UNDERGRADUATE TEACHING

2016 - 2017

OPPORTUNITIES IN MISSISSAUGA

As at April 11, 2016
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 (UofT), and community offices.

Undergraduate Medical Education:
Through our 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 and selective opportunities to undergraduate learners from other universities. By participating in direct teaching to medical learners and providing regular clinical supervision to both undergraduate and postgraduate medical trainees, your support will enhance our collaborative approach to the delivery of education at THP.

2016-17 begins the implementation of the new Foundations curriculum for medical students entering the UofT MD program in August 2016. Detailed information can be found on the University of Toronto’s website: [http://foundations.md.utoronto.ca/](http://foundations.md.utoronto.ca/).

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 U of T, 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 two 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 for years to come. Stay tuned for more information as it becomes available with the expansion of postgraduate training at THP.

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 Medical Education Office (MEO) by emailing medicaleducation@trilliumhealthpartners.ca.**

Thank you for your continued support!
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Organizing Principles of the NEW 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.

The Foundations curriculum will be implemented over a two year period. In 2016-17, year 1 students will be engaged in the new curriculum and year 2 students will continue in the current Preclerkship curriculum. In 2017-18, both year 1 and 2 students will have transitioned to the new structure. 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/.


Faculty Development

If you are a preparing to teach in the new Foundations Curriculum, the Office of Faculty Development in the Undergraduate Medical Education program will support you by providing a variety of resources that you can consult and/or attend prior to and throughout your teaching experience. These may include a combination of E-modules, face-to-face orientations and workshops, webinars, and other teaching tools and strategies. Faculty development will be tailored for your teaching role. To build your knowledge and expertise for each specific teaching role in the new Foundation Curriculum will require on an average 4 hours of faculty development time.

This program is highly recommended for all Undergraduate teachers. For further information, please contact Lori Innes at lori.innes@utoronto.ca.
2016-17 COURSE BREAKDOWN – YEAR 1 FOUNDATIONS

Overview

The teaching in year 1 is separated into 2 courses. The first 11 weeks provide an introduction to medicine. The remaining 25 weeks cover host defense, oxygen delivery, and metabolism and homeostasis. The unit weeks are subdivided into weeks which cover the following areas:

<table>
<thead>
<tr>
<th>11 Weeks</th>
<th>25 Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction to Medicine</strong></td>
<td><strong>Concepts, Patients, Communities 1</strong></td>
</tr>
<tr>
<td>o Genes, chromosomes and molecules</td>
<td>o Microbiology, immunology and dermatology</td>
</tr>
<tr>
<td>o Cells, tissues and embryology</td>
<td>o Blood, cardiovascular and respiratory</td>
</tr>
<tr>
<td>o Growing up, diet/exercise and drugs</td>
<td>o Endocrine, gastrointestinal, and kidney and urinary tract</td>
</tr>
<tr>
<td>o Family and community, and society</td>
<td></td>
</tr>
</tbody>
</table>

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

Clinical Skills

The Clinical Skills portion of the ICE course is hospital-based and covers communication skills, learning to take a medical and psychosocial history and physical examination, case writing and oral presentation. Students learn physical examination by systems at a basic level.

Clinical Skills Site Coordinators:
• Dr. Suleman Remtulla (CVH)
• Dr. Darren Sukerman (MH)

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

Clinical Skills Director: Dr. David Wong

Summary of Clinical Skills Teaching Requirements:

<table>
<thead>
<tr>
<th>Day of the Week:</th>
<th>Friday morning (Sept – May)</th>
<th>Duration &amp; Interval</th>
<th>4 hours weekly 8 am–12 noon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of Tutorials</td>
<td>34</td>
<td>Total Teaching Time</td>
<td>Approx. 120 hours for teaching commitments encompassing full year. There is the potential for a shared commitment.</td>
</tr>
<tr>
<td>Faculty Support/Development</td>
<td>Yes</td>
<td># Tutors Required/Session</td>
<td>18 across sites</td>
</tr>
<tr>
<td>Assessments</td>
<td>Case Reports + OSCE</td>
<td># of Students/Group</td>
<td>6</td>
</tr>
<tr>
<td>Teacher</td>
<td>This teaching opportunity is attractive to generalists – any physician who enjoys teaching</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
the basics, will enjoy teaching Clinical Skills. Many tutors commit to returning year-over-year. To support the longitudinal approach, the goal is to recruit tutors who can commit to an entire year of teaching. Clinical Fellows or Senior Trainees with program permission can also be recruited as required.

