Fellowship Program: Professor's Round

Canadian fellowship experience:
the different challenges and emotions faced by an International Medical Graduate and mitigation strategies

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A little bit of story

Fellowships in Simulation and Anesthesia Education

Fellowships in Simulation and Anesthesia Education and POCUS

Fellowships in OB Anesthesia and Airway
Canadian fellowship experience: the different challenges and emotions faced by an International Medical Graduate and mitigation strategies

Elio Br Belfiore 1, Fabricio B Zasso 2, Filipe Nc Santos 3

Abstract in English, French

Acknowledging the mental remodeling that a foreign physician goes through and attempting to mitigate the difficulties of this process is crucial to achieving better outcomes in education and patient care. Canada's Healthcare System offers Clinical Fellowship Programs that allow physicians specialists to obtain advanced expertise in a chosen subspecialty. In a Clinical Fellowship, Canadian Medical Graduates (CMGs) practice alongside International Medical Graduates (IMGs); however, there is evidence that they undergo different challenges in the learning experience. IMGs usually have a higher cognitive load during the adaptation period, which can be due to multiple factors, such as the transition to practice in a foreign country, language, level of supervision, teaching methods applied, feeling disconnected from home, and other competing needs fellows face outside of the clinical context. We propose strategies that may help mitigate the transition to practice process that IMGs undergo when starting a Canadian fellowship, such as Self-Efficacy Encouraging Approach, Thinking Framework Across Cultures, and Social Engagement and Wellbeing.

Conflict of interest statement

None declared.

Similar articles
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Voice of the Clinical Fellow Survey
Department of Anesthesiology & Pain Management Report

Residency Training Location

- University of Toronto: 8%
- Elsewhere in Ontario: 8%
- Elsewhere in Canada: 13%
- United States: 5%
- Outside Canada and the US: 67%
Overview of Fellowship IMG experience in Canada

Is there any difference in the experience of an IMG compared to a CMG?

The Canadian medical education system has some peculiar attractive aspects to International Medical Graduates (IMG).

Unlike a fellowship in the United States - no requirement for Canadian board examination

Goal of an IMG: personal and professional growth

Fear of the unknown ----> counterbalance the excitement of moving to a new country.
Challenges faced during a fellowship by an IMG in Canada

- Transition to practice in a different country
- Language
- Level of supervision
- Expertise reversal effect

Maslow's Hierarchy of Needs and Theory of Motivation
Sockalingam, 2014

Teach learn med
Intrinsic Load  Extraneous Load  Germaine Load

Sweller, 1988
Thanks for the Feedback

The Science and Art of Receiving Feedback Well

*even when it is off base, unfair, poorly delivered, and, frankly, you're not in the mood*
Dunning–Kruger effect

Kruger and Dunning, 1999
Making the Most of Mentors: A Guide for Mentees

Judy T. Zerzan, MD, MPH, Rachel Hess, MD, Ellen Schur, MD, Russell S. Phillips, MD, and Nancy Rigotti, MD

Checklist for Mentees to “Manage Up” to Create Successful Mentoring Relationships

Getting ready
- Clarify your values
- Identify your work style and habits
- Identify knowledge and skill gaps
  - Personal
  - Professional development
  - Skill development
  - Academic guidance
  - Research
- List specific opportunities sought — e.g. grant writing, presentation
- Write down goals: 3 months, 1 year, 5 year

Finding a mentor . . . or two
- Meet with people you know
- Get recommendations
- Ask people you meet with who else they recommend
- Be persistent
- Find multiple mentors, both junior and senior people

Things to look for in a mentor
- Is available and accessible
- Provides opportunities and encourages mentee to take risks
- Helps mentee develop own agenda
- Has prior mentoring experience

The first meeting
- Tell your mentor how he or she has already helped you
- Share your background, values, and needs
- Send a thank-you note after the meeting

Cultivating the mentor–mentee relationship
- Agree on structure and objectives of relationship
- Plan and set the meeting agendas
- Ask questions
- Actively listen
- Follow through on assigned tasks
- Ask for feedback
- Manage up
  - Set goals and expectations
  - Be responsive and flexible
  - Direct the flow of information
- Follow a regular meeting schedule with agenda

Separation
- Talk about when the relationship should end
- Talk with your mentor about next steps
- Talk about future mentors
Suggested strategies to mitigate adaptation challenges

- Self-efficacy encouraging approach
- Thinking framework across cultures
- Social engagement and wellbeing
Mental Safety
So What?

IMGs bring many benefits to society, universities, and learners. However, it is important to acknowledge their challenges.

Empathy --> healthy learning environment and enriches the educational experience.

https://www.canva.com/photos/MADGxFqHkIf/
So What?

Tailor a prosperity circle, where good experience leads to high-quality learning

Ultimately brings more interested healthcare learners to the programs.
Future Implications - Now What?
Future Implications

Creating a Communication loop
Future Implications

PEAP period
# Future Implications

## PEAP period

### New Fellow Clinical Orientation Checklist

*Please ensure all these items have been discussed or experienced in the 1st 2-3 weeks*

*The staff anesthesiologist supervising the specific task should sign off once completed/competent*

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<th>Managing your case preoperatively</th>
<th>Staff certifying completion</th>
<th>Staff signature</th>
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<td>How to obtain and read the OR list – patient identifier, inpatient/outpatient status, covering staff, specific surgical or anesthetic considerations</td>
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<tr>
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Future Implications

Wellness
Future Implications

Colleagues Meeting to Promote and Sustain Satisfaction (COMPASS) Groups for Physician Well-Being: A Randomized Clinical Trial

Colin P. West, MD, PhD; Liselotte N. Dyrbye, MD, MHPE; Daniel V. Satele, BS; and Tait D. Shanafelt, MD

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<th>Intervention group</th>
<th>Control group</th>
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<tr>
<td>Overall burnout</td>
<td>&lt; 12.7%</td>
<td>&gt; 1.9%</td>
</tr>
<tr>
<td>Depressive symptoms</td>
<td>&lt; 12.8%</td>
<td>&gt; 1.1%</td>
</tr>
<tr>
<td>Overall QOL</td>
<td>No difference</td>
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Wellness Supports

These supports assist with a variety of concerns, including learner well-being, learner rights, and concerns around harassment and disability.

Expand All

University of Toronto Health & Wellness (MD Program, MD/PhD, Medical Radiation Sciences, Occupational Therapy & Physician Assistant Only)

Counselling/Psychotherapy and Referral Services

Expand All

Wellness Programs

Learner Wellness Portfolio

Wellness Supports

Academic & Clinical Skills Enhancement

About OLA

Counselling/Psychotherapy and Referral Services

University of Toronto Health & Wellness (MD Program, MD/PhD, Medical Radiation Sciences, Occupational Therapy & Physician Assistant Only)

Counselling/Psychotherapy and Referral Services

Experiencing a crisis?
We are not an emergency service. If you are in crisis, click here to learn more about available supports.

Distress & Referral Services

University of Toronto Peer Support Service (MD Program, MD/PhD, Medical Radiation Sciences, Occupational Therapy & Physician Assistant Only)
Future Implications

Social events
"FOR OUT IN THE WORLD WE FIND, SUCCESS BEGINS WITH A FELLOW’S WILL— IT’S ALL IN THE STATE OF MIND."

"LIFE’S BATTLES DON’T ALWAYS GO TO THE STRONGER OR FASTER MAN, BUT SOON OR LATE THE MAN WHO WINS IS THE MAN WHO THINKS HE CAN!"