



Mississauga Academy of Medicine
UNIVERSITY OF TORONTO



Trillium
Health Partners
Better Together

UNDERGRADUATE TEACHING 2023-2024

OPPORTUNITIES IN MISSISSAUGA

As of September 2023

OVERVIEW

The University of Toronto (U of T) Temerty Faculty of Medicine and its affiliated health care institutions share a joint mission of health care education. This joint mission includes the collaborative delivery of the four-year curriculum of the U of T Doctor of Medicine (MD) Program, including interprofessional education, through the four Academies at various clinical and education sites.

The Mississauga Academy of Medicine (MAM) is comprised of an anchor site, Trillium Health Partners (THP), and an associate site, the University of Toronto Mississauga (UTM). 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.

Teaching in Mississauga: Physicians and interprofessional team members have many opportunities to participate in a wide range of exciting experiences across multiple teaching locations, including:

- THP sites – Credit Valley Hospital, Mississauga Hospital, Queensway Health Centre
- UTM campus – Terrence Donnelly Health Sciences Complex (TDHSC)
- U of T St. George (UTSG) campus – Medical Sciences Building (MSB)
- Community clinical offices and agencies

By participating in direct teaching to medical learners and providing regular clinical supervision, your support will enhance our collaborative approach to delivering education at THP.

For information on the Years 1 and 2 *Foundations curriculum* or Years 3 and 4 *Clerkship curriculum*:

- www.md.utoronto.ca/curriculum

For teaching support, please refer to the Academic Calendar – a guide to essential aspects of the MD Program:

- <https://md.utoronto.ca/academic-calendar>

FACULTY APPOINTMENT

We request physicians who teach medical learners to hold an academic appointment with their appropriate department at the University of Toronto (U of T). This ensures our site meets accreditation standards and enables the physician to complete learner evaluations.

Thank you for your support!

For further information on a U of T faculty appointment, please visit: www.medicine.utoronto.ca/faculty-staff/faculty-appointments-and-promotions

The Education Office will facilitate the application process for Trillium Health Partners (THP) physicians. For assistance in obtaining a faculty appointment, please email or call Kim Bradley at Kim.Bradley@thp.ca or 905-848-7580 ext. 1749

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

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DIRECT TEACHING OPPORTUNITIES ACROSS MD PROGRAM

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

Role	Scheduled Teaching Days	Targeted Recruitment
Case-Based Learning (CBL) Tutor (UTM-based)	Year 1 – Thursday pm Year 2 – Wednesday am	Sub-specialists based on weekly content and Generalists
Clinical Skills Tutor (CS) (Hospital-based and Community Offices)	Year 1 – Friday am Year 2 – Thursday am	Generalists with support from sub-specialists based on weekly content
Health in Community (HC) Tutor (UTM-based)	Year 1 – Tuesday pm Year 2 – Thursday pm	Community-focused clinicians (co-tutor format with a health care professional)
Health Science Research (HSR) Tutor (UTM-based)	Year 2 – Wednesday pm	Physicians and/or health professionals with a focus on research
Portfolio Academy Scholar (Years 1 and 2 - UTM-based) (Years 3 and 4 - Hospital-based)	Year 1 – Monday pm Year 2 – Monday pm Year 3 – Thursday 4-6 pm Year 4 - Thursday 4-6 pm (<i>3 sessions only in early 2024</i>)	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)
Lecturer (UTM-based)	Year 1 – Monday am/Friday pm Year 2 – Friday am/Wednesday pm	Sub-specialists based on weekly content
Seminar / Workshop Leader (UTM-based)	Years 1 and 2 - Varied	Subject experts based on weekly content
Clerkship Seminars	Years 3 and 4 - Varied and dependent on rotation and specialty	Subject experts



2023-24 COURSE BREAKDOWN
YEARS 1 and 2: FOUNDATIONS

FOUNDATIONS COURSE OVERVIEW

There are five courses that run throughout the two years:

