UNDERGRADUATE TEACHING

2017 - 2018

OPPORTUNITIES IN MISSISSAUGA

As at September, 2017
Overview

Trillium Health Partners (THP) is a learning organization dedicated to providing high-quality patient-centered care, and committed to educating the next generation of physicians and health professionals. Physicians and interprofessional team members have many opportunities to participate in a wide range of exciting experiences across multiple teaching locations, including all THP sites, the Terrence Donnelly Health Science Complex (TDHSC) at the University of Toronto Mississauga (UTM), St. George Campus of the University of Toronto, and community offices.

MD Program:
Through THP’s affiliation with the University of Toronto (UofT), we are part of a Medical Education Campus together with the Mississauga Academy of Medicine (MAM). Accordingly, we have a mandate to provide all four years of undergraduate medical education to learners from MAM. We also provide elective opportunities to undergraduate learners from other universities. By participating in direct teaching to medical learners and providing regular clinical supervision, your support will enhance our collaborative approach to the delivery of education at THP.

In 2017-18, year 1 and 2 UofT medical students transitioned to the new Foundations curriculum. See Appendix 1 for the Foundations Curriculum course structure. Further information can be found on the University of Toronto’s website: http://foundations.md.utoronto.ca/.

For teaching support, please refer to 2017-18 Academic Calendar https://md.calendar.utoronto.ca/. This Academic Calendar offers a guide to essential aspects of the MD Program.

Postgraduate Medical Education:
THP provides educational experiences for approximately 400 postgraduate trainees, including residents, fellows, and some international trainees.

Our hospital acts as the site for two core family medicine teaching units, along with opportunities for residents to participate in educational experiences within our clinical programs recognized by the Royal College of Physicians and Surgeons of Canada and the College of Family Physicians of Canada. Through our affiliation with UofT, clinical department chairs coordinate training programs for learners and the duration of training varies according to curriculum guidelines and accreditation standards determined by the respective Colleges. Every rotation at THP is based on personal objectives agreed upon between the supervising physician and the resident.

With clinical training widely distributed amongst our sites, within our community and at our FMTU’s, we offer a unique approach to postgraduate medical education and will continue to support the growth of our postgraduate trainees and medical education within our hospital and the community of Mississauga. In addition to clinical supervision of postgraduate trainees, there are also opportunities to deliver formal presentations as part of the family medicine residency academic program.

This document provides detailed information on current opportunities. An Executive Summary can also be found on the thpHUB.

Further information can be obtained through the Education Office by emailing Education@thp.ca.

Thank you for your continued support!
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ORGANIZING PRINCIPLES OF THE FOUNDATIONS CURRICULUM

1. Case-based learning is the major vehicle for addressing the content of medicine. Each week students learn around a realistic clinical case in a small group with a faculty member, favouring active learning with fewer passive lectures.

2. The clinical medicine content in each week is closely integrated with relevant clinical skills (history-taking and physical examination) and with the content in basic and social sciences and community and public health.

3. More free time is available for students to pursue individualized activities, including spending time observing physicians at work, doing community-based service projects or participating in research.

4. Assessment involves frequent lower stakes exercises designed to support learning, and provide rich feedback with guidance on how to address areas requiring more attention.

5. Electronic learning resources are carefully selected to support all aspects of learning.

6. Lectures and expert-led seminars continue to be offered where they are particularly relevant to ensure student learning is maximized.

Foundations – Courses and Content Structure
2017-18 COURSE BREAKDOWN – YEARS 1 & 2 - FOUNDATIONS

Course Overview

There are five courses that run throughout the two years:

**Introduction to Medicine**
11 weeks in Year 1
- Introduces basic & social sciences relevant to medicine, cognitive science, clinical skills & community health

**Concepts, Patients & Communities 1**
25 weeks Year 1
Instruction on health and the diagnosis and treatment of disease relevant to all of the body’s systems

**Concepts, Patients & Communities 2**
16 weeks in Year 2
- Instruction on health and the diagnosis and treatment of disease relevant to all of the body’s systems

**Life Cycle**
9 weeks in Year 2
- Instruction on health & disease from conception, development, birth, infancy, childhood, adolescence, aging, and for patients who are dying

**Complexity & Chronicity**
- 11 weeks in Year 2
- Consolidation of the program with emphasis on chronic disease management, complex problems with preparation for clerkship

**UofT Course Directors:**
- Dr. Eleanor Latta (Introduction to Medicine – Year 1)
- Dr. Lori Albert (Concepts, Patients, Communities 1 – Year 1)
- Dr. David Chan (Concepts, Patients, Communities 2 – Year 2)
- Dr. Hosanna Au (Life Cycle – Year 2)
- Dr. James Owen (Complexity & Chronicity – Year 2)

**MAM TOPIC Group Leaders:**

**Year 1**
Dr. Farzana Bacchus, Dr. Jennifer Everson, Dr. Robert Goldberg, Dr. Ahmed Hassan, Dr. Anna Plotkin, Dr. Tanzil Rahman, and Dr. Naveed Syed

**Year 2**
Dr. Pearl Behl, Dr. Jamsheed Desai, Dr. Amna Karabegovic, Dr. Stephen McKenzie, Dr. Melanie Spring, and Dr. Corey Stein

**MAM Preclerkship Administrative Assistant:** Elizabeth Day

Content Overview

The following provides a very brief list of the 2017-18 unit topics covered across the 72 week curriculum.

