Newsletter: Office of Integrated Medical Education

UNIVERSITY OF TORONTO
FACULTY OF MEDICINE

In this Edition....

Message from the Deputy Dean: Dr. Sarita Verma, LLB, MD, CCFP

This is the fourth newsletter of the Office of Integrated Medical Education (OIME). I am pleased to report that we have made tremendous progress on all fronts with the integration of our medical education as well as on many other files that the Office and the project have undertaken in the past several months. You will see an emphasis on education technology in this issue. Dr Marcus Law is our Academic Lead: Educational Technology Faculty Development Specialist. In this important new position Marcus brings his strong community-based experience and commitment to the continuous improvement to the design of information technologies to support educational delivery and innovation in faculty development to IME. Marcus's key role is to support and advocate on behalf of the full and community affiliated partner institutions, to improve upon and develop new educational technologies in relation to the T-IME project. He plays a major role in assisting us with related faculty development and preceptor-related support in our affiliated sites. Importantly he represents the Faculty at the Association of Faculties of Medicine Canada (AFMC), the Council of Ontario Faculties of Medicine (COFM) and other major meetings. Under his guidance, the OIME has initiated an e-technology leadership group and will support strategic planning for e-learning across our programs. The ei^3: 2nd Annual OIME Summit (Educational Technologies) in November 2012 had over 130 participants and a wait list that indicated that there is a real hunger in our community and a huge need for more e-learning support.

You will also read about our new IME Community-Based Teaching Awards: In our inaugural year, we received the incredible number of 22 nominations. Although we had planned for only three awards this year, the Adjudication Committee members were so impressed with the caliber of the packages, they felt compelled to provide five awards this year. Our five awardees will receive their awards at a dedicated presentation at the annual Education Achievement Day event in May 2013. The awardees under the three categories of awards are as follows:

"The trajectory of our Integrated Medical Education program continues to rise: respect, rewards and returns are emerging on all fronts"

- Sustained Achievement in Community-Based Teaching: **Dr. Gary Smith**, Department of Pediatrics, Orillia Soldiers Memorial Hospital
- Excellence in Community-Based Teaching (office setting): **Dr. David Kaplan**, Department of Family and Community Medicine
- Excellence in Community-Based Teaching (hospital setting):
  - **Dr. Albino Chiodo**, Department of Otolaryngology-Head and Neck Surgery, Toronto East General Hospital
  - **Dr. Jeff Powis**, Department of Medicine, Toronto East General Hospital
  - **Dr. Peter Stotland**, Department of Surgery, North York General Hospital

The progress of our working groups continues to amaze me. In addition to the work of the T-IME CEPD-Faculty Development working group -- who are planning for next year's OIME summit, and who have been delivering community-based faculty development programs -- there is terrific engagement of the Learner Experience working group. The T-IME Appointments and Promotions working group reports 168% growth in community-based academic appointments. This is an increase in preceptor appointments from 774 in June of 2010 to 1,703 in June 2012 to 2,075 in March 2013. This represents a significant growth in all clinical departments. Concurrently, our payments to preceptors have increased steadily reaching $3.7 million in fiscal year 2011-2012. Growth in preceptor payments is expected this year as well, with an increase of 29% in quarter three of this fiscal year, over quarter three of last year.

We have been moving ahead with two very key projects as well. The renewal of our agreements with all our community affiliated sites has now begun the process of approval of the template for that agreement to the University governance cycle. We anticipate that within a short time once the governance approval has been received, we can begin to execute these agreements for another five years. As well, the process for addressing the recommendations from the Task Force on Academies has got underway. Under the able leadership of Dr. Jay Rosenfield, we will be looking at ways to improve the structure and communications for the MD academies over the next few months.

Finally, I wish to acknowledge again the work of our multiple hospital leads, administrators and programs and especially of Wendy Kubasik, who keeps this OIME ship afloat. A great deal of "behind the scenes" work gets done by you and for that the Faculty is deeply grateful.

Shifting the Role of Instructors Using E-learning Technologies at the Faculty of Medicine
By: Marcus Law, MD MBA MEd CCFP, Academic Lead, Educational Technology

Medicine has evolved through the ages, and so too have the methods used to teach it. This has been necessary given the growing demand for medical educators to prepare more learners in a distributed environment for increasingly complex clinical practice.

