

# EXECUTIVE REPORT

*Victoria Turnbull*

*CFMS Interim Director of Education*

*Annual General Meeting 2022*

*September 16-17, 2022, Vancouver, British Columbia*



## DESCRIPTION

The Director of Education is responsible for setting the strategic direction of the CFMS Education portfolio and having detailed knowledge of all CFMS policy and activities pertaining to medical education. They will speak to the CFMS's positions on medical education issues at strategic settings including via various forms of media and external representation.

In addition, the Director of Education will serve as the primary contact and spokesperson to several external national organizations and stakeholders in medical education. They will attend external meetings on other boards, committees, task forces and working groups pertaining to medical education as the representative of medical students in Canada. I serve as the CFMS representative to several external learner organizations including the Association of Faculties of Medicine of Canada (AFMC), Canadian Resident Matching Service (CaRMS), and the Royal College of Physicians and Surgeons of Canada.

It is well known that this has been a particularly challenging year at the CFMS, to say the least. I was appointed as the Interim Director of Education following recent challenges faced by our organization and the resignation of the former Director of Education, Neha Malhotra. Certainly, this position can bring challenges that lead to stress and burnout. Coming into this role following this turnover meant that the portfolio required restructuring and a plan for future stability. As the Interim Director of Education, I have had the pleasure of engaging in all CFMS activities pertaining to medical education issues. I oversee the Academic Roundtable and both the CFMS Education Committee and CFMS Research Committee. I work closely with many other portfolios for priority areas of advocacy and communication around unmatched Canadian Medical Graduates (uCMGs). I also work closely with multiple Regional Directors, including Alvin Qiu, Sherry Mahmood, Surabhi Sivaratnam and Sara Abdessamie who work tirelessly to support the restructuring and work of this portfolio.

Please note that this report is only the second executive report from the Director of Education since AGM 2020, and part of a transition for restructuring of the Education Portfolio. Where possible I have tried to provide the historical context that I am aware of, but unfortunately, I am unable to speak to meetings and activities prior to my entering the role.

I also want to recognize and note the record number of applications that our Spring Recruitment had! Thank you to all of those who applied, we were delighted to read your inspiring contributions to and ideas for medical education.

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## I. ACTIVITIES OF DIRECTOR OF EDUCATION



### *I. Education Committee*

- a. The education committee is responsible for supporting projects which support students as they navigate medical education
- b. In looking at our education resources from this Committee, we started with a framework of breaking down the medical education pathway into important steps:
  - a. Admissions
  - b. Matriculation + Pre-clerkship
  - c. Clerkship
  - d. Participating in the Residency Match
  - e. Transition to Residency
- c. Our goal with breaking this pathway down was to create resources aimed at all landmarks of medical education
- d. In overseeing the education committee, I have partnered with our original 3 National Officers of Education to assign our committee members as file leads to the following projects:
  - a. \*Please note: the number of National Officers following the last executive report decreased to 2: Cindy Lin and Rob Cianfarani, and of these, Rob will be transitioning to Senior National Officer of Education
  - b. Accreditation – Julia Chai
  - c. Guide to Starting Medical School – Jules Perez, Elaine Liu, Seung Ho Lee
  - d. Position Paper: AI in medical school – Mehrshad Hanafimosalman, Geoff Elder
  - e. Mentorship Pilot Program – Aruni Jayatilaka, Michael Aaw
  - f. Match Task Force and Related Projects
    - i. Guide for Clerkship – Elaine Liu, Simone Dew
    - ii. Guide to Navigating the Match in COVID – Kayleigh Yang, Jason Vu
    - iii. CFMatcheS Social Media Resource, focus on creating accessible match resources – Mairead Cavinaw, David Wu, Seung Ho Lee
    - iv. Political Advocacy Lead (Cross appointed through Government Affairs) – Or Golan
    - v. The Education Committee and Match Task Force specifically have been well supported and greatly benefited from the work done by our Communications Liaison, Andrea McGrath-Janes
  - g. Transition to Residency Guide – Parsa Tahvildar, Geoff Elder
  - h. Report on the 2021 Match – Kayleigh Yang, Cameron Wong, Mairead Cavinaw
  - viii. Policy Liaison – Mehrshad Hanafimosalman
  - i. The Director of Education supports and guides the creation of Work Plans which outline the principles and deadlines of each resource
  - j. The main initiatives for each file lead at present are as follows:
    - i. Accreditation – as a former National Officer and representative of the Education Committee and the CFMS, Julia sits on the Committee on the Accreditation of Canadian Medical Schools