<table>
<thead>
<tr>
<th>Year 1 CBL Topic</th>
<th>Date</th>
<th>Year 2 CBL Topic</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genes</td>
<td>31-Aug-17</td>
<td>Orthopaedic Trauma</td>
<td>30-Aug-17</td>
</tr>
<tr>
<td>Chromosomes</td>
<td>07-Sep-17</td>
<td>Rheumatology</td>
<td>06-Sep-17</td>
</tr>
<tr>
<td>Molecules</td>
<td>14-Sep-17</td>
<td>Regional Musculoskeletal Summary &amp; Application and Paediatric Disorders</td>
<td>13-Sep-17</td>
</tr>
<tr>
<td>Cell Biology</td>
<td>21-Sep-17</td>
<td>Peripheral Nervous System and Spinal Cord Diseases</td>
<td>20-Sep-17</td>
</tr>
<tr>
<td>Tissues and Organs</td>
<td>28-Sep-17</td>
<td>Motor System and Somatosensation I: Pyramidal System, Somatosensation and Stroke</td>
<td>27-Sep-17</td>
</tr>
<tr>
<td>Embryology</td>
<td>05-Oct-17</td>
<td>Motor System and Somatosensation II: Extrapyramidal and Cerebellar Systems and their Disorders</td>
<td>04-Oct-17</td>
</tr>
<tr>
<td>Course Title</td>
<td>Start Date</td>
<td>End Date</td>
<td>Description</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>------------</td>
<td>-----------------------------------</td>
<td>--------------------------------------------------------------</td>
</tr>
<tr>
<td>Growing Up</td>
<td>12-Oct-17</td>
<td>11-Oct-17</td>
<td>Pain, Headache and Epilepsy</td>
</tr>
<tr>
<td>Lifestyle Medicine</td>
<td>19-Oct-17</td>
<td>18-Oct-17</td>
<td>Neuro-ophthalmology, Multiple Sclerosis and Sleep</td>
</tr>
<tr>
<td>Drugs I</td>
<td>02-Nov-17</td>
<td>01-Nov-17</td>
<td>Consciousness, Higher Cortical Functions and Cognitive Impairment</td>
</tr>
<tr>
<td>Drugs II</td>
<td>09-Nov-17</td>
<td>08-Nov-17</td>
<td>Anxiety and Mood Disorders</td>
</tr>
<tr>
<td>Introduction to CPC 1</td>
<td>16-Nov-17</td>
<td>15-Nov-17</td>
<td>Psychosis Personality Disorders, and Attention-Deficit/Hyperactivity Disorder</td>
</tr>
<tr>
<td>Microbiology I</td>
<td>23-Nov-17</td>
<td>22-Nov-17</td>
<td>Addiction and Substance-related Disorders</td>
</tr>
<tr>
<td>Microbiology II</td>
<td>30-Nov-17</td>
<td>29-Nov-17</td>
<td>Neuropsychiatry of Traumatic Brain Injury/Concussion and Somatic Symptom &amp; Related Disorders</td>
</tr>
<tr>
<td>Immunology I</td>
<td>07-Dec-17</td>
<td>06-Dec-17</td>
<td>Ophthalmology - Anterior Segment and Red Eye</td>
</tr>
<tr>
<td>Immunology II</td>
<td>14-Dec-17</td>
<td>13-Dec-17</td>
<td>Posterior Segment and Ophthalmological Causes of Visual Loss</td>
</tr>
<tr>
<td>Blood I</td>
<td>04-Jan-18</td>
<td>20-Dec-17</td>
<td>Otolaryngology and Head &amp; Neck Surgery</td>
</tr>
<tr>
<td>Blood II</td>
<td>11-Jan-18</td>
<td>10-Jan-18</td>
<td>Gynecology</td>
</tr>
<tr>
<td>Dermatology</td>
<td>18-Jan-18</td>
<td>17-Jan-17</td>
<td>Sex &amp; Gender Based Medicine</td>
</tr>
<tr>
<td>Cardiovascular I</td>
<td>25-Jan-18</td>
<td>24-Jan-17</td>
<td>Obstetrics I</td>
</tr>
<tr>
<td>Cardiovascular II</td>
<td>01-Feb-18</td>
<td>31-Jan-17</td>
<td>Obstetrics II</td>
</tr>
<tr>
<td>Cardiovascular III</td>
<td>08-Feb-18</td>
<td>07-Feb-18</td>
<td>Neonate &amp; Infant</td>
</tr>
<tr>
<td>Cardiovascular IV</td>
<td>15-Feb-18</td>
<td>14-Feb-18</td>
<td>Child</td>
</tr>
<tr>
<td>Respirology I</td>
<td>22-Feb-18</td>
<td>21-Feb-18</td>
<td>Adolescent</td>
</tr>
<tr>
<td>Respirology II</td>
<td>01-Mar-18</td>
<td>28-Feb-18</td>
<td>Geriatric</td>
</tr>
<tr>
<td>Respirology III</td>
<td>08-Mar-18</td>
<td>07-Mar-18</td>
<td>Palliative Care</td>
</tr>
<tr>
<td>Endocrine I</td>
<td>22-Mar-18</td>
<td>n/a</td>
<td>Pain</td>
</tr>
<tr>
<td>Endocrine II</td>
<td>29-Mar-18</td>
<td>28-Mar-18</td>
<td>Population-Specific Care</td>
</tr>
<tr>
<td>Endocrine III</td>
<td>05-Apr-18</td>
<td>04-Apr-18</td>
<td>Medical Psychiatry</td>
</tr>
<tr>
<td>Endocrine IV</td>
<td>12-Apr-18</td>
<td>11-Apr-18</td>
<td>Surgery</td>
</tr>
<tr>
<td>Gastrointestinal I</td>
<td>19-Apr-18</td>
<td>18-Apr-18</td>
<td>Trauma</td>
</tr>
<tr>
<td>Gastrointestinal II</td>
<td>26-Apr-18</td>
<td>25-Apr-18</td>
<td>Complexity</td>
</tr>
<tr>
<td>Gastrointestinal III</td>
<td>03-May-18</td>
<td>02-May-18</td>
<td>Complexity</td>
</tr>
<tr>
<td>Gastrointestinal IV</td>
<td>10-May-18</td>
<td>09-May-18</td>
<td>Complexity</td>
</tr>
<tr>
<td>Kidney and Urinary Tract I</td>
<td>17-May-18</td>
<td>16-May-18</td>
<td>Cancer</td>
</tr>
<tr>
<td>Kidney and Urinary Tract II</td>
<td>24-May-18</td>
<td>23-May-18</td>
<td>Global Health</td>
</tr>
<tr>
<td>Kidney and Urinary Tract III</td>
<td>29-May-18</td>
<td>30-May-18</td>
<td>Infectious Disease Outbreak</td>
</tr>
</tbody>
</table>
Direct Teaching Opportunities Across MD Program