At the Faculty of Medicine, there has been a proliferation of experimentation with curriculum changes using e-learning technologies. These technologies encompass a suite of tools available to instructors that are designed specifically for improving the teaching and learning experience. These include in-class modalities such as audience response systems (e.g. iClicker) and live video capture (e.g. TechSmith Camtasia), to online teaching cases, virtual patients for drill and practice (e.g. Virtual Interactive Case System), and mobile resources for quick references. E-learning allows our learners to tailor their educational experiences to meet their personal learning objectives. They have more control over the

content, time, pace, and learning sequence. The technologies also cater to learners with different learning styles and strengths in multiple intelligences, and acknowledge the role of medical students and residents as adult learners who can choose best how they learn.

Our medical students, for example, learn neuroanatomy in their first year using a variety of methods including textbooks, dissection and a computer modeling program called "Functional Neuroanatomy". Lessons are also fully recorded allowing students to re-watch lectures or potentially learn from home on their own time. They also learn using a low-fidelity interactive virtual patient case that stimulates reflection. At the postgraduate level, our residents from all training programs become proficient in a shared curriculum called PGCorEd, which is delivered through self-guided online modules. This allows busy residents with conflicting priorities and demands to achieve competencies in the non-"medical expert" CanMEDS roles through a simple but powerful web-based interface. The diverse teaching modalities employed leads to a rich learning experience that caters to different learning styles and timelines.

Renewing curriculum with e-learning technologies also presents research and educational scholarship opportunities for faculty. Faculty can disseminate their scholarly work on MedEdPORTAL, a searchable database of peer-reviewed e-learning resources developed by the AAMC. A similar endeavor is the Canadian Healthcare Education Commons (CHEC), which aims to promote the sharing and development of educational content for medical training across the country. The Faculty of Medicine has launched our own website showcasing the technology-enabled curriculum innovations of our faculty members (http://elearning.med.utoronto.ca/). Through this website, and my role as a resource for faculty members, we hope to see more e-learning initiatives integrated into our curriculum, catalyzing the shift of the instructors' role from distributors of content and knowledge to facilitators of learning and assessors of competency.

ei[3]: e-Learning Innovation, Integration, and Impact
Submitted By: Marcus Law, MD MBA MEd CCFP, Academic Lead, Educational Technology

To address the growing demand for incorporating technology into teaching and learning, the Office of Integrated Medical Education (OIME) convened its 2nd Annual Summit on November 20, 2012 to explore educational technology and its power for innovation, integration, and impact, under the leadership of Deputy Dean Sarita Verma and Vice-Dean Postgraduate Medical Education Sal Spadafora. The purpose of this event was three-fold: to develop a better understanding of innovations in educational (teaching) technologies in the Faculty of Medicine at the University of Toronto; to provide a platform to harness our collective advantage across the Faculty of Medicine and our full and community-based affiliates in the area of educational technology; and, to build opportunities for future innovation, integration and collaboration in the development

of educational technologies at the University of Toronto.

At the summit, we showcased some of the projects supported by the OIME, such as: integrating virtual patient case in the first semester of first year medical curriculum (Drs. Jean Hudson and Mike Wiley), piloting the replacement of didactic lectures on epidemiology with e-learning modules for the Determinants of Community Health course (Dr. Fran Scott), developing short video-based student-informed online faculty development modules (Drs. Karen Leslie and Marcus Law), establishing a 10-month asynchronous online study group for geriatric psychiatrists who are sitting for the new Royal College geriatric psychiatry subspecialty examination (Dr. Mark Rapoport), and developing a digital emergency medicine radiology teaching database (Drs. Ivy Cheng and Nazanin Meshkat). Many grass roots projects, some with support from the Faculty of Medicine Educational Development Fund and other sources, were demonstrated. Twenty academic posters, many presented nationally and internationally but never shared locally amongst an audience from various departments and hospitals, helped us identify and build new initiatives and partnerships aimed at implementing and enhancing the integration project at the Faculty of Medicine. You can learn more by reading the ***Proceedings*** : http://oime.utoronto.ca/Assets/Root+Digital+Assets/proceedings+of+the+summit.pdf

Many thanks to the members of our Planning Committee (Sarita Verma, Sal Spadafora, Wendy Kubasik, Wes Robertson) and all of those who contributed to the success of this event.

ART – Online Faculty Development
By: Dr. Karen Leslie, Director, University of Toronto's Centre for Faculty Development

The Centre for Faculty Development has recently launched two exciting new programs to complement our existing activities, the Accessible Resource for Teaching (ART), an online faculty development program and the New and Emerging Academic Leaders (NEAL) Program. The ART program was developed to provide additional ways for individuals and groups to participate in faculty development. The goal of ART is to bring faculty development to the teaching practice workplace through the use of short modules. Each module focuses on a particular learning topic that can be applied in the teaching context and incorporates teaching videos, reflection questions and resources. They are each designed to be completed within approximately fifteen minutes by an individual or group, or can be used within a longer seminar and session. Orienting the learner Registration is FREE and open to anyone by registering online via the CFD website (see http://www.cfd.med.utoronto.ca/programs/elearning.html).

