



MD Program
UNIVERSITY OF TORONTO

2018-2019

Academic Calendar



Acknowledgements:

The land on which the MD Program operates has been a site of human activity for thousands of years. This land is the traditional territory of the Huron-Wendat and Petun First Nations, Seneca and most recently the Mississaugas of the New Credit. The territory was the subject of the Dish With One Spoon Wampum Belt Covenant which is an agreement to peaceably share resources around the Great Lakes. Today Toronto is also home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work in the community, and on this important traditional territory and meeting place.

Please direct any questions or comments about the Academic Calendar to the Office of the Vice Dean:
md.vicedean@utoronto.ca

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Message from the Vice Dean, MD Program

Dear students,

It is my pleasure to welcome you to the 2018-2019 academic year. Our Academic Calendar provides essential quick-reference information you will need throughout each of your four years of medical school.

Through our program, we strive to prepare you to care for patients collaboratively and holistically, as part of a health care team. We are continuously innovating, engaging and looking for ways to make our program better to ensure our graduates are responsive to the evolving needs and expectations of Canadians.

I look forward to working together to build a responsive and continuously improving learning environment that inspires meaningful relationships between students and teachers, patients and families.

Patricia Houston, MD, MEd, FRCPC
Vice Dean, MD Program



Read more about the [Office of the Vice Dean, MD Program](#).

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Program Overview

Important Notices

MD Program Academic Calendar: Online Only

The MD Program Academic Calendar is published online only. In the case of any discrepancy, the online version shall apply.

While the MD Program will take reasonable steps to ensure that students are aware of registration requirements, financial and academic deadlines, program requirements and regulations, etc., students are responsible for seeking guidance from a responsible program officer if they are in any doubt. Misunderstanding, or advice received from another student will not be accepted as cause for dispensation from any regulation, deadline, or program requirement.

University Policies

As members of the University of Toronto community, students assume certain responsibilities and are guaranteed certain rights and freedoms.

The University has several policies that are approved by the Governing Council and which apply to all students. Each student must become familiar with these policies. The University will assume that he or she has done so. Three University policies which are of particular importance to MD students are:

- Standards of Professional Practice Behaviour for all Health Professional Students
- Code of Behaviour on Academic Matters
- Code of Student Conduct

All institution-wide University policies can be found on the [Governing Council website](#).

The rules and regulations of the MD Program are referenced in this Policies, Statements and Guidelines section of this Calendar. In applying to the MD Program, the student assumes certain responsibilities to the University and the Faculty and, if admitted and registered, shall be subject to all rules, regulations and policies referenced in the Calendar, as amended from time to time.

More information about students' rights and responsibilities can be found on the [Office of the Vice-Provost, Students website](#).

Person I.D. (Student Number)

Each student at the University is assigned a unique identification number. The number is confidential. The University strictly controls access to Person I.D. numbers. The University assumes and expects that students will protect the confidentiality of their Person I.D.'s.

Fees and Other Charges

The University reserves the right to alter the fees and other charges described or referenced in this Calendar.

Notice of Collection of Personal Information: Freedom of Information and Protection of Privacy Act (FIPPA)

The University of Toronto respects your privacy. Personal information that you provide to the University is collected pursuant to section 2(14) of the University of Toronto Act, 1971. It is collected for the purpose of administering admissions, registration, academic programs, university-related student activities, activities of student societies, safety, financial assistance and awards, graduation and university advancement, and reporting to government agencies for statistical purposes. At all times it will be protected in accordance with the Freedom of Information and Protection of Privacy Act (FIPPA). If you have questions, please refer to www.utoronto.ca/privacy or contact the University Freedom of Information and Protection of Privacy Coordinator at 416-946-7303, McMurrich Building, room 104, 12 Queen's Park Crescent West, Toronto, ON, M5S 1A8.

The MD Program has guidelines regarding access to MD student academic records. The MD Program's guidelines are governed by and consistent with University of Toronto *Guidelines Concerning Access to Official Student Academic Records*.

Admissions

The University of Toronto's MD Program selects candidates who demonstrate the potential to become Canada's future health care leaders.

We are looking for students from diverse backgrounds. It doesn't matter what subject you studied at university or the level of your degree studies, you are encouraged to apply. We treat all university programs equally in the evaluation process and there are no quotas or age limits. We are looking for candidates with strong backgrounds in social sciences, humanities, physical sciences and life sciences. You should also demonstrate excellence in non-academic areas, such as community involvement, reliability, responsibility, perseverance, creativity and leadership.

Detailed and up-to-date information regarding admission to the MD Program is available on the [Admissions](#) section of the MD Program website.

Requirements for Admission

Detailed information on our requirements is available through the following pages:

- [academic requirements](#)
- [non-academic requirements](#)

IMPORTANT NOTE: The MD Program at the University of Toronto does not accept or provide advanced standing to applicants who are currently undergraduate medical students in other medical schools, or who have completed one or more years of undergraduate medical education at another medical school. Transfers are not allowed.

The University of Toronto abides by the Council of Ontario Faculties of Medicine policy *[Essential Skills and Abilities Required for Entry to a Medical Degree Program](#)*. This policy details the various technical standards, skills and abilities necessary for MD degree candidates to succeed in postgraduate medical training and independent practice in Canada.

Application Process

An overview of the application process is available at <http://applymd.utoronto.ca/> Details about the steps involved in the application process are available on the following pages:

- [how to apply](#)
- [interviewing](#)
- [campus assignment](#)
- [accepting your offer](#)

Indigenous applicants

The [Indigenous Student Application Program](#) (ISAP) is an optional application stream, implemented to increase the number of Indigenous (First Nations, Inuit, and Métis) medical students at the University of Toronto (U of T).

Program information and additional application requirements are listed on the [ISAP webpage](#).

Black applicants

The [Black Student Application Program](#) (BSAP) is an optional application stream for Black applicants who self-identify as Black African, Black Caribbean, Black North American, multi-racial students who have and identify with their Black ancestry, etc. The aim of this application program is to increase and support Black medical student representation at the University of Toronto. Through BSAP we hope to break down some of the barriers that might impede black students from applying and nurture an inclusive environment that is welcoming to all.

Program information and additional application requirements are listed on the [BSAP webpage](#).

International applicants

International applicants will be considered for one of our supernumerary, non-funded seats. Applicants applying through the International stream will be subject to the same minimum [academic](#) and [non-academic](#) requirements as domestic applicants, and must submit admissions materials as per the core MD admissions process. Further information is also available for [international and US applicants](#).

Student Representation on the MD Admissions Committee

The Admissions Committee for the MD Program is chaired by the Director, MD Admissions and Student Finances, and is accountable to Faculty Council. The committee has responsibility for approving decisions throughout the admissions process, for ongoing evaluation of admissions policies and procedures, and for ensuring that the entire admissions process reflects the Faculty's academic plan, missions and goals. The committee holds final authority for all decisions concerning offers of admission to or notices of rejection from the MD Program.

The student voice is an important component of the admissions process. Each year, two current MD students are appointed to sit on the Admissions Committee upon nomination by the Medical Student Society. Interested students are encouraged to speak to the MedSoc Executive or their class presidents for more information.

Academies and Training Sites

The Academies

The academies are a unique feature of the University of Toronto MD Program. Each of our four academies – FitzGerald Academy, Mississauga Academy of Medicine (MAM), Peters-Boyd Academy, and Wightman-Berris Academy – is comprised of clusters of the University's affiliated hospitals and health care sites. They offer a unique combination of educational settings based on the strengths of their member hospitals while at the same time maintaining a consistent high standard of curriculum delivery. The Mississauga Academy of Medicine (MAM) is based at the University of Toronto Mississauga (UTM) campus while the University of Toronto's other three Academies (FitzGerald, Peters-Boyd, and Wightman-Berris) are associated with the St. George campus.