Within each course/year, the content is taught through a number of modalities.

<table>
<thead>
<tr>
<th>Role</th>
<th>Scheduled Teaching Days</th>
<th>Targeted Recruitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case-Based Learning (CBL) Tutor (UTM-based)</td>
<td>Year 1 – Thursday pm, Year 2 – Wednesday am</td>
<td>Sub-specialists based on weekly content and Generalists</td>
</tr>
<tr>
<td>Clinical Skills Tutor (Hospital-based &amp; Community Offices)</td>
<td>Year 1 – Friday am, Year 2 – Thursday am</td>
<td>Generalists with support from sub-specialists based on weekly content</td>
</tr>
<tr>
<td>Health in the Community (HC) Tutor (UTM-based)</td>
<td>Year 1 – Tuesday am, Year 2 – Thursday pm</td>
<td>Community-focused clinicians (co-tutor format with a health care professional)</td>
</tr>
<tr>
<td>Health Science Research (HSR) Tutor (UTM-based)</td>
<td>Year 2 – Wednesday pm</td>
<td>Physicians and/or health professionals with a focus on research</td>
</tr>
<tr>
<td>Portfolio Academy Scholar (Years 1 &amp; 2 - UTM-based) (Years 3 &amp; 4 Hospital-based)</td>
<td>Year 1 – Tuesday pm, Year 2 – Wednesday pm, Year 3 – Thursday 4-6 pm, Year 4 - Thursday 4-6 pm</td>
<td>Physicians with a skill in engaging trainees and earning their trust, while providing honest and helpful feedback (co-facilitation format with a resident or another physician)</td>
</tr>
<tr>
<td>Lecturer (UTM-based)</td>
<td>Year 1 – Monday am/Friday pm, Year 2 – Friday am</td>
<td>Sub-specialists based on weekly content</td>
</tr>
<tr>
<td>Seminar / Workshop Leader (UTM-based)</td>
<td>Varied</td>
<td>Subject experts based on weekly content</td>
</tr>
<tr>
<td>Clerkship Seminars</td>
<td>Varied and dependent on rotation and specialty</td>
<td>Subject experts</td>
</tr>
</tbody>
</table>

Clinical Skills – Year 1 and 2

The Clinical Skills portion of the ICE component is hospital-based and provides students with instruction on how to take a patient’s history and perform physical examinations.

Clinical Skills Director:
Dr. David Wong

Clinical Skills Site Coordinators:
Year 1:
- Dr. Suleman Remtulla (CVH)
- Dr. Christopher Gilchrist (MH)
Year 2:
- Dr. Shelley Kraus (CVH)
- Dr. Lori Coman-Wood (MH)

THP Preclerkship Coordinators:
- René deHooge (CVH)
- Paty Callaghan (MH)
Summary of Clinical Skills Teaching Requirements:

| Day of the Week: | Year 1: Friday AM  
| Year 2: Thursday AM  
(Sept – May) | Duration & Interval | 4 hours weekly 8 am–12 noon |
|-----------------|-------------------|---------------------|--------------------------|
| Total # of Tutorials | Approximately 36 weeks in year 1.  
Approximately 12 weeks in year 2 taught by generalists. | Total Teaching Time | Year 1: Approx. 140 hours of teaching encompassing full year - shared commitment between physicians.  
Year 2: Approx. 68 hours of teaching spread throughout the year – shared commitment. |
| Faculty Support/Development | Yes | # Tutors Required/Session | Approximately 9 across sites for each year |
| Assessments | Evaluations, Case Reports + OSCE | # of Students/Group | 6 |
| Teacher Qualifications | This teaching opportunity is attractive to generalists – any physician who enjoys teaching the basics will enjoy teaching Clinical Skills.  
For year 2, specialists are recruited for sessions requiring content experts, such as Psychiatry, Paediatrics, Geriatrics and Neurology. Many tutors commit to returning year-over-year.  
Postgraduate medical trainees and Clinical Fellows with program permission can also be recruited as required. |