Module topics include:

- Providing effective feedback
- Small group facilitation
- Digital professionalism and privacy
- Effective role modeling
- Asking effective questions

The NEAL Program is aimed at individuals, within and outside of Canada, with faculty appointments in Faculties of Medicine or Health Sciences who have academic leadership roles and/or responsibilities. The goal of the NEAL program is to foster a productive, visionary and collaborative academic leader in the Academic Health Science System. Participants will become members of a community of leaders who have the mindsets and capabilities to successfully run their division, research, education or other academic unit and help their faculty be successful. Specifically, they will be competent in the four practices of academic leadership: intrapersonal, interpersonal, organizational and systems. This program has many unique features such as:

- A focus on university leadership activities or roles within the academic health science network
- Workplace-based learning
- Application of learning to an academic leadership project
- Participants working on context relevant stretch goals and shared issues
- Individual and group coaching
- Leadership shadowing
- Enabling change in complex health science settings
- Building collaborative and distributed leadership capacity
- The development of a network of academic leaders

Participants must submit an application package to be considered for the program. More information on the program as well as application requirements can be found on the CFD website: http://www.cfd.med.utoronto.ca/programs/leadership.html

OtoSim™ Night Teaches First and Second-Year Medical Students to Correctly Identify Ear Pathologies

On Feb. 13, 2013, almost 100 first and second-year MMMD 211Y medical students participated in an optional, intensive, one-hour otoscopy workshop using the OtoSim™, a training and simulation system that is radically changing the way students learn this medical skill.

http://www.youtube.com/watch?v=8WHbeBytOTc&list=UUcKGQq77h0kFmkjWQPvX91w&index=1

"Historically, otoscopy simulation involved looking at an image of an eardrum on a piece of film at the end of a rubber ear," said Dr. Andrew Sinclair, CEO of OtoSim Inc. "OtoSim™ has a digital image bank that is orders of magnitude more extensive. The instructor can electronically point to areas within the image and confirm that the student sees the pathology of interest. Diagnostic accuracy goes up enormously."

Dr. Vito Forte and Dr. Paolo Campisi at the Hospital for Sick Children (SickKids) invented the OtoSim™, after perceiving a systemic need among the students and medical professionals for better otoscopic training tools.

For this event, 48 OtoSim™ units were networked via eight instruction hubs, allowing Assistant Professor and Director of Undergraduate Education Dr. Albino (Al) Chiodo, along with Lecturer and Co-director Dr. John Lee, to teach large groups in two one-hour sessions. *"I love that they've got both common, uncommon, and even some quite rare pathology in the OtoSim™ image bank,"* said **Dr. Ian Witterick**, Professor and Chair of the Department of Otolaryngology – Head & Neck Surgery. *"I'm sure that in future years, some of the students going through this program will say, 'aha,' I recognize that because I saw it using the OtoSim™."* Two new products and Pneumatic Otoscopy Simulator and an Opthalmoscopy Simulator (OptoSim™) are on the way. OtoSim Inc's clients include hospitals, universities and medical schools around the world.

Epidemiology Online Modules: A Student-Centred Interactive Approach to Learn
By: Dr. Fran Scott, Director, Public Health and Preventive Medicine Residency Program

The Epidemiology Online Resources, developed by the University of Toronto, are a series of interactive e-modules to teach first year medical students about basic epidemiology. Although the primary audience is first year medical students, the modules will be useful for review by all health sciences students. The six module sections include an introduction to basic epidemiology, with definitions, formula, application of indicators and rates. Study designs, measures of association and screening test attributes are also covered. Bio-statistics modules are currently under development for second year students completing a research course. Plans are underway for additional modules on developing a research question, research ethics review, literature searching and research project management. These modules are available through an open access web site.

The epidemiology modules were introduced in the fall of 2012 and students had a mix of comments including: "The epidemiology modules were helpful", "I found the epidemiology module very useful for PBL in other courses", and "I liked the epidemiology module format". A second year student said, "Epidemiology module was interesting - we should have more things like this. Important skills to be learned there, many people in our class have very little to no exposure to epidemiology, and statistics. This should be a major concern, as how are these people to interpret papers and think critically about what they are learning without these skills." Some of their comments included useful suggestions for improvement such as: "The epidemiology module was helpful, but it would be nice to have more practice questions associated with some of the calculations we needed to complete. Also, a reminder email to complete the module would also help." Feedback such as page links and typos that could be immediately fixed were attended to and solutions for longer term such as practice questions will be included in future versions. Dr. Fran Scott, the course director and lead developer stated, "These modules were developed by students to offer a more student-centered interactive approach to learning basic epidemiology."