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- ii. Guide to Starting Medical School – creating a guide that will support students with useful advice and resources as they navigate matriculation into medical school Position Paper: AI in med school – cross-written through Government Affairs, with support from the Education Committee
- iii. Mentorship Pilot Program – First event held in May between matched clerks and medical students, with planned events to allow networking of residents with clerks in the future and a growing database of resident mentor contacts
- iv. Match Task Force – intended to be a source of local expertise on topics relating to match advocacy including application-related topics (eg timelines, CaRMS interface), visiting electives, and unmatched Canadian Medical Graduates
- v. Guide for Clerkship – intended to provide students on advice, resources and tips for navigating clerkship, particularly with respect to how it has changed in COVID
- vi. Social Media Resource: CFMatcheS – providing a way to tell stories of uCMGs and provide low barrier advice and tips from residents for navigating the match depending on which specialty students are applying to
- vii. Match Day Resources – including our Peer Support Network both as manually paired mentors and as the Forum, our Reimbursement Grant, and our CMA SafeSpaces (cross-organized through Student Affairs)
- viii. The Matchbook will be housed within this task force and will be produced every two years for the future. This will allow these resources to be distributed to other projects and was necessary for the time being given some external tumultuousness faced by the Education Committee
- ix. Political Advocacy Lead – in partnership with the OMSA, we advocated to the OMA’s Human Resources Committee on the importance of increasing PGME seats
- k. Transition to Residency Guide – we will be reviewing the previous Transition to Residency Guide and either adding new information and resources, or potentially creating a report or guide to transitioning to competency-based models of education
- l. Report on the 2021 Match – our external partners have created their own Report from their perspective, this Report will be similar but will focus on the perspectives of students and the unique challenges that they faced being the first cohort to navigate the Match virtually. It will also encompass MatchStats
- m. Political Advocacy – we will be reviewing all prior Education Position Papers and reporting the asks from each, and identifying which have been completed and which require further advocacy work
- e. Overall, the Education Committee is passionately working to produce useful resources for students by students and has weathered significant challenges in the last 18 months.

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The two National Officers of Education and myself have rebuilt this Committee and its resources from the ground and hope to continue this important work. Bringing stability to this Committee and Portfolio have been important goals of mine. In the interest of maintaining this stability, Rob Cianfarani will be transitioning to National Officer of Education Senior and helping to mentor and guide our new National Officer of Education Junior, Ayma Aqib.



## **II. Research Committee**

- a. The Research Committee is led by the:
  - i. (outgoing) NOR Sr – Margaret Sun
  - ii. (incoming) NOR Sr – Bonnie Niu
  - iii. Incoming NOR Jr – Hayley McKee
- b. The Research Committee consists of: Alexander Moszczynski, Jusitn Lin, Robert Gill, Jim Xie, Kevin Zhao, George Kachkovski, Lorena Mija, Dominique Boucher
- c. The Research Committee oversees and produces the following projects:
  - i. Research in Medicine Podcast Series
  - ii. Research Highlights Research Methods and Statistics Manual
  - iii. Research Infographics
  - iv. Collaboration Between Physicians and Researchers Seminars
  - v. Scholarship Database
  - vii. The National Annual Survey
  - vi. Cross-project with Government Affairs: Addictions Medicine Study
  - vii. SSHRC Initiative on Data Sharing in Canadian Medical Education
- d. The main direction and future of these initiatives is:
  - i. Research in Medicine Podcast Series
    1. Continue to produce an 8-episode series highlighting research in various clinical domains
  - ii. Research Highlights
    1. Highlight medical student research, with the potential to create a contest and add prizes, as well as featuring students and their projects on our social media pages
    2. We are still in the process of editing the submission form to streamline the sign-up process
    3. We are also working with our Communications team to create dedicated cyclic posts to highlight our Research Highlights on all mainstream CFMS social media channels
  - iii. Research Methods and Statistics Manual
    1. Intended to be an introduction and brief overview that students can access to understand engaging, participating in and producing medical/clinical research
  - iv. Research Infographics

