

Newsletter: Office of Integrated Medical Education

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

Integrated medical education (IME) represents a project of transformational change. Indeed, our project is to change the way that our learners, full and community-affiliated hospitals, faculty members and staff think about – and engage with – the delivery of medical education at the University of Toronto. Indeed, successful outcomes of integrated education shall be defined by excellent performance of learners and the teachers in the short term, and improved quality of care in community sites in the longer term. Another important outcome will be the advancement of academic leadership in the community sites recognized by the Clinical Departments as integral to their University missions and visions.

The opening of the Mississauga Academy of Medicine (MAM) in September 2011, the need to align relations with existing community affiliates (North York General Hospital, Toronto East General Hospital, St. Joseph's Health Centre) and our new partnerships with additional sites required our urgent attention to establish specific education goals and implementation of steps necessary to achieve these goals. It is our aim to fully and collaboratively engage with every Clinical Department, Undergraduate Medical Education (UGME), Postgraduate Medical Education (PGME), the Continuing Education and Professional Development (CEPD) and the Centre for Faculty Development (CFD) in this transformative project. Having accepted the principles for IME at the Clinical Chairs Committee and led two workshops on the planning, the Deputy Dean, Vice Dean Clinical Affairs and Education Deans have been mandated to lead this integration.

In late 2010, the T-IME (Toronto Model for Integrated Medical Education) Project was established. The T-IME project is under the overall direction and guidance of a Steering

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“Integrated Medical Education constitutes a project of transformational change”



Deputy Dean's Message continued....

Committee, acting on behalf of the Dean. Elements of T-IME's work have been allocated to eight working groups representing the full scope of the integrating activities. The goals of our IME program include:

- Establish a sustainable framework for integrated medical education that puts the University's programs at the forefront of producing health care professionals who meet the needs of society.
- Expand MD teaching and learning to set new standards for accreditation, teaching capacity and delivery of patient centered, inter-professional, evidence based health care, in urban, suburban and community settings.
- Enhance learners' access to clinical teaching for all programs along the continuum of medical education.
- Align the Clinical Departments' education programs with the Mission and Vision of the Faculty of Medicine, while enabling our clinical adjunct and part-time faculty to benefit from the resources, academic excellence and innovation of the University.
- Develop an accountability framework to support integrated MD education which flows with the learner, and teacher and is across our programs rather than across sites.
- Develop a sustainable financial plan that funds programs and teachers according to societal needs and learners' requirements; and monitors resources utilization for accountability and quality improvement.

Please do read on to learn more about IME, the Office of Integrated Medical Education (OIME), and various related matters. Please do join me in this very important project! While I am on leave (until July of 2012), please do contact Dr. Sal Spadafora, Vice Dean of Postgraduate Medical Education (sal.spadafora@utoronto.ca) or Wendy Kubasik, Manager of the Office of Integrated Medical Education (wendy.kubasik@utoronto.ca) for inquiries or assistance.



Welcome to the Office of Integrated Medical Education

Established in April of 2011 under the leadership of the Dean and Deputy Dean, the Office of Integrated Medical Education (OIME) is responsible for the implementation of the preceptor payments program, provides project management services to 9 T-IME working groups, and seeks to harness the existing strength, experience and networks of departments, hospitals and UGME/PGME programs to assist the Faculty and its partners to deliver its training programs in an efficient and integrated manner. As such, the OIME will work to create effective clinical education partnerships with our 10 Full Affiliates and 20 community-affiliated sites, 5 public health agencies, and numerous office-based teaching sites, to maximize clinical capacity potential and physician services in and around the GTA.