EMRaD – A Collaboration Between Medicine and Computer Science

By: Dr. Ivy Cheng and Dr. Nazanin Meshkat, Division of Emergency Medicine, Faculty of Medicine, University of Toronto

Through collaboration with University of Toronto's computer science graduates (Mr. A. Lee, and A. Fung), Drs. Ivy Cheng and Nazanin Meshkat from the Division of Emergency Medicine at the Faculty of Medicine created an innovation called EMRaD (www.rad.utorontoeit.com) that is designed to enable learners from medicine and other health professional schools to learn about emergency medicine radiology.

EMRaD is a digital teaching file of emergency medicine radiology images and videos, in accordance to the Royal College of Physicians Emergency Medicine curriculum. It contains a library of normal and abnormal images, internet links on "how to learn" and bilingual emergency ultrasound videos (CEUS – Canadian Emergency Ultrasound). "Flexibility and perseverance are key to building this innovation and making it successful," said Dr. Nazanin Meshkat, co-inventor of the e-learning tool. "When I was a resident studying for my exam, I had to navigate through multiple resources such as books and websites in order to find everything I needed, whereas now EMRaD is a one-stop shop for learners to access these images and websites that are directly linked to the images. We have done the work for them to make it easier for them to do the learning."

The website is now 90% complete, and the databank is about 50%. It is currently fully functional, but is still a work-in-progress where we continually add and edit images, as well as enhance its features. This website will be beneficial to learners because it provides common and rare diagnostic images with a side-by-side normal comparator with instructional web-based resources to aid the reading of the images. "EMRaD is a result of international collaboration, from Northern Ontario to Australia, and we are hoping to expand this tool for use in low-resource settings in the future," said Dr. Ivy Cheng.

Rapid & Portable CanMEDS E-assessment Tool

By: Drs. Marika Hohol, Liesly Lee and Jeffrey Alfonsi, Division of Neurology, Faculty of Medicine, University of Toronto

Recognizing the need to evaluate the non-medical expert CanMEDS roles during day-to-day performance of residents in postgraduate training programs, Drs. Marika Hohol and Liesly Lee from the Division of Neurology, Department of Medicine, and internal medicine resident Dr. Jeffrey Alfonsi at the Faculty of Medicine, developed an iPhone application that assesses directly observed instances of resident performance of the CanMEDS roles.
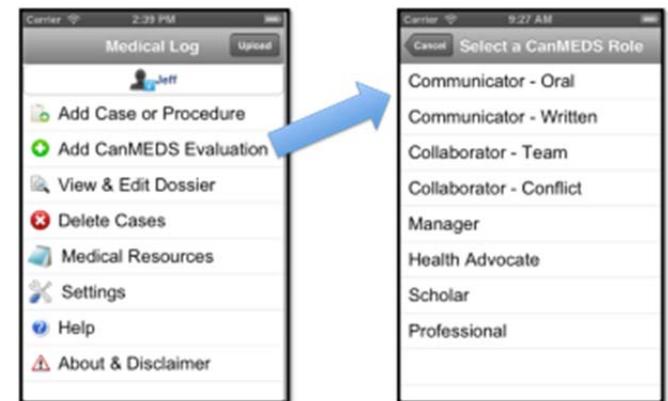
Evaluations can be completed within minutes. The device automatically captures the date of the evaluation and through scrollable options, the role of the evaluator (faculty, allied health care worker, other resident, medical student or patient), the setting, and the diagnosis. Evaluators complete a 5-point scoring system specific to each CanMEDS role. Residents can also type in reflective notes and the evaluator can add comments. The directly observed nature of the evaluation encourages 'on the spot' feedback to the trainee and increases awareness of the non-medical expert CanMEDS roles in everyday resident life.
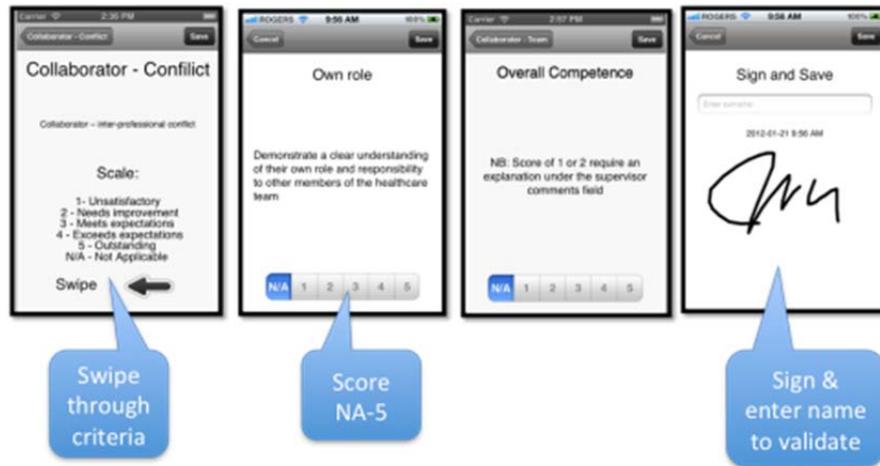
The evaluation is electronically signed and uploaded directly to a secure, password-protected website that the resident, site directors and the program director can access to review individual resident and program results and progress over time. This allows reviewers to identify potential deficiencies in either individual resident or residency program performance and address them appropriately to improve the educational experience. PGY1 resident Dr. Jeffrey Alfonsi said, "utilization of the tool has not only improved evaluation of the CanMEDS roles, but by having a dedicated app on our devices, it has also increased resident awareness of their importance in day-to-day clinical practice".

