



Undergraduate Medical Education  
UNIVERSITY OF TORONTO

# TEACHER HANDBOOK

2011/2012

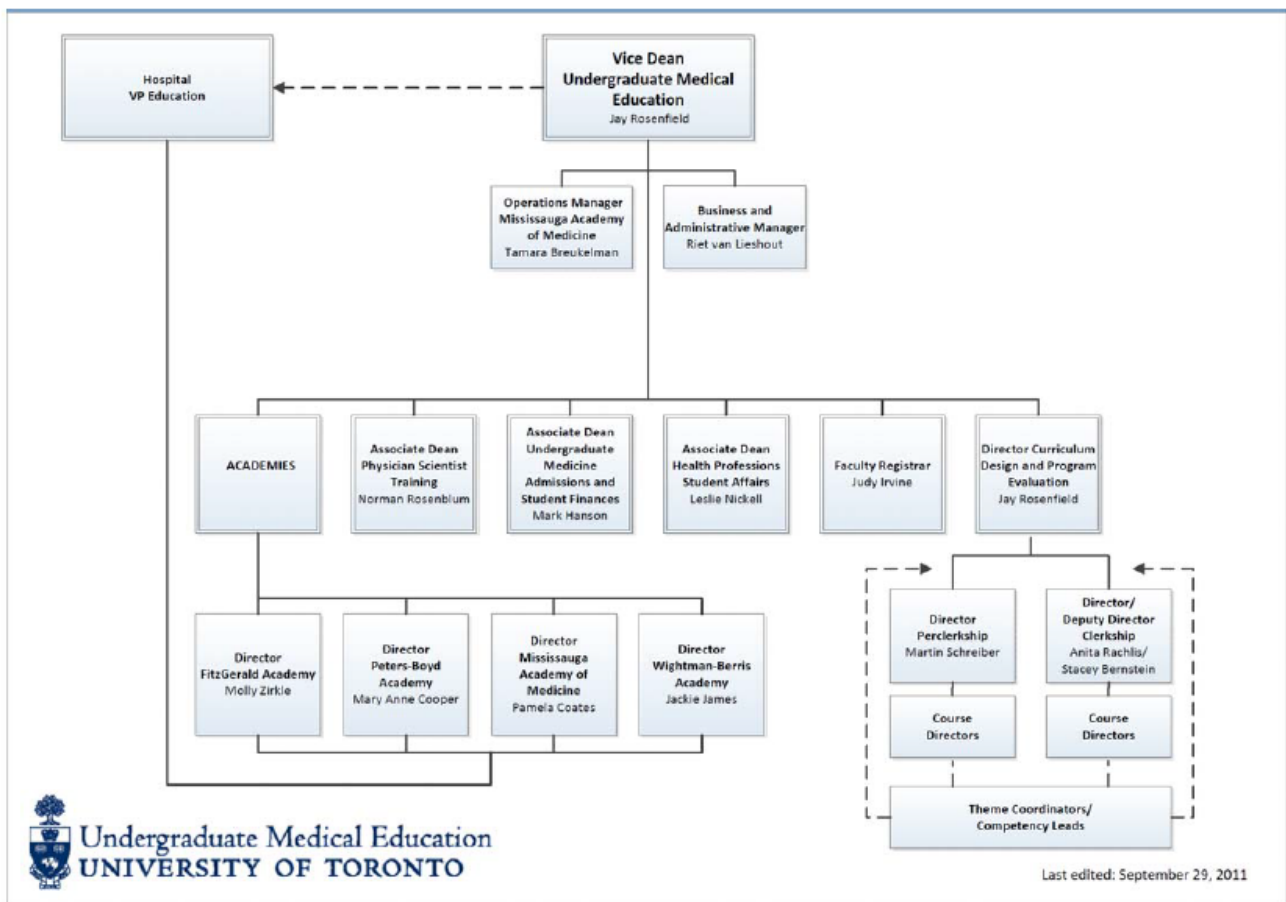
**SUMMARIZED**

**Goals and Objectives:**

The U of T UME goals and objectives are based on the 7 Royal College of Physicians and Surgeons of Canada CanMEDS roles and on the College of Family Physicians of Canada's Four Principles of Family Medicine. The seven CanMEDS roles are: Medical Expert, Communicator, Collaborator, Health Advocate, Manager, Scholar, and Professional.