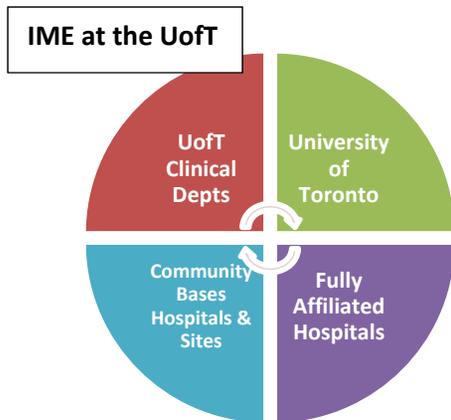
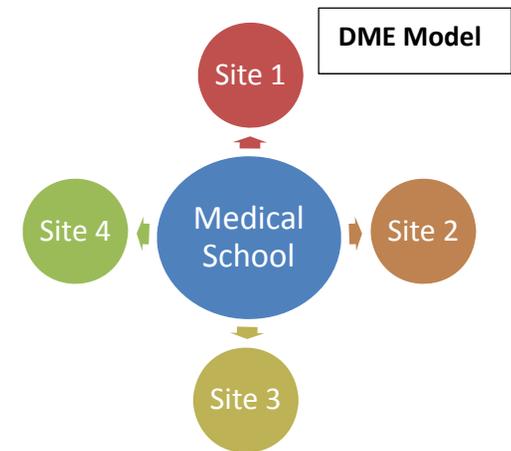
Under the management of **Wendy Kubasik**, the OIME is located in the Tanz Building on the UofT's downtown St. George Campus. For further information or assistance, please do contact Wendy at wendy.kubasik@utoronto.ca or (416) 978-3762, or visit the new OIME website at www.oime.utoronto.ca.

OIME Newsletter Naming Contest

The Office of Integrated Medical Education's quarterly Newsletter needs a name! Please do send in your submissions via email to oime@utoronto.ca by May 1, 2012. The winning submission will receive a Chapters gift card valued at \$100. The winner will be announced in the Summer 2012 Newsletter edition.

IME or DME? The Toronto Model of Integrated Medical Education (T-IME)

The past ten years have seen unprecedented growth in medical education across Canada in response to societal concerns about access to medical care. This rapid expansion in capacity throughout Canada strained the clinical teaching capacity of the academic health science centres (AHSCs) where this teaching had historically been concentrated. Distributed medical education (DME) strategies were adopted to find new teaching capacity in non-academic hospitals. The proliferation of teaching sites created new challenges for medical schools in attracting, retaining, training, monitoring and valuing community preceptors. There were also concerns of how universities could ensure a consistently high quality experience for all students and residents, no matter where they had their rotations. At the same time, DME was considered an opportunity to provide more relevant training for residents, the majority of whom would ultimately practice in a community setting, by providing clinical experience with a patient population that better reflected future patients than the residents would see at tertiary centres. However, DME does imply a distinct, “hub and spoke” model with learners being sent out from a centralized hub of sorts. Indeed, the AFMC has stated that DME programs are often focused on rural medicine or “sites at a distance from medical school”.



The UofT’s community hospitals deliver exemplary patient care and are viewed as excellent places to learn; diverse learning contexts and addressing community needs are key recommendations of the “Future of Medical Education in Canada” report from 2010. In response to the challenges noted above (which are certainly not unique to the University of Toronto), the **Toronto Model of Integrated Medical Education (T-IME)** project was initiated. **Integrated Medical Education (IME)** – as a distinct model of educational delivery and transformation – requires full integration of the various stakeholders into the overall mission of the Faculty of Medicine. Mechanisms to ensure inclusive, collaborative and efficient *partnerships* with all stakeholders (UGME, PGME, CE, FD, UofT clinical departments, fully affiliated hospitals, community-based hospitals, and community-based office sites) are a key component of IME. IME strives to equally recognize and capitalize upon the strengths of the teaching and learning culture within each site, and to adopt a learner-centred approach that truly values the educational of all learners, across the continuum of medical education. As such, T-IME requires new pedagogical methods, a revised curriculum, enhanced educational technologies, and innovative business models to succeed and flourish.

The importance of integration with our partners – to promote new collaborative thinking and to address our strategic directions – is a key component of the Faculty’s strategic academic plan for 2011-2016. To read more about this plan, please do visit this link - <http://www.facmed.utoronto.ca/Page14.aspx>.



NEW: Awards for Excellence in Community-Based Teaching

We are very pleased to announce that the Office of Integrated Medical Education will offer three new awards for excellence in community-based teaching, starting in 2012-2013. The awards are as follows:

- Excellence in Community-Based Teaching (Community Hospital)
- Excellence in Community-Based Teaching (Clinic/Office/Practice)
- Sustained Excellence in Community-Based Teaching (excellence in teaching over a sustained period of time in a community-based hospital and/or community-based office or clinic setting)

The awards are designed to recognize the contributions made by our UofT community-based faculty members.

Candidates will be Clinical Teachers of UofT medical students or residents (MDs) who teach in a community environment, including community hospital affiliates, community-based offices or clinics not associated with the fully affiliated hospitals of the Faculty of Medicine. The value of each award is \$1,000, and the awards will be presented each year at the Faculty's Annual Education Achievement Day celebration. Further details on the awards, nomination procedures, required documentation, and submission deadline will be circulated this fall via email. Details will also be available on the OIME's website at www.oime.utoronto.ca.