Enriching Educational Experiences (EEE)

Students must complete 24 hours in 2 years. The experiences include “shadowing”, with at least one experience involving exposure to a designated population. While, at this time, the experience doesn’t have to be organized specifically around a designated population, it must expose the student to a preceptor working with that population in some manner. When students register an experience, they will indicate if it satisfies the “designated population” requirement - these experiences will be student-driven and student-reported.

EEE Director: Dr. Jon Novick

THP Preclerkship Coordinators:
- René deHooge (CVH)
- Paty Callaghan (MH)

Summary of EEE Teaching Requirements:

| Day of the Week: | Year 1: Wednesdays or during other free time  
| Year 2: Tuesdays or during other free time | Duration & Interval | As agreed upon between supervising physician & student |
|-----------------|-----------------|---------------------|--------------------------|
| Total # of Tutorials | N/A | Total Teaching Time | Negotiable |
| Faculty Support/Development | No | # Tutors Required/Session | N/A |
| Assessments | No | # of Students/Group | N/A |
| Teacher Qualifications | Physician support for accepting observership experiences is required in order to meet the student’s curriculum needs. The location for observerships can be hospital-based or clinic/office-based. |
**Ethics and Professionalism**

The ethics curriculum is designed to provide students with the opportunity to grapple with ethical and professional dilemmas drawn from both student and faculty experiences, and the bioethics and professionalism literatures. The teaching for this content runs across years 1 and 2.

| Faculty Lead: Dr. Erika Abner | MAM Physician Coordinator: Dr. Rob Boyko |
| MAM Preclerkship Administrative Assistant: Elizabeth Day |

**Summary of Ethics Teaching Requirements:**

| Day of the Week: | Year 1: Thursday morning or Friday afternoon Year 2: Monday morning or afternoon (Sept – May) | Duration & Interval | 1.5 – 3 hours (varied) |
| Total # of Seminars | Year 1: 2 Year 2: 5 | Total Teaching Time | 21 hours |
| Faculty Support/Development | Yes | # Tutors Required/Session | 3 |
| Assessments | No | # of Students/Group | 18 |
| Teacher Qualifications | Sessions are facilitated by two tutors who have an interest/experience in ethics and professionalism – a clinical ethicist paired with a clinician. |

**Family Medicine Longitudinal Experience (FMLE) – Year 2**

This 2nd year course is managed centrally by the DFCM. Interested Family Medicine physicians should contact the FMLE Coordinator (fmle.recruit@utoronto.ca or 416-946-5249) if they are interested in supporting this course.

Students participate in six community-based family medicine clinics over a three to four month period. Students are assigned preceptors through a match process, after which the six clinic dates will be arranged and agreed on jointly by the student and preceptor, from a list of dates supplied by the University.

The FMLE provides students an opportunity to experience clinical care in the community-based, primary care setting. Students have the opportunity to participate in the daily activities of a clinic and find out what it’s really like to be a family physician, practice and hone their interview and physical examination skills while discovering the incredible options that a future in family medicine offers.

| Course Director: Dr. Susan Goldstein |
| There is no administrative support in Mississauga |

**Health in the Community (HC) – Years 1 and 2**

HC teaches the fundamental principles of community health. There is currently a combination of academy-based sessions and field visits to community agencies and inner city schools. Academy-based tutorial sessions review the principles of community health learned/highlighted in the field visits. These sessions are co-tutored with an allied health professional at UTM. Starting in the Spring of Year 1, students are assigned to a community partner agency generally in pairs, to develop and complete their community based service learning component(CBSL).
**Summary of HC Teaching Requirements:**

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Year 1: Tuesday PM</th>
<th>Year 2: Thursday PM (September – May)</th>
<th>Duration &amp; Interval</th>
<th>Year 1: 3 hours/session</th>
<th>Year 2: 3 hours/session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of Tutorials</td>
<td>Year 1: 5 sessions</td>
<td>Year 2: 4 sessions</td>
<td>Total Teaching Time</td>
<td>Year 1 = 15 hours</td>
<td>Year 2 = 12 hours</td>
</tr>
<tr>
<td>Faculty Support/ Development</td>
<td>Yes</td>
<td>Yes</td>
<td># Tutors Required/Session</td>
<td>9 physicians + 9 allied health professionals</td>
<td></td>
</tr>
<tr>
<td>Assessments</td>
<td>Yes</td>
<td>No</td>
<td># of Students/Group</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Teacher Qualifications</td>
<td>Physician tutors are community-focused clinicians who are paired as co-tutor with a health care professional.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Health Science Research (HSR) – Year 1 and 2**

With curriculum renewal and the development of the Foundations curriculum, HSR has been re-conceptualized as a two-year component. The first year of the two-year component will commence in September of 2017.