The 'Heart' of Integration: Facilitating Cross-Course Comprehension in Pre-Clerkship Students Using a Virtual Patient Module and Targeted Assignment

By: Dr. Jean Hudson, Department of Family & Community Medicine, Faculty of Medicine, University of Toronto

Most Canadian medical schools employ didactic teaching in the preclinical years, often separated into courses or blocks. At the University of Toronto, the first semester of first year medical school includes three courses: Structure and Function, Determinants of Community Health and the clinical skills course Art and Science of Clinical Medicine. Each course has unique curricular objectives. Virtual patients permit educators to deliver clinical encounters that cater to students' learning experience through the first year courses. Leveraging this technology in early pre-clerkship encourages medical students to develop clinically oriented thinking and integrate knowledge across the courses.

A virtual longitudinal patient case named *Mr. G.B.*, a man with congestive heart failure, was introduced during the first week of medical school. It was created through collaboration among students (second year medical students Pamela Newman and Lu Gao) and faculty (Dr. Jean Hudson, Department of Family &

Community Medicine, and Dr. Marcus Law, Academic Lead, Educational Technology). His case was utilized in all three of the first year courses. The online component consisted of a simulated patient encounter, including an interview, chart summary, video clips and interactive examination. Students were required to work through the online case. After the first semester, a mandatory online assignment with short answer questions was administered to the first year students to stimulate integration and consolidate knowledge of basic science concepts with clinical and social factors. The students were required to recall and consolidate information from all three first year courses in conjunction with their online experience of Mr. G.B. Experienced tutors marked and gave feedback on these assignments. As a result of the technology and the academic environment, both tutors and students alike were able to integrate and link concepts and knowledge from the first year curriculum. Mr. G.B. is an excellent example of how technology can be used in undergraduate medical education and the success of this project has acted as a platform for other ideas, which incorporate the role of technology in clinical medicine and clinical teaching.

IME Teaching Awards Community-Based Teaching Excellence: 2013 Results

Acknowledging the significant contribution of an increasing number of community-based teachers to the learning of medical students and residents at the University of Toronto, the Faculty of Medicine (through the Office of Integrated Medical Education) created three new awards to recognize excellence in community-based teaching. Launched during the fall of 2012, the awards carry a cash value of $1,000 each and will be presented at the Faculty of Medicine's Annual Education Achievement Celebration in May 2013. The awards are open to MDs who are clinical teachers of medical students or residents within the University of Toronto's Faculty of Medicine, and who teach and practice primarily in the community environment, including the UofT's Community Affiliates or community-based office/clinic setting not associated with Full Affiliates of the Faculty of Medicine.

In our inaugural year, we were thrilled to receive twenty-two nominations. A wide range of clinical specialties and community-based hospitals were represented through these stellar nominees. Members of the Adjudication Committee for these awards (which included undergraduate and postgraduate medical learners) commented on the caliber of all nominees, as well as the effort that went into compiling the packages. Although the committee intended to provide three awards in 2013, a total of five awards were given across the three categories. Please join us in congratulating the 2013 recipients of these awards:

Sustained Achievement in Community-Based Teaching:

Dr. Gary Smith, Department of Pediatrics, Orillia Soldiers Memorial Hospital
Dr. Smith has been teaching for thirteen years. He is community-based clinical teacher and researcher who strongly supports distributed medical education learning opportunities for a range of learners, through his pediatrics practice in Orillia, Ontario. Indeed, Dr. Smith currently has academic appointments with the University of Toronto, University of Western Ontario, and McMaster University, and takes medical learners from all three sites, throughout the year. Dr. Smith is recognized regionally and provincially as an authority in community pediatrics, and in diabetes, asthma and psychiatry management. Feedback received from learners was truly outstanding and included comments such as,

"Dr. Smith is highly revered by all of his colleagues, staff, and students alike. It is a pleasure and a privilege to have Dr. Smith as a teacher/supervisor. He is, without a doubt, one of the greatest medical educators I have been fortunate to have."

