- reflect on your journey from learner to teacher.
- review qualities found in good teachers.
- consider strategies to get to know your learner.
- define teacher identity.

COMMUNICATING WITH YOUR LEARNER:

- review impact of effective feedback.
- define the difference between coaching and feedback.
- outline strategies and tips when debriefing with a medical learner.
- consider the importance and how to interpret and process learner feedback.

MODELING AND TEACHING PROFESSIONALISM:

- define professionalism.
- recognize impact of modelling professionalism for medical learners.
- review policies and expectations related to professionalism.

PREPARING TO WELCOME A LEARNER:

- gain best practices to efficiently engage a medical learner into a busy practice.
- review sample orientation check lists and welcome letters.
- be reminded about the important role you have in developing medical professionals.

4. *DMNB Research:*

NB based researchers had the opportunity to contribute to the development of Dalhousie University Faculty of Medicine's strategic plan *Realizing Our Ambition* and ensured that the principles were infused and translated into the New Brunswick health research landscape by means of a well-established Research Council, research groups, student programs, grants and administrative support. Two new research groups were added over the past year, the Digital Network Solutions group, chaired by Dale Vandenborre which is a group is a network of researchers, innovators, administrators, and clinicians exploring digital solutions for healthcare across New Brunswick, and the QI Scholarship group, chaired by Dr. Abhishek Shrestha, whose aim is to support improvements in the quality of care provided to patients by promoting faculty in evidence-based practice, quality improvement initiatives, and research activities.

A practical example of this impact was the DMNB hosted panel discussion on Research Collaboration with research experts representing Dalhousie University, Dalhousie Medicine New Brunswick, the University of New Brunswick and Horizon Health Network.

5. *Undergraduate and Postgraduate Simulation Program:*

The simulation program at Dalhousie Medicine New Brunswick is helping to provide students with case-based simulations that are second to none nationwide. This year, with the advent of a centralized management position, gaps in this program have been addressed and are being improved. For example, DMNB is improving and expanding their task trainer and simulation equipment inventory. This will help give students more hands-on training which eases the transition to clinical practice. Other simulation projects that are in the early stages include virtual reality training, telephone conversation simulations, improved interprofessional simulations, procedural skills, and implementing a standardized simulation curriculum at all the LIC distributed sites. Efforts are also underway to utilize simulation in cooperation with Student Affairs and to aid in faculty development.

DMNB and Horizon Health have recently 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. We also collaborate with the Dalhousie Faculty of Medicine Simulation Advisory Committee based out of DMNS. This group meets to discuss simulation conferences, workshops, courses, updates, equipment, funds, and most recently, simulation specific accreditation. In addition, relationships have been established with healthcare leaders in simulation at each of the hospitals in New Brunswick at which our students train.

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.

## **On the horizon – priority initiatives for 2023/24**

1. *Leadership:*

Over the next year DMNB will navigate major organizational changes with three senior leadership positions at DMNB coming to an end; Dr. Jennifer Hall's term as Associate Dean, DMNB, ends in December 2023, Dr. Robert Boulay, Assistant Dean Clerkship, completes their term in September 2023 and Pamela Bourque, Chief Operating Officer, retires in June 2023. The process to advertise and appoint replacements is underway. A strategy to ensure the transition process for both the incoming leaders and the outgoing leaders is integral to ensuring the successful transitions to support the continued success, growth and stakeholder engagement.

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 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. *Developing pathways universities and communities:*

DMNB will develop and implement 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:*

The research program will strive to align the anticipated CFI award with other research initiatives such as UNB's Integrated Health Initiative, the Health and Technology District Saint John and New Brunswick Health Research Foundation collaborative research models to ensure that Dalhousie University is included in New Brunswick's health research growth, and the realization of an expanded shared laboratory and researcher collision space that includes DMNB researchers at Tucker Park.

## **Continuing Professional Development and Medical Education – Dr. Stephen Miller**

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.

Dr. Stephen Miller is completing the third 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.

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 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, Large Conference team, Faculty Development team, Medical Education Research team, Academic Detailing team, and Wellness team which provide essential education services to our faculty, 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.

### **2022/23 Update – top five significant accomplishments**

1. Extremely successful delivery of hybrid (virtual and in person) large conferences (Fall FM Refresher; Spring EM Refresher) and virtual CHP/Clinical Webinar programs. Attendance has exceeded expectations and seen the largest audiences of the past decade.
2. Faculty Development has participated in the UGME case diversification work, with modules for all faculty being developed; ongoing success in leadership development with a new podcast series and collaborative work with the School of Management on an academic leadership course.
3. The new Faculty Development Teaching Certificate has been fully enrolled (30 people) and is taking in new applicants for the Fall enrollment; work continues on bringing the Royal College Clinical Educator Area of Focus to Dalhousie University in 2024.
4. The Living Lab Grants in our Medical Education Research unit are now being offered annually with a renewed focus, ability to compete for larger grants, and further involvement of applicants in the Medical Education Research unit work.
5. The Fear Family Conference on Planetary Health and the Climate Crisis was a huge success with many well recognized national speakers in June of 2022 and the upcoming Fear Family Conference: Catalyzing Systems Change will be an exciting intersectional event in Halifax June 7-9, 2023.