The HSR component is an introduction to the principles of research, directed at helping students understand and use research to contribute to improving the health of people and populations, including First Nations, Inuit and Metis peoples, in Canada and globally. The change from a one year course to a two-year longitudinal component is aimed at:

1. Integrating research knowledge and skills at the start of the student’s medical education
2. Allowing for a robust curriculum to be taught, processed and assimilated over a 2-year period.
3. Providing a solid foundation in research knowledge and skills for prospective research activities, scholarly activities and clinical practice and the care of patients.
4. Allowing students to build up their scientific research knowledge, develop research competencies such as critical-thinking, problem-solving, life-long learning, hypothesis formulation, methodology delineation, results interpretation and data communication both orally and textually.
5. Developing positive attitudes towards research and encouraging productive engagement in undergraduate research activities.
Summary of HSR Teaching Requirements:

<table>
<thead>
<tr>
<th>Day of the Week:</th>
<th>Year 2: Wednesday PM (Sept – May)</th>
<th>Duration &amp; Interval</th>
<th>2 hours/session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of Tutorials</td>
<td>Year 2: 12</td>
<td>Total Teaching Time</td>
<td>Approx. 30 hours across two years</td>
</tr>
<tr>
<td>Faculty Support/Development</td>
<td>Yes</td>
<td># Tutors Required/Session</td>
<td>9</td>
</tr>
<tr>
<td>Assessments</td>
<td>Yes – Evaluations</td>
<td># of Students/Group</td>
<td>8-12</td>
</tr>
<tr>
<td>Teacher Qualifications</td>
<td>• Must be MD, PhD, or MD/PhD and actively engaged in research&lt;br&gt;• Effective teacher who is enthusiastic about health science research and the importance of developing life-long skills in this area&lt;br&gt;• Expertise in 1 or more Canadian Institutes of Health Research (CIHR) pillars&lt;br&gt;• Experience supervising / mentoring students on independent research&lt;br&gt;• Comfortable meeting the individual needs of students who have entered medical school with a wide range of research experiences&lt;br&gt;• In short, tutors should be a “hybrid” faculty person – one who is both an excellent educator/teacher and researcher.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Portfolio - Years 1 and 2

Portfolio offers an opportunity for guided reflection on what students are learning and incorporates frequent, low to moderate stakes assessment exercises, including written tests, clinical skills observations, clinical application exercises, among others. Results of these assessments are gathered by students in a Learner Chart throughout the year, and are regularly reviewed with faculty mentors to ensure students are staying on track, and receiving help where it is needed.

Physicians supporting this course are referred to as Academy Scholars. Academy Scholars will facilitate and guide group discussion about experiences as medical students and will give longitudinal feedback to students. The Scholar is a mentor and advisor to each student on two occasions during the academic year, to review the Learner Chart compiled by the student, consisting of formal assessments, student’s reflections and learning plan related to these assessments. This teaching in years 1 and 2 takes place at UTM.

Portfolio Director: Dr. Nirit Bernhard<br>Associate Course Director: Dr. Susanna Talarico<br>MAM Physician Site Coordinator: Dr. Sarah McClennan<br>MAM Administrative Coordinator: Frances Rankin

Summary of Portfolio Requirements:

<table>
<thead>
<tr>
<th>Day of the Week:</th>
<th>Year 1: Tuesday PM&lt;br&gt;Year 2: Wednesday PM (Sept – May)</th>
<th>Duration &amp; Interval</th>
<th>2.5 hours for 6 sessions&lt;br&gt;5 hours for 2 sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of Tutorials</td>
<td>6 + 2 individual meetings of 30 minutes/student</td>
<td>Total Teaching Time</td>
<td>Approx. 30 hours/year</td>
</tr>
<tr>
<td>Faculty Support/Development</td>
<td>Yes</td>
<td># Tutors Required/Session</td>
<td>12 across the two years – 6/year (there is a potential for 2 physicians to share commitment)</td>
</tr>
<tr>
<td>Assessments</td>
<td>Yes - Reflections</td>
<td># of Students/Group</td>
<td>9</td>
</tr>
<tr>
<td>Teacher</td>
<td>Academy Scholars are respected teachers in their clinical departments, with</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Qualifications**

| comfort and skill in engaging trainees and earning their trust, while providing honest and helpful feedback in a supportive fashion. Physician Academy Scholars co-facilitate this teaching with a Junior Scholar (generally a resident). |

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**TOPIC (Toronto Patient-Centered Integrated Curriculum) – CBL, Workshops/Seminars and Lectures**

This UTM-based component is responsible for much of the clinical content, via case-based learning, self-study, as well as some lectures and seminars. The first couple of weeks of Student-led CBL sessions in year 1 require resident support.

**TOPIC - CBL**

**Student’s Experience of a CBL Case:**

This is a virtual patient online module that outlines the case of the week. A group of 8-10 students will go through the CBL module on campus, without a faculty tutor. The students follow the journey of a patient (or a family) navigating the health care system in the case. They will explore the trigger questions, patient-directed questions, resources, videos, imaging, EMR screenshots, and lab results findings, etc. in the case. In addition, there are around 10-15 questions that the group will have to answer and submit to the faculty tutor by the end of this self-guided group session.