Introduction to Medicine

11 weeks in Year 1
Introduces basic and social sciences relevant to medicine, cognitive science, clinical skills and community health

Concepts, Patients, and Communities 1

13 weeks in Year 1
Instruction on health and the diagnosis and treatment of disease relevant to all of the body's systems

Concepts, Patients and Communities 2

9 weeks in Year 1
Instruction on health and the diagnosis and treatment of disease relevant to all of the body's systems (cont'd)

Concepts, Patients and Communities 3

16 weeks in Year 2
Instruction on health and the diagnosis and treatment of disease relevant to all of the body's systems (cont'd)

Life Cycle

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

Complexity and Chronicity

11 weeks in Year 2
Consolidation of the program with emphasis on chronic disease management, and complex problems with preparation for clerkship

Director, Year 1 Foundations

Dr. Anne McLeod

Director, Year 2 Foundations

Dr. James Owen

Foundations Course Directors:

Dr. Anne McLeod

Introduction to Medicine– Year 1

Dr. Robert Goldberg

Concepts, Patients & Communities 1 – Year 1

Dr. Savannah Cardew

Concepts, Patients & Communities 2 – Year 1

Dr. Evelyn Rozenblyum

Concepts, Patients & Communities 3 – Year 2

Dr. Jennifer Sy

Life Cycle – Year 2

Dr. Jordan Goodridge

Complexity and Chronicity – Year 2

CASE-BASED LEARNING (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 together, 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 and Application Lecture** (see page 17).

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

<http://emodules.med.utoronto.ca/DCemodules/CBLforTutors/story.html>

MAM CBL Group Leaders:

Year 1

Parisa Airia
Puja Chopra
Robbie Goldberg
Ahmed Hassan
Tanzil Rahman
Alka Sood

Year 2

Tara Ahmed
Nicholas Blanchette
Andrew Micieli
Ahmad Muinuddin
Melanie Spring
Corey Stein

MAM Foundations Course Coordinator:

Elizabeth Day

Summary of CBL Years 1 and 2 Teaching Requirements:

Day of the Week:	Year 1: Thursday PM Year 2: Wednesday AM (Sept – May)	Duration and Interval	2.5 hours Weekly
Total # of Tutorials	72 across the two year curriculum		
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 sub-specialists will also provide added support.		

CLINICAL SKILLS – YEARS 1 AND 2

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

This teaching runs across the first two years of the MD Program.

Director, Clinical Skills:

Dr. Zia Bismilla

Associate Director, Clinical Skills:

Dr. Christopher Gilchrist

Clinical Skills Physician Leads:

Year 1:

Dr. Suleman Remtulla (CVH)

Dr. Anu Joneja (MH)

Year 2:

Dr. Michelle Kraus (CVH)

Dr. Lori Coman-Wood (MH)

THP Education Consultants:

René deHooge (CVH)

Paty Callaghan (MH)

Summary of Clinical Skills Teaching Requirements:

Day of the Week:	Year 1: Friday AM Year 2: Thursday AM	Duration and Interval	4 hours weekly (Sept – May) 8 am–12 noon
Total # of Tutorials	Approximately 33 weeks in Year 1. Approximately 36 weeks in Year 2 taught by generalists, and subspecialties.	Total Teaching Time	Year 1: Approx. 132 hours of teaching encompassing full year - shared commitment between physicians. Year 2: Approx. 144 hours of teaching spread throughout the year – shared commitment.
Faculty Support/ Development	Yes	# Tutors Required/ Session	Minimum of 9 across sites for each year
Assessments	Evaluations, Case Reports + OSCE	# of Students/Group	Approximately 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 36 hours in the first 2 years of the MD Program. 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.

Director, Career Advising System (EEE):

Dr. Stacey Bernstein (interim)

THP Education Consultants:

René deHooze (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 and Interval	As agreed upon between supervising physician and 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 and Professionalism theme 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. Nadia Incardona

MAM Physician Coordinator:

Dr. Rob Boyko

MAM Foundations Course Coordinator:

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 and Interval	1.5 – 3 hours (varied)
Total # of Seminars	Year 1: 4 Year 2: 5	Total Teaching Time	20 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 is paired with a clinician.		

