

## Congratulations! Collaborative Education Innovation Projects Grant Awardees

---

MD Program **Collaborative Education Innovation Project** (CEIP) Grants were created by the Medical Psychiatry Alliance (MPA) in the Fall 2016. The goal of the MPA MD Program CEIP Grant funding is to support the MPA's mandate to prepare current and future health professionals to prevent, diagnose, and treat mental and physical illness within an integrated care model. ***CEIP Grants were developed as an opportunity for two or more departments to collaborate to develop novel education innovations and curriculum to support MD Program training in integrated approaches to physical and mental health care.*** Grant funding was provided for up to \$40, 000 per project to support this important initiative.

After a widely disseminated call, we reviewed many high quality grant applications during the two-phase application process and after a competitive process and rigorous review, **three** MD Program MPA CEIP Grant teams were selected for funding. We acknowledge all the collaborating departments and teams that took the time to submit their applications to the CEIP Grant. We are pleased to announce the MPA MD Program CEIP Grant recipients.

### Grant Recipients

---

#### **1. The Creation of an Indigenous Framework for Teaching Integrated Care**

##### Applicants

Dr Allison Crawford  
Dr Lisa Richardson  
Dr Renee Linklater

##### Department/Organization Partnerships

- Departments of Medicine and Psychiatry
- The Wilson Center
- CAMH's Aboriginal Services
- RedLAB
- MD Program's Office of Indigenous Medical Education

**Focus:** This project aims to explore the concept of integrated care in Indigenous contexts, and draw upon this for the creation of a framework that can inform and enrich the MPA's educational mandate. The team posits that an inclusive relational and multifaceted framework for teaching about integration in health care will benefit both Indigenous and non-Indigenous patient populations.

#### **2. Optimizing the care of our most Complex Patients: Creating a 4-Year Integrated, Developmental Curriculum to Teach Future Physicians How To Communicate with Medical Psychiatry Patients**

##### Applicants

Dr Katina Tzanetos  
Dr Raed Hawa  
Dr Jana Lazor  
Dr Stacey Bernstein  
Dr Carla Garcia

##### Department/Organization Partnerships

- Departments of Psychiatry, Family and Community Medicine, Pediatrics, Medicine
- Faculty of Medicine MD Program

This project will design, develop, and implement a curriculum to further train medical students how to communicate with patients affected by co-morbid medical and psychiatric illness. This will include creating the resources to support both the student learners and faculty teachers.

The curriculum will be developmental, beginning in year one of the MD Program and ending at graduation. Students will first learn basic communication skills in non-complex patients and in a step wise fashion will learn to tackle more advanced communication challenges with increasingly complex patients. The curriculum will be aligned and integrated across courses, years and currently available elective enhancement opportunities of the MD Program.

### 3. *Healthy Physicians – Healthy Patients*

<u>Applicants</u>	<u>Department/Organization Partnerships</u>
Dr Leslie Nickell	<ul style="list-style-type: none"> <li>• Office of Health Professions Student Affairs (OHPSA) and Department of Family &amp; Community Medicine, U of Toronto</li> </ul>
Dr Andrea Levinson	
Dr Natasha Snelgrove	<ul style="list-style-type: none"> <li>• University of Toronto Health &amp; Wellness Centre, Department of Psychiatry, University of Toronto</li> <li>• University of Toronto Health &amp; Wellness Centre, Department of Psychiatry, University of Toronto</li> <li>• Office of Health Professions Student Affairs, Faculty of Medicine, University of Toronto</li> </ul>
Ms. Shayna Kulman-Lipsev	

This project focuses on the education of the care provider through a novel resilience curriculum to improve medical students’ understanding of the importance of their own physical and mental health. The resilience curriculum will identify and address bias, through the normalization of physician health needs. Times of transition throughout the ‘physician life cycle’ will be highlighted as times of particular vulnerability, and strategies will be developed for sustained well-being and capacity building to assist and support colleagues in need. By learning how to manage their own health, medical students can apply this understanding to their care of patients, including individuals suffering from co-occurring physical and mental illness.

Congratulations to all three of our MPA MD Program CEIP Grant recipient teams. We are eagerly anticipating the innovation and impact these projects will have on the MD program and advancing the MPA mission.

Best Wishes,

**Dr. Patricia Houston, MD, MEd, FRCPC**  
 Vice Dean, MD Program  
 Professor, Department of Anesthesia  
 Faculty of Medicine  
 University of Toronto

**Dr. Sanjeev Sockalingam MD, MHPE, FRCPC, FAPM**  
 Deputy, Psychiatrist-in-Chief (TG & PM Sites) UHN  
 Director, CPPD for Psychiatry  
 Director, Curriculum Renewal for MPA  
 Associate Professor, Department of Psychiatry, U of T

---

*This work is supported by the Medical Psychiatry Alliance, a collaborative health partnership of the Centre for Addiction and Mental Health, The Hospital for Sick Children, Trillium Health Partners, and the University of Toronto, as well as the Ontario Ministry of Health and Long-Term Care and an anonymous donor.*