At the academies, students learn clinical skills, participate in problem-based learning, interprofessional education and conduct research in community-based partner agencies. The academies foster a smaller learning environment within a larger program and provide the hospital-based portions of the curriculum in a supportive, student-focused learning environment.

The academy model allows students to become well integrated into their clinical community. Opportunities exist, however, for all students in core clerkship rotations as well as electives and selectives to experience hospitals and ambulatory sites outside their academy.

For more information see the [Academies webpage](#) on the MD Program website.

On-Campus Teaching

A significant amount of in-class teaching in the program's Foundations (years 1 and 2) curriculum is conducted at the University of Toronto, on both the St. George and UTM campuses. Lectures and many seminars take place in the Medical Sciences Building in Toronto and the Terrence Donnelly Health Sciences Complex in Mississauga, and problem-based learning tutorials as well as some clinical skills teaching sessions also take place at UTM. Whole-class lectures which originate on the St. George campus are videoconferenced to the UTM campus, and vice-versa.

In the Clerkship (years 3 and 4), students come together for on-campus teaching at the start of Year 3 (Transition to Clerkship) and at the end of Year 4 (Transition to Residency), again for both large and small group teaching.

Clinical Teaching

Thanks to the variety of hospitals and other clinical sites that are affiliated with the University of Toronto, the MD Program is able to provide its students with rich and diverse medical training experiences. For the most part, these clinical teaching sites are located in Toronto or Mississauga, but some are elsewhere in

the Greater Toronto Area (GTA). Students also have the opportunity to complete selectives, electives, and the Family & Community Medicine clerkship rotation outside of the GTA.

Most clinical teaching is provided in the academic health science centres (sometimes called 'teaching hospitals'), but community hospitals – including Trillium Health Partners in Mississauga – are hosting an increasing proportion of students in all four years of study. The number and breadth of community sites is a strength of the MD Program, as they offer students a different perspective on patient care and often a different patient mix.

For further information regarding our partner hospitals and health care sites, see the [University-Affiliated Hospitals webpage](#) on the Faculty of Medicine website.

Structure and Leadership

The Vice Dean, MD Program is responsible for oversight of the MD program and MD/PhD program (the latter in conjunction with Associate Dean, Physician Scientist Training Programs). A team of senior academic and administrative leaders is responsible for management of the MD and MD/PhD programs, while governance is supported by a robust committee structure that includes active participation by student leaders. Student members are selected by their classmates and hold a position on the Medical Society Executive or their Class Council.

See the MD Program website for the [MD Program leadership organizational chart](#) and [MD Program committee structure](#).

Governance and Management: Separate but Linked

The Faculty of Medicine – like the University of Toronto as a whole – is directed through paired *governance* and *management* structures.

In general terms, *governance* can be understood as the authority and responsibility to set appropriate principles and policies for an institution in order to establish the direction of its activities. By contrast, *management* is the authority and responsibility to run the day-to-day operations of an institution in accordance with the principles and policies that have been established by governance.

In the Faculty of Medicine, governance is the purview of the Council of the Faculty of Medicine (commonly referred to as 'Faculty Council'), while management is the purview of the Dean, Dr. Trevor Young, the Vice Deans and Associate Deans (which together are referred to as the [Decanal Team](#)), the CAO, and the Senior Managers. Both the governance and management structures work closely with the Faculty's Departments (via the Chairs), the Extra-Departmental Units (via the Directors), and programs (via the Vice Deans Education).

Faculty Council

[Faculty Council](#) has a broad membership base, with representation from the student body (undergraduate, graduate and postgraduate), faculty, Chairs, Deans, and administrative staff. Faculty Council reports to the University of Toronto [Governing Council](#).

Meetings of Faculty Council are held three times a year and are open to the general public. Meeting dates are posted, along with the minutes of previous meetings on the [Faculty of Medicine](#) website.

Faculty Council has a number of [standing committees](#), the memberships of which are drawn from a combination of Council members and other individuals from the Faculty of Medicine. The standing committees include Boards of Examiners for each of the health professional programs, an Appeals Committee, an Education Committee, a Continuing Professional Development Committee, a Research Committee, and two procedural bodies: an Executive Committee and Striking Committee.

Management Committees of the Dean

Several management committees are chaired by the Dean or report to him. Chief among these is the Dean's Advisory Group, which provides advice and feedback to the Dean on a wide variety of issues tabled by the Dean and/or other members of the group. It consists of senior academic and administrative leaders, including the entire Decanal Team.

In addition, there are four committees of Department Chairs: the All Chairs' Committee, Basic Science Chairs' Committee, Clinical Science Chairs' Committee, and Rehabilitation Science Chairs' Committee. Together, the management committees serve as a forum for discussion and receive updates about procedural issues in the Faculty, and at the University. The committees ensure consistent operations among the portfolios. Further information about these committees can be found on the Faculty of Medicine Councils and Committees webpage.

Decision-making in the MD Program

Management and governance of the MD Program is led by Dr. Patricia Houston in her capacity as Vice Dean.

The MD Program **Executive Committee**, which is chaired by the Vice Dean and consists of senior academic and administrative leaders, is advisory to the Vice Dean with respect to the overall management and strategic directions of the MD Program.

The MD Program **Curriculum Committee** has overall responsibility for the design, implementation, management, evaluation, and enhancement of the MD Program. The primary goal of the committee is to assure a learning experience that allows MD students to develop the knowledge, skills and attitudes that will prepare them optimally for entry into postgraduate programs and, ultimately, into medical practice. Chaired by the Vice Dean, the committee is comprised of senior academic and administrative leaders, as well as broad representation from key stakeholder groups, including students. The committee is supported by various sub-committees - summarized below - each of which reports to the Curriculum Committee.

The MD **Program Evaluation Committee** (PEC) is responsible for the evaluation of each of the following elements of the MD Program: (1) Student attainment of the MD Program competencies, milestones and Entrustable Professional Activities (EPAs); (2) The composition and integration of the program as a whole; (3) The effectiveness of individual courses; (4) The outcomes of the program.

The **Student Assessment and Standards Committee** (SASC) is responsible for reviewing student assessment and feedback methodologies utilized by individual courses, ensuring that suitable methods of standard setting are being utilized, and making recommendations on issues of policy related to student assessment and feedback.

The **Test Committee** is responsible for managing the program's examination bank, establishing best practices in test item generation and examinations, and implementation of the program's Progress Test and the integrated OSCE.

The **Foundations Committee** and **Clerkship Committee** are responsible for enabling the coordinated and collaborative implementation of the Foundations and Clerkship curricula, respectively.

Each course in the MD Program also has a course committee. **Course committees** bring together students and teachers from the course, particularly those who are heavily involved in course content development/delivery.

See the MD Program website for the [MD Program committee structure](#) and [committee terms of reference](#).

Student Representation and Student Government

Student Membership on MD Program Committees

Medical students are full voting members on all MD Program committees with the exception of the program's student progress committees, which are responsible for making student grading, progression and promotion recommendations, as well as three senior operational committees that are advisory to the Vice Dean: the MD Program Executive Committee, Academy Directors' Committee, and MedSIS Steering Committee.

Student representatives are elected by their peers to represent student views on the committees and to relay information from committee proceedings back to the student body, as articulated in the program's *Statement on Student Representation on MD Program Committees* (PDF).

In most cases, student representatives on committees also serve on either the Medical Society Executive Council or their class council (see below.)

MedSoc

The Medical Society, commonly known as *MedSoc*, is the representative body of medical students at the University of Toronto. Further information, including the Medical Society Constitution and Medical Society By-laws as well as information about medical student clubs and advocacy campaigns, is available on the MedSoc website.

Research Opportunities

The University of Toronto has the most extensive biomedical and health research resources in Canada and among the best in the world. Medical students are encouraged to explore their interest in research through opportunities organized within the MD Program and through other initiatives offered by individual Departments and Hospital Research Institutes affiliated with the University. The majority of such opportunities are offered during the summer, when first and second year students in particular are able to devote large blocks of time to research projects.