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1. Design and collate graphics about research, research methods & analysis which can be uploaded onto the website or to social media as a digestible source of information for students
- v. Collaboration Between Physicians and Researchers Seminars
  1. Sessions that provide the differing perspectives of medical students, clinicians, and active academic researchers on interesting topics in research
  2. We have held our first few successful sessions
  3. We may be raffling prizes to increase student participation and engagement, currently in discussions
- vi. Scholarship Database
  1. Provides information on available grants and scholarships to participate in research
- vii. National Annual Survey
  1. An initiative founded by former Director of Education Dr. Rishi Sharma. The existing 2020 report is stored in CFMS archives. We are in the process of continuing to collate the initial data and report
  2. The NAS is used to assess both engagement with the CFMS itself as well as student opinion on important advocacy topics. Each Portfolio submits their own set of questions, and these are compiled to create a larger survey.

### **III. Academic Roundtable**

- a. Co-chaired by myself (Interim Director of Education), Alvin Qiu (Western Regional Director), and the two National Officers of Education
- b. Initially this year, ART meeting less frequently (bi-annually) was trialed in an effort to reduce 'Zoom fatigue' and burnout faced by our student representatives. The intention was that communication between meetings would occur via text virtual formats. Unfortunately, this proved to be quite challenging. ART was recently re-established as a live, synchronous meeting and meets approximately every month to two months.
- c. Through the ART, CFMS was able to promote collaboration between member schools on such topics as:
  - a. Student mistreatment
  - b. Curriculum changes pertaining to EDI, for example the incorporation of programs such as Visual Dx to aid in diagnosis of skin conditions on different skin tones
  - c. Duty hour work policies
  - d. ART also acts as a vital platform for us to gather input from students on vital advocacy initiatives, including visiting electives, reference letter formats (narrative v. structured), standardized ethics examinations in the match (FMProC, Casper), interview formats and recording (synchronous v. asynchronous)
  - e. ART allows the Director of Education and more broadly the Portfolio to update the schools on our initiatives and advocacy work



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## **IV. Association of Faculties of Medicine (AFMC)**

### **a. Portal 2.0 Steering Committee**

- a. Promote the initiation of the new Portal in time for visiting electives for the class of 2024, to avoid difficulties faced in instituting it for the class of 2023, namely readiness in time for 3-year schools to book their electives
- b. Promoting and advocating for recommendations outlined in the position paper published by the AFMC Portal Working Group and approved at AGM 2019 which included
  - a. Standardizing and improving the response time for electives - previously the change was made from 28 to 26 weeks, and we continue to advocate for a shorter time frame
  - b. Standardizing elective reimbursement policies, ensuring all anticipated costs are communicated. The AFMC has agreed to waive the initial registration fee until such time as a student initiates a true application for an elective, so students may browse the website initially without paying this fee
  - c. Providing transparent data regarding electives including the elective capacities and dates over which students are not likely to be accepted for electives – the AFMC and UGME deans have agreed to publish this on the home page of the portal
- c. UGME, PGME, AFMC, and all learner organizations remain committed to communicating with PGME programs that the rollout of visiting electives will be distributed unequally and that students must not be faulted for this in the receiving of their residency applications
- d. Advocating for the recommendations of CFMS general membership as outlined in the 2019 Position Paper [‘Five Years in the Era of the AFMC Student Portal: Canadian Medical Student’ Experiences and Recommendations’](#)
  - a. Improved standardization of response times from schools/programs
  - b. Reduce costs, improve refund policies
  - c. Prospectively report elective capacity
  - d. Improve portal functionality

### **b. Residency Match Committee**

- a. We continue to collaborate strongly with the FMEQ and other learner organizations to present a united opinion on behalf of students regarding delayed application deadlines to provide students more time and opportunity for career exploration and applications
- b. Currently, there are two timelines up for discussion at this committee for the 2024 match. PGME Administration would like us to communicate that the when the application deadline is earlier and programs are provided with more time for review, learners benefit from a more holistic application review.

