



PGME Core Curriculum Overview

There are currently 12 courses offered in Core Curriculum, the **majority** of which are mandatory for all residents.

Logistics

Residents are enrolled into their required online courses in UM Learn by the PGME office.

**For non-UM Learn courses, such as the CMPA workshop and Practice Management, registration information is communicated by PGME to programs and residents must pre-register for these sessions.

Each resident's Entrada dashboard displays their required Core Curriculum courses. When a course is completed, this will be indicated on the Entrada dashboard. Please note that because UM Learn and Entrada are not linked, completion information is entered manually and may take a few days.

Core Curriculum Requirements

All courses, except Practice Management which is to be completed in the final years of training, and future TDP0 courses as TDP0 is an annual requirement, must be completed by the end of the resident's first year of training.

Failure to complete all of the required PGME Core Curriculum courses (except Practice management which will occur in your final year of training and future TDP0 sessions as TDP0 is an annual course) by June 30th of the first year of training will result in the resident not being allowed to commence any of their PGY-2 rotations and the resident will be placed on Remediation for a breach of professionalism until they have successfully completed the courses. Letters of intention for Remediation will be communicated to Programs and residents in mid-June.

Information specific to Subspecialty Programs:

- Residents who join the University of Manitoba for **subspecialty programs** must only complete TDP 0 and the Teaching Development Program (TDP).
- If evidence of completion of another teaching course is provided, they will not be required to complete TDP.
- If programs have opted into Resource Stewardship Part B, subspecialty residents must also complete this course.
- The following Subspecialty programs have opted to make **Practice Management** mandatory:
 - GI Medicine, Pediatric Infectious Disease, Hematology, Developmental Pediatrics, Pediatric Hematology/Oncology, Pediatric Clinical Immunology & Allergy, Respiriology, Geriatric Medicine.
 - Residents in other Subspecialty programs are encouraged to attend the Practice Management sessions and will be provided with registration information.

Core Curriculum Course Description

The Teaching Development Program (TDP) consists of 2 parts. It is a program designed to give residents and graduate students up-to-date teaching tools and skill sets to be more effective teachers in the clinical setting. The TDP is mandatory for all residents as it fulfills the requirements for the UGME Accreditation Standard 9.1 which states that residents “are familiar with the learning objectives of the required learning experience in which they participate and are prepared for their roles in teaching and assessment. The medical school provides resources to enhance and improve residents’ teaching and assessment skills, with central monitoring of their participation in those opportunities provided.”

- 1) **TDP0: Introduction to Teaching Medical Students:** UM Learn online course
CanMED Role: Scholar

All residents are required to complete this course on a **yearly** basis.

TDP 0 is a brief introduction to teaching medical students by providing an overview of clerkship schedule, learning objectives and essential clinical presentations (ECPs) for all core clerkship rotations.

- 2) **TDP: Teaching Development Program for Residents:** UM Learn online course
CanMED Roles: Scholar, Communicator

This course covers the 5 main areas, listed below, and includes interactive exercises, locally filmed demonstration videos and a final quiz.

- Orienting the Learner & Setting Expectations
- Learner Assessment
- Giving Feedback in a Clinical setting
- Clinical teaching: The One-Minute Preceptor, Bedside teaching, Teaching a Procedure
- Learner in Difficulty

- 3) **Conflict Management:** UM Learn online course
CanMED Roles: Professional, Medical Expert

This session is designed to provide residents with the knowledge and skills to constructively manage conflict with patients and within teams.

Objectives:

- Analyze ineffective and effective ways to react to conflict.
- Define the causes of conflict.
- Describe conflict management styles.
- Identify and describe skills to diffuse conflict and prevent escalation.

- 4) **Diversity- Delivering Culturally Proficient Care:** UM Learn online course
CanMED Roles: Advocate

This course is meant to offer a small snapshot of diversity and consideration for providing culturally proficient care. Depending on previous education, training and life experiences, residents will bring different knowledge, attitudes and skills to this learning. As they go through this course, the residents are asked to think about their own beliefs and experiences regarding culture and diversity. Three populations considered within the module are First Nations, Inuit and Metis; immigrant/refugee and LGBTQ populations.