During the week, the students will independently explore the resources (e.g., guidelines, clinical skills videos, etc.) embedded in the CBL module to solidify their understanding.

A few days later, the same group will attend a 2.5-hour CBL session with a faculty tutor (note: each group will have a longitudinal relationship with a few faculty tutors.). The faculty will review the answers with the group, challenge their thinking, answer questions (tutor-guide for the case will be provided by the content experts), and present other similar cases to help the students **transfer** their knowledge to other contexts. The tutors will also identify any confusing or challenging concepts remaining at the end of the session and inform the central teaching team. These concepts will be discussed with students further at a later time in the **Integrated Summary & Application Lecture** (see page 14).

Refer to the following for an example of a virtual case:


Faculty information to support case-based teaching can be found in the Appendix – A Primer for Case-Based Learning (CBL) tutors.
### Summary of TOPIC CBL Year 1 and 2 Teaching Requirements:

| Day of the Week: | Year 1: Thursday PM  
|                 | Year 2: Wednesday AM  
|                 | (Sept – May)          | Duration & Interval | 2.5 hours  
|                 |                       |                    | Weekly      
| Total # of Tutorials | 72 across the two year curriculum | Total Teaching Time | Approx. 15 hours/tutor  
| Faculty Support/ Development | Yes | # Tutors Required/Session | 6  
| Assessments | Review of Student Assignment required prior to the CBL session | # of Students/Group | 9  
| Teacher Qualifications | CBL tutors can be generalists, specialists, or clinician scientists – there is an opportunity for all medical faculty who are interested in teaching through analysis of clinical cases. Generalist physicians from many disciplines may be able to take on more cases to provide longitudinal continuity, but subspecialists will also provide added support. See pages 5 and 6 for weekly content areas. |  |

### TOPIC - Seminars/Workshops

**Clinical Decision Making workshops (CDM)** provide active learning opportunities for students to practice applying their knowledge and skills to a variety of clinical cases, reinforce what was covered in the other modalities, and build their clinical decision making skills.

**Skills-based workshops** assist the students in learning/practicing a specific clinical skill within a clinical context including, when relevant, learning how to communicate about the situation to the patient and family (e.g., ECG workshops, Ultrasound teaching, etc.).

**Longitudinal theme seminars** are led by a faculty or a panel of experts including non-physician experts (e.g., ethics, leadership). Specific information on Ethics and Professionalism is provided below.

### Summary of TOPIC Seminar/workshops Teaching Requirements:

| Day of the Week: | Varies (September – May) | Duration & Interval | 2-3 hours  
|                 |                          |                    | Dependent on content requirements      
| Total # of Seminars | Year 1: 8-10  
|                     | Year 2: 8-10            | Total Teaching Time | Varies  
| Faculty Support/ Development | Yes | # Tutors Required/Session | 3  
| Assessments | Yes (sometimes) | # of Students/Group | 18 or smaller  
| Teacher Qualifications | Seminars/workshops are taught by content experts. |  |
TOPIC - Lectures
Lectures are designed to be engaging (e.g., incorporating the use of audience response system, or a form of Jeopardy contest, or using patient or clinician panel) instead of the traditional didactic style. Lecturers will be guided to make the lectures engaging. If you are interested in participating in this type of teaching, please contact Dr. Marcus Law at the University of Toronto.

2017-18 COURSE BREAKDOWN – YEARS 3 & 4 - CLERKSHIP

Transition to Clerkship (TTC) Course (Year 3)
TTC is a course that runs at the beginning of clerkship in the third year. The course is delivered for the MAM at the Terrence Donnelly Health Science Complex (TDHSC) at UTM, with clinical days occurring at THP. Faculty are recruited for all small group learning.

One of the hospital-based academy days of TTC is the clinical skills day. Students are divided into small groups and rotate through stations where specific skills are taught. The skills taught can include:
- ABGs (mannequin arms are used for this)
- Airway management and NGT placement (taught in the Simulation Centre)
- Gloving and gowning for the OR
- Gloving and gownsing for infection prevention and control (covered by the Sunnybrook IP&C team)
- IVs (mannequin arms are used for this)
- ECGs (2 machines are available with standardized patients on whom to obtain the ECGs)

Course Director: Dr. Tatiana Freire-Lizama  MAM Physician Site Coordinator: Dr. Sarah McClennan

Summary of TTC Teaching Requirements:
This varies depending on the curriculum each year. The average teaching assignment for a physician is between 2 - 4 hours.
**Clerkship Teaching Opportunities (Year 3 and Year 4)**

The year 3 & 4 curriculum is primarily comprised of clinical skills teaching. This allows for numerous opportunities to participate as a supervising physician across many programs. Trillium Health Partners provides over 90% of the 3rd year core clerkship teaching for the MAM students and creates the opportunity for many elective and selective experiences within the fourth year of clerkship as the medical students prepare for residency.