6. Analysis of the Faculty Wellness Survey and meetings with Departments/Divisions to review results and develop action plans to support wellness.

#### **On the horizon – priority initiatives for 2023/24**

1. Establishing a new MD-PhD Chair in Clinician Education Research in our Medical Education Unit for 2024.
2. Working with procurement to successfully secure a new virtual delivery platform for our programs, storage of educational materials and accreditation of programs in CPDME.
3. Developing a new simulation-based learning track in our Community Hospital Program for in person and virtual attendance in 2023-24, with programming determined by a needs assessment of our target audience.
4. Faculty Development programming tailored to support faculty involved in roll-out of medical education expansion sites across Dalhousie Medicine NB (IM Moncton 2023, FM ER Sussex 2023; FM Miramichi 2024), including EDIA content.
5. In the planning phase for fall tutor offerings centered on:

<i>Online accredited Module comprising</i> <ul style="list-style-type: none"><li>• Microaggressions</li><li>• Creating Psychologically Safe Learning Environment</li><li>• Why Case Diversification?</li><li>• And more TBC</li></ul>	<i>Workshop(s)</i> <ul style="list-style-type: none"><li>• What If I Say the Wrong Thing?</li><li>• Integrating EDIA Into Teaching Part 2</li></ul>
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6. Development of micro-credentialing for a Certificate in the Humanities and the development of a longitudinal teaching series as part of The Continuing Professional Development Seminar Series.

## Research MRDO – Dr. Eileen Denovan-Wright

The Medical Research Development Office (MRDO: <http://medicine.dal.ca/research-dal-med.html>) is overseen by the Associate Dean, Research (ADR, Eileen Denovan-Wright) with the support of three Assistant Deans Graduate and Post-doctoral Students (Kirill Rosen), Clinical Research (John Sapp) and DMNB Research (Paul Atkinson). Sara Lavender is Director of the Medical Research Development Office and organizes the work of the MRDO team to manage our programs and supports. MRDO works closely with the Operations and Policy Team in Faculty of Medicine including Finance and HR and Faculty of Medicine Advancement.

MRDO receives strategic and operational recommendations from the Faculty of Medicine Research Advisory Committee (RAC) and the Scholarship subcommittee of RAC that oversees scholarship programs and peer review of trainee awards. *Ad hoc* working committees, composed of RAC members, review and provide recommendations on salary/stipend awards, research chair renewals, operational challenges and strategic planning for research. Jennifer Payne has served as Chair of RAC and Chris Richardson has served as Vice-Chair for the 2022/2023 academic year. MRDO administers mentoring programs, grant proposal development, oversight on research programs, and research strategy for the Faculty of Medicine.

MRDO works closely with other units in the Faculty of Medicine to provide support across all basic and clinical departments.

### 2022/23 Update – top five significant accomplishments

1. Reviewed all processes, MRDO organization, and strategic plans to ensure they are aligned with core values of respect, inclusion, collaboration, accountability, and excellence.
2. Worked with the Research community and ORS to support ongoing applications and several large applications including 1) CERC in Vaccine Development and Equity, 2) Canada First Research Fund in Pandemic Preparedness and Aging (RAPPID), 3) three HUB applications for Canada Biomanufacturing Research Fund (CBRF/BRIF), 4) Canada Foundation for Innovation Infrastructure Fund for Biobank in DMNB, and 5) Phase 2 applications to CBRF/BRIF.
3. Established a Harmonized Graduate Studentship process.
4. Restructured oversight of CORES to be more inclusive and accountable with scientific input for sustainability and growth via inclusive users' groups and a Scientific Advisory Committee for CORES in Medicine.
5. Integration of DMRF with Dal Faculty of Medicine Advancement and MRDO for fund raising and fund distribution based on research excellence.
6. Space review (in progress) of all wet lab space in the Tupper Tower/LSRI/CRC in collaboration with COO Linda Penny, Basic Science Heads and John Sapp representing Clinician Scientists and Clinical Departments – Flood management.
7. Strategic Planning for Research.

## **On the horizon – priority initiatives for 2023/24**

### *Strategic Focus for Research in Faculty of Medicine*

- Partner to establish focus and momentum responsive to emerging areas of research and community need.
- Identify and mobilize research potential.
- Strengthen research, translation, and impact.
- Strengthen infrastructure and financial supports.

### *Priority Initiatives for 2023/2024*

1. Implementation of Strategic Plan with Key Performance Indicators.
2. Response to selected items in the Senate Report on the Faculty of Medicine 2021.
3. Finalize space review for sustainable process for ongoing review.
4. Refine grant development/facilitation support programs.
5. Address interoperability issues to grow and support collaborative research across Faculty of Medicine/NSH/IWK/HHN by supporting researchers to navigate research supports and be compliant with all policies.
6. In collaboration with Human Resources as lead on Mentorship initiatives, contribute to onboarding and mentoring of faculty with respect to research.
7. Work with Dalhousie Faculty of Medicine Advancement and Finance teams to develop processes and programs to distribute funding to support research excellence.
8. Work with Dalhousie Faculty of Medicine Advancement and Communications to support reporting, stewardship, and celebration of excellence research.
9. Work with the Communications team to increase knowledge and impact of Faculty of Medicine research to the external community and within Dalhousie.