Objectives:

- Define key terms relating to diversity and culturally proficient care
- Describe implications of cultural difference within the medical context
- Apply a communication strategy to negotiating with patients using a shared approach to a given problem

- 5) **Foundations of Professionalism:** UM Learn online course
CanMED Role: Professionalism

Objectives:

- State the definition of professionalism adopted by the PGME professionalism curriculum committee
- Identify the constituent components of professionalism, and the relationship to other CanMEDS and Can MEDS-FM competencies
- Reflect on the importance of professionalism as a key enabler of high quality clinical care and physician well-being
- Appreciate the complexity inherent in addressing lapses of professionalism
- Articulate an approach to professionalism concerns
- Demonstrate awareness of resources available to residents encountering concerns related to professionalism

6) **Professional Boundaries:** UM Learn online course
CanMED Role: Professional

Objectives:

- Definitions of Professional Boundaries, Professional Boundaries Crossing and Professional Boundaries violations
- Concepts of Fiduciary relationship, power differential, consent, etc.
- Apply CPSM and CMA regulations regarding Professional Boundaries to a variety of scenarios
- Articulate ways in which to protect self from risk of violation

7) **Resource Stewardship Part A:** UM Learn online course
CanMED Roles: Health Advocate, Medical Expert, Scholar

This course introduces the learner to the principals of resource stewardship, specifically, impact of overuse, underuse and misuse of resources. Antibiotic stewardship serves as an illustrative example.

Objectives:

- Define common terminologies in resource stewardship
- Differentiate between rationing and resource stewardship
- Discuss ethical aspects of resource stewardship
- Recognize the harm associated with overuse
- Identify drivers of overuse
- Discuss strategies to improve resource stewardship
- Identify examples of antimicrobial overuse and opportunities for improved stewardship

8) **Resource Stewardship B:** Self-initiated Project
CanMED Roles: Health Advocate, Medical Expert, Scholar

Programs may **opt** for their residents to complete a self-initiated small project examining a resource stewardship issue relevant to their practice. Family practice residents will undertake this in PGY 2 while other residents will undertake this in their PGY 4 or PGY 5 years. The project must be longer than three days but no longer than four weeks in length (cumulative time). Clinical Quality Improvement (QI) projects done to meet requirements can be used to satisfy this project. In other words, if a QI project is being done by the resident, this project is considered to be complete, and as such the resident is not required to do a resource stewardship project.

Requirements to fulfill the Resource Stewardship Project

1. Self-initiated project examining a clinical resource problem and coming up with a solution. Implementation of a solution is a plus but not mandatory.
2. Evidence of completion of the project. This would be in the form of presentation of the project by the resident in a report (no more than 1 page) to the Program Director of the training program. This will then be passed on to the PGME Core curriculum office.
 - a. If this project ends up being presented or published, the publication (poster/paper) is sufficient as a report (no need to write a report).
 - b. If a QI project was done, the QI report is sufficient evidence.

9) **CMPA Seminar:** Live online seminar

CanMED Role: Professional

The standardized curriculum is based on CMPA medical-legal risk data and the CanMEDS 2015 and CanMEDS-FM competencies. It covers all medical-legal essentials to reduce medical-legal risk and keep patients safe. This interactive and virtual workshop has been developed specifically for first year Family Medicine residents and second year specialty program residents.

Delivered by highly experienced CMPA physician advisors, the half-day online workshop covers topics representing medical-legal issues frequently encountered by residents in CMPA case files: informed consent, documentation, disclosure of a patient safety incident, and teamwork. There are multiple dates available for registration.

Objectives:

- Recognize the value of trust in the doctor-patient relationship.
- Describe the importance of documentation.
- Identify the elements of informed consent.
- Describe strategies to encourage speaking up within your team.
- Describe the elements of disclosing a safety incident ('accident' in Québec) to a patient.

10) **Drug Prescribing Safely:** UM Learn online course

CanMED Roles: Professional, Medical Expert

This course was developed by the College of Physicians and Surgeons of Manitoba and the College of Pharmacists of Manitoba and focuses on safe prescribing standards with respect to opioids and benzodiazepines, the province's centralized drug database and the Pharmacare program.