Important Facts: Preceptor Payments

In early 2011, the University of Toronto received funding from the Ministry of Health and Long-Term Care (MOHLTC) for community-based preceptor teaching. The UofT was the last Ontario-based medical school to receive this funding; in most other Universities, the funding was in place for many years. A few key principles were established by the MOHLTC, and govern the funds that are available:

- The funds follow the learner, not the preceptor per se.
- Eligible learners include MD undergraduate clerks and MD residents from the University of Toronto. Fellows are not currently included in this MOHLTC funding program.
- A maximum of \$1,000 per 28-day block is available (with a maximum of 13 blocks per year).
- Clinical core rotations, electives and selectives are eligible teaching activities, provided they take place in a community-based hospital, office or clinic. The rotations must be required in order to graduate, or to complete a residency training program. Seminars, lectures, or similar activities are not eligible for funding at this time.
- In order to be eligible to receive payment, preceptors must be MDs with an active University of Toronto academic appointment. The principle underlying this MOHLTC program is "dollars for docs in the community hospitals". Preceptors can have academic appointments with other Universities, but must also have an active UT academic appointment in order to be eligible for payment.
- Preceptors cannot be funded from any other sources (e.g., alternative funding plans).

T-IME

COMMUNITY PRECEPTOR TEACHING
ACTIVITY AND PAYMENT SYSTEM

The UofT has built a new preceptor payment system called "T-IME". This new, integrated database pulls learner-related activities from our learner databases, POWER (for residents) and MedSIS (for undergraduate learners). This data is then validated on a monthly basis by the community hospitals, and preceptors are matched with each learner. The UofT sends the payment to the community hospitals on a quarterly basis for disbursement. For office-based teaching, the process is much the same, however, the payment is sent directly to the preceptor. For further information, please contact Wendy Kubasik at wendy.kubasik@utoronto.ca.

Academic Appointments for Community-Based Preceptors

The Faculty of Medicine at the University of Toronto has more than 1,500 community-based faculty members located in approximately 20 community hospitals, and several more public health agencies and office-based locations. Our faculty are practicing family physicians and specialists who have a keen interest in academic medicine. Several of our faculty have won major teaching awards, and have been strongly integrated into their respective clinical academic departments at the University of Toronto. In order to be eligible to receive payment through the MOHLTC funding program for community-based teaching of UT learners, all preceptors must have an active UofT academic appointment.

Academic Appointments are initiated through - and maintained by - the respective clinical academic department. The various definitions, types of appointments, notes on academic rank, etc. can be found in the "[Guide to Clinical Appointments at the University of Toronto](#)" document, located on the Clinical Affairs website. Dr. John Bohnen is the Vice Dean of Clinical Affairs, and can be reached via email at med.clinicalaffairs@utoronto.ca or via telephone at (416) 978-7212. The [Clinical Affairs](#) website provides information on academic appointments at the UofT, key policies and procedures, and templates for a Curriculum Vitae.

The OIME website includes an algorithm which demonstrates the key steps needed to apply for an academic appointment. Additional templates (e.g., CV, Teaching Dossier, Creative Professional Activity Dossier) can also be obtained by contacting the Wendy Kubasik in the OIME (wendy.kubasik@utoronto.ca).

Most UofT community-based preceptors are defined as "clinical part-time" or "clinical Adjunct". Departments may require preceptors to renew their appointment on an annual basis at the discretion of the Chair; please do check with your clinical department's Business Manager (they will be happy to provide you with assistance throughout the application process). Each hospital's Medical Education Office is also available to provide assistance in accessing or completing the appointment application.