FAMILY MEDICINE LONGITUDINAL EXPERIENCE (FMLE) – YEAR 2

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.

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.

This 2nd year course is managed centrally by the Department of Family & Community Medicine (DFCM).

Family Medicine physicians interested in supporting this course should:

- Contact the FMLE Coordinator at fmle.recruit@utoronto.ca; or
- Complete the online application:
https://dfcmutorontoca.az1.qualtrics.com/jfe/form/SV_0AQ5PjQdLq5qGtn.

Community preceptors may take up to 4 students per academic year and will receive a stipend per student.

HEALTH IN COMMUNITY (HC) – YEARS 1 AND 2

HC teaches the fundamental principles of community health. There is currently a combination of academy-based sessions, field visits to community agencies and patient home visits. 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 care professional at UTM. Starting in the Spring of Year 1, students and tutors are assigned to a community partner agency. Students work to develop and complete their community based service learning component (CBSL) during 2nd year.

HC Course Director:

Dr. Fok-Han Leung

HC Course Site Coordinator (MAM):

Dr. Wanda Szymonowicz

MAM Foundations Coordinator:

Frances Rankin

Summary of HC Teaching Requirements:

Day of the Week:	Year 1: Tuesday (1:30-4:30 pm) Year 2: Thursday (1:30-4:30 pm) (September – May)	Duration and Interval	Year 1: 3 hours/session Year 2: 3 hours/session
Total # of Tutorials	Year 1: 5 sessions Year 2: 4 sessions plus Community Forum event	Total Teaching Time	Year 1 = 15 hours Year 2 = 12 hours
Faculty Support/ Development	Yes	# Tutors Required/Session	8 physicians + 8 allied health professionals
Assessments	Yes	# of Students/Group	7-8
Teacher Qualifications	Physician tutors are community-focused clinicians who are paired as co-tutor with an allied health care professional.		

HEALTH SCIENCE RESEARCH (HSR) – YEARS 1 AND 2

With the development of the Foundations curriculum, HSR was re-conceptualized as a two-year component, however tutor-based teaching is required only in the second year with the first year being lecture-based.

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.

HSR Component Director:

Dr. Gwen Jansz

MAM Foundations Coordinator:

Frances Rankin

Summary of HSR Teaching Requirements:

Day of the Week:	Year 2: Wednesday PM (Sept – May)	Duration and Interval	2 hours/session
Total # of Tutorials	Year 2: 7 plus one librarian lead session (tutor attendance optional)	Total Teaching Time	Approx. 22 hours across two years
Faculty Support/ Development	Yes	# Tutors Required/Session	9
Assessments	Yes – Evaluations	# of Students/Group	10-12
Teacher Qualifications	<ul style="list-style-type: none"> • 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. 		

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.

MD Faculty Lead, Portfolio and Theme Integration:

Dr. Nirit Bernhard

MD Associate Faculty Lead, Portfolio:

Dr. Lindsay Herzog

MAM Physician Site Coordinator:

Dr. Nicholas Blanchette

MAM Foundations Coordinator:

Frances Rankin

Summary of Portfolio Requirements:

Day of the Week:	Year 1: Monday PM Year 2: Monday PM (Sept – May)	Duration and Interval	2 hours for 6 sessions and 5 hours for 2 sessions
Total # of Tutorials	6 + 2 individual meetings of 30 minutes/student	Total Teaching Time	Approx. 30 hours/year
Faculty Support/ Development	Yes	# Tutors Required/ Session	12 across the two years – 6/year (there is a potential for 2 physicians to share commitment)
Assessments	Yes - Reflections	# of Students	Approx. 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. Physician Academy Scholars co-facilitate this teaching with a Junior Scholar (generally a resident).		