Objectives:

- Describe historical factors that contributed to the opioid crisis.
- Discuss the main elements of The Standard of Practice for Prescribing Opioids.
- Identify high risk prescribing practices involving opioids and other medications that contribute to prescription drug related morbidity and mortality.
- Discuss how polypharmacy and OTC medication use contribute to accidental overdose deaths.
- Briefly review upcoming CPSM Initiatives around benzodiazepines.
- Summarize important background information on DPIN, Pharmacare, drug coverage and drug legislation.
- Apply the three components of safe and effective prescription writing.
- Describe the information that should be included on a prescription.
- Summarize prescription formatting/writing tips.
- Reflect on the awareness of patient safety in prescribing.

11) **Practice Management:** Two-part live online workshop

CanMED Role: Leader

At the request of the Postgraduate Medical Education Office and Specialty Program Directors, Practice Solutions (a subsidiary of the Canadian Medical Association) provides two online workshops to senior residents. Issues of practice management relevant to the start of clinical practice are discussed (such as evaluating practice opportunities, physician remuneration, insurance and taxation). Practice Management is a core skill recognized by the Royal College of Physicians and Surgeons as important to residents' future success as physicians.

CFPC residents have the option to complete the Family Medicine Practice Management or CMA Practice Management.

Objectives:

- i. Successfully transition into practice with a practical knowledge of:
 - What to pay attention in residency so they can succeed after graduation.

- How to evaluate practice opportunities, different practice structures and locums.
 - Billing process.
 - Contract evaluation and negotiation.
 - Office management basics (e.x. overhead costs, EMR management), office set up and staffing concepts.
- ii. Understand financial management basics:
- Net worth, debt management and investing concepts.
 - Accounting and taxation (including incorporation).
- iii. Understand the importance of having a professional advisory team to help them succeed:
- What key factors to look for in an accountant, lawyer, financial planner and insurance agent.
 - Understand the value vs. cost of having professional advisors.
- iv. Understand the benefits and resources of national, provincial and societal membership services.

12) Nightmares Simulation Boot Camp: In person

CanMED Roles: Medical Expert, Communicator, Leader, Collaborator

PGY-1 residents in Anesthesia, Internal Medicine, Emergency, Obstetrics & Gynecology, Neurology and Surgery must take this course during July of their first year of training.

This simulation-based course gives PGY-1 residents the opportunity to manage challenging cases in a safe environment and focuses on both medical management and principles of Crisis Resource Management. It consists of 4 simulation sessions.

Objectives: By the end of this course, the learner will be able to:

- Describe the principles of Crisis Resource Management.
- Manage a patient in cardiac arrest following the ACLS guidelines.
- Manage a patient with a cardiac emergency including stable and unstable tachycardia/bradycardia, and ACS.
- Manage a patient with an acute respiratory emergency including acute pulmonary edema, anaphylaxis and COVID respiratory failure.
- Manage a patient with altered mental status including alcohol withdrawal, opioid toxicity and sepsis.

Table 1. The following courses are mandatory for all PGY-1 residents. *Program exemptions are noted:

Mandatory Sessions	Program Exemptions
Teaching Development Program (TDP) 0 Online Course	-
Teaching Development Program (TDP) Online Course	-
Conflict Management Online Course	-
Foundations of Professionalism Online course	-
Professional Boundaries Online Course	-
Resource Stewardship A Online Course	Medical Microbiology Medical Genetics Pediatrics
CMPA Seminar Online Live Course	Medical Microbiology Anatomical Pathology IMG Medical Genetics Clinical Biochemistry
Drug Prescribing Safety Online Course	Clinical Biochemistry

*Trainees in Clinical Psychology, Dental and Diagnostic & Surgical Sciences, Pediatric Dentistry, Clinical Investigator Program and Clinical Microbiology are exempt from ALL courses.

*Trainees in Molecular Genetics & Cytogenetics (Post PhD) must complete Conflict Management and Resource Stewardship Part A.

Table 2. The following courses are **required only** for the noted programs:

Diversity: Offering Culturally Proficient care Online Course	Internal Medicine Ophthalmology General Surgery Urology Clinical Biochemistry Psychiatry
Nightmares Boot Camp In Person Simulation course	Anesthesia Emergency Obstetrics & Gynecology Surgery Internal Medicine Neurology
Resource Stewardship B Project	Gastroenterology Geriatric Medicine

If you have any questions about PGME Core Curriculum, please email the PGME Office at pgme@umanitoba.ca or the Director of Academic Curriculum, Dr. Teresa Wawrykow at Teresa.Wawrykow@umanitoba.ca