Comprehensive Research Experience for Medical Students (CREMS)

CREMS is an umbrella program that allows interested medical students to gain extracurricular research experience in various structured subprograms without interrupting their medical studies. CREMS aims to provide participating students with an opportunity to:

- explore their research interests
- gain valuable hands-on research experience
- prepare for a clinical career with a good research foundation and understanding of biomedical research
- consider a career as a clinician-scientist

For a complete description of the CREMS program, please see: <http://md.utoronto.ca/research>

Other Extra-Curricular Research Opportunities

In addition to research under the umbrella of the CREMS programs, students may participate in other research opportunities made available by individual University Departments and Institutes or by hospitals. These include pure research programs as well as combined research/clinical experiences such as the Department of Paediatrics “PeRCS” (Pediatric Research and Clinical Summer) program. Please note that the application procedures, funding practices, expected time commitment, and eligibility restrictions are at the discretion of the sponsoring Department or institution.

The MD/PhD Program

The goal of the MD/PhD program is to generate physician scientists who are prepared, highly competitive, and productive. Students enrolled in this program complete all requirements of the four-year MD Program and also fulfill the expectations set by the School of Graduate studies for all PhD candidates. MD/PhD students complete year 1 or both year 1 and 2 as full-time students in the MD Program, exit full time medical studies to pursue the PhD – generally for four to five years, depending on the research topic and the outcome of their investigations – and return to complete the remaining components of the MD degree after the PhD thesis has been written.

The program is described in full at: <http://md.utoronto.ca/mdphd>

In-Course Admission to the MD/PhD Program

Most MD/PhD students apply and are admitted to the joint degree as part of their application to medical school. However, the MD/PhD Admissions Committee also welcomes applications from students currently in the Foundations years who wish to convert from the regular MD stream to the MD/PhD. Potential applicants may wish to meet with the Director of the MD/PhD Program / Associate Dean Physician Scientist Training, Dr. Norman Rosenblum, during the application process.

Details on the process are available in the [Admissions](#) section of the MD/PhD Program website.

Research in the MD/PhD Program

MD/PhD students may pursue research in any field related to medicine. The Program is eager to support research training across the breadth of disciplines extending across biomedical science, clinical research, population health, and health policy and services. The research projects of current MD/PhD students are described on the MD/PhD website, along with short profiles of the students themselves.

Students in the joint program participate in a biweekly seminar series for the entire duration of their studies, and also meet periodically with the Director.

Additional Educational Opportunities

MSc. in System Leadership and Innovation (SLI)

Based on input from students, ongoing commitment and collaboration of the Faculty of Medicine and Institute for Health Policy Management and Evaluation and a change in the format of the medical curriculum, the former LEAD program was expanded, changing its status from a supplemental learning opportunity to a formal MSc. degree in System Leadership and Innovation (SLI) for the class of 2T0.

This new SLI MSc. concentration was developed and approved by IHPME, the Dalla Lana School of Public Health and the University of Toronto School of Graduate Studies. The degree will be made available to both medical students and residents. The degree details can be found on the [Institute of Health Policy, Management and Evaluation website](#).

The scheduling for the SLI courses and practicums is designed to fit the demands and workflow of medical school and will allow medical students to complete the SLI MSc. the same year that they complete their MD Program. In order to complete the SLI MSc. degree in four years students must pay MSc. tuition and complete degree credits in years 1, 2 and 4 of medical school and take practicums and courses in the summer between first and second year, summer between second and third and during the selective block at the end of fourth year.

Service-Learning Opportunities

<http://www.md.utoronto.ca/service-learning>

The Community Affairs portfolio of the Medical Society organizes medical student involvement in 26 programs in the community, most of which are focused on providing assistance to marginalized and disadvantaged populations, children, and the elderly.

Descriptions of each program are available on the www.uoftmeds.com website under 'About,' or through the Office of Health Professions Student Affairs portal site, under Service Learning & Student Life: <https://portal.utoronto.ca> > "My Organizations Plus"

U of T Medical Student Observership Experience with ICHA Physicians

The Inner City Health Associates (ICHA) is a group of over 60 family physicians, internists and psychiatrists working in over 40 shelters and drop-in facilities across Toronto. ICHA provides primary, mental health and palliative care to those who do not otherwise have access to care. This organization serves people living on the street and in shelters as well as those who are precariously housed.

Each year, OHPSA works with ICHA to provide medical students (mainly those in years one and two with an opportunity to shadow ICHA physicians for a single half-day experience. This serves as an introduction to learning about the complex medical, social and financial challenges facing some of the most vulnerable members of our society. This experience will reinforce some of the learning objectives pertaining to determinants of health taught in Community, Populations and Public Health (CPPH), and allow students to gain insight into the various agencies and organizations working with specific populations in Toronto.

Physicians will be directly responsible for supervision of observers as per the Enriching Educational Experience program guidelines. Interested students should contact Ike Okafor Senior Officer, Service Learning and Diversity Outreach at ike.okafor@utoronto.ca.

FRANCO Doc Shadowing Experiences

OHPSA, along with the U of T Medicine Communauté Française (student group) and Réseau francosanté du Sud de l'Ontario, are working together on the AFMC Franco Doc initiative to increase French usage amongst future physicians by organizing and supporting clinical and experiential activities in French and Bilingual environments.

Funding is available throughout the school year and summer to support shadowing and clinical rotations in French and Bilingual clinical settings. Interested students should contact Ike Okafor Senior Officer, Service Learning and Diversity Outreach at ike.okafor@utoronto.ca

Application to Postgraduate Training

Postgraduate Training (Residency)

The MD Program represents the first stage of a career-long process of medical education. The MD Program curriculum is intended to provide students with a diversity of opportunities to explore their career options and also emphasizes lifelong learning and problem-solving skills that will serve medical trainees as they move through undergraduate medical education into residency and independent practice.

Choosing a residency program is a significant step for medical students, and the MD Program provides assistance in a number of ways. Both the Office of Health Professions Student Affairs (OHPSA) and the Academies offer confidential appointments to provide guidance to prepare students, and group information sessions are also available. Interest groups supported by various Clinical Departments are also an excellent source of information.

The process of application to postgraduate training is managed nationally by the Canadian Residency Matching Service (CaRMS). In order to participate in the CaRMS process, applicants must have a medical degree or be in their last year of a degree from an appropriately accredited institution. Further, to be eligible for residency positions at the University of Toronto and other medical schools in Canada, applicants must be a Canadian citizen or have permanent resident status.

In the autumn of fourth year of the MD Program, students submit to CaRMS a list of the postgraduate training programs for which they wish to be considered. The programs review the applications, and then offer interviews to their preferred candidates. The MD Program provides a three-week break in January of fourth year to enable students to attend these interviews.

The residency match is intended to ensure that graduates are placed in a program that is aligned with their preferred career path as well as meeting the needs of the residency program. Following the interview period, both students and residency programs submit rankings to CaRMS, and these lists are both used to determine the optimal placement or 'match' of every student across the country. CaRMS then notifies applicants of the results in March of the fourth year of the MD Program. Typically, the vast majority of University of Toronto students do match, but any unmatched candidates are able to enter a second round of matching, which is completed in April.

University of Toronto graduates historically perform very strongly in the CaRMS match for Canadian residency programs. However, the residency matching process is increasingly competitive across the country, and it is strongly advised that students avail themselves of all the career planning resources offered to them.

MD Extended Clerkship

For University of Toronto MD students who do not match to a residency program, the MD Program offers a MD Extended Clerkship, which is intended to support students to maximize their opportunities for their future career. Students who take part in the MD Extended Clerkship are required to delay graduation until

June of the following year, but are be eligible to pursue a more fulsome suite of elective opportunities. Students registered in the MD Extended Clerkship are bound by University of Toronto, Faculty of Medicine and MD Program policies and regulations, including those regarding professionalism and academic conduct.