"The pediatrics community is lucky to have a pediatrician as brilliant, friendly, funny, and unique physician as Dr. Smith to teach future pediatricians the right way to approach patient care and teaching others. He will always be the most memorable community physician I have worked with, and he continues to inspire me even after I have left the rotation."

Excellence in Community-Based Teaching (office setting):

Dr. David Kaplan, Department of Family and Community Medicine

An Assistant Professor in the Department of Family and Community Medicine at the University of Toronto, Dr. Kaplan has been teaching for the University of Toronto since 2004. Despite a busy and teaching practice, Dr. Kaplan participates in a number of hospital, regional, academic and professional committees, and has acted as the Principal Investigator for several research projects. Dr. Kaplan has also been the recipient of several teaching and research awards, including the 2005 Undergraduate New Teacher Award (DFCM, UofT) and the 2007 Postgraduate Leadership Award. Learners nominated Dr. Kaplan for the IME award, and provided stellar testimonials. Comments included,

"Overall, my experience as a student with Dr. Kaplan was the best community rotation I had and one of the best overall in my training so far. I still consider Dr. Kaplan a mentor and admire his enthusiasm in his multiple roles in the community."

"Dr. Kaplan's passion for his work is infectious and his commitment to his patients is inspiring. He is an excellent role model both as a family doctor and as a teacher. He focused his teaching both on clinical knowledge as well as professional competencies and was clearly an expert in both."

Excellence in Community-Based Teaching *(hospital setting)***:** This year, the Adjudication Committee was very pleased to present this award to three outstanding recipients. Please join us in recognizing the following excellent teachers:

Dr. Albino Chiodo, Department of Otolaryngology-Head and Neck Surgery, Toronto East General Hospital

Dr. Chiodo is an Otolaryngologist-Head and Neck Surgeon who has been teaching for over 15 years. Dr. Chiodo completed his residency training at the University of Toronto where he won numerous merit and research awards. He currently serves as the Director of Undergraduate Medical Education in the Department of Otolaryngology-Head and Neck Surgery, University of Toronto. Dr. Chiodo has also been nominated for several teaching awards, and won the "Teacher of the Year" award in Otolaryngology in 2004 and the "Distinguished Alumnus" award in 2011. Dr. Chiodo is a well-known as an educator with an interest in new teaching methods and models (see the article on "OtoSim Night" above), and is much-admired by his peers and learners alike:

"Dr. Chiodo is the epitome of an educator. He loves what he does, and it shows by how well he is able to teach and challenge his medical students and residents. Professionally, Dr. Chiodo has taught and encouraged me to meet challenges that I had never before thought possible".

"My elective [with Dr. Chiodo] turned out to be one of my most memorable experiences in medicine and a principle reason for me choosing to come to train in Toronto's otolaryngology program…. Dr. Chiodo has also provided me with my most significant and notable experience in the operating room to this date, as a junior resident. He is patient in spite of time constraints and pressures that often plague staff surgeons."

Dr. Jeff Powis, Department of Medicine, Toronto East General Hospital

When asked why Dr. Jeff Powis decided to become an infectious disease specialist, his answer was clear: "great teachers". Dr. Powis undertook his residency and fellowship training at the University of Toronto, where he also completed a Masters' degree in Clinical Epidemiology. He then moved to the TEGH on a full-time basis in 2006, where he commenced a teaching practice. Dr. Powis has been recognized for both his excellent teaching as well, and in 2011, was the recipient of three research-related awards. Indeed, Dr. Powis' leadership and innovation in medical education was recognized by his peers who unanimously nominated him for the IME teaching award. Learners have also recognized Dr. Powis' exceptional contribution to medical education, as exemplified by the following testimonials:

"Working on Dr. Powis's Infectious Disease service was an incredibly opportunity. I truly felt that I received the highest quality of teaching and mentorship that I have experienced through my four years of residency training… Quite simply, Dr. Powis has inspired me to become a better physician and I consider myself lucky to have had the opportunity to work with him."