## **Serving and Engaging Society – Dr. Gaynor Watson-Creed**

Serving and Engaging Society is the stream of the strategic plan designed to capture two key areas of focus. The first is Catalyzing Systems Change, which represents our mission to be recognized as a valuable agent of socially responsible change for Maritime health systems. The second, Partnering with Communities for Improved Health Outcomes, represents our desire to see equitable health outcomes for diverse populations with underrepresented voices in health systems. The anti-oppression and social accountability mandates for the Faculty of Medicine are attached to the Partnering with Communities portion of the strategic plan.

### **2022/23 Update – top five significant accomplishments**

The portfolio continues to grow and welcomed in 2022 Dr. Leah Jones to the position of Academic Director for Black Health. In addition, the following has been completed:

#### *Partnering with Communities:*

1. Successful completion of year one of Indigenous Admissions Pathway (IAP).
2. Approval of the Black Learner Admissions Pathway (BLAP), with first applications being sought in 2023/24.
3. Implementation of Curriculum Refresh findings, including secured time for introductory content in O-week, creation of new content in Med II as well.
4. Hosting of the Medical Education Leadership Retreat (MELR) on Anti-Oppression (June 2022).
5. Evaluation and presentation of WFC and MELR at ICAM (April 2023).

#### *Catalyzing Systems Change:*

1. Ongoing Partnership with McEachen Institute to support Catalyzing Systems Change: three panel events Fall of 2022, Development of Fear Memorial Conference on Systems Change (June 2023).
2. Planetary Health collaboration with Healthy Populations Institute “Summer Institute on Sustainable Health Systems” (June 2023).

### **On the horizon – priority initiative for 2023/24**

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

## Medical Sciences – Dr. Sarah Wells

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 9th year in September 2023. This role involves the development and maintenance of working relationships with students, faculty, staff, and administrative leaders to facilitate the continued success and expansion 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 and the 4th year Medical Sciences Directed Project course. The Assistant Dean works closely with the Program Coordinator (Julie Jordan), who oversees the day-to-day operation of the program and serves as Academic Advisor, Honours Coordinator and instructor for other courses where needed. Finally, 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 2023. 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).

### 2022/23 Update – top five significant accomplishments

The top accomplishments of the Medical Sciences Program over 2022/23 center around the Inclusive Pathways to Medical Professions (IPMP) initiative. Our main IPMP accomplishments are listed below:

1. IPMP Cohort Advisors hired: Vanessa Jackson, African Nova Scotian Cohort Advisor, and Kim Lickers, Indigenous Cohort Advisor.
2. We received 12 applications for our first cohorts for Fall 2022 and all were accepted.
3. Agreement with Registrar's Office to modify and streamline application process for Indigenous and ANS students: including the waiver of March 15 University deadline, waiver of application fees for Indigenous Students, and transfer of admissions processing and decisions to Medical Sciences IPMP.
4. Operationalizing IPMP student wrap-around supports and identifying additional supports as needed. Development and launch of Peer tutoring program: senior Medical Sciences students tutoring IPMP students on request. Access to (and financial coverage of) private tutoring, access to racialized counselling, Student Accessibility. Agreement with Dalhousie Residence to prioritize IPMP student applications to residence for incoming (1<sup>st</sup> year) and returning (2<sup>nd</sup> yr) students including waiver of application fee and arrangement for room Smudging. Integration of IPMP student activities with PLANS and Keknu'tmasiek Welo'ltimk including Mentorship Program.

5. Continuing outreach to Indigenous and African Nova Scotian Communities. Participation in Co-op program and Summer Camps with PLANS and Keknu'tmasiek Welo'timk including Mentorship Program. Ongoing communication with MK Directors. John Dingle Science Communications Internship awarded to IPMP from Faculty of Science to support a student intern over the summer to develop outreach and recruiting materials and a media pitch package for the fall.

### **On the horizon – priority initiatives for 2023/24**

#### *MedSci Program in General*

1. Hiring additional administrative and instructional/advising support in partnership with Faculty of Science.
2. Additional teaching support for Medical Sciences Capstone (SCIE4005).
3. Development of a curriculum map.

#### *IPMP*

4. We (Wells, Jordan, Lickers, Jackson) are delivering 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.”
5. Summer outreach to Pow-Wows.
6. Development of recruitment materials and media pitch package.
7. Securing space: a student lounge and cohort advisor office for each cohort. We are working with PLANS and Keknu'tmasiek Welo'timk to share lounge space with Black and Indigenous students that they are supporting in UGME.
8. 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.

## **Graduate and Postdoctoral Studies – Dr. Kirill Rosen**

This 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)

### **2022/23 Update – top five significant accomplishments**

1. Worked with the Dean's office to ensure funds availability for FMGSS monthly social gatherings; the gatherings were impossible due to lack of funding; the funds are now available and FMGSS gatherings are now taking place.
2. Together with FMGSS organized launching of the online server for communication between graduate students. PDFs have been invited to use the server as well.
3. Organized a competition for Harmonized Graduate Studentships.
4. Conducted review of applications for I3V postdoctoral awards.
5. Established connections with basic science department heads, graduate coordinators, FMGSS, graduate student Peer Support Network, FGS and AFMC to work on promotion of the interests and perspectives of the graduate students and postdoctoral fellows.