**Career Learning Experiences (C-LE)**

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.

**Career Exploration Faculty Lead:**
Dr. Jon Novick

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

**Summary of C-LE Teaching Requirements:**

<table>
<thead>
<tr>
<th>Day of the Week:</th>
<th>Duration &amp; Interval</th>
<th>Faculty Support/Development</th>
<th># Tutors Required/Session</th>
<th>Teacher Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>As requested</td>
<td></td>
<td>No</td>
<td>N/A</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Community, Population and Public Health (CPPH)**

CPPH 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. 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).

**CPPH Director:** Dr. Allison Chris  
**CPPH Course Site Coordinator:** Dr. Maria Upenieks  
**MAM Administrative Coordinator:** Frances Rankin

**Summary of CPPH 1 Teaching Requirements:**

<table>
<thead>
<tr>
<th>Day of the Week:</th>
<th>Duration &amp; Interval</th>
<th>Total # of Tutorials</th>
<th>Total Teaching Time</th>
<th>Faculty Support/Development</th>
<th># Tutors Required/Session</th>
<th>Teacher Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday afternoon (Sept – February)</td>
<td>3 hours Approx. monthly</td>
<td>5</td>
<td>Approx. 15 hours/year</td>
<td>Yes</td>
<td>9 physicians + 9 allied health professionals</td>
<td></td>
</tr>
</tbody>
</table>
### Assessments

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th># of Students/Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physician tutors are community-focused clinicians who are paired as co-tutor with a health care professional.</td>
<td>6</td>
</tr>
</tbody>
</table>

### Portfolio (Year 1)

Expanding into first and second years, 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 an 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.

The following topics make up this course: Patient as a physician; Cadaveric experience; Scholar role; Physician as a person; Cultural safety/anti-oppression; and Reflection on clinical experience.

### Summary of Portfolio Year 1 Teaching Requirements:

<table>
<thead>
<tr>
<th>Day of the Week:</th>
<th>Duration &amp; Interval</th>
<th>Total Teaching Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday afternoon (Sept – May)</td>
<td>2.5 hours for 6 sessions 5 hours for 2 sessions</td>
<td>Approx. 30 hours/year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Support/ Development</th>
<th># Tutors Required/ Session</th>
<th># of Students/Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>6 (there is a potential for 2 physicians to share commitment)</td>
<td>9</td>
</tr>
</tbody>
</table>

### Portfolio Director: Dr. Nirit Bernhard  
MAM Administrative Coordinator: Frances Rankin

### 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 month of Student-led CBL sessions will require resident support. The current understanding is that all resident recruitment will be managed by UofT centrally.
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, immediately after lectures at the beginning of the week on Monday. 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.

Towards the end of the content week, the same group will attend a 2.5-hour CBL session with a faculty tutor at the academies (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 further at a later time in the Integrated Summary & Application Lecture (described below).

See the following for an example of a virtual case:

Summary of TOPIC CBL Teaching Requirements:

<table>
<thead>
<tr>
<th>Day of the Week:</th>
<th>Thursday afternoon (Sept – May)</th>
<th>Duration &amp; Interval</th>
<th>2.5 hours Weekly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of Tutorials</td>
<td>36</td>
<td>Total Teaching Time</td>
<td>Approx. 15 hours/tutor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(suggest 6 sessions/tutor)</td>
</tr>
<tr>
<td>Faculty Support/</td>
<td>Yes</td>
<td># Tutors Required/Session</td>
<td>6</td>
</tr>
<tr>
<td>Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessments</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 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 sub-specialists will also provide added support.  
  - Jan-Feb – Good fit for Hematologists, Cardiologists, Respirologists  
  - Mar-May – Endocrinologists, Nephrologists, Gastroenterologists (ideal for previous MNU PBL tutors) | 9 |
**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).