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- PGME argues that when the application deadline is delayed and the time for application review is shortened that learners are hurt because of timesaving methods are used to review the same number of applications.
- c. Discussing and advocating for the recommendations laid out in the 2017 Position Paper: Support for Unmatched Canadian Medical Graduates (passed at AGM 2017)
    - a. Adopt a standardized extension of clerkship curriculum for all medical students who remain unmatched after the second iteration of the CaRMS residency match in their graduating year
    - b. Provide better education and awareness about both preventable and nonpreventable red flags to students throughout their four years of medical school, with increased emphasis on the final year
    - c. Offer comprehensive wellness and mental health resources to any student who remained unmatched following the residency match
    - d. Provide personalized career planning resources to unmatched medical students
    - e. Student status should be extended to all unmatched students entering the extended clerkship curriculum to ensure student loans do not go into repayment during the unmatched cycle
    - f. Student status should be extended to all unmatched students entering the extended curriculum to ensure that provincial medical associations that provide insurance to students should officially extend their coverage
    - g. Postgraduate programs should provide feedback to unmatched students to help them better understand the reasons for going unmatched and to allow them to improve for future residency matches
    - h. Explore development of an unmatched network (beyond the unofficial one that exists within the CFMS)
  - d. Advocating for the implementation of the CaRMS Self Identification Questionnaire for data gathering about differences in match performance from an EDI perspective
  - e. Advocating for structured reference letters and other vital changes to the residency match that improve the experience of learners
    - a. Prior studies show that narrative letters reflect known biases in our society that structured reference letters may help to reduce. We continue to discuss this at Academic Roundtable and have also liaised with Regional Directors to ensure students' opinions are heard on this matter. Overwhelmingly, students have been in support of programs moving to structured reference letters, with occasional concerns that we have aimed to address.

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- f. Interview Formats: synchronous v. asynchronous and recording of interviews continues to be an ongoing discussion item at the ARMC and is reciprocally an ongoing discussion item at ART as the AFMC develops a policy on this.
- g. The CFMS had the pleasure of being invited to sit on an additional working group of this committee that evaluated Match timelines.
  - a. We emphasized in partnership with the FMEQ for delayed application deadlines. This working group presented one timeline with an application deadline of December 15<sup>th</sup>, 2023 for the 2024 match based off of this recommendation. An additional timeline with deadline of December 1, 2023 has been presented based off of the recommendation of PGME.
  - b. This working group also reviewed the timeline of the CaRMS match versus the NRMP match. Students who are studying abroad have raised concerns with their local MPs that when the NRMP match runs first that they are unable to participate in the Canadian Match, as they have a greater chance of matching in the US match but once they do so they are removed from the Canadian match. We had extensive discussions about this topic, however given ongoing changes to the NRMP and the early date they are choosing for their future match days, CaRMS would be unable to run prior to the NRMP due to significant negative impacts this would have to the Canadian Medical Graduate Community
- c. Electives Network
  - a. Successfully advocated for the re-implementation of visiting electives for the Class of 2024
  - b. An electives cap was discussed given concerns about the environmental and financial impact of visiting electives. Initially, UGME Deans were advocating for the cancellation of visiting electives in totality given their perspective that the Match had successfully run multiple years in the absence of visiting electives. CFMS advocated *strongly* (and successfully) for their return, but with a cap of 12 weeks in place to limit their financial and environmental impact but offer opportunity for career exploration
    - a. The 8 week discipline cap was taken into consideration, and 12 weeks was chosen as the maximum for visiting electives so that if a student were to change their mind for discipline they could complete some additional visiting electives in that discipline
  - c. The AFMC and the UGME Deans have established that there is no perfect, equitable way for electives to return, and that students in the class of 2024 will be allowed to begin them starting in August of 2022. The main goal from CFMS has been to advocate that these challenges be communicated clearly with PGME programs so that students are not faulted in the 2024 Match.