Rules and Regulations

2018-19 Key Dates and Holidays

Statutory holidays/University closures are marked with an asterisk (*). Students who observe holidays not listed may request permission for absence, in accordance with [University policy](#).

Aug 20, 2018	Year 3 Begins
Aug 22	Year 2 Begins (Mississauga Academy of Medicine)
Aug 23	Year 2 Begins (St. George Campus Academies)
Aug 27	Year 1 Begins
Sept 3	*Labour Day
Sept 3	Year 4 Begins
Oct 8	*Thanksgiving Day
Oct 22 - Oct 26	Fall Break (Years 1 & 2)
Dec 22, 2018 - Jan 6, 2019	*Winter Break (All Years)
Jan 14 - Feb 2	CaRMS Interview Break (Year 4)
Feb 18	*Family Day
Mar 2 - Mar 10	March Break (Year 3)
Mar 11 - Mar 15	March Break (Years 1 & 2)
Apr 18	Year 4 Ends
Apr 19	*Good Friday
May 20	*Victoria Day
May 31	Years 1 & 2 End
June 28 - July 1	Summer Breather Weekend (Year 3)
July 1	*Canada Day
August 5	*August Civic Holiday
August 31, 2019	Year 3 Ends

Registration Requirements and Enrolment Services

Enrolment Services, Undergraduate Medical Education

<http://www.md.utoronto.ca/enrolment-services>

Medical Sciences Building, Room 2124

1 King's College Circle

Toronto ON M5S 1A8

Enrolment Services handles all grading results and transcripts, and generates the Medical Student Performance Record each year for year 4 students applying for residency programs. It also collects police record checks and immunization records, among other aspects of registration requirements. Enrolment Services coordinates all aspects of the Doctor of Medicine Convocation in the spring of each year.

The Faculty Registrar and her staff are available to provide students with information and advice on all faculty and university policies and regulations.

Among other services offered by Enrolment Services, students can obtain proof of registration or letters of good standing to use in securing a line of credit with a financial institution, for career sampling or observerships, or when applying for electives at other institutions.

UME Enrolment Services also provides credentialing services to graduates of the MD Program by completing and/or endorsing documentation relating to confirmation of education, confirmation of degree, or Dean's letters of support.

The Faculty Registrar is a Commissioner of Oaths and provides this service when documents for students or graduates require this level of verification.

Registration Requirements (New and Returning Students)

For details on each of the following requirements, and the required forms, see:

<http://md.utoronto.ca/registration-requirements-requests>

COFM Essential Skills and Abilities Required for Entry to a Medical Degree Program Policy

Students entering first year must read the Council of Ontario Faculties of Medicine (COFM) Essential Skills and Abilities Required for Entry to a Medical Degree Program policy before enrolment in the MD Program.

First Aid and CPR

Students entering first year are required to complete a course in 'Standard First Aid' and a CPR Level C 'Basic Rescuer' course before enrolment in the MD Program. The agency used to provide the training must be recognized by the Workplace Safety and Insurance Board (WSIB). To verify the eligibility of a provider, please contact the agencies to determine their status.

Immunization

The University of Toronto adheres to the Council of Ontario Faculties of Medicine (COFM) Immunization Policy and Blood Borne Virus Policy. Students are required to be fully immunized and to demonstrate proof of immunity before they enter the clinical setting, under Regulation 965 of the Ontario Public Hospitals Act.

First-year students in the MD Program must submit evidence on required forms of test and/or vaccination results for tuberculosis, Hepatitis B, Hepatitis C, human immunodeficiency virus, measles, mumps, rubella, varicella, diphtheria, tetanus, acellular pertussis, and polio.

Returning students in the MD Program must submit evidence on required forms of test and/or vaccination results for tuberculosis, Hepatitis C, and human immunodeficiency virus.

Students who do not submit the above records are at risk of being suspended from clinical training until proper documentation is submitted to UME Enrolment Services.

Medical Identification Number for Canada (MINC)

Students entering first year are required sign up for a Medical Identification Number for Canada (MINC) by the end of September each year. MINC is a unique identifier assigned to individuals entering the Canadian medical education or practice system, and is used during the following administrative processes: electives registration, Canadian Resident Matching Service (CaRMS) matches, and other transfer/registration with Canadian medical regulatory authorities.

Police Record Check

First-year students: Students are required to complete a Police Record Check and Vulnerable Sector Screening, and submit two original copies of the Report as part of the registration process in their first academic year.

Returning students: All returning students must fill out a Criminal Record Disclosure and Consent Form to be returned to UME Enrolment Services.

E-Learning Modules

First-year students will be required to complete the following e-learning modules by September 15th of each year.

These modules currently include:

- Hand Hygiene,
- Prevent Slips, Trips and Falls,

- Privacy,
- Sharps Safety,
- Worker Health and Safety Awareness module,
- Working Together: The Code and the Accessibility for Ontarians with Disabilities Act (AODA) module,
- Workplace Hazardous Materials Information System (WHMIS), and
- Workplace Violence and Harassment

Proof of completion will be required of all students.

Third-year students: Students will be required to complete the following e-learning modules by September 15th of each year.

- Hand Hygiene
- Privacy,
- Sharps Safety,
- Workplace Hazardous Materials Information System (WHMIS), and
- Workplace Violence and Harassment

Proof of completion will be required of all students.

Workplace Safety and Insurance Board (WSIB) Registration

Medical students are eligible for Workplace Safety and Insurance Board (WSIB) coverage through a Ministry of Advanced Education and Skills Development Student WSIB program in collaboration with the WSIB. A declaration form is circulated electronically by UME Enrolment Services each year, and must be submitted by all students in first year. Registration in the WSIB program lasts for the duration of the MD Program.

Note: This coverage applies only to official clinical placements, sanctioned by the Faculty of Medicine, including core activities during Foundations, Clerkship placements, and approved electives and selectives. Students are **not** covered through the WSIB for any self-initiated observerships, including the EEE Program or any other clinical activities not approved in advance by the MD Program, e.g. electives arranged directly with supervisors and/or outside of the AFMC Electives Portal.

For more information about what to do in the event of a clinical workplace injury, please refer to the flowchart in the student assistance section of the MD Program website (http://md.utoronto.ca/student_assistance) or review the *Protocol for incidents of medical student workplace injury and exposure to infectious disease in clinical settings* (PDF).

Tuition, Fees & Funding

Please also see Services & Assistance for Students > Student Financial Assistance for information on accessing financial aid and counselling related to debt management.

Fees for the 2018-2019 Academic Year

Each student enrolled in the medical course and proceeding to the degree of Doctor of Medicine must pay annual fees to the Student Accounts Office. Specific dates for fee payment and registration will be sent to all students by UME Enrolment Services.

Current fees for domestic and international students, as well as refund schedules, are available on the University of Toronto Student Accounts Fees page: <http://www.fees.utoronto.ca/Page13.aspx>

The Faculty of Medicine is committed to the University of Toronto Policy on Student Financial Support, which states that each student will have access (through a system of grants and loans) to the resources necessary to meet his or her needs.

For a description of fees, a sample first-year budget, and a sample first-year funding scenario, please visit the Finances and Awards page on the MD Program website: <http://www.md.utoronto.ca/current-fees>

Please contact Student Financial Services in the UME Enrolment Services Office if you have any questions or have specific concerns regarding your personal situation.

Disability Insurance

Students who receive financial aid are required to purchase disability coverage and provide proof of coverage.

All students in the MD Program are strongly encouraged to obtain disability insurance in order to have insurance coverage in the event of illness or injury.

Disability insurance can be obtained from various providers. Information is available during Orientation Week and on the [Student Financial Services website](#).

Academic Integrity

Suspected breaches of academic integrity (e.g. cheating, plagiarism, etc.) in the MD Program are addressed in accordance with the MD Program Academic Integrity Guidelines, which are informed by the University of Toronto's Code of Behaviour on Academic Matters.