### **On the horizon – priority initiatives for 2023/24**

1. Organize FoM Graduate Research Day in May 2023.
2. Complete the review process for Harmonized Graduate Studentships competition.
3. Collect information about graduate student stipends at FoM, Dalhousie and Canadian universities for further discussion with department heads and FoM.
4. Contribute to PREP.
5. Continue organizing graduate and postdoctoral funding competitions and overseeing respective review processes.

6. Continue working with basic science department heads, graduate coordinators, FMGSS, graduate peer support network, FGS and AFMS to further work on promotion of the interests and perspectives of the graduate students and postdoctoral fellows.



## Student Affairs DMNS – Dr. Sue Zinck

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

The work of Student Affairs depends on the collaborative relationships within the Faculty of Medicine (FoM).

The SA team has had several changes this academic year:

After 37 years at the Faculty of Medicine, **Sharon Forward**, retired as Director of Admissions, Resident and Student Affairs. Our Director, **Tyler Hall**, joined in mid-October and was able to overlap and train with Sharon until December 2022. **Andrew Steele-Moore**, Student Affairs Advisor left SA in January 2023 to join the Physician Recruitment Office with NSHA. **Anita MacDonald**, Records & Information Coordinator joined PGME in January 2022. **Janna Disha**, Interim Learner Engagement Coordinator has joined the Microbiology Department. We welcomed **Gail Hodder** to this role this month. Our new Student Advisor, **Rigel Biscione Cruz** will join Student Affairs from upper campus SA office in May.

We expanded our Physician Career Advisor hours to meet student demand. Our LIC SA reps, **Hughie Fraser** and **Jennifer MacDonald** agreed to take on career advising for all DMNS students. **Joffre Munro** stepped down this winter to take on a role as Associate Program Director. **Katie Lines**, a newly appointed faculty member in Psychiatry, with a research interest in accessibility and inclusion, will join us as a career advisor on July 1, 2023.

We have had several meetings and the team is reforming and norming and working well together.

It remains a joy to work with excellent team members in Student Affairs and collaborate with other units at both campuses, particularly the DMNB Student Affairs team.

*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 collaborate with the other Assistant and Associate Deans units at the FoM: on student progress; the curriculum refresh process; accreditation preparation; implementing equity, diversity, and inclusion policies; adaptation to the COVID-19 pandemic, and other aspects of administration related to student affairs within the FoM.*

*The Assistant Deans, Student Affairs DMNB and DMNS also 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, COVID response, and participates in collaborative initiatives between faculties of medicine, in matters such as student wellness, professionalism, and healthy learner environments. It also provides professional development and peer mentorship for SA Deans.*

Student Affairs team:

**Tyler Hall**, Director

**Rigel Biscione Cruz**, Student Advisor

**Renee Hillier** Learner Liaison Officer

**Gail Hodder**, Learner Engagement Coordinator

**Tanya Matheson**, Evaluation Specialist (welcomed in 2021!)

**Vacant/TBD**, Records & Information Coordinator

**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 (starts July 1, 2023)

LIC Student Affairs Representative:

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

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

## **2022/23 Update – top five significant accomplishments**

### *1. Team Building*

- Successful transition of our Director Tyler Hall has brought new energy and leadership to the unit.
- The two SA units will meet in a retreat this June 2023 in Saint John, the first site visit to NB for most of the DMNS team.
- The new SA team members have and will complete the Kolbe analysis and we will review this and team communication at the Retreat as well as set strategic priorities for 2023-24.
- The Career Advisors, **Hughie Fraser, Jennifer MacDonald, and Rachel Shaw** now meet quarterly to share resources and discuss successes and challenges.

### *2. Wellness Programming*

- This is a collaborative, ongoing project which involves all team members of Student Affairs at both campuses.
- The iterative review of all wellness education and programming in O-week; ProComp 1; PIER 1/2/3/4 revealed some ways to improve offerings. The largest changes: small group discussion sessions will be added in PIER 1; move some programming from PIER 3 to PIER 4 and this year, to increase the length of and depth of offerings in the Transition to Residency in PIER 4.
- Students want to drill down into the issues that they face in their training and our sessions have adapted to include more panels with residents and upper year students and small group discussion. This is also being further expanded in the Professional Development Pilot.

- The website continues to be tweaked to reflect student needs and use and changes in our offerings. A new guide was introduced in the Med 1 and 2 Career Advising Sessions this year, which was also shared with and revised by our Physician Career Advisors.
- The DMNB SA team created a streamlined form for students to use at Admission to track their immunizations and serology reports which greatly reduces steps for the students and SA staff. It will be piloted by both campuses this fall

### 3. *Accreditation Preparations*

- The CACMS response to the Dalhousie mini-DCI was positive and held useful feedback. It was the result of hard work and collaboration since 2020 among all members of the Student Affairs Offices at both campuses that the rating for 12.3 Personal Counselling and Wellbeing changed from unsatisfactory to satisfactory. The team has not rested on its laurels and have joined the full faculty in creating draft reports on the DCI elements.
- The Assistant Deans found a presentation by CACMS to the Student Affairs Deans Committee of the AFMC at ICAM this month to be very helpful.