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- d. We continue to advocate for shorter windows for the application start date for visiting electives

## ***V. Canadian Residency Matching Service***

- a. We continue to advocate for reducing application costs, and for application fees to be waived for students applying to programs in the second round that they have already paid to apply to in the first round
- b. Application Review Committee
  - a. Advocate for streamlining/reducing the redundancy of the CaRMS CV and the custom application CV

## ***VI. Black Health Education Collaborative***

- a. Scientific Planning Committee
  - a. CFMS was graciously invited to sit on the Scientific Planning Committee, aimed at creating and steering the design of 5 modules designed for medical students about anti-Black Racism
  - b. We provide a medical student perspective on the creation, design, and rollout of these modules
  - c. Our incoming Western Regional Director, Dr. Cindy Kalenga, will be continuing in this role

## ***VII. Royal College***

- a. Committee on Specialty Education
  - a. Primarily this committee discussed changes to IMG certification of specialties
  - b. CFMS continues to advocate for reduction of entry routes as aligned with prior reports

## **II. NEXT STEPS**

### ***I. Education Committee***

- a. Review current positions and projects and determine strategic direction of projects and committee
- b. Ensure projects within the Committee add value to student supports
- c. Set directions for the upcoming year, and review the prior Education Strategic Plan
- d. Transition the match day supports back under the direction of file leads within the Education Committee, with publication of the Matchbook every two years
- e. Re-establish connection and contacts with the University of Toronto for MatchStats, with inclusion of the 2021 analysis with the 2021 CFMS Match Report

### ***II. External Committees***

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- a. Continue to consolidate the original education external committee meetings under the banner of the Education Portfolio, while ensuring widespread representation of the Board
- b. Continue to advocate for 2 year CFPC training, given concerns that 3 year training simply elongates the training path for family physicians while adding minimal benefit which may create challenges in student interest

### **III. National Annual Survey**

- a. Finalize the 2020 Report
- b. Begin to design the 2023 Survey

### **IV. MEETINGS ATTENDED**

*Meetings listed below are those that fall within the purview of the Director of Education portfolio*

<b>Date</b>	<b>Meeting</b>	<b>Location</b>
April 25 <sup>th</sup> 2022	AFMC Portal Steering Committee	Calgary, AB
April 27 <sup>th</sup> 2022	Royal College Committee on Specialty Education	Teleconference
April 29 <sup>th</sup> 2022	AFMC Visiting Electives Network	Teleconference
May 1 <sup>st</sup> 2022	CFMS Board Meeting	Teleconference
May 3 <sup>rd</sup> 2022	Dir Ed Transition Meeting	Teleconference
May 3 <sup>rd</sup> 2022	National Officers of Education x Dir Ed Meeting	Teleconference
May 6 <sup>th</sup> 2022	AFMC Portal Steering Committee	Teleconference
May 9 <sup>th</sup> 2022	CFMS Mentorship Pilot Meeting	Teleconference
May 16 <sup>th</sup> 2022	CFMS Mentorship Pilot Meeting	Teleconference
May 18 <sup>th</sup> 2022	CFMS Mentorship Pilot Event	Teleconference
May 28 <sup>th</sup> 2022	CFMS Portfolio Open House	Teleconference
May 5 <sup>th</sup> 2022	CFMS Recruitment Open House	Teleconference
June 9 <sup>th</sup> 2022	CFMS Board Meeting	Montreal, QB, attended as Teleconference
June 13 <sup>th</sup> 2022	National Officer of Education x Dir Ed Meeting	Teleconference
June 15 <sup>th</sup> 2022	BHEC Scientific Planning Committee	Teleconference
June 16 <sup>th</sup> 2022	FMEQ x CFMS Match Advocacy Coordination	Teleconference
June 17 <sup>th</sup> 2022	AFMC Residency Match Committee	Teleconference
June 22 <sup>nd</sup> 2022	CFMS Education Recruitment Interviews	Teleconference
June 23 <sup>rd</sup> 2022	CFMS Education Recruitment Interviews	Teleconference
June 24 <sup>th</sup> 2022	CFMS Education Recruitment Interviews	Teleconference
June 25 <sup>th</sup> 2022	CFMS Education Recruitment Interviews	Teleconference
June 26 <sup>th</sup> 2022	CFMS Education Recruitment Interviews	Teleconference
June 29 <sup>th</sup> 2022	CFMS Education Recruitment Interviews	Teleconference