Students are responsible for being aware of all aspects of the Code, including understanding what constitutes a breach of academic integrity.

Please note that **possession of an unauthorized aid on your person during an assessment** is a breach of academic integrity, with the potential for academic penalties. **This includes cell phones or other electronic devices, even if they are turned off.** Given that it is generally impossible to determine if a device has been used inappropriately when found in a student's possession at the time of an assessment, action will always be taken when this occurs.

Further information and resources, including perils and pitfall, strategies, and consequences, are available on the University's academic integrity webpage.

Policies, Statements and Guidelines

Policies, statements and guidelines relevant to the MD Program are available on the MD Program's [policies webpage](#). The policies are organized according to nine categories and are searchable by category and/or name. The categories include:

- Academic Records and Personal Information
- Academic Standards and Promotion
- Curriculum Management and Program Evaluation
- Governance
- Student Assessment, Examinations and Appeals
- Student Conduct and Professionalism
- Teacher Assessment and Faculty Development
- Teacher Conduct and Professionalism
- Wellness and Learning Environment

The policies, statements and guidelines referenced in this Calendar and available on the MD Program's [policies webpage](#) apply to all University of Toronto MD students. Students are responsible for being aware of the relevant policies if and when a situation arises that requires familiarity with their content.

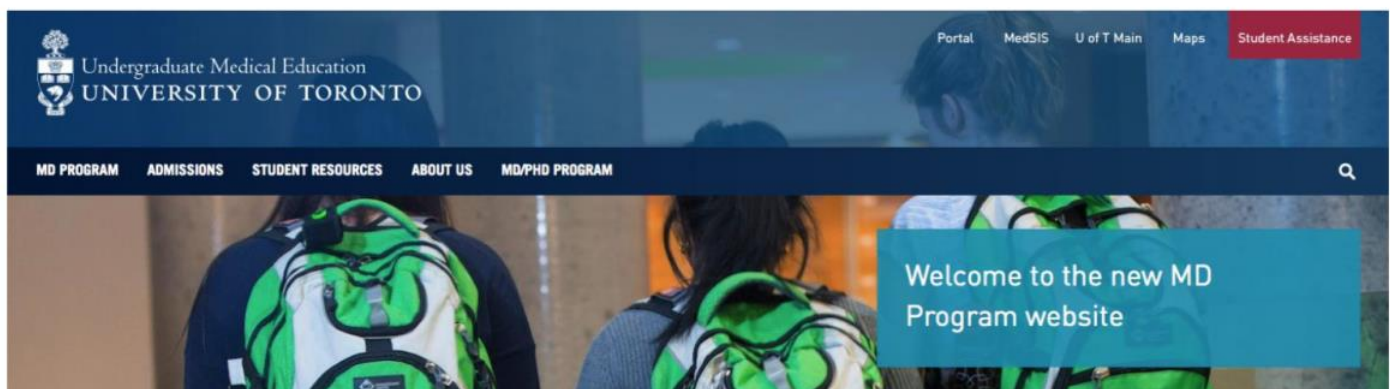
Student Services and Resources

Student Assistance/ Red Button

Student Assistance Information on MD Program Website

The student assistance section of the MD Program (formerly known as the 'Red Button') provides quick reference information and resources for medical students at the University of Toronto who are experiencing an urgent or crisis situation.

The student assistance 'button' is displayed on the MD Program website in the upper right hand corner of each webpage.



Links to the student assistance section are available elsewhere, including on the Portal. It can be accessed directly via the following URL: md.utoronto.ca/student-assistance

The information provided in the student assistance section is divided into four main areas where issues may arise:

- Personal issues & academic concerns
- School absences
- Student mistreatment
- Workplace injury and healthcare access

Each page provides advice, links to resources and/or contact information, relevant policies, etc.

The intention of the student assistance section

This section is a quick reference guide and a way for students to link to various sources of information and also to an incident reporting form. ***It is not a 'hotline' and in no way provides direct emergency assistance.*** It does not connect a user directly to another person, nor does it track who has clicked on the button or what components they have accessed. It does, however, direct users to useful contact information and support services (both internal and external to the University), as well as to a special reporting tool for incidents of mistreatment or unprofessionalism (see following page).

Reporting incidents of concern

The MD Program is committed to continual monitoring and improvement of the learning environment. This includes promoting awareness of what constitutes appropriate behaviour – by teachers, other health professionals, residents and other learners, and students themselves – and providing means to identify when inappropriate behaviour occurs.

The program encourages students who experience or witness behaviour of serious concern in the course of their training to address the situation in one of various ways.

If the incident is relatively minor and the student feels comfortable doing so, it is recommended that the student discuss the situation directly with the person whose behaviour seemed unprofessional. Minor incidents are typically single, apparently isolated events that are troubling, yet do not strike the student as having a significant impact on the learning environment. This direct approach recognizes the role of collegial conversation, and emphasizes the principle of addressing problems locally wherever possible. The student may also wish to approach another trusted MD Program teacher, leader, or administrative staff member for advice.

For more serious or uncomfortable incidents, students are encouraged to report what they experienced or witnessed to a Designated MD Program Leader:

- Associate Dean, Office of Health Professions Student Affairs (OHPSA)
- Academy Director
- Foundations or Clerkship Director
- Faculty lead for ethics and professionalism
- a course director
- a personal counsellor in the Office of Health Professions Student Affairs

Students can of course choose to speak instead with another individual, but Designated MD Program Leaders have the connections and knowledge of University resources and protocols to provide appropriate assistance.

Besides a face-to-face meeting, phone call, or e-mail, the MD Program now provides an additional option for students to report an incident to a Designated Leader: the Student Incident Report Form. To submit an Incident Report, students are asked to complete an 'Incident Report Form' located at: <https://documents.med.utoronto.ca/Forms/ume-incident-report>

This form can also be found online under 'Student Mistreatment' in the 'Student Assistance' section of the MD Program website.

The MD Program defines two types of incident: student mistreatment (i.e. harm of some kind to a medical student) and other unprofessional behaviour besides student mistreatment (e.g., mistreatment of someone other than a student, misrepresentation of one's qualifications, harassment, etc.). The response to an incident report will depend on the nature of the situation, but in all cases, the reporting student's privacy will be respected and the matter will be treated sensitively and strictly confidentially except where required by law or University policy.

NOTE: The Incident Report Form is a tool to seek follow-up. It is not an emergency notification service.

See the Protocol for students to report mistreatment or other kind of unprofessional behaviour (PDF) and the flowchart available at: <http://md.utoronto.ca/student-mistreatment>.

Reporting Incidents of Concern – Frequently Asked Questions

Can I speak to someone else instead of the people listed in the chart above?

Yes, you can choose to make a report to an individual involved in the MD Program who is not listed above. However, in such a case, the recipient of the report is strongly advised to help redirect you to a MD Program leader as listed in the flowchart. For details, see the *Protocol for MD Program students to report mistreatment and other kinds of unprofessional behaviour* (PDF). This protocol is for your protection and theirs. Many situations involving harmful behaviour are complicated and require detailed knowledge of policies, procedures, and resources.

What will the MD Program do to help me, or to resolve the issue?

If you make a report to a MD Program leader identified in the chart above, he/she will provide guidance to you, offer you access to resources and services as appropriate, consult university and/or hospital policies (as relevant) to determine the appropriate steps to be taken, and, if warranted, set in motion a formal investigation process. You should be aware that in most instances, issues cannot be fully addressed by one person alone. Therefore, it is likely the person you make the report to will enlist the involvement of others, with your permission.

Will anything change in the long-run?

We will create a summary report of incidents submitted through this process annually which omits information that identifies you, the reporter. Incidents are recorded for statistical analysis to allow the Faculty of Medicine to monitor the health of the learning environment and make targeted changes over time for the benefit of students and other members of the Faculty community.