### 4. *Professional Identity Theme Pilot*

- The Student Wellness Longitudinal Theme has become a Professional Development pilot with collaboration among Wendy Stewart, Lisa Sutherland, and Sue Zinck. The proposal will be submitted for Research Ethics approval to measure student evaluations and understanding of core concepts.

## **On the horizon – priority initiatives for 2023/24**

- Accreditation preparation will continue according to the Faculty of Medicine timeline.
- Further development of and launch of the Professional Development Pilot
- Ongoing Wellness session and programming evaluation
- Creation of a neurodiversity in medicine series at the request of student wellness leaders: first session on ADHD in medical school will be held in June 2023 led by **Emily Fraser**, a fellow with an academic interest and mentorship experience in this area.

## **Office of Resident Affairs, DMNS – Dr. Carolyn Thomson**

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' scope of work includes a variety of domains:

**Personal support:** This includes individual counselling and advising, coaching and facilitation of referrals to other health care providers and education around resident wellness. Residents can also access the Resident Peer Support Program for a variety of issues through the RA Office. RA has been collaborating with IHIM/KW and Black Health/PLANS to ensure there is access to support and resources for residents who identify as Black and/or Indigenous.

**Academic support:** RA supports learners in academic difficulty and those on Formal or Informal Enhanced Learning Plans. We work closely with program and site directors to ensure that appropriate educational and/or workplace accommodations are put in place for those trainees who require them. We provide advocacy and support, in conjunction with PGME, to assist residents who are interested in a program or specialty change. The assistant dean DMNS sits on the Educational Advisory Board to provide expertise and input to program directors developing individual FELPs. This ensures that the resident's educational needs are met, and the resident is supported throughout the remediation process.

**Career Planning:** Residents applying to fellowships, enhanced training and permanent clinical positions can access services through RA including curriculum vitae review and update, letters of intent, coaching and interview preparation. There is also assistance, guidance and support for residents who are considering switching training programs.

**Education and Wellness Resources:** RA provides education on a variety of wellness topics as part of resident education days, retreats and departmental grand rounds. Wellness topics include addressing burnout, fatigue risk management, coping with adverse patient outcomes and medical error, learner mistreatment and financial wellness. RA connects residents with a variety of wellness resources through email, on our website and on Instagram (#Dalmedwell).

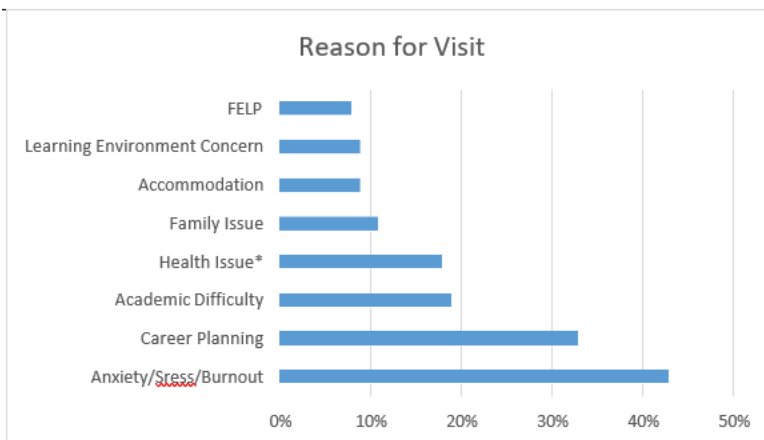
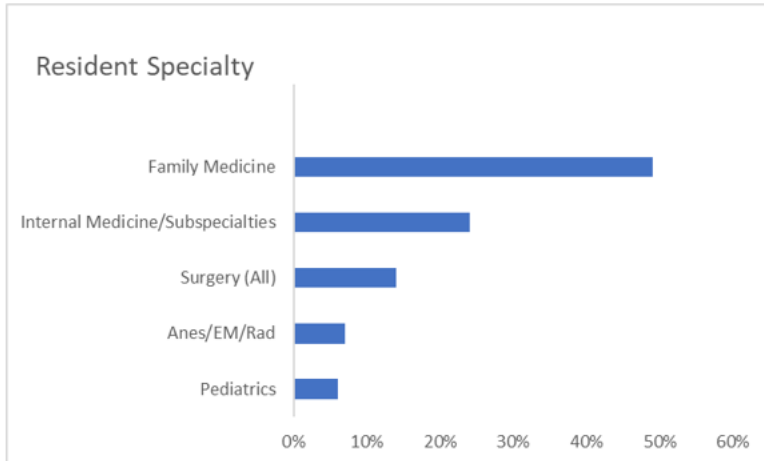
**Learner Mistreatment:** Residents can experience mistreatment in the learning environment from faculty, other learners, allied healthcare professionals, patients and patient's families. Mistreatment can take the form of verbal abuse or humiliation, sexual harassment; discrimination or harassment based on race, religion, ethnicity, gender, or sexual orientation and the use of workload, grading and other forms of assessment in a punitive manner. Resident Affairs supports residents who are experiencing mistreatment and helps them navigate the complaint process should they wish to proceed.

**Collaborations:** Resident Affairs has strong working relationships with other departments in the Faculty of Medicine and stakeholders within the broader medical community. These include Student Affairs, PGME and individual residency programs, Faculty Wellness, Office of Professional Affairs, Global Health (including IHIM/KW, Black Health/PLANS), Serving and Engaging Society, Maritime Resident Doctors, provincial medical associations, health authorities and regulators.