The core clerkship program includes rotations in Anaesthesia, Emergency Medicine, Family Medicine, Medicine, Mental Health, Ob-Gyne, Ophthalmology, Otolaryngology, Paediatrics and Surgery. The following is a summary of contact information for each of these programs:

<table>
<thead>
<tr>
<th>Program</th>
<th>UofT Course Director</th>
<th>THP Clerkship Site Supervisor(s)</th>
<th>THP MEO Scheduling Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anaesthesia</td>
<td>Dr. Ahtsham Niazi</td>
<td>Dr. Christopher Flynn Dr. Augustine Rhee</td>
<td>Yvonne McVeigh</td>
</tr>
<tr>
<td>Emergency Medicine</td>
<td>Dr. Laura Hans</td>
<td>Dr. Michael Cohen Dr. Amna Karabegovic</td>
<td>Kay Pantarotto</td>
</tr>
<tr>
<td>Family Medicine</td>
<td>Dr Azi Moaveni, Undergraduate Director &amp; Clerkship Director</td>
<td>Dr. Ruby Alvi Dr. Jennifer Everson Dr. Kimberly Kent</td>
<td>Cathy Kovac (MH) Sylvia Muir (CVH)</td>
</tr>
<tr>
<td>Medicine</td>
<td>Dr. Luke Devine</td>
<td>Dr. Katherine Monkmann Dr. Sumontra Chakrabarti</td>
<td>Renata Leko</td>
</tr>
<tr>
<td>Psychiatry</td>
<td>Dr. Raed Hawa</td>
<td>Dr. Ariel Shafrro</td>
<td>Renata Leko</td>
</tr>
<tr>
<td>Ob-Gyne</td>
<td>Dr. Rajiv Shah</td>
<td>Dr. Scott Tigert Dr. Ronnie Hakim</td>
<td>Kay Pantarotto</td>
</tr>
<tr>
<td>Ophthalmology</td>
<td>Dr. Daniel Weisbrod</td>
<td>Dr. Devesh Varma</td>
<td>Yvonne McVeigh</td>
</tr>
<tr>
<td>Otolaryngology</td>
<td>Dr. Allan Vescan</td>
<td>Dr. Yvonne Chan</td>
<td>Yvonne McVeigh</td>
</tr>
<tr>
<td>Paediatrics</td>
<td>Dr. Angela Punnett</td>
<td>Dr. Silvio Gonzalez Dr. Katarzyna Gwiazda</td>
<td>Kay Pantarotto</td>
</tr>
<tr>
<td>Surgery</td>
<td>Dr. Jeremy Hall</td>
<td>Dr. Abdollah Behzadi Dr. Philippe Garzon</td>
<td>Yvonne McVeigh</td>
</tr>
</tbody>
</table>

**Core Clerkship Direct Teaching (Year 3)**

In addition to numerous opportunities to supervise 3rd and 4th year medical students within their clinical rotations, many programs have direct teaching opportunities within their mandatory curriculum requirements. For clerkship direct teaching within your program, contact your Education Office Program Consultant below, or the appropriate Education Office Administrative Contact (see page 18).

[Lorraine Ferraro](#)  
Program Consultant  
Anesthesia, Emergency, Ophthalmology, Otolaryngology & Surgery

[Nicole Gaertner](#)  
Program Consultant  
Family Medicine, Ob/Gyne & Pediatric

[Keith Leung](#)  
Program Consultant  
Diagnostic Imaging, Medicine & Psychiatry
**Longitudinal Clerkship (LInC) Pilot (Year 3)**

LInC is being introduced in Mississauga in 2017-18 with a nine student cohort. LInC preceptors are required. They will be assigned to a student for approximately 12-19 half days throughout the academic year (about once or twice per month).

LInC is the central element of clinical education whereby medical students:

- Participate in the comprehensive care of patients over time;
- Participate in continuing learning relationships with these patients’ clinicians; and
- Meet the majority of the year’s core clinical competencies, across multiple disciplines simultaneously through these experiences.

The International Consortium of Longitudinal Integrated Clerkships

**LInC School –**

- Held one half day per week at regular intervals throughout the year to ensure curricular/exam review is provided. Topics align with the program schedule and core rotation seminars. Sessions are student driven, case based, and interactive.

**Patient Panel –**

- Students will follow at least 3-5 patients per specialty area for up to one year; developing a diverse patient panel
- Suitable patients can be acquired in clinics, through the Emergency Department, from their preceptors, or on the wards
- Actively follow their panel patients over the course of the year during appointments

**Portfolio Course (Year 3 and 4)**

The Portfolio Program in years 3 and 4 is hospital-based. This course provides structured guidance to medical students in their 3rd and 4th year. The current curriculum has not changed with the implementation of the Foundations curriculum - it is designed to use self-reflection as a means to assisting students with understanding the various experiences through their clinical rotations. Two facilitators are paired together to meet with small groups of 6-9 students to discuss the uncertainties of their new role as a junior clinician – the highs and lows on each rotation; the messages they get form supervisors, patients, and peers. All sessions take place on Thursdays between 4-6 pm.