Office of Health Professions Student Affairs

6 Queen's Park Crescent West
C. David Naylor Building, 3rd Floor
(416) 978-2764
ohpsa.reception@utoronto.ca

The Associate Dean and staff of the Office of Health Professions Student Affairs (OHPSA) are dedicated to supporting students in achieving their full academic and personal potential within Faculty of Medicine's programs. They have expertise in a variety of areas, and access to extensive resources and networks within the University and surrounding communities.

Full details on OHPSA services and programming are available at: <http://www.md.utoronto.ca/ohpsa/>

Counselling

The OHPSA is staffed by three types of professional counsellors:

- Personal Counsellors provide private, confidential, short-term counselling. They also conduct group sessions on wellness and mindfulness.
- Career Counsellors provide self-assessment, medical specialty exploration, CaRMS application assistance, CV and personal statement critique, and Residency interview practice and support. The Career Counsellors also conduct workshops, presentations, and career panels.
- Academic Counsellors provide individual consultation for any student experiencing academic difficulties, and support tutoring groups, including the Peer-Facilitated Review Enrichment Program (PREP).

All counselling services are confidential; counsellor offices are privately located on both campuses, separate from the general MD Program and OHPSA offices. Appointments may be arranged by phone, e-mail, in person, by contacting counsellors directly, or the OHPSA website:
<http://www.md.utoronto.ca/content/book-appointment>

MAM students may also contact the Student Support Administrator, located in the Terrence Donnelly Health Sciences Complex, to arrange appointments at the UTM campus.

Note: Students requesting special accommodation related to a physical or other impairment (e.g. extra time or a separate room for examinations) must have authorization through University of Toronto Accessibility Services and are responsible for bringing their needs to the attention of their course directors or the Associate Dean of OHPSA. The Academic Counsellor also provides consultation and resources to faculty regarding course design, delivery, and remediation.

Extracurricular and service-learning activities

In addition to counselling services, the OHPSA supports student life and community outreach activities. The office recognizes the value of a well-rounded program for student development, and the role of social responsibility in medicine, and encourages students to participate in Faculty, University, and community

activities. A number of social, charitable, and personal development and wellbeing events are also facilitated by the OHPSA. Awareness of social issues and our professional responsibility to support those in need both locally and globally is encouraged. Collaboration and participation by students from all health professional student groups in the Faculty of Medicine is encouraged wherever possible. In addition, the OHPSA provides assistance with the service-learning activities in the Community Affairs Portfolio of the students' Medical Society (MedSoc).

Career Management

During their time in the MD Program, students have multiple avenues to explore possible career options, including electives and selectives, the FMLE course, extracurricular observerships and other shadowing opportunities (particularly those under the Enriching Educational Experiences program), career counselling offered by the Office of Health Professions Student Affairs, and experiences available at each Academy.

Career Counselling

Career counselling appointments and group information sessions are offered to medical students in all years by the professional counsellors in the Office of Health Professions Student Affairs (OHPSA). The goal of career counselling is to help guide students to determine what kind of physician they aspire to become and manage their career development. Career development is a process of self-assessment, exploration, decision-making, and implementation that begins on the first day of medical school and continues through the following four years.

For a full description of OHPSA's Career Management programming and resources, or to learn how to schedule an appointment with a career counsellor, visit the OHPSA website: <http://md.utoronto.ca/OHPSA>

Career exploration faculty lead

Career Exploration brings together meaningful personal and clinical experiences, and consolidates during the fourth-year CaRMS application period. Working within the Office of Health Professions Student Affairs (OHPSA), the Career Exploration Faculty Lead is a physician resource for students, staff and faculty. The Career Exploration Faculty Lead can assist with issues pertaining to the Enriching Educational Experiences Program, the maintenance and development of extracurricular clinical initiatives organized by Departments and Divisions of the Faculty of Medicine, Global Health activities, and the Rural Ontario Medical Program (ROMP). The Faculty Lead also works closely with the career counsellors of the OHPSA.

For more information, visit the Career Exploration section of the MD Program webpage: <http://www.md.utoronto.ca/career-exploration>

Enriching Educational Experiences (EEE)

The Enriching Educational Experiences (EEE) Program provides students with opportunities for self-directed clinical placements that focus primarily on early career exploration and help them behaviorally explore different practice settings, specialties and contexts.

For students in the Foundations Curriculum, the EEE Program is situated within the formal curriculum as part of the larger Integrated Clinical Experiences (ICE) Component. For all other students, Enriching Educational Experiences remain non-curricular, but are very important for career exploration and development.

EEE activities typically involve one or several half-day placements during which students observe and selectively engage in delegated and graded responsibilities commensurate with their level of experience and knowledge and at the supervisor's discretion.

For more details on the EEE Program, visit the Foundations Course websites on the Portal, or the MD Program webpage: <http://www.md.utoronto.ca/career-exploration>

Student Financial Assistance

Student Financial Services

<http://md.utoronto.ca/finances-awards>

The Office of Student Financial Services, under the portfolio of the Director, MD Admissions & Student Finances, provides a variety of services to MD Program students to assist them with the management of all aspects of their finances. Information is shared with students through various means including the following:

- Personal counselling: confidential one-on-one meetings regarding individual student financial circumstances. Students are invited to contact the office for further information or to make an appointment.
- Webinars and other web-based resources (e.g. the “Financial aid webinar”).
- Sessions during Orientation Week
- A debt management session during third year.
- A session during the Transition to Residency course in fourth year.

The Office of Student Financial Services provides information on many topics, such as:

(a) Sources of funding and financial assistance

Including scholarships and awards, federal and provincial loans and grants, Faculty of Medicine grants and bursaries, and professional student line of credit

(b) Deferral of fee payment

Students who have been granted provincial loan assistance are eligible to defer payment of fees until later in the fall term. Information on how to do this is available at the ROSI website (<http://www.acorn.utoronto.ca>).

(c) Advice on budgeting and other aspects of personal financial planning

Both individual appointments and group information sessions are available to help students manage their finances. Debt management information and resources also available on the website.

For further information, refer to the [Student Financial Services website](#), or e-mail medicine.financeawards@utoronto.ca

Awards

Awards for Students

The Faculty offers a limited number of merit-based scholarships in each year of study, which are awarded based on a number of different criteria, including academic standing, community or Faculty involvement, and extracurricular activities. Some of these awards also take demonstrated financial need into consideration. Most of these scholarships require no application, and for those that do, applications are distributed to all potentially eligible students (based on year of study) by email. The monetary value of all scholarships is variable and should, in most cases, be considered of a supplementary nature.

These scholarships have been established through the generosity of our donors, both private individuals and corporate bodies. They are described at: <http://md.utoronto.ca/awards-scholarships>, under the following categories:

- Admission Awards
- In-Course Awards
- Elective Awards
- Awards Requiring Application
- Convocation Awards
- Undergraduate Medical Program Medalists
- Research Support (CREMS)

Other types of financial assistance, including bursary and loan programs, are administered by the Office of Student Financial Services.

Awards for Teachers

Students play an important role in nominating and supporting education and teaching awards to recognize outstanding educators in the Faculty of Medicine, including the MD Program. Nominations by students are encouraged for Faculty of Medicine teaching awards, and in many cases, student support is a prerequisite for nomination.

Education and teaching awards are granted each year in recognition of individual teachers' excellent contributions. Internal awards are granted at the Department, Academy, program, and Faculty levels, and prestigious external awards are offered by the University of Toronto and various provincial, national, and international agencies.

Aikins Awards

For the MD Program, the Faculty-level awards are known as the W. T. Aikins Awards. All Faculty of Medicine academic staff who teach in the MD Program are eligible to be nominated for an Aikins Award. This award specifically rewards teaching in the MD Program. Academic staff who teach in the MD Program should not be nominated for their work in other programs, for example, teaching in Arts and Science. The minimum number of nominators required for each nomination, and who can nominate, depends on the category as follows:

- Individual Teaching Performance – Small Group: Requires at least two student nominators.
- Individual Teaching Performance – Large Group: Requires at least five nominators (minimum two student nominators)

- Course/Program Development and Coordination: Requires at least three nominators (one student, one faculty member, and the Department Chair).
- Development and Use of Innovative Instructional Methods: Requires at least three nominators (one student, one faculty member and the Department Chair).