The **Undergraduate Medical Education Organization Chart** is as follows:

## Undergraduate Medical Education Organizational Chart



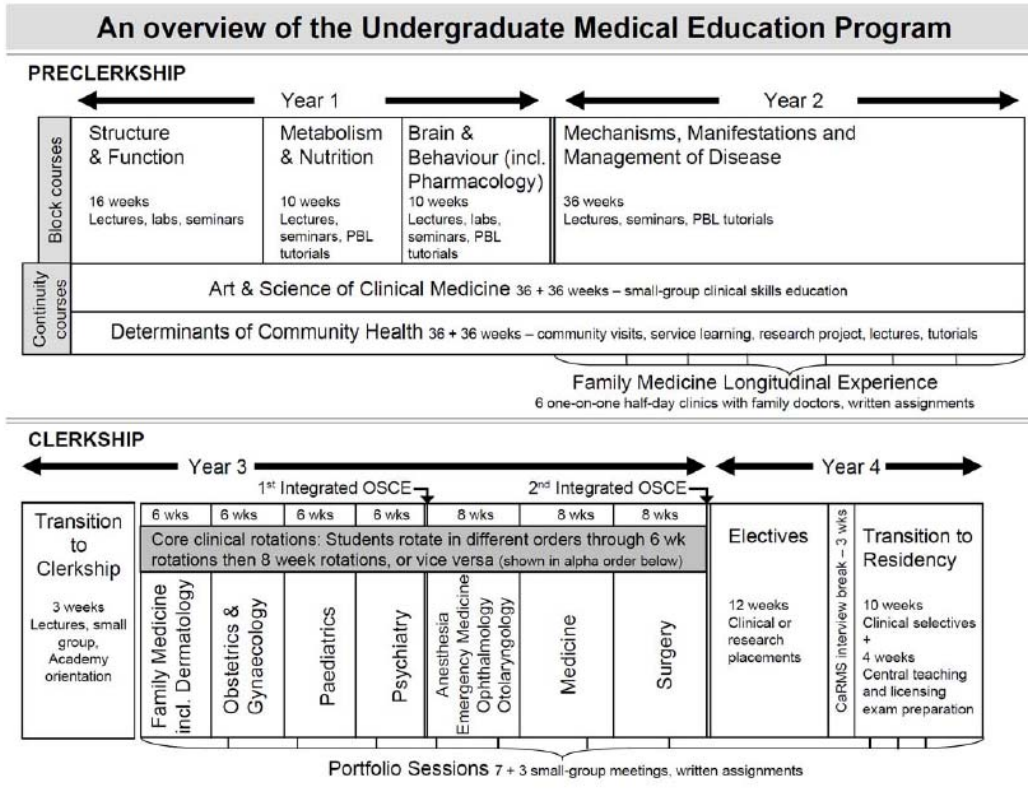
**The Academies:**

The medical school consists of close to 1 000 MD students and almost 30 affiliated hospitals. The four Academies are tabulated below:

	FitzGerald Academy	Mississauga Academy of Medicine	Peters-Boyd Academy	Wightman-Berris Academy
Campus	St. George (Toronto)	UTM (Mississauga)	St. George (Toronto)	St. George (Toronto)
Hospitals	<i>Anchor hospital:</i> St. Michael's <i>Associated hospitals:</i> Bridgpoint Health Providence Healthcare St. Joseph's	<i>Anchor hospitals:</i> Credit Valley Trillium Health Centre	<i>Anchor hospitals:</i> Sunnybrook Health Sciences Centre Women's College North York General <i>Associated hospital:</i> Markham-Stouffville	<i>Anchor hospitals:</i> Mount Sinai UHN <i>Associated hospitals:</i> Toronto East General Humber River Regional Baycrest
Director	Dr. Molly Zirkle	Dr. Pamela Coates	Dr. Mary Anne Cooper	Dr. Jackie James
E-mail	<a href="mailto:zirklem@smh.ca">zirklem@smh.ca</a>	<a href="mailto:pcoates@cvh.on.ca">pcoates@cvh.on.ca</a>	<a href="mailto:maryanne.cooper@sunnybrook.ca">maryanne.cooper@sunnybrook.ca</a>	<a href="mailto:jjames@mtsina.on.ca">jjames@mtsina.on.ca</a>
# students in 2011-12	-54/year	54/year	-60/year	-91/year

For more information, see the "Partners" section of the UME website ([www.md.utoronto.ca](http://www.md.utoronto.ca)).