REMEDICATION

AACE-IT (Achieving Academic & Clinical Excellence in Training) and SCORE (Structured Clinical Observation, Reflection and Evaluation)

Physicians may be recruited to support MAM students who are experiencing challenges within the MD Program curriculum. While there is some compensation available to support MAM students requiring additional academic or clinical practice, the overall student requirements and the payment allocated will be clearly defined each time a physician is engaged by MAM Physician Lead to support a specific need.

MAM Physician Lead:

Dr. Mini Joshipura

Administrative Supports:

Paty Callaghan (MH)
René deHooge (CVH)

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 Seminar/Workshops Teaching Requirements:

Day of the Week:	Varies (September – May)	Duration and 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	No	# of Students/Group	18 or smaller
Teacher Qualifications	Seminars/workshops are taught by content experts.		



Integrative Summary and Application Lecture

CONTACTS – YEARS 1 and 2

MISSISSAUGA ACADEMY OF MEDICINE (MAM) CONTACTS

EDUCATION OFFICE, UTM, TERENCE DONNELLY HEALTH SCIENCES COMPLEX



Elizabeth Day

Foundations Course Coordinator

Tel: 905-569-4618

Email: elizabeth.day@utoronto.ca

Manages: CBL, Ethics, Seminars / Workshops, Lectures at UTM



Frances Rankin

Foundations Coordinator

Tel: 905-569-4602

Email: frances.rankin@utoronto.ca

Manages: HC, HSR, Portfolio

For a full list of UTM Mississauga Academy of Medicine staff and their contact information, please visit the University of Toronto Directory: <https://directory.utoronto.ca/>

HOSPITAL-BASED ADMINISTRATIVE CONTACTS

EDUCATION OFFICE, TRILLIUM HEALTH PARTNERS
CLINICAL SKILLS 1 & 2



Paty Callaghan

*Education Consultant,
Foundations*

Mississauga Hospital

Tel: 437-776-6708

Email: paty.callaghan@thp.ca



René deHooge

*Education Consultant,
Foundations*

Credit Valley Hospital

Tel: 437-776-6717

Email: rene.dehooge@thp.ca

For a full list of THP Education Office staff and their contact information, please visit the thpHUB: <http://thphub/MedicalEducation/Pages/ContactInformation.aspx>



2023-24 COURSE BREAKDOWN YEARS 3 and 4: CLERKSHIP

TRANSITION TO CLERKSHIP (TTC) COURSE (YEAR 3)

Transition to Clerkship (TTC) is a course that runs at the beginning of clerkship in the third year of the undergraduate medical program. This course strives to assist students in developing the knowledge, skills and attitudes they require to successfully progress from their role as a student to a member of the healthcare team as a clinical clerk. TTC is delivered for MAM at the Terrence Donnelly Health Science Complex (TDHSC), with clinical days (otherwise known as Academy Days) occurring at THP. Faculty are recruited for all small group learning sessions.

There are four focus areas with which the medical learner will be provided an opportunity to learn:

- 1) The Intrinsic CanMEDS roles, emphasis on teamwork, patient safety, managing information, interprofessional care, and medical-legal issues;
- 2) Medical Expert roles such as therapeutics, nutrition, medical imaging;
- 3) The care of priority populations (those living in poverty, and diversity groups; and
- 4) Specific skills needed for clerkship, explored within the Academy Days of TTC.

The hospital-based academy days during TTC consist of clinical skills days which provide students an orientation to clinical skills procedures and urgent response. Students are divided into small groups and rotate throughout various stations where specific skills are taught. These skills may include:

- Airway management and NGT placement
- Code Blue & CPR
- Gloving and gowning for the OR
- Infection prevention and control, including sharps handling
- ECGs
- Safe transfers (taught in the Simulation Centre)

Students also take part in additional seminars during TTC, which include topics on professional relations, poverty and health, imaging and patient safety. Details relating to teaching sessions that are available during TTC are listed below.