OIME Scholarship: Canadian Conference on Medical Education

The OIME will be presenting two oral presentations at the upcoming Canadian Conference on Medical Education in Banff, Alberta from April 14-18, 2012 (<http://www.mededconference.ca/home.php>). The first, entitled "***It's About T-IME: Implementing the Toronto Integrated Medical Education (T-IME) Initiative***" (S. Verma, W. Kubasik, C. Abrahams, S. Spadafora, J. Rosenfield) will explore the T-IME initiative, and the Faculty of Medicine's goal to establish and implement a sustainable framework for integrated medical education that flows with the learner and teacher and is across programs rather than within sites. Elements of T-IME's mission will be highlighted along the themes of Appointments and Promotions; IT/Connectivity; Policies and Procedures; CEPD and Faculty Development; Learner Management Systems; Learner Experience; Finance; and Key Performance Indicators. Indeed, the T-IME project has created a forum for networking and building working relationships between the Faculty of Medicine and its many medical education stakeholders. Working groups are also identifying opportunities for linkages across groups to realize



efficiencies and achieve integration across initiatives. Working group members are also identifying synergies with portfolio operations and core business. It is anticipated that the T-IME project will provide a platform for major traction on key performance indicators in medical education and the identification of priorities for future investment.

The second oral presentation, entitled “*An IT Solution for Measurement and Remuneration of Community Preceptor Activity*” (S. Chan, W. Kubasik, C. Abrahams, L. Muharuma, S. Verma) will explore the T-IME preceptor tracking system, which was designed to track and measure teaching activity in community hospital/office sites by rotation, learner (undergraduate and postgraduate), preceptor and preceptor department. The tracking system integrates data from other learner and faculty databases to produce comprehensive reports for compliance monitoring for the accountability framework and for the development of key performance indicators. This initiative has resulted in a fully functioning web-based tracking system which extracts detailed community rotation data directly from the UGME and PGME registration and scheduling systems and produces accurate reports of rotation activity, supervisors and related payments. It relies on a central database of supervisors with faculty payments and allows for full transparency in the recording of teaching activity for hospitals, teachers, the Faculty and the Ministry of Health and Long term Care and is the first of its kind in Ontario. The T-IME preceptor payment system allows for the development of key performance indicators on our preceptor contributions, community hospital activities, and learners in the community sites and streamlines the reporting process to the MOHLTC and our other internal and external stakeholders. The T-IME system also facilitates the monitoring of resources for both accountability and quality improvement purposes.

We hope that you will be able to join us at the CCME!

The Centre for Faculty Development (CFD)

Submitted by: Karen Leslie, Director, CFD

The Centre for Faculty Development was established in October 2002 as a unique collaborative partnership between St. Michael's Hospital and the Faculty of Medicine at the University of Toronto. Since that time, the Centre has become a vibrant meeting place for local, national and international faculty interested in enhancing the quality of teaching, education scholarship and career development in the Faculty of Medicine at the University of Toronto and related institutions.



Working Definition of Faculty Development

A broad range of activities that institutions use to renew or assist faculty, supervisors, preceptors, field instructors, clinical educators and status appointees in their roles that support the academic mission. These activities are designed to improve an individual's knowledge and skills in areas considered essential to their performance as teachers, educators, administrators, leaders and researchers. ***While there are areas of overlap between Faculty Development and Continuing Education (as both are Professional Development activities), Faculty Development is distinct from Continuing Education.*** Continuing Education generally relates to clinical practice and specifically to a specialty area, and participants may or may not have specific academic roles. Faculty Development involves the enhancement of the faculty/academic roles with a focus on teaching, research, leadership, and other academic skills.

Learning and Networking Opportunities provided by the CFD:

- **Best Practice in Education Rounds (BPER)**
Approximately 6 BPER presentations are offered each academic year. Each presentation focuses on a faculty development topic and includes concepts from a variety of education perspectives, linking education research with practice. Presentations are video-cast to multiple GTA sites, web-cast, as well as archived for later viewing on the CFD website.
- **Central Workshops**
30+ half day workshops are offered at the CFD each academic year and include topics on the enhancement of teaching skills with additional topics on mentoring, career development, scholarship in education and academic leadership.
- **Distributed Workshops/Programming and Capacity Building**
The CFD provides faculty development activities that are ‘customized’ to meet specific individual and group needs depending on the group and context. In collaboration with the requesting group, workshops can be developed, delivered at whatever location is preferable. Where possible, the sessions will be co-facilitated by CFD facilitators and facilitators from the hosting site.
- **Stepping Stones Teacher Development Program**
A longitudinal certificate program for those faculty interested in an in depth immersion in teaching skills and educational roles. Participants have 2 years to fulfill the program’s requirements. This program also includes a monthly journal club that involves discussion of relevant health professions education literature.
- **Education Scholars Program (ESP)**
A 2 year leadership development program for health professional educators which fosters academic excellence, creativity and scholarly productivity in education.
- **Core Foundations in Education Research Program (CoFER)**
This program is aimed at health professional educators interested in further developing their understanding of the foundations of health professions education research.
- **Consultations**
The CFD provides consultation to individuals and groups that includes (but is not limited to):
 - Developing and organizing local faculty development workshops or programs
 - Evaluating the effectiveness of faculty development workshops or program career development and associated learning needs and plans