Longitudinal theme seminars are led by a faculty or a panel of experts including non-physician experts. They will discuss with the students a particular longitudinal theme (e.g., ethics, leadership). Specific information on Ethics and Professionalism is provided below.

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

<table>
<thead>
<tr>
<th>Day of the Week:</th>
<th>Duration &amp; Interval</th>
<th>Total # of Seminars</th>
<th>Total Teaching Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not consistent (Sept – May)</td>
<td>2 hours Dependent on content requirements</td>
<td>Approximately 3-4 / teacher</td>
<td>Approx. 6-8 hours/tutor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Support/Development</th>
<th># Tutors Required/Session</th>
<th># of Students/Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Teacher Qualifications</th>
</tr>
</thead>
</table>
| Yes (details TBD) | Details are not confirmed at this time but it is anticipated that seminars / workshops will be taught by content experts.  
• Jan-Feb – Good fit for Hematologists, Cardiologists, Respirologists  
• Mar-May – Endocrinologists, Nephrologists, Gastroenterologists (ideal for previous MNU PBL tutors) |

**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.

<table>
<thead>
<tr>
<th>Faculty Lead: Dr. Erika Abner</th>
<th>MAM Physician Site Coordinator: Dr. Rob Boyko</th>
<th>MAM Preclerkship Administrative Assistant: Elizabeth Day</th>
</tr>
</thead>
</table>

**Summary of Ethics Teaching Requirements:**

<table>
<thead>
<tr>
<th>Day of the Week:</th>
<th>Duration &amp; Interval</th>
<th>Total # of Seminars</th>
<th>Total Teaching Time</th>
</tr>
</thead>
</table>
| Year 1 – Friday afternoon  
Year 2 – No set day (Sept – May) | 1.5 – 3 hours (varied) | Year 1 - 3; and Year 2 - 7 | 21.5 hours |

<table>
<thead>
<tr>
<th>Faculty Support/Development</th>
<th># Tutors Required/Session</th>
<th># of Students/Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Teacher Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBD</td>
<td>Sessions are facilitated by two tutors who have an interest/experience in ethics and professionalism – a clinical ethicist paired with a clinician.</td>
</tr>
</tbody>
</table>
TOPIC - Lectures
There are three live and recorded lectures on the first day of each week (Monday 9 am to noon). Specific learning outcomes that will support the Case-Based Learning to be held immediately afterwards will also be covered in the lectures. These lectures will be 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 Wendy Leslie at wendy.leslie@trilliumhealthpartners.ca and she will connect you with the appropriate unit director at the university.

2016-17 COURSE BREAKDOWN – YEAR 2 PRECLERKSHIP

This is the final year of the second year curriculum delivery in this structure. In 2017-18, year 2 will transition to the Foundations curriculum.

Art and Science of Clinical Medicine (ASCM2)
ASCM2 is a hospital-based course for 2nd year students that runs from September to May. This course requires core tutors on a regular basis, and specialists occasionally. The course is run in the Credit Valley Hospital and in the Clinical Administration Building at the Mississauga Hospital. Core tutors are assigned to groups of 6 students and are required for approximately 11 weeks throughout the year. The course work builds on previously learned skills in history and physical examination in Clinical Skills (previously known as ASCM1) and focuses on students learning more advanced skills. The components of the written case report is reviewed and strengthened and students will improve skills in performing an oral case presentation. Students will learn to integrate knowledge of states of health and illness into their history taking in order to perform a focused history and physical and to formulate a differential diagnosis.