Course Director:

Dr. Clare Hutchinson

MAM Physician Site Coordinator:

Dr. Nicholas Blanchette

Education Manager:

Sasha Singh

TTC Session	Preferred Specialty	# of Tutors
Crisis Management	Psychiatry/ Family Medicine	1
Nutrition	Registered Nurse/ Dietitian	8
Medicolegal	Family Medicine/ Emergency Medicine	3
Imaging	Diagnostic Imaging	2

CLERKSHIP TEACHING OPPORTUNITIES (YEARS 3 AND 4)

The Years 3 and 4 curriculum primarily comprises clinical 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 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, Obstetrics & Gynecology, Ophthalmology, Otolaryngology, Paediatrics and Surgery. 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 provides contact information for each of these programs:

Program	U of T Course Director	THP Clerkship Site Supervisor(s)	THP Education Office
Anaesthesia	Dr. Anita Sarmah	Dr. Christopher Flynn Dr. Julian deBacker	Lorraine Ferraro
Emergency Medicine	Dr. Michelle Klaiman	Dr. Michael Cohen Dr. Daniel Shogilev	Keri Fernandes
Family Medicine	Dr Azi Moaveni, Undergraduate Director and Clerkship Director	Dr. Evangeline Seganathy Dr. Sahra Gedleh	Bernice Baumgart (MH) Carleene Burrell (CVH) Shona Lyons (CVH/ MH)
Medicine	Dr. Luke Devine	Dr. Maryan Graiss Dr. Vincent Ki Dr. Kulraj Singh	Michelle Antoine
Psychiatry	Dr. Carla Garcia	Dr. Alex Karas	Keri Fernandes
Ob-Gyn	Dr. Dini Hui	Dr. Nicole Cohen Dr. Carrie Ferguson	Kay Pantarotto
Ophthalmology	Dr. Jennifer Calafati	Dr. Rahul Sharma	Lorraine Ferraro
Otolaryngology	Dr. Allan Vescan	Dr. Amandeep Grewal	Lorraine Ferraro
Pediatrics	Dr. Hosanna Au	Dr. Nicholas Blanchette Dr. Katarzyna Gwiazda	Kay Pantarotto
Surgery	Dr. Jory Simpson	Dr. Abdollah Behzadi (Lead) Dr. Toby Carnat (Urology) Dr. Rajesh Chakraverty (Ortho) Dr. Andrew Feifer (Urology) Dr. Alana Hosein (Gen Surgery – C Site) Dr. Sumit Jhas (Neurosurgery) Dr. Ting Zhang (Cardiac) Dr. Behzad Taromi (Ortho) Dr. Adrian McArdle(Plastics) Dr. Ivica Vucemilo (Vascular) Dr. Nathan Zilbert (Gen Surgery – M Site)	Lorraine Ferraro

PORTFOLIO COURSE (YEARS 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 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 from supervisors, patients, and peers.

Sessions take place Thursdays between 4-6 pm.

Course Director:

Dr. Nirit Bernhard

Associate Course Director:

Dr. Susanna Talarico

MAM Physician Site Coordinator:

Dr. Nicholas Blanchette

MAM Foundations Coordinator:

Frances Rankin

Summary of Portfolio Years 3 and 4 Teaching Requirements:

Day of the Week:	Thursday afternoon (Sept – June)	Duration and Interval	Year 3 = 2 hours for 6 sessions and 5 hours for 2 sessions Year 4 = Jan/Feb/Apr = 2 hours for 2 sessions and 5 hours for 1 session
Total # of Tutorials	Year 3: 6 + 2 Individual meetings of 30 minutes/ student Year 4: 2 + 1 individual meeting of 30 minutes/ student	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		

SIMULATION OPPORTUNITIES

The Simulation Lab is a vital component in the education and training of medical students, residents and health care providers at THP. The Simulation Lab houses a variety of low- to high-fidelity manikins and skill trainers. It is a central resource to support a variety of educational learning objectives ranging from basic clinical skills to advanced, computerized and immersive simulations focusing on teamwork, communication, clinical judgement and crisis resource management.

Simulation Specialists:

Keith Leung
Dania Nasser

We offer a number of programs and services including but not limited to:

- Curriculum development
- Facilitator development and debriefing workshops
- In-situ simulations
- Emergency code preparation (Code Blue, Code White, etc.)
- Support simulation research and/or quality initiatives
- Equipment consultation, set-up and loans

For more information, please visit us on the Simulation page on the thpHUB at <https://thphub.thp.ca/MedicalEducation/Pages/Simulation.aspx>. If you'd like to find ways to get involved in simulation education, please contact Keith Leung (Keith.Leung@thp.ca) and/or Dania Nasser (Dania.Nasser@thp.ca).



**EDUCATION OFFICE – TRILLIUM HEALTH PARTNERS
HOSPITAL-BASED ADMINISTRATIVE CONTACTS**

EDUCATION PROGRAM CONSULTANTS



Lorraine Ferraro
Education Consultant
*Anesthesia, Ophthalmology,
Otolaryngology & Surgery*
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Shona Lyons
Education Consultant
Family Medicine
Tel: (647) 960-4742
Email: shona.lyons@thp.ca



Keith Leung
Simulation Specialist and Education
Consultant
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CLERKSHIP & POSTGRADUATE EDUCATION CONSULTANTS



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



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 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.

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 [U of T IPE Competency Framework](#)) with competencies identified in the

Values and Ethics, Communication and Collaboration constructs. Please visit U of T's CIPE website for more information on current curriculum requirements:

<https://ipe.utoronto.ca/u-t-ipe-curriculum>.

A calendar of all IPE elective offerings can be found on university's Centre for Interprofessional Education website (Link:

<https://www.ipecurriculum.utoronto.ca/>)

If you are interested in facilitating an IPE elective or in creating an IPE elective opportunity for learners, please contact Dr. Cindy Quinton, Physician Lead, IPE & Education Innovation.

FACULTY DEVELOPMENT

Dr. Robert Goldberg, Mississauga Academy of Medicine Physician Lead, Faculty Development works in collaboration with the education teams at both UTM and Trillium Health Partners to support local planning and implementation of the overall Temerty Medicine strategy for faculty development for teachers and educators involved in academic activities related to the Mississauga Academy of Medicine.

In addition, 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 the Faculty Development Coordinator at ofd.md@utoronto.ca, Office of Faculty Development, MD Program, Temerty Faculty of Medicine, University of Toronto, 1 King's College Circle, Toronto ON, M5S 1A8; 416-978-1699.

Website links:





TEACHING INTEREST

Physician Name (Last, First): _____

Program: _____

Division: _____

Please indicate below which teaching activities you are interested in leading or learning more about:

MD Program Years 1 and 2 Foundations Curriculum

- Case-Based Learning (CBL) Tutor – at UTM
- Clinical Skills (CS) Tutor – in hospital
- Health in Community (HC) Facilitator – at UTM
- Health Science Research (HSR) Tutor – at UTM
- Portfolio Facilitator – at UTM
- Seminar/Workshop Leader – at UTM
- Lecturer – at UTM

MD Program Years 3 and 4 Clerkship

- Clinical Teaching - preceptor
- Seminar Lead - in hospital
- Portfolio Facilitator - in hospital
- Community Clinic Family Medicine - Preceptor

THP Education Office (EO)

- Simulation
- Interprofessional Education (IPE)
- Research

Student Success

- Canadian Resident Matching Service (CaRMS)
- Enriching Educational Experience (EEE) aka Shadowing or Observership
- Mentorship
- Remediation
- Examiner (iOSCE, Oral Exams)

- I would like to book a one-on-one meeting to discuss teaching opportunities (optional).

Please send this completed form to the Director, Mississauga Academy of Medicine:
Dr. Nicholas Blanchette: Nicholas.Blanchette@thp.ca