The nomination procedure is a two-stage process. The first stage requires nominators to fill out a preliminary nomination form indicating the nomination category along with a letter indicating why they are nominating the individual(s). The Aikins committee (composed of faculty and undergraduate students) reviews and evaluates all nominations. Nominees who are selected for further review are then required to provide additional supporting documentation for the second stage of the nomination process. The Aikins committee evaluates the documentation provided and selects the winner(s) in each category. For details, see: <http://www.medicine.utoronto.ca/about-faculty-medicine/awards-w-t-aikins>

Medical Alumni Association Awards

The Medical Alumni Association (MAA) presents awards and prizes to both students and faculty members at the Convocation Banquet and throughout the year in recognition of clinical and academic excellence. Most MAA award decisions are made by the Undergraduate Awards Committee. For more information, please visit <http://www.maautoronto.ca/StudentSupport/FinancialAssistance/MAAAwards.aspx>, or contact Ruth Gillings at medical.alumni@utoronto.ca.

Other Awards

Community teachers in the MD Program and other medical education programs are also eligible for community teaching awards, offered at the Faculty level. There are three categories of awards, recognizing outstanding teaching in community hospitals and in clinic or practice settings, and for sustained excellence in community-based teaching. For more information about eligibility and nominations please visit: <http://medicine.utoronto.ca/excellence-community-based-teaching-awards>.

Individual Academies circulate information regarding their specific teaching awards directly to their students. Departments collect student nominations in various ways, as explained to students during clerkship rotations or via departmental websites.

Twice each year, our Faculty has the privilege of recognizing outstanding contributions to teaching and education by nominating faculty members for a suite of external provincial, national and international teaching awards. Internal nomination processes are conducted in May and November, and successful nominees are put forward on behalf of the University. To learn more about external education and teaching awards, please visit <http://medicine.utoronto.ca/faculty-staff/faculty-medicine-teaching-awards> or contact the Education and Teaching Awards Coordinator for the Faculty of Medicine at EduDeans@utoronto.ca. Nominees for external awards are often drawn from previous Faculty-level winners.

Information Technology Resources

The MD Program utilizes a number of different electronic resources to deliver curriculum and services. The MD Program website (<http://www.md.utoronto.ca>) has been designed to meet the needs of several user groups: students, teachers, course directors, applicants, and the general public.

The Student Assistance section can be accessed from any page on the MD Program website. By clicking on the student assistance 'button' at the top right of the page, students can: view information and resources to help during urgent or crisis situations; access an incident report form to report distressing events that they experience or witness; and access resources related to absences from the program that they may need to take.

For any questions about any of the resources below, the Discovery Commons will generally be able to assist or to redirect users to the appropriate supporting office.

Discovery Commons

MSB 3172

416-978-8504

discovery.common@utoronto.ca

<http://dc.med.utoronto.ca/>

The Discovery Commons is the Faculty of Medicine's information technology support unit, and its many activities include audiovisual services, application development, application and computer support, and facilities and infrastructure.

For students, the services offered by the Discovery Commons are most visible in four respects:

1. **Service Desk**, which provides direct access to any of our services. Open during regular business hours.
2. **Computer labs** featuring a total of 100 laptop workstations plus a foyer with eight computers. Open during regular business hours (when not booked for classes). One 20-station lab is available overnight and on weekends to medical students only. Entry through MSB 3172 (Discovery Commons main entrance)
3. **Meeting rooms** and classrooms available for booking by students and other groups in the Faculty of Medicine, including support for videoconference and teleconference as requested.
4. **Videoconferencing** and recording of lectures conducted in MSB 3153 and 3154 and the lecture theatres at the Mississauga Academy of Medicine.

UTORid

All University of Toronto students are assigned a unique UTORid, which provides a centralized login for most of the University's online services, including student e-mail. The UTORid is managed by the University of Toronto's Information Technology Services.

Students are assigned a UTORid when they obtain their "TCard" (University of Toronto identification card).

For assistance regarding your UTORid, start by visiting the Information Commons website at: <http://help.ic.utoronto.ca/category/2/accountsandpasswords.html>

For additional assistance, please contact the Information Commons Help Desk at help.desk@utoronto.ca or 4169784357.

A note about security: Once you have logged into one UTORid-based online service (e.g. the Portal), you will remain logged in for all other UTORid-based services as long as you keep at least one browser window open on your computer. To end your secure session (i.e. to log out), you **must** close all browser windows.

U of T Email Address and ONEMail Direct

<https://mail.utoronto.ca> (login: UTORid and password)

University of Toronto student email addresses (UTMail+) are in the form @mail.utoronto.ca. The University of Toronto email address is the official mode of communication on all matters related to your status as a student. All students are required to use this address and check it regularly, as described in the University's *Policy on Official Correspondence with Students* (www.governingcouncil.utoronto.ca/policies).

Information about UTMail+ is available at: <http://help.ic.utoronto.ca/category/3/UTmail.html>. For additional technical support, contact the University's Information Commons helpdesk at help.desk@utoronto.ca or 416 9784357.

Note: You must ensure that this email address is recorded in ROSI or ACORN (see below) to ensure that all University services have your correct contact information.

For medical students, an additional email service is available for use in clinical settings. ONE Mail Direct will provide students with secure email for clinical communications with their supervisors, fellow students, and other members of the health care team. It is required and intended solely for clinical communications; all other academic, course-related, and personal communication should be done through UTMail+ or a personal email account. ONE Mail Direct is run by eHealth Ontario. Soon after the term begins, each student will receive an invitation email that will be sent to their UTMail+ account – simply follow the instructions in the email to activate your ONE Mail Direct account, which will be yours for as long as you practice medicine in Ontario. The address will be in the form firstname.lastname@onemail.on.ca.

If you have questions about your ONE Mail Direct account or haven't received an invitation for the service, please contact onemail.help@utoronto.ca.

UofT WIFI

Students access wireless internet connections using their UTORid and password.

- The **UofT** wireless network is the primary WiFi network available to students. Details on setting up and using the UofT network are available from the Information Commons: <http://help.ic.utoronto.ca/category/20/wireless-access-utorcwn.html>

- The **eduroam** network is available for students who are away from campus at participating institutions around the world, including universities, colleges, libraries, and healthcare institutions. For full details on how to use eduroam on your device(s), visit <http://help.ic.utoronto.ca/category/50/eduroam.html>

Before you can access UofT WiFi, you will need to register your UTORid by using the verify tool. This must be done *even if your UTORid is working for other services*. To verify, use this link: <https://www.utorid.utoronto.ca/cgi-bin/utorid/verify.pl>

There will be a short delay between verifying and being able to access UofT. Please note that the device will be configured with the UTORid and password that was used to set it up, and it is therefore not recommended for shared computers or devices.

For help with UofT WiFi, call the Information Commons helpdesk at 416-978-HELP (4357) or visit: <http://help.ic.utoronto.ca/category/20/wireless-access-utorcwn.html>.

Accessible Campus Online Resource Network (ACORN)

ACORN is the University of Toronto's student interface for data relating to a student's registration and academic record. For more information about ACORN, please refer to <http://help.acorn.utoronto.ca/student-qa/>

Students access ACORN with UTORid and password at: <https://www.acorn.utoronto.ca/>

Students must ensure that personal information is up-to-date in ACORN, particularly permanent and mailing addresses, banking information (for direct deposit of refunds), and official University of Toronto email address. ACORN also provides one-stop access to financial account details with the University (showing payments received, outstanding balances, etc.), downloadable income tax slips, and links to University-wide services.