## 2022/23 Update – top five significant accomplishments

### 1. Support for Residents

There were 357 resident encounters between April 1, 2022, and March 31, 2023, by 122 residents. Below is a summary based on the reason for the visit and a breakdown by program and level of training.



## 2. *Learning Environment Working Group*

The goal of this of the Learning Environment Working Group was to implement several of the recommendations put forth in the 2021 Learning Environment Taskforce Report within the Faculty of Medicine at Dalhousie and in clinical learning environments across the Maritimes. The working group, co-chaired by the Assistant Dean of Resident Affairs DMNS Dr. Carolyn Thomson and Senior Associate Dean Dr. Darrell White, was composed of multiple stakeholders including representation from medical students, residents, Student Affairs, Resident Affairs, UGME, PGME and health authorities from Nova Scotia and New Brunswick.

This work resulted in the establishment of the Office of Professional Affairs in December 2022 whose mandate is to support faculty, learners and staff by creating and maintaining a healthy and safe learning environment in the Faculty of Medicine. Dr. Ian Epstein, DMNS and Dr. Samantha Gray, DMNB were appointed as assistant deans to provide leadership and to address confidential disclosures of learner mistreatment by faculty and other learners. Resident Affairs provided consultation and input in the establishment of Confidence Line Safe Reporting that was launched in April 2023. RA will continue to work closely with the OPA to ensure residents experiencing mistreatment are well supported throughout this process.

## 3. *Fatigue Risk Management Project*

The 2013 report *Fatigue, Risk and Excellence: Towards a Pan-Canadian Consensus on Resident Duty Hours* recognized that there are many factors that contribute to resident fatigue. A one-size-fits-all approach to minimizing fatigue and fatigue-related risk would therefore be insufficient. In response to these Key Findings, the Fatigue Risk Management (FRM) project was launched in 2013 with the aim of producing the first national resource on FRM in Canadian Postgraduate Medical Education (PGME). The first project output, the FRM Toolkit, is a nonprescriptive resource that outlines strategies aimed at mitigating fatigue-related risk that can be adapted to suit specific contexts and specialties.

Resident Affairs at Dalhousie has solid relationships with PGME programs and engagement with residents as a trusted source for wellness advocacy. RA was well positioned, with leadership, knowledge, and expertise, to implement a Fatigue Risk Management Program and was awarded a grant from the Royal College of Physicians and Surgeons of Canada (through the FRM Taskforce) to work with the Division of Neurosurgery as the pilot program to address fatigue risk management utilizing the toolkit. The nature of the discipline is such that it is challenging to avoid long hours and fatigue, particularly with very long surgeries and emergencies happening at unpredictable hours. Currently, the division does not have an FRM program or policy, which is an accreditation standard. This implementation pilot will assist the division in meeting the policy standard with timing that will align the upcoming release of the overarching Dalhousie PGME Guidelines on Fatigue Risk Management. The research objectives are to understand how to best support the implementation of the FRM Toolkit, to evaluate the impacts of implementing an FRM program in the Division of Neurosurgery and to explore the barriers and enablers to implementation.

Faculty from the division have expressed interest in participating in the project. The project is underway, and surveys of baseline fatigue have been completed for neurosurgery residents (and the remainder of the resident body as the control group) and faculty. Next steps will include focus groups to obtain qualitative data on fatigue and the initiation of targeted interventions to mitigate fatigue risk.

#### 4. *Human Resources*

There have been significant staffing changes in the Office of Resident Affairs over the past year. Sharon Forward, Director of Student and Resident Affairs, retired after more than 30 years with the Faculty of Medicine at Dalhousie. Sharon was instrumental in establishing the new Office of Resident Affairs in 2017 and developing a collegial, effective team. Throughout her career, Sharon worked tirelessly as an advisor and advocate to medical learners in their professional and personal journeys. Tyler Hall, a learners affair professional with over 15 years' experience working in post-secondary education has ably taken over the reins. His background in counselling, holistic advising and a student-centered approach guide the work Tyler does with learners. Tyler is also a certified appreciative advisor and a faculty member at Florida Atlantic University in the Office of Appreciative Education.

Tanya Matheson was seconded to RA, SA and Admissions as an evaluation specialist in 2021 and her position recently became permanent. This has allowed RA to engage in more detailed program evaluation and research. Tanya has a background in statistics and is currently pursuing a masters in information management.

#### 5. *Education and Outreach*

RA continues to provide information and education on wellness topics to residents. Topics include managing transitions, burnout prevention, improving learning environment, coping with medical error, fatigue risk management, receiving feedback, work life balance among others. RA has participated in PGME orientation, IMG orientation, Chief Residents Education Day, PGME Education Day, program educational days and the Interprofessional Education Minicourse at the medical school. Wellness resources are available to residents through our website, #Dalmedwell in Instagram and our quarterly newsletters.

This year was the first time RA was able to visit the distributed Family Medicine sites in Nova Scotia and Prince Edward Island since the start of the Covid pandemic. Residents had an opportunity to hear about the supports and resources provided by RA, ask questions and arrange one on one meetings with RA staff.