"Dr. Powis's enthusiasm and passion for infectious diseases has inspired me to pursue further training in this field. He is an outstanding role model for students considering a future practice in a community setting. His commitment to excellence in patient care and continued contributions to teaching and research have provided me with an example of what to aim for in my future career."

Dr. Peter Stotland, Department of Surgery, North York General Hospital

A graduate of the University of Toronto's surgical residency program in 2007 and the MD program in 2002, Dr. Stotland is a community-based General Surgeon and Surgical Oncologist who has already received numerous awards and accolades in recognition of his teaching excellence. Dr. Stotland has demonstrated significant leadership in his field, and has served on numerous committees and professional organizations. The testimonials received by learners demonstrated unwavering support of his compassion, enthusiasm and expansive knowledge, with observations such as,

"Dr. Peter Stotland is a modern day William Halsted, and surgical education in Toronto is blessed to have such a great teacher. Peter is my surgical hero; I can only hope that someday I may impart knowledge to another trainee with all of the passion, enthusiasm and caring that Peter has shown me".

"Perhaps the greatest accolade I can afford Dr. Stotland is that the North York General Hospital site has become one of the most sought after general surgery training sites in the city…. In summary, I find Dr. Stotland to represent the "gold standard" educator in the Division. Educators of this level are rare in surgery and Dr. Stotland's efforts deserve to be recognized".

Education Scholars Program (ESP)

The ESP is a leadership development program for educators of health professionals. It is offered by the Centre for Faculty Development in the Faculty of Medicine at St. Michael's Hospital. Our program goals are to support and enable the success of health professional and health science faculty/staff in their many roles as educators. Participants in this faculty development program meet for class Tuesday afternoons in the Li Ka Shing building at St. Michael's Hospital for two academic years and cover topics under each of the three program themes:

- Teaching Excellence
- Scholarship & Curriculum
- Education Leadership & Career Development

The purpose of ESP is to...

- Support and enable the success of health professional educators in their roles as scholarly educators, education leaders and teachers as well as, faculty developers who support their colleagues in their educational work.
- Create a foundation for building an inter-departmental, inter and intra-professional, and inter-faculty community of practice within the program as well as facilitating their integration into the greater community of scholars in health professional education both locally and beyond.
- Prepare current and future education leaders in the health professions and health sciences.

The application deadline for the 2014-2016 ESP cohort will be 29th November 2013. An information session will be held on Tuesday 18th June 2013 from 12pm -1pm at St Michael's Hospital for individuals interested in applying to the program.

For more information about the program please contact: **Jasmine Sheehan, ESP Program Coordinator** 416-864-6060 x77419 (sheehanj@smh.ca).

CaRMS Results for PGME at the University of Toronto

We are delighted to report a very successful CaRMS match on March 5, filling all of our 416 PGY1 positions plus two Family Medicine positions sponsored by the Department of National Defence. The University of Toronto, despite having the most positions to fill of all schools in Canada, was the only school to fill in the first round. This outcome is a testament to our excellent residency programs together with the outstanding efforts of Program Directors, Program Assistants, Residency Selection Committees and other faculty and staff.

Of the 416 filled positions, 346 were filled by Canadian medical graduates and 70 were filled by International Medical Graduates. The breakdown of our filled positions is as follows (see table on the next page):

U of T - 2013 1st Iteration PGME CaRMS Match Results							
Discipline	Canadian Graduates	IMGs	Total	Discipline	Canadian Graduates	IMGs	Total
Anesthesia	13	3	16	Neurology - Pediatric	1	1	2
Anesthesia - CIP	2		2	Neurosurgery	4		4
Cardiac Surgery	1		1	Obstetrics & Gynecology	11	1	12
Dermatology	6	2	8	Ophthalmology	4	1	5
Diagnostic Radiology	9	2	11	Orthopedic Surgery	10	2	12
Emergency Medicine	7	2	9	Otolaryngology	5		5
Family Medicine - GTA	115	20	135	Pediatrics	17	3	20
Family Medicine - Barrie/Newmarket	14	4	18	Physical Med & Rehab	3	1	4
Family Medicine - Rural	8		8	Plastic Surgery	4	1	5
General Surgery	11	3	14	Psychiatry	27	4	31
Internal Medicine	51	12	63	Public Health and Preventive Medicine	3		3
Laboratory Medicine	4	3	7	Radiation Oncology	4		5
Medical Genetics	1	1	2	Urology	4	1	5
Neurology	5	2	7	Vascular Surgery	2	1	3

The 346 UofT PGME positions for Canadian Medical Graduates were filled by:

- 123 UofT graduates
- 140 from other Ontario medical schools
- 71 from other Canadian medical schools
- 12 from the U.S.