Course Director: Dr. David Wong

Course Site Coordinators:
- Dr. Jeffrey Myers (CVH)
- Dr. Stephen McKenzie (MH)

THP Preclerkship Coordinators:
- René deHooge (CVH)
- Paty Callaghan (MH)
**Summary of ASCM 2 Teaching Requirements:**

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Thursday morning (Sept – May)</th>
<th>Duration &amp; Interval</th>
<th>4 hours weekly 8 am–12 noon</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total # of Tutorials</strong></td>
<td>36</td>
<td><strong>Total Teaching Time</strong></td>
<td>Varies dependent on session content and number of sessions physicians can commit to</td>
</tr>
<tr>
<td><strong>Faculty Support/Development</strong></td>
<td>Yes</td>
<td><strong># Tutors Required/Session</strong></td>
<td>9 across sites</td>
</tr>
<tr>
<td><strong>Assessments</strong></td>
<td>Case Reports + OSCE</td>
<td><strong># of Students/Group</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>Teacher Qualifications</strong></td>
<td>This teaching opportunity is attractive to generalists – any physician who enjoys teaching the basics, will enjoy teaching this course. Clinical Fellows or Senior Trainees with program permission can be recruited as required. Specialists are recruited for sessions requiring content experts, such as Psychiatry, Paediatrics, Geriatrics and Neurology. • There is no significant change being anticipated for 2016-17 – recruitment will remain with a mix of Family Medicine and Specialists. • Existing strategy to be employed – re-recruiting for entire year by mid-year. Due to length of commitment, it is difficult to recruit new physician tutors.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Community, Population and Public Health (CPPH) (Year 2)**

CPPH for year 2 continues to be taught at UTM and expands the fundamental principles of community health. Students continue working on the Community-Based Service (CBS) learning project that began in year 1. It is anticipated that tutors who participated in CPPH 1 will continue in CPPH 2.

| Course Director | Dr. Allison Chris | MAM Course Site Coordinator | Dr. Maria Upenieks | MAM Administrative Coordinator | Frances Rankin |

**Summary of CPPH 2 Teaching Requirements:**

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Wednesday afternoon (October – April)</th>
<th>Duration &amp; Interval</th>
<th>1.5 hours 3 times/year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total # of Tutorials</strong></td>
<td>2 teaching sessions + 1 field experience forum</td>
<td><strong>Total Teaching Time</strong></td>
<td>Approx. 10 hours/year</td>
</tr>
<tr>
<td><strong>Faculty Support/Development</strong></td>
<td>Yes</td>
<td><strong># Tutors Required/Session</strong></td>
<td>9 physicians + 9 allied health professionals</td>
</tr>
<tr>
<td><strong>Assessments</strong></td>
<td>Yes</td>
<td><strong># of Students/Group</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>Teacher Qualifications</strong></td>
<td>Tutors are community-focused clinicians who are paired as co-tutor with another health care professional.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Family Medicine Longitudinal Experience (FMLE)**

This 2nd year course is managed centrally by the DFCM. Interested Family Medicine physicians should connect with the course director if they are interested in supporting this course.

Students participate in six community-based family medicine clinics on Monday and/or Wednesday afternoon half days. These sessions occur in a longitudinal fashion such that no more than one clinic is attended per week. 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 develop an appreciation of the importance of Generalist specialties and of Family Medicine in particular, including understanding the role Family Physicians play within the health care system. Students consider patient encounters in the context of the CanMEDS-FMU (Family Medicine Undergraduate) 2009 competencies of FM (Family Medicine) Expert, FM Communicator, FM Collaborator, FM Manager, FM Health Advocate, FM Scholar and FM Professional. In addition, students receive exposure to important issues in our health care environment such as physician distribution, physician remuneration, primary care reform, and social accountability.

During this course, students have the opportunity to practice some of the history taking and physical examination skills learned in ASCM1 and ASCM2.

**Course Director:** Dr. Susan Goldstein

**There is no administrative support in Mississauga**

**Health Science Research (HSR)**

The UTM-based HSR course is designed to help students be intelligent consumers of the health science literature. This course is an introduction to the principles of research, directed at helping students understand how to use research to contribute to improving the health of people and populations. This is a very exciting course and a wonderful opportunity for medical students to develop an understanding and appreciation of the human translational research pathway.

Students will develop the capacity to integrate medical research in clinical practice, promote evidence-based medicine and quality patient care. Learn about human translational medicine pathway, the breadth of clinical research pathway (from basic to policy), concepts of critical appraisal, and concepts of human and animal research ethics.