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July 27 <sup>th</sup> 2022	Royal College Specialty Education Committee	Teleconference
August 8 <sup>th</sup> 2022	AFMC Portal Steering Committee	Teleconference
August 16 <sup>th</sup> 2022	CFPC Meeting	Teleconference
August 17 <sup>th</sup> 2022	ARMC Working Group	Teleconference
August 18 <sup>th</sup> 2022	FMEQ x CFMS Match Advocacy	Teleconference
August 28 <sup>th</sup> 2022	CFMS Board Meeting	Teleconference
August 31 <sup>st</sup> 2022	President Elect Education Briefing	Teleconference
September 1 <sup>st</sup> 2022	BHEC Transition Meeting	Teleconference
September 13 <sup>th</sup> 2022	CFMS Research Committee Communications Strategy Planning	Teleconference

## V. REFLECTIONS AND CONCLUSIONS

I have been honored to serve as the Interim Director of Education for the CFMS for the latter part of the 2021-2022 school year and for the 2021-2022 term for the CFMS. I am incredibly proud to have had the opportunity to represent and advocate for medical students across the country. The Education Portfolio oversees a vast number of projects and advocacy concerns, and it is deeply humbling to have had this opportunity.

Many people know that the work of this organization and this portfolio in particular, are near and dear to me heart. I have personally been affected by the negative outcomes of the Match, and I hope that CFMS continues to advocate fully for changes to the Match process. I hope that as a student body and group of trainees we continue to support all students throughout medical school and beyond.

It's no secret that the CFMS has had a challenging few years. This year was certainly no exception, and I hope that Board members in future aim to overcome some of the challenges faced by our current Board. Namely, I hope that all future Board members are supportive of one another and willing to collaborate in a manner that makes all CFMS members feel welcomed and safe.

I could not have done this work without the support of my fellow Regional Directors in helping me to organize and attend to all of the duties of the Education Portfolio. I also am grateful for (and similarly could not have led this Portfolio without the help of) all the National Officers that

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work tirelessly to support the Education Portfolio: Margaret, Bonnie, Rob, Cindy, and incoming Nos Hayley and Ayma. I see you and am grateful for all the work that you do and have done.



I would also like to say a thank you to Dr. Rishi Sharma, former Director of Education from 2019-2020 for meeting with me on multiple occasions and helping advise me on the vastness of this Portfolio.

I hope that in this short period of time we have achieved the milestones we needed to.

I would also like to thank this year's original and elected Director of Education, Neha Malhotra – Neha, wherever possible I have tried to integrate your vision of this portfolio, and I will always be grateful for how welcome and supported you made me feel. As an unmatched student joining such an incredible group, I had worried that I would be an outcast. You were the first person I spoke to about this, and you set the tone for an incredible year where I have had amazing opportunities to advocate for and represent unmatched Canadian medical graduates both provincially as the Ontario Regional Director (see separate report) and nationally. I hope that this work continues with the incoming Director of Education, as I know how deeply it has resonated with many members of our student body.

Thank you for an absolutely incredible year Canadian medical students. If you ever need me or want to chat, please do not hesitate to reach out!

**Victoria Turnbull, MD, HBMSc**

Class of 2022, Faculty of Medicine, McMaster University

Interim Director of Education || Directeur de l'éducation par interim

Ontario Regional Director || Directrice Regionale de l'Ontario

Canadian Federation of Medical Students || Federation des étudiants et des étudiantes en médecine du Canada

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*I respectfully acknowledge that I live and work on the traditional territories of the Erie, Neutral, Huron-Wendat, Haudenosaunee and Mississaugas*