**Undergraduate Medical Education Program Overview:**



**The teaching experience:**

Several opportunities to become more active in the UME program are listed below:

Type of teaching role	Who to contact
<i>PRECLERKSHIP TEACHING</i>	
Preclerkship small group leader (ASCM-1 tutor, ASCM-2 tutor, problem-based learning tutor, DOCH-1 tutorial group leader)	Academy Director associated with teacher's hospital/community (p. 24)
DOCH-2 research project supervisor	Academy Director associated with teacher's hospital/community (p. 24)
DOCH -2 research methods tutor or UoT research ethics panel member	DOCH-2 course director (p. 52)
Preclerkship seminar leader or lecturer in teacher's specific area of basic science or clinical expertise	Preclerkship course director (p. 31)
Preclerkship Day of the Doctor. Physician Shadowing in Year 1 and 2	Academy Director associated with teacher's hospital/community (p. 24)
Family physician supervisor for individual (1:1) Preclerkship student placements (FMLE)	FMLE course director (p. 55)
<i>CLERKSHIP TEACHING</i>	
Seminar leader or lecturer during clinical clerkship rotation	Clerkship course director (p. 64)
Clinical clerk supervisor (in ambulatory clinic and/or in-patient setting)	Clerkship site director for specific clinical clerkship rotations (see Program → Clerkship → Course Descriptions, beginning p. 67)
Portfolio group facilitator	Portfolio Coordinator (p. 119)
Clerkship elective supervisor	Clerkship Electives Officer (p. 122)
Transition to Residency (TTR) selective supervisor	TTR Coordinator (p. 123)

Enriching educational experiences (EEE) preceptorships:

This refers to a clinical experience not part of the medical student's formal core curriculum. This includes shadowing or observerships undertaken by first and second year students with the goal to help students with career exploration and to bring relevance to the preclerkship learning. Students are required to log these experiences online via the Portal (contact: [mara.goldstein@utoronto.ca](mailto:mara.goldstein@utoronto.ca)).

Course committees:

The committee consists of the course director, administrative staff, student representatives and several faculty members. For exploring the possibility of involvement, the course director should be contacted.

Leadership roles:

Teachers already involved in a course may discuss leadership opportunities with the relevant course director or the Preclerkship or Clerkship director.

Admissions file review and interviews:

Faculty members who are interested in participating in admissions should contact the Administrative Coordinator, Admissions and Awards, Deborah Coombs.

Research supervision:

DOCH 2 research project supervision – contact the DOCH 2 course director and/or the Academy director associated with their hospital

Clerkship research electives – teachers who would like to appear in the catalogue for a research elective should contact the Electives Officer.

Comprehensive Research Experience for Medical Students (CREMS) – research scholar program (20 months), summer program (12 weeks), International Health Summer Research Program (10-12 weeks), U of T Technion (Israel) Medical Student Summer Research Exchange Program (10-12 week exchange). Contact the CREMS program Director, Don Branch.

**Opportunities and Resources for Faculty Development:**

1. Centre for Faculty Development (CFD). <http://www.cfd.med.utoronto.ca>. The CFD provides a range of faculty development programs:
  - Best Practice in Education Rounds (BPER)
  - Individual workshops on a variety of topics (to enhance teaching skills)
  - Stepping stones (certificate program for teacher training)
  - Education scholars program (2 year leadership development program for educators of health professional students)
2. Faculty development organized by individual departments
3. Faculty development provided by individual UME courses
4. Faculty development at the Mississauga Academy of Medicine

**Key Policies, statements and guidelines:**

Details regarding the following topics can be found on the respective pages of the handbook:

❖ General Responsibilities of UME Teachers, Statement on the .....	158
❖ Disclosure of Potential Commercial or Professional Conflicts of Interest by UME Teachers, Procedure for .....	160
❖ Conflicts of Clinical and Educational Roles, Procedure For .....	161
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❖ Course Hours and Student Self-Study Time in the Preclerkship, Standards for .....	165
❖ Required Clinical Experiences in the Core Clerkship Rotations: Responsibilities of Students, Faculty, and UME Curriculum Leaders .....	167
❖ Timely Completion of Student Assessment and Release of Marks, Standards for.....	170
❖ Provision of Narrative Feedback to Students, Expectations for the .....	171
❖ Assessment of Undergraduate Medical Trainees in Academic Difficulty – Preclerkship and Clerkship, Guidelines for the (Summary).....	172
❖ Essential Skills and Abilities Required for the Study of Medicine, Council of Ontario Faculties of Medicine (COFM) Policy Document.....	176

For more information on this topic, see *The Program* → *Grading System & Assessment of Students* (p. 129)

❖ Student Attendance and Guidelines for Approved Absences from Mandatory Activities in UME, Regulations for (Summary).....	180
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❖ Professional Behaviour for Medical Clinical Faculty, Standards of.....	217
❖ Professional Responsibilities in Undergraduate Medical Education, College of Physicians & Surgeons Of Ontario (CPSO) Policy on .....	224
❖ Prohibited Discrimination and Discriminatory Harassment, Statement on .....	228
❖ Sexual Harassment, Policy and Procedures ( <i>Summary</i> ).....	233

Also see:

❖ Ethics & Professionalism in Healthcare Professional Clinical Training and Teaching, Guidelines for .....	194
• NB: Applies to both teachers and students	
❖ Code of Behaviour on Academic Matters ( <i>Summary</i> ).....	197
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