- **CFD Membership**

For those interested in a platform for networking with colleagues in the areas of teaching, education scholarship, education leadership and faculty development outside of the formal education opportunities noted above, applying for Membership into the CFD may be of interest. Formal members of the CFD receive the following benefits:

- Mentoring and career development
- Enhanced identity and recognition within home department
- Opportunities to participate in working groups/committees
- Invitations to attend all Centre sponsored events
- Invitations to attend special members only events
- Access to CFD educational resources



Upcoming CFD Events

A large variety of workshops are offered. Workshops require registration. For more information and to register: <http://www.cfd.med.utoronto.ca/programs/workshops.html>

BPER Rounds: Upcoming Events

- May 8, 2012 from 12-1pm
Speaker: Ryan Brydges, Department of Medicine and The Wilson Centre, Faculty of Medicine, University of Toronto
- June 5, 2012 from 12-1pm
Speaker: Professor Carol Rolheiser, Director – Centre for Teaching Support and Innovation, University of Toronto

The CFD works closely with centers and programs within and outside the university including The Wilson Center for Research in Education, the Joint Program in Knowledge Translation at the Li Ka Shing Knowledge Institute, Faculty of Medicine Office of Continuing Education and Professional Development, Office of Interprofessional Education, Office for Teaching Advancement and the Michener Institute for Applied Health Sciences.

For more information, visit the CFD website at <http://www.cfd.med.utoronto.ca/>.

Virtual Patient Simulation: Benefits for Community Teachers

Submitted by: Dr. Marcus Law, Academic Lead, Educational Technology and Faculty Development, Office of Integrated Medical Education

The Faculty of Medicine is exploring the use of the “Virtual Patient” in medical education. Virtual Patient computer-based simulation is quickly becoming an important tool to help learners develop clinical reasoning skills. The locally grown software we are currently developing is called the “Virtual Interactive Cases (VIC)”.

Online virtual patient cases can be beneficial resources for teaching in the community setting, since they can be used by trainees for “drill and practice” and are easy for faculty to use as teaching cases in small group settings. These cases can be shared amongst various sites and departments, providing interdisciplinary integration, and provide a useful adjunct for blended learning. To meet this need, the Perioperative Interactive Education team in the Department of Anesthesia and Pain Management at Toronto General Hospital have developed Virtual Interactive Case (VIC) software for



creating simulations of patient encounters in clinics. These cases allow the user to take the patients history, conduct a functional assessment and physical exam, order appropriate laboratory tests, review diagnostic images and consult with specialists in gathering the information to arrive at a diagnosis that accounts for the presenting complaint. After selecting the diagnosis and treatment, the program provides a debriefing, listing the actions they took that were essential, the essential actions they missed, the actions that were inappropriate, and actions that were done in an incorrect order. A score is provided reflecting their performance, along with the time and cost incurred in arriving at the diagnosis which are compared to that of an experienced clinician. VIC cases can be played on the users’ computer or placed on a Web server for access over the Internet. The results of actions taken by the user can include multimedia (images, sounds and video).

To learn more about this technology, please contact Dr. Marcus Law, Academic Lead in Educational Technology, at marcus.law@utoronto.ca.

Presenting Complaint			Diagnosis & Treatment		
Patient History	Physical Examination	Functional Assessment	Laboratory Tests	Diagnostic Imaging	Consultation
<p>Chest Pain case 1</p> <p>Welcome to the Virtual Interactive Case (VIC) Player. Please begin by reading the presenting complaint to your right. When you are finished, you may begin your examination by clicking on one of the options in the examination menu above.</p> <p>When you feel confident that you have reached a diagnosis, finish the case by clicking on Diagnosis and Treatment above.</p>					
			<p>Marcia Gordon is a 47 year old woman who came to the Emergency Department complaining of chest pain and shortness of breath.</p>		

Chest Pain case 1
Virtual Interactive Case Player copyright © 2011 University Health Network. All rights reserved. Version 1.11.09

This Virtual Interactive Case Player is licensed for use at the University Health Network.
Developed by Perioperative Interactive Education (PIE) - <http://pie.med.utoronto.ca>



Congratulations!