The course uses small-group tutorials as one of the major teaching modalities. Tutors are required to facilitate these small-group activities in year 2 only. Students a tutorial and e-module-based learning on two major topics:

1. How to participate in health research projects and
2. How to apply the findings of health research to patient care.

The role of the tutor is to:

- Set the climate of the tutorial group—create a safe, conducive environment for tutorial groups and self-directed learning
- Plan – organization and structure of tutorials
- Engage students in learning activities – facilitate the learning of the course content and ensure that students are on track with their learning
- Evaluate students’ learning outcomes – include “formative feedback” as well as “summative evaluation”
- Enable students to develop the skills to become a consumer of research.

**HSR Director:** Dr. Debra Katzman

**MAM Administrative Coordinator:** Frances Rankin
**Summary of HSR Teaching Requirements:**

<table>
<thead>
<tr>
<th>Day of the Week:</th>
<th>Tuesday morning (Sept – May)</th>
<th>Duration &amp; Interval</th>
<th>2 hours Monthly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of Tutorials</td>
<td>12</td>
<td>Total Teaching Time</td>
<td>Approx. 24 hours/year</td>
</tr>
<tr>
<td>Faculty Support/Development</td>
<td>Yes</td>
<td># Tutors Required/Session</td>
<td>6 (12 if co-tutoring is applied)</td>
</tr>
<tr>
<td>Assessments</td>
<td>Yes – Evaluations – approx. 8 hours/year</td>
<td># of Students/Group</td>
<td>8-10</td>
</tr>
</tbody>
</table>

**Teacher Qualifications**

- Must be MD, PhD, or MD/PhD and actively engaged in research
- Effective teacher who is enthusiastic about health science research and the importance of developing life-long skills in this area
- Expertise in 1 or more Canadian Institutes of Health Research (CIHR) pillars
- Experience supervising / mentoring students on independent research
- Comfortable meeting the individual needs of students who have entered medical school with a wide range of research experiences
- In short, tutors should be a “hybrid” faculty person – one who is both an excellent educator/teacher and researcher.

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**Mechanisms, Manifestations, and Management of Disease (MMMD)**

The UTM-based MMMD course represents the amalgamation of the former courses of Pathobiology of Disease and Foundations of Medicine. It is divided into three sections: Mechanisms, Manifestations, and Management.

**Mechanisms**

There are seven topics explored in this section of MMMD.

Three topics are presented in the new case-based learning (CBL) format. Several preclerkship courses make reference to an on-line virtual patient, Mr. GB. This module will expand the students’ encounter with Mr. GB, covering some of the same subjects as is in previous years of the Mechanisms portion of MMMD.

Please see “A Primer on Case-Based Learning” at the end of this document.

The remaining four topics will be covered in the traditional PBL format. Each topic is divided into two sessions, split between two consecutive weeks. These topics are often supervised by members of the Departments of Anatomic and Clinical Pathology but these are not absolute requirements.

**Manifestations**

As tutors facilitate student learning, they need not have specific expertise. This part of the course is usually taught by family physicians, general internists, ER physicians, paediatricians, and obstetrician-gynecologists. Tutors may be paired with other specialists. As with other PBL sessions, a topic is introduced one week and then reviewed the next week after students have been able to develop the material over the intervening weekend.

**Management**

This third part of the course has Medicine and Surgery topics that are also explored in the PBL format. Each topic is covered in two sessions, delivered in two consecutive weeks. Both sessions of each topic must be led by the same tutor(s). Continuity among different topics is preferred, however, so tutors usually teach more than one topic.
Course Directors:
- Dr. Lori Albert,  
- Dr. Darlene Fenech  
- Dr. Eleanor Latta  
- Dr. Hosanna Au