**Course Director:** Dr. Nirit Bernhard  
**Associate Course Director:** Dr. Susanna Talarico  
**MAM Physician Site Coordinator:** Dr. Sarah McClennan  
**MAM Administrative Assistant:** Frances Rankin

**Summary of Portfolio Year 3 and 4 Teaching Requirements:**

| Day of the Week: | Thursday afternoon (Sept – May) | Duration & Interval | Year 3 = 2 hours monthly  
| | | | Year 4 = Dec/Feb/Apr |
| Total # of Tutorials | Year 3: 7  
| | Year 4: 3 | Total Teaching Time | Year 3 = 14 hours  
| | | | Year 4 = 6 hours |
| Faculty Support/ Development | Yes | # Tutors Required/Session | 16  
| | | (8 pairs who co-facilitate)  
| Assessments | Yes - Reflections | # of Students/Group | 6-7 |
| Teacher Qualifications | Academy Scholars are respected teachers in their clinical departments, with comfort and skill in engaging trainees and earning their trust, while providing honest and helpful feedback in a supportive fashion |
INTERPROFESSIONAL EDUCATION – OPPORTUNITY FOR INVOLVEMENT

Interprofessional education is a worldwide initiative that aims to improve the standards of patient/client care, health provider satisfaction and foster the highest quality of collaborative practice. The skills that students learn as part of this curriculum will enable them to be collaborative practice-ready healthcare professionals.

Guided through the leadership of the Curriculum Portfolio, the IPE Curriculum has seen major developments in the past three years. In the IPE Curriculum, students are able to advance through the developmental levels - Exposure, Immersion and Competence (See UofT IPE Competency Framework) with competencies identified in the Values and Ethics, Communication and Collaboration constructs. Please visit UofT’s CIPE website for more information on current curriculum requirements: http://ipe.utoronto.ca/interprofessional-education-curriculum.

A calendar of all IPE elective offerings currently available at THP can be found on the Education page on the thpHUB.

If you are interested in facilitating an IPE elective or in creating an IPE elective opportunity for learners, please contact Deepy Sur, Manager, Collaborative Learning & Simulation or Dr. Dhanjit Litt, Interprofessional Education Physician Lead.

FACULTY DEVELOPMENT

The Office of Faculty Development, MD Program, offers a variety of opportunities to help medical educators prepare for their teaching roles in the MD Program at the University of Toronto. Medical educators can receive support to assist with development, and delivery of the various components of the Foundations and Clerkship curricula.

To find self-directed learning resources and/or register for in-person education activities, visit the Office of Faculty Development website (click on logo below). On this website you have access to:

- events (e.g. academy specific workshops, webinars)
- resources (e.g. print material, videos, eLearning modules)

For additional information, please contact Dr. Jana Lazor, EdD, Director of Faculty Development, Faculty Development - jana.lazor@utoronto.ca or Jennifer Bell, Faculty Development Coordinator - je.bell@utoronto.ca Office of Faculty Development, MD Program, Faculty of Medicine, University of Toronto, 1 King’s College Circle, Toronto ON, M5S 1A8; 416-978-1699.

Website links:
MEDICAL EDUCATION – UNDERGRADUATE ADMINISTRATIVE CONTACTS

Mississauga Academy of Medicine (MAM) Contacts based at UTM:

- **Elizabeth Day**, Preclerkship, Administrative Assistant. Tel: 905-569-4618  
  Email: elizabeth.day@utoronto.ca

- **Frances Rankin**, Health in the Community 1 & 2/HSR/Portfolio Administrative Coordinator.  
  Tel: 905-569-4602  Email: frances.rankin@utoronto.ca

Education Office, Trillium Health Partners – hospital-based Administrative Contacts:

For a full list of the Education Office staff and their contact information, please visit the thpHUB:  
[http://thphub/MedicalEducation/Pages/ContactInformation.aspx](http://thphub/MedicalEducation/Pages/ContactInformation.aspx)

- **Paty Callaghan**, Preclerkship Coordinator & Student Liaison – Mississauga Hospital.  
  Tel: 905-848-7580 x3587 Email: paty.callaghan@thp.ca

- **René deHooge**, Preclerkship Coordinator & Student Liaison – Credit Valley Hospital.  
  Tel: 905-813-1100 x4856 Email: rene.dehooge@thp.ca

- **Renata Leko**, Scheduling Coordinator & Student Liaison, Medicine (including Oncology), Psychiatry & Diagnostic Imaging / Radiology. Tel: 905-848-7580 x1728 Email: Renata.Leko@thp.ca

- **Yvonne McVeigh**, Scheduling Coordinator & Student Liaison, Surgery, Anesthesia, ENT & Ophthalmology. Tel: 905-848-7580 x1750 Email: yvonne.mcveigh@thp.ca

- **Kay Pantarotto**, Scheduling Coordinator & Student Liaison, Obstetrics & Gynecology, Paediatrics, Emergency Medicine, Pathology/Genetics/Lab. Tel: 905-848-7580 x1747  
  Email: kay.pantarotto@thp.ca

- **Sylvia Muir**, FMTU Scheduling Coordinator & Student Liaison – Credit Valley FMTU, *Family Medicine – CVH Site*. Tel: 905-813-1100 x5172 Email: Sylvia.Muir@thp.ca

- **Cathy Kovacic**, FMTU Scheduling Coordinator & Student Liaison, Trillium-Summerville FMTU *Family Medicine – MH Site*. Tel: 905-848-7580 x1751 x5172 or FMTU Office: 905-272-9900 x 248 Email: Catherine.Kovacic@thp.ca