The Association of Faculties of Medicine of Canada (AFMC) and Canada Health Infoway recently announced that the submission by Dr. Law and Dr. Adil Shamji of *A Peripheral Predicament* virtual patient is the **1st place winner** in this year's CHEC-CESC Virtual Patient Challenge. This award recognizes their team's contributions to e-health and e-learning among Canadian medical students and highlights the utility of virtual patients for learning, teaching, and assessment. Of note, the 2011 Challenge is part of the *AFMC-Infoway Physician in Training e-Health Curriculum and e-Learning initiative* which aims to improve clinical practice and patient care by supporting medical school training on the effective clinical use of electronic health records and other information and communication technologies.

All of the winning submissions will be featured on the [AFMC website](#) and the [AFMC-Infoway Physician in Training e-Health Curriculum & e-Learning Community](#) on the Canadian Healthcare Education Commons-Collaboration pour l'éducation en santé au Canada (CHEC-CESC) site. The winning submissions will also be hosted as part of the recognized virtual patient collection on CHEC-CESC.

Please join us in congratulating Drs. Law and Shamji!

The Office of Continuing Education and Professional Development



The Office of Continuing Education and Professional Development (CEPD) continues to expand and grow with new strategic planning activities, exciting program and technical innovations, ongoing proliferation of CE research and publications, and for the first time this year, awards recognizing the creativity of the Office of CEPD. Our strategic goals include promoting best practices in continuing education (CE) and professional development (PD); fostering scholarship and research in CE; evolving the curriculum in CE; broadening the scope of inclusiveness of CE; and, enhancing faculty development in CE and FD. The CEPD sponsors CE events, and provides educational consulting and event management services. As such, the vision and mission of the CEPD are to:

Vision: Global impact in continuing education and professional development.

Mission: Collaborating to improve health outcomes through innovative continuing education and research for health professionals and the public.



Welcoming Dr. Dimitri Anastakis as Interim Vice Dean

This past fall, Dr. Ivan Silver accepted the inaugural position of Vice President, Education for the Centre for Addiction and Mental Health (CAMH). The CEPD wishes Ivan the very best in this new position, and was very happy to welcome CEPD is very happy that Dr. Dimitri Anastakis, Division of Plastic Surgery, has agreed to act as Interim Vice Dean until the Faculty search committee has finalized an appointment for this portfolio.

New 2011-16 Strategic Plan

The CEPD released a new strategic plan this year. Under the leadership of Dr. Jamie Meuser, Department of Family and Community Medicine, the Strategic Planning Committee and six working groups charted new directions for CEPD for the next five years. Both documents can be accessed through our website at <http://www.cepd.utoronto.ca/>.

CEPD 2010-11 Annual Report

The [2010-11 CEPD Annual Report](#) details the growth and achievements over this past academic year. A number of sections highlight accomplishments within research, program development, accreditation and technology.

Upcoming Accredited Events

What?	When and Where?	Credits?	Contacts?
Patient-Centred Interviewing: Preparing for the Simulated Office Oral (SOO) CFPC Exam	April 13-15, 2012 Standard Patient Program, University of Toronto	Up to CFPC (13.0)	Office of CEPD 416.978.2719/1.888.512.8173 416.946.7028; info-fcm1277@cepdtoronto.ca www.spp.utoronto.ca
The Toronto Anesthesia Symposium	April 14-15, 2012 89 Chestnut Conference Center, Toronto	Up to AMA (10.5) CFPC (10.5) EACCME (10.5) RCPSC (10.5)	Rusty Stewart 416-910-0899 416-340-3698 rusty.stewart@uhn.ca
Patient-Centred Interviewing: Preparing for the Simulated Office Oral (SOO) CFPC Exam	April 20-22, 2012 Standard Patient Program, University of Toronto	Up to CFPC (13.0)	Office of CEPD 416.978.2719/1.888.512.8173 416.946.7028; info-fcm1277@cepdtoronto.ca www.spp.utoronto.ca
AO North America - Pelvic and Acetabular Course	May 10-13, 2012 Surgical Skills Centre, Toronto	Up to AMA (27.0) RCPSC (27.0) EACCME (27.0)	Customer Service 610-993-5112 610-695-2420, customerservice@aona.org http://www.aona.org

Please keep in touch!

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

OFFICE OF INTEGRATED MEDICAL EDUCATION

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