### **On the horizon – priority initiatives for 2023/24**

#### 1. *Resident Peer Support Program (RPSP)*

The RPSP was launched in 2022. Twenty Dalhousie residents from multiple programs were trained to provide peer support by Dr. Jo Shapiro, founder of the Brigham and Women's Hospital Center for Professionalism and Peer Support in Boston. Initially the scope of the RPSP was to assist residents who had experienced a medical error or adverse patient outcome. It was then expanded to include other common resident stressors including burnout, transition to residency, confidence issues and work life balance. Uptake has been slow despite evidence that learners and physicians are more likely to go to peers than seek professional help in these circumstances. In the upcoming year, the RPSP structure and process will be revisited and reimagined based on feedback from current peer supporters and residents in order to improve uptake. Several resident peer supporters are finishing training necessitating recruitment and training of additional residents. An important goal is to increase diversity in the RPSP to improve engagement from residents from diverse backgrounds, particularly

Indigenous and Black residents and international medical graduates. Revisiting communication and education about peer support to residents, program directors and faculty will be key in making the RPSP a success.

2. *Strategic Planning*

RA teams from Nova Scotia and New Brunswick will be meeting in Saint John for a strategic planning retreat in June 2023. This will be the first, in person strategic planning session since before the pandemic. The goal will be to revisit our mission and values and define the direction of Resident Affairs in the next three to five years so that it is reflective of the Dalhousie Faculty of Medicine Strategic Plan “Realizing our Ambition”. Topics for discussion will be program evaluation, optimizing access and services for residents, improving communication within the FoM and improving the process for residents requesting educational accommodations during their training.

3. *Educational accommodations*

There has been a significant increase in requests from residents for educational accommodations over the past few years. In 2020, there was one request for accommodation compared to 2022 in which there were twenty.

Accommodations have also increased in complexity based on learning needs, health limitations, family status and other barriers to educational opportunities based on characteristics protect by Human Rights legislation. This is a trend seen in PGME programs across the country. The accommodation process and policy within PGME requires updating. RA has consulted with our national counterparts and will work with PGME, stakeholders and consultants at Dalhousie to develop a streamlined, transparent process for instituting accommodations.

4. *Site visits*

For the first time, RA will be joining representatives from the Department of Family Medicine and FoM leadership on site visits across Nova Scotia and Prince Edward Island in the coming academic year. This is an opportunity to meet with residents as a group for feedback on RA services, supports and learning environment issues. Individuals will also be able to meet with RA staff confidentially to discuss any personal and/or professional concerns.

5. *Research*

In addition to the Fatigue Risk Management Project, RA is collaborating with researchers at the University of Groningen, Netherlands, on a study entitled Transition to Residency: What do Residents find helpful? The study will examine residents’ views of medical education strategies to facilitate transitions from student to residency, or between rotations once in residency.



## Faculty Wellness – Dr. Ange Cooper

The Faculty Wellness Office supports cultural change by promoting psychological safety, trust, and a culture of wellness. It provides leadership in developing wellness initiatives across all departments in the Faculty of Medicine (FoM). It brings key health and wellness stakeholders from across the Maritime provinces together to build a strong network of resources and supports that are complimentary, collaborative, and connected. It assists in facilitating local wellness activities through the Wellness Implementation Group with representation from all clinical departments across the FoM. Finally, the Faculty Wellness Office assists with evaluating ongoing initiatives to ensure efficacy and contribute to the understanding of wellbeing in medical education literature.

### 2022/23 Update – top five significant accomplishments

1. The Faculty Wellness Survey was created and distributed to 2300+ physician faculty. A detailed and thorough analysis of the results was undertaken as well as the compilation of 16+ tailored reports for the Faculty of Medicine and individual clinical departments. These results have been presented at senior leadership meetings and for key stakeholders. Where numbers permit, each clinical department has been given their key wellness data to implement targeted work unit interventions. This represents a significant achievement for the FoM's journey to embed expertise in physician wellbeing across the organization.
2. Results from our 2021 Wellness Leadership program have now been analyzed and written up for publication. Results suggest that this program was successful in preventing further deteriorations in key burnout measures as well as demonstrating how increases in empathy reduced participant's heart rate. These results are currently under review for the Journal of 'Mayo Clinic Proceedings' which is an excellent journal for wellness related research in medicine.
3. The Assistant Dean of Faculty Wellness continues to be a popular and requested speaker receiving local and national invitations, including from the media, working groups, podcasts, and strategic endeavours as a respected voice in faculty wellness.
4. We have collated and compiled wellness related themes from the design thinking qualitative research project with basic sciences and medical research faculty. This information has now been disseminated at senior leadership meetings and is bringing a critical focus to this group's wellness needs and challenges.
5. The Faculty Wellness Office has been heavily involved in efforts to change the culture of medicine, this includes attending various Dalhousie wide and national committees to implement initiatives designed to enhance cultural change. This includes ongoing and sustained education efforts across the Faculty on the themes of psychological safety and supportive leadership.