MAM Physician Site Coordinators:
- Dr. Dalip Bhangu  
- Dr. Dennis Di Pasquale

MAM Preclerkship Administrative Assistant:  
Elizabeth Day

**Summary of MMMD Teaching Requirements:**

<table>
<thead>
<tr>
<th>Day of the Week:</th>
<th>Duration &amp; Interval</th>
<th>Total # of Tutorials</th>
<th>Total Teaching Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday &amp; Thursday (Sept – May)</td>
<td>2 hours Monthly</td>
<td>12</td>
<td>Approx. 24 hours/year</td>
</tr>
<tr>
<td>Faculty Support/Development</td>
<td>Yes</td>
<td># Tutors Required/Session</td>
<td>6 (12 if co-tutoring is applied)</td>
</tr>
<tr>
<td>Assessments</td>
<td>Yes</td>
<td># of Students/Group</td>
<td>8-10</td>
</tr>
<tr>
<td>Teacher Qualifications</td>
<td>Tutorial group composition based on students’ previous research skills/background (as best as can be achieved)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**2016-17 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 gowning 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. Pamela Coates

**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 Preceptor Teaching Opportunities (Year 3 and Year 4)*

The year 3 & 3 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 Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anaesthesia</td>
<td>Dr. Ahtsham Niazi</td>
<td>Dr. Christopher Flynn TBD</td>
<td>Yvonne McVeigh</td>
</tr>
<tr>
<td>Emergency</td>
<td>Dr. Laura Hans</td>
<td>Dr. Michael Cohen Dr. Sarah McClennan</td>
<td>Kay Pantarotto</td>
</tr>
<tr>
<td>Medicine</td>
<td>Dr Azi Moaveni , Undergraduate Director &amp; Clerkship Director; and Dr. Ruby Alvi, Preclerkship Director</td>
<td>Dr. Ruby Alvi Dr. Jennifer Everson Dr. Kimberly Kent</td>
<td>Sue Todd Suzanne Serré-Hall</td>
</tr>
<tr>
<td>Family Medicine</td>
<td>Dr. Danny Panisko</td>
<td>Dr. Katherine Monkman Dr. Sumontra Chakrabarti</td>
<td>Keith Leung</td>
</tr>
<tr>
<td>Psychiatry</td>
<td>Dr. Raed Hawko</td>
<td>Dr. Mandeep Singh Dr. Ariel Shafro Dr. Sashi Senthelal</td>
<td>Keith Leung</td>
</tr>
<tr>
<td>Ob-Gyne</td>
<td>Dr. Rajiv Shah</td>
<td>Dr. Scott Tigert Dr. Dalip Bhangu</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. Dror Koltin Dr. Katarzyna Gwiazda</td>
<td>Kay Pantarotto</td>
</tr>
<tr>
<td>Surgery</td>
<td>Dr. George Christakis</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. The following table provides a overview of the current requirements:

<table>
<thead>
<tr>
<th>Program</th>
<th>Type of Teaching</th>
<th>Frequency</th>
<th>Duration of Teaching</th>
<th># of Tutors</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Medicine</td>
<td>Seminars</td>
<td>3/block</td>
<td>2 hours/seminar</td>
<td>1 tutor/seminar</td>
<td>8</td>
</tr>
<tr>
<td>Family Medicine</td>
<td>Seminars (various topics)</td>
<td>5-6 /block</td>
<td>1-2 hours/ seminar</td>
<td>1 tutor/seminar</td>
<td>8-9</td>
</tr>
<tr>
<td></td>
<td>Marking</td>
<td>6 times/year</td>
<td>2 hours</td>
<td>2 markers</td>
<td>8-9</td>
</tr>
<tr>
<td>Medicine</td>
<td>Physical Exam Rounds</td>
<td>7/block</td>
<td>1 hour/session</td>
<td>1 tutor/session</td>
<td>9 (4-5/site)</td>
</tr>
<tr>
<td></td>
<td>Coaching</td>
<td>9 students/ block</td>
<td>1-2 hours</td>
<td>1 coach/ student</td>
<td>9 (4-5/site)</td>
</tr>
<tr>
<td></td>
<td>Core Seminars, ECG Sessions,</td>
<td>3-4 sessions/ week</td>
<td>1 hour</td>
<td>1 tutor/session</td>
<td>9 (4-5/site)</td>
</tr>
</tbody>
</table>
Noon Rounds

Morning Report

<table>
<thead>
<tr>
<th>Noon Rounds</th>
<th>Morning Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2/week</td>
<td>1 hour</td>
</tr>
<tr>
<td></td>
<td>1 tutor/session</td>
</tr>
<tr>
<td></td>
<td>9 (4-5/site)</td>
</tr>
</tbody>
</table>

Mental Health

Interviewing Skills Sessions

Personality Disorder Seminar

Narrative Competence Seminar

<table>
<thead>
<tr>
<th>Mental Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-4/block/site</td>
</tr>
<tr>
<td>2/block</td>
</tr>
<tr>
<td>1/block</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Personality Disorder Seminar

Narrative Competence Seminar

Seminars

Exam

Marking

<table>
<thead>
<tr>
<th>Ob-Gyne</th>
</tr>
</thead>
<tbody>
<tr>
<td>23/block</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Exam

Marking

Seminars

<table>
<thead>
<tr>
<th>Ob-Gyne</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 oral exam/block</td>
</tr>
<tr>
<td>4 hours per</td>
</tr>
<tr>
<td>2-4 tutor/exam</td>
</tr>
<tr>
<td>9</td>
</tr>
</tbody>
</table>

Ob-Gyne

<table>
<thead>
<tr>
<th>Ob-Gyne</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-5/year</td>
</tr>
<tr>
<td>4 hours per</td>
</tr>
<tr>
<td>1 tutor/exam</td>
</tr>
<tr>
<td>45-50 written exams from across all academies</td>
</tr>
</tbody>
</table>

Surgery

Oral Exam

<table>
<thead>
<tr>
<th>Surgery</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 oral exam/block</td>
</tr>
<tr>
<td>3 hours</td>
</tr>
<tr>
<td>4 (2 at CVH &amp; 2 at MH)</td>
</tr>
<tr>
<td>9 (4 at CVH &amp; 5 at MH)</td>
</tr>
</tbody>
</table>

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. This course runs through the medical students 3rd and 4th year with seven meetings during year 3 and three meetings in year 4. All sessions take place on Thursdays between 4-6 pm.

Course Director: Dr. Elly Berger
Associate Course Director: Dr. Susanna Talarico

MAM Physician Site Coordinator: Dr. Pamela Coates
THP Administrative Assistant: Arlene Newland

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
7 in Year 3
3 in Year 4
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 Medical 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 Shannon Tyrrell, Manager, Interprofessional Education or Dr. Dhanjit Litt, Interprofessional Education Physician Lead.

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, CPPH 1 & 2/HSR/Portfolio Administrative Coordinator. Tel: 905-569-4602
  Email: frances.rankin@utoronto.ca

Medical Education Office, Trillium Health Partners – hospital-based Contacts:
For a full list of the Medical Education Office staff and their contact information, please visit the thpHUB: http://thphub/MedicalEducation/Pages/ContactInformation.aspx
- Paty Callaghan, Preclerkship Coordinator & Student Liaison – Mississauga Hospital.
  Tel: 905-848-7580 x3587 Email: paty.callaghan@trilliumhealthpartners.ca
- René deHooge, Preclerkship Coordinator & Student Liaison – Credit Valley Hospital.
  Tel: 905-813-1100 x4856 Email: rene.dehooge@trilliumhealthpartners.ca
- Keith Leung, Scheduling Coordinator & Student Liaison, Medicine (including Oncology), Psychiatry & Diagnostic Imaging / Radiology. Tel: 905-848-7580 x1728 Email: keith.leung@trilliumhealthpartners.ca
- Yvonne McVeigh, Scheduling Coordinator & Student Liaison, Surgery, Anesthesia, ENT & Ophthalmology. Tel: 905-848-7580 x1750 Email: yvonne.mcveigh@trilliumhealthpartners.ca
- Kay Pantarotto, Scheduling Coordinator & Student Liaison, Obstetrics & Gynecology, Paediatrics, Emergency Medicine, Pathology/Genetics/Lab. Tel: 905-848-7580 x1747
  Email: kay.pantarotto@trilliumhealthpartners.ca
- Suzanne Serré-Hall, FMTU Program Assistant – Credit Valley FMTU, Family Medicine and Dermatology – CVH Site. Tel: 905-813-1100 x5172 Email: suzanne.serre-hall@trilliumhealthpartners.ca
- Sue Todd, FMTU Program Assistant Trillium-Summerville FMTU Family Medicine and Dermatology – MH Site. Tel: 905-848-7580 x1751 x5172 or FMTU Office: 905-272-9900 x 248
  Email: sue.todd@trilliumhealthpartners.ca
1. FOUNDATIONS COURSES AND CONTENT STRUCTURE

2. CURRENT PRECLERKSHIP CONTENT MAPPED TO THE NEW FOUNDATIONS CURRICULUM
3. A PRIMER ON CASE-BASED LEARNING
(Provided by Dr. Pier Bryden, Pre-Clerkship Director)

What is Case-Based Learning?

Case Based Learning (CBL) is a form of small group learning where a case is used to stimulate and guide student learning. Specifically, in medical education, cases are written as real life clinical problems that provide students with context in order to promote the relevance of what they are learning and, where appropriate, to assist them in integrating basic science content with clinical presentations. Through CBL, students consolidate their learning by applying prior and newly acquired knowledge, actively collaborating with their group members, using problem solving and critical thinking skills, and identifying their own learning needs as they attempt to understand the case(s).

Key characteristics of CBL Learning

- In CBL, students are given resources (i.e. lectures, curated online resources such as videos or websites, learning objectives) associated with the case ahead of time to familiarize them with the terminology and content of the case.
- In CBL, tutors have a key role in ensuring that students stay on track by utilizing the learning objectives to focus student learning to the specific outcomes.
- In CBL, students will address the learning issues raised by the case by the end of the CBL session. They may be directed to seek some additional resources during/after the case.
- In CBL, tutors have more control or guidance and thus play a more directive role to ensure that students integrate basic science knowledge with their understanding of the clinical case.

4. FOUNDATIONS CURRICULUM - EDUCATIONAL LEARNING MODALITIES

The students’ weekly learning experience will consist of some of the following learning modalities

There are 36 content weeks in each academic year. The start of each week for Year 1 is Monday.

Pre-Week Preparation (PWP)

These are online resources (e.g., readings, recorded short videos, websites, etc. to support basic learning outcomes of the week). Students are expected to study these materials prior to the lectures at the start of the week. The lecturers will quiz the class on the PWP materials to identify learning gaps for further discussion during lectures. This is a form of “flipped-classroom” – the students are expected to be prepared before coming to lectures for a more engaging discussion with the lecturer.

Lectures

See information above under TOPIC – Lectures.

CBL Case

See information above under TOPIC – CBL.

Integrated Summary & Application Lecture

Scheduled at the end of every sub-section, a patient may be invited to share in this opportunity with faculty to summarize how content has integrated throughout the sub-section, and teach about any confusing or challenging concepts identified throughout the sub-section.
**Self-Learning Module (SLM)**
There are specific learning outcomes not covered by the modalities listed above and would be suitable for a self-learning module in the form of an online case, e-module, short recorded video, or practice exercise with answers. Students will go through these SLM during the week. Their completion of these SLM will be tracked online (if possible). Their knowledge acquisition from these SML will be assessed (i.e., self-assessment and/or end-of-week quiz).

**Anatomy Labs**
In the Foundations Curriculum, anatomy labs will be scheduled throughout the 2-year curriculum. The Anatomy learning outcomes will be planned with the content experts of the specific weeks to fully integrate anatomy into the curriculum. Students will be expected to prepare for the lab with digital anatomy apps and videos, and attend anatomy labs at the 2 campuses to explore dissections, prosections, and anatomical models. There will be assessments every few weeks during anatomy labs using tools such as MCQ or bell-ringers.

**Clinical Decision Making Workshops (CDM)**
See information above under *TOPC – Seminars/Workshops*.

**Skills-based Workshops**
See information above under *TOPC – Seminars/Workshops*.

**Longitudinal Theme Seminars**
See information above under *TOPC – Seminars/Workshops*.

**Longitudinal Theme Lectures**
These lectures are led by a faculty or a panel of experts including non-physician experts. They will discuss with the students a particular longitudinal theme (e.g., ethics, leadership).