130 Canadian medical graduates were unmatched after the first iteration representing 5% of CMGs in the match. A total of 292 PGY1 positions are vacant across the country with 114 in Family Medicine. This year we had 1,716 applicants for 348 CMG positions and 2,224 applicants for 70 IMG positions. U of T's total of 163 FM PGY1 positions represents 33% of all Ontario FM positions in the match, and the quota of 255 specialty positions represent 27% of all Ontario specialty positions. The unfilled positions for 2013 across the country are as follows:

CaRMS 2013 - Vacancies by Medical School and Province										
Medical School (Preliminary data)											
School	FM	Specialty	Total	School	FM	Specialty	Total	School	FM	Specialty	Total
Memorial	2	9	11	Manitoba	5	11	16	Ottawa	10	15	25
Dalhousie	9	6	15	Sask.	4	22	26	Queens	3	8	11
Laval	9	19	28	Alberta	4	12	16	NOSM	0	10	10
Sherbrooke	27	18	45	Calgary	0	9	9	Toronto	0	0	0
Montreal	16	3	19	UBC	1	15	16	McMaster	5	13	18
McGill	7	2	9					UWO	12	6	18
Total Quebec	59	42	101	*Total Canada*	114	178	292	*Total Ontario*	30	52	82

We are delighted at this exceptional result. We wish to congratulate all the programs and faculty on this stellar performance, which reinforces our successful track record and underscores the University of Toronto's status as the premier medical school in the country.

Continuing Education Research and Development Internal Grants Spring 2013 Cycle - Call for Submissions

We are now soliciting nominations for the Spring 2013 Office of Continuing Education Research and Development Awards. These grants have been offered three times per year since 1997, and are intended to support projects (up to $5,000.00) that directly relate to the planning, implementation, delivery and evaluation of continuing education for health professionals. Examples might include a needs assessment and methods of evaluation to measure the impact of continuing education activities on health professional competence or behavior.

For further information and details, please go to http://www.cepd.utoronto.ca/internal-grants/ or contact Vashty Hawkins at vashty.hawkins@utoronto.ca. A downloadable application form and deadlines/criteria are available at the above link. The deadline for spring cycle nominations will be **Friday, April 19, 2013 at 5:00 p.m.** A regularly updated list of past successful recipients can be found here: http://www.cepd.utoronto.ca/awards-past-successful-applicants-rd-development/.

Certificate Course in Patient Safety and Quality Improvement

The Certificate Course is aimed at clinicians and administrators whose work relates to patient safety or quality improvement, as well as senior trainees considering a focus on quality improvement for their careers. The course consists of approximately 48 hours over eight months, covering core concepts in patient safety and methods of quality improvement, using a mixture of didactic lectures, interactive workshop-type sessions, workplace-based exercises and presentations by class participants.

For further information and application forms, please contact Lisha Lo at Lisha.Lo@sickkids.ca. The deadline for application is Friday, April 26, 2013 at 5:00 p.m.

Good News Announcement!

Dr. George Porfiris, an Emergency Department physician at Toronto East General Hospital since 1996 and an Assistant Professor with the Department of Family and Community Medicine at the University of Toronto, will be honored with the prestigious provincial **2013 Professional Association of Internes and Residents of Ontario (PAIRO) Excellence in Clinical Teaching Award**.

Much of the success of our Emergency Medicine education program can be credited to the efforts of Dr. Porfiris and the contributions he makes to the mandate of medical education at the University of Toronto. TEGH has remained amongst the highest rated community-based emergency medicine rotations for both undergraduate and postgraduate trainees under Dr. Porfiris' leadership as Director of Education in the Department of Emergency Medicine - a role he has held since 2007.

Upcoming Events: Continuing Education and Professional Development

Continuing Education and Professional Development (see http://www.cepd.utoronto.ca/)		Centre for Faculty Development (see http://www.cfd.med.utoronto.ca/)	
Event	**Date**	**Event**	**Date**
ER Radiology Conference	April 20-26, 2013	Facilitating Groups in Interprofessional Education: Getting Started	April 29, 2013
13th Annual Toronto Breast Surgery Symposium	April 25, 2013	Quantitative Data Analysis A: Basic Statistics for Education Research	May 9, 2013
Men's Health Summit	June 1, 2013	Teaching for Learning and Collaboration (TLC) Program: Making Learning Stick	May 15, 2013

Contact Us

Faculty, Learners, Alumni and Staff – send your news, updates, articles and photos to share!

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