### **On the horizon – priority initiatives for 2023/24**

1. The Faculty Wellness Office will continue to assist departments with their wellness, especially those that have been identified as ‘struggling units’ through ongoing support, education and appropriate evaluation of key wellness metrics
2. Expanding our ‘changing culture’ mission by embedding the fundamentals of Dalhousie's "Third Century Promise", the Faculty of Medicine's "Realizing our Ambition", and The Okanagan Charter into wellness planning and strategy.
3. To develop a clear strategy to assist Basic Scientists and medical research faculty with their wellness challenges, some of which will include designing a quantitative wellness survey, engaging wellness champions and contributing wellness expertise to onboarding and mentorship opportunities.
4. Contribute to the ongoing development and creation of CPDME Wellness Leadership education and mentorship opportunities.
5. To Further consider the role of coaching and mentorship opportunities as a resource Faculty can access to help address the drivers of burnout and enhance fulfilment.

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

The Office of Professional Affairs (OPA) launched in late 2022 as a new resource for the Faculty of Medicine to provide academic and administrative leadership to support the creation and maintenance of healthy learning environments by addressing learner mistreatment and promoting professionalism.

The OPA provides a confidential venue for students, residents and faculty to bring forward learning environment concerns.

### **2022/23 Update – top five significant accomplishments**

1. Onboarding of new Assistant Deans for DMNS & DMNB.
2. Launch of OPA Advisory Committee, including new terms of reference drafted.
3. Launch of Confidence Line, safe online confidential reporting system.
4. Stakeholder engagement: key meetings held with learners and key offices in the Faculty of Medicine including but not limited to the offices of Black Health, K-W, faculty appeals committee, bioethics.
5. Increasing awareness of OPA and services, including but not limited to hosting a town hall, presenting at the PGME Medical Education elective, and preparing Faculty development session.

### **On the horizon – priority initiatives for 2023/24**

- NB Med Ed Forum in May 2023 is chaired by Dr. Gray and will focus on the learning environment.
- Policy & Procedures to be finalized as a priority initiative in 2023/24 academic year.
- Onboarding of 0.5 Manager for OPA.
- Finalizing ToR and membership of Advisory Committee.
- Website to launch to support awareness and serve as a resource.

## **Operations and Policy – Linda Penny**

Operations and Policy provides administrative supports and resources to enable the medical school's 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.

### **2022/23 Update – top five significant accomplishments**

- Completion and rollout of the Faculty of Medicine strategic plan, Realizing our Ambition.
- Support the implementation of the new Cape Breton Medical Campus.
- Completed the integration of the Dalhousie Medical Research Foundation into the Faculty of Medicine.
- Supported the submission of the Faculty of Medicine Action Plan response to the Senate Review.
- Significant progress on the Dalhousie Web Renewal project.
- Implemented reporting and analytics software. This software has improved data management and reporting capabilities. Reports and dashboards have been created for various users throughout the FoM, to assist with operations.
- In collaboration with the Undergraduate Medical Education unit, successful procurement, and deployment of a new curriculum mapping system (CBlue) for the undergraduate medical curriculum.
- Completion of the DMNB Network Renewal project which involved a redesign of the private network connecting the Halifax and Saint John campuses and a complete replacement of aging network equipment.
- Installation of Simulation IQ technology in the DMNB building in Saint John.
- Completion of the first phase of the Medical Education Information System project. This phase involved extensive consultations with staff, faculty, students, residents, and other institutions to conduct a thorough requirements gathering and needs analysis to develop a Request for Proposals for a potential One45 replacement for the Faculty of Medicine.
- Modifications made for upcoming year to the Tenure and Promotion process which include improvements to documents/processes.
- Partnership with central HR on new working model for HR Medicine staff recruitment to be implemented in 2023-24

- Completed departmental survey/search include:
  - Obstetrics & Gynecology - First Term Survey
  - Urology Survey– First Term Survey
  - Ophthalmology – First Term Survey and Search
  - Pharmacology – First Term Survey
  - Physiology & Biophysics– First Term Survey
  - Critical Care Survey– First Term Survey

#### **On the horizon – priority initiatives for 2023/24**

- Support the continued consultation and 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.
- Co-lead with the Associate Dean Research, the Tupper Building Space review project.
- Provide leadership and support for undergraduate medical education accreditation. Site visit is planned for early 2025.
- Complete Alumni Location project. Renew data collection processes and develop an interactive report monitor where Dalhousie FoM graduates are located and practicing.
- Further expand rollout of reporting and analytics software (Tableau) and continue developing longer-term strategy to have one clear, authoritative source for all key FoM data.
- Completion of phase two of the Medical Education Information System project. The second phase involves the completion of the formal procurement process to evaluate proposals for a potential One45 replacement.
- Installation of refreshed SimIQ hardware in Halifax scheduled for June 2023. The refresh will enable wireless access to SimIQ within the CHEB to allow for seamless communication between the Halifax and Saint John SimIQ installations.
- Expansion of use of Curriculum Mapping platform for to other departments that may be able to leverage the platform for curriculum mapping.
- Enhancing Technology use in Education: In cooperation with UGME and CPDME leadership, discussions are underway to provide education technology expertise to help enhance the delivery of undergraduate curriculum.

- Active Participation and Leadership in Dalhousie's Digital Strategy Initiatives. MedIT staff are chairing and/or participating in workgroups focusing on Pillar 2.0 People Centric: Digitally competent students, staff, and faculty.
- Co-lead on Dalhousie's Employment Equity Plan
- Survey/Searches 2023-24:
  - Community Health & Epidemiology – First Term Survey.
  - Radiology – First Term Survey.
  - Emergency Medicine – First Term Survey.