Medical Student Information System (MedSIS)

<https://medsis.utoronto.ca>

MedSIS is the secure online system that the MD Program uses to record marks in all courses, obtain student feedback on teachers and courses, maintain student registration information, and perform course scheduling in all Foundations and some Clerkship courses.

In MedSIS, students can access:

- Personalized timetables and daily class schedules and locations
- Clerkship clinical assessments and professionalism evaluations in all courses.
- Confidential teacher and course evaluations
- Grades for completed courses*
- An iCalendar utility to sync the personal MedSIS schedule to the calendar in a mobile device
- Locker information

* Grades that appear in MedSIS are unofficial pending approval by the Board of Examiners at the end of the academic year.

Automated e-mail reminders regarding incomplete evaluations, examination results, and other important announcements are sent to students from medsis.server@utoronto.ca.

MedSIS is supported by Knowledge4You. For assistance, contact the MedSIS Help Desk at: MedSIS@knowledge4you.com or 9059479924 ext. 223.

Integrated Teaching, Learning, and Curriculum Mapping Platform

<https://meded.utoronto.ca/medicine/> (login: UTORid and password)

Powered by a platform known as Elentra, the MD Program uses a secure pathway to access course websites. Login requires a UTORid and password (see above). The Elentra system is designed for internal use only, so that members of the general public cannot access these sites.

Every MD Program student is enrolled automatically in the Elentra system. Upon logging into the system, you should see all MD Program courses listed for you on the "Courses" page. Each course website contains essential information for completing the course, including course and component overviews, course learning objectives, required and optional learning materials, details of assessment procedures, and key course contacts.

The Elentra platform integrates curriculum delivery with curriculum mapping. Student and faculty users may utilize the system's comprehensive curriculum search feature at any time. The search allows users to obtain an overview of the four-year program, and is capable of conducting real-time searches of the current curriculum using a number of taxonomies, e.g. MD Program Key and Enabling Competencies (program objectives), learning modality, MCC presentations, themes and priority topics, and keywords. Beginning with the 2017-2018 academic year, curriculum and associated materials from previous years are also archived within the Elentra platform.

Electives Catalogue and Registration System

For details on electives, refer to the Electives (ELV410) course website on Portal, or the Electives webpage: <http://www.md.utoronto.ca/electives>

An online catalogue of elective experiences offered by University of Toronto faculty members, as well as electives registered by previous clerkship students, is available within MedSIS: <http://MedSIS.utoronto.ca/electives/>

Registration for electives with University of Toronto faculty is also conducted within MedSIS: <https://MedSIS.med.utoronto.ca/>

Registration for electives outside of the University of Toronto, but within Canada must be conducted through the AFMC National Portal: <http://www.afmcstudentportal.ca>

An orientation to selecting electives is provided in [Transition to Clerkship (TTC310) and at the beginning of the Electives (ELE410) course in the fall.

Questions regarding electives registration should be directed to the Electives course staff:
<http://www.md.utoronto.ca/clerkship-course-directors-and-administrators>

University of Toronto Libraries

<http://www.library.utoronto.ca>

The University of Toronto library system has one of the most comprehensive collections of both print and online resources in the world. The **Gerstein Science Information Centre** is of particular importance in health sciences education. Online resources for Gerstein and the other U of T libraries are accessible to students as well as all other members of the University of Toronto via their UTORid.

For quick access to resources in the biomedical sciences, go to the Gerstein homepage:
<http://www.library.utoronto.ca/gerstein/index.html>

Through its website, the library makes available a number of support services, including live chat and instant messaging with librarians who can provide users with research assistance. The library also conducts periodic in-person group training workshops and offers one-on-one research consultation appointments for interested students and faculty. See the Research section of the website for details.

Study Space

There is a wealth of study space available to students in the MD program, to accommodate the full range of study practices, whatever the subject, group size, or hours!

St. George Campus

Medical Student Lounge

The Ruth Kurdyak Medical Alumni Student Lounge is located in the C. David Naylor Student Commons area, Room 2171B. This lounge is exclusively for medical students, and provides a great space for students to relax, eat, play pool, and socialize with peers. There is also a 'looking glass' that corresponds to the 'looking glass' located at MAM, enabling private student meetings to be video-conferenced between campuses.

Undergraduate Medical Student Study Space

Students on the St. George campus benefit from the Undergraduate Medical Student Study Space located at 263 McCaul Street, which opened in 2012 based directly on student feedback. This space, which is available 24/7 exclusively for medical student and PA student use, is equipped with a mixture of study carrels, open seating, small-group study rooms, and "ASCM" rooms for physical examination practice, as well as a small lunch room. Wireless access is available throughout the space, and there are a number of laptops provided for students who do not bring their own. The Study Space is secure and accessed by card keys issued to medical students only. Located on the fifth floor of 263 McCaul Street, the space is easily accessed by walking across the street from the MSB, and through the Health Sciences Building (155 College St.), via the second-floor walkway.

Discovery Commons

Through an agreement with the Discovery Commons (DC), the computer lab 3172 is available for after-hours and weekend use by medical students (except when previously reserved for other activities). Students from various programs are also welcome to use the computers in the DC foyer 24/7, and may also use the computer labs when not booked for classes or meetings.

Gerstein Science Information Centre and other University of Toronto libraries

Like all students at the University of Toronto, medical students have access to all University of Toronto libraries for study purposes. A range of group and individual seating options are available on a first-come, first-served basis. The MD Program has arranged with the Gerstein Science Information Centre for earlier opening times on Sundays and extended hours on the Fridays prior to Foundations exams. For library hours, please see <http://www.library.utoronto.ca>.

UTM Campus

Terrence Donnelly Health Science Complex

MAM students have exclusive 24/7 access to the Academy space in the TDHSC and are welcome to use the small-group / clinical skills rooms on a first come, first served basis or whenever they are not booked. Upon request to MAM administrative staff, additional available classroom space will be unlocked.

UTM Library (Hazel McCallion Academic Learning Centre)

As UTM students, MAM students have access to the considerable study space available at the HMALC. A

range of group and individual seating options are available on a first-come, first-served basis. For library hours, please see <http://www.library.utoronto.ca>.

Elsewhere on the UTM Campus

There are various study locations available for students on campus. They are categorized and described (by noise level, time, and location) at <http://www.utm.utoronto.ca/study-space/>.

Academies

All of the Academy sites provide study space to their students, including both group and individual seating options.

Getting Involved

Student Representation

For students interested in participating directly in committees and other decision-making bodies of the MD Program, the Faculty of Medicine, or the Medical Society (MedSoc), there are many elected representative positions that become available every year. See [Student Representation & Student Government](#) for more information.

Sharing Your Perspective

Outside of official student representative positions, there are many opportunities for all students to make their opinions known. The Faculty and MD Program leadership welcome the diversity of student viewpoints, and encourage students to be active in decision-making of the medical school through any of the following means:

Fireside Chats

Four to six times during the school year, the Dean of the Faculty of Medicine, Dr. Trevor Young, hosts the Fireside Dinner with the Dean program – better known as ‘Fireside Chats’ – which provide a group of approximately 20 students with the opportunity to meet with the Dean, Vice Dean MD Program, Dr. Patricia Houston, and one or two other senior members of the Faculty of Medicine in an informal setting. The Fireside Dinner with the Dean program is organized by two student representatives and the Vice Dean, MD Program. The students are randomly selected for each ‘Chat’, and every student receives an invitation over the course of their undergraduate medical studies; hence, there is no application or sign-up process for the program. In addition to getting to know the Dean and the other faculty members, the students at each such event take the opportunity to discuss any issues of concern to them.

Town Hall Meetings

Town hall meetings for students may be organized by students and/or the MD Program leadership whenever issues of particular complexity or importance require broad discussion, consultation, and opportunities for questions to be asked.

Teacher and Course Evaluations

Students have the opportunity to evaluate virtually every learning activity in the MD Program, as well as every course as a whole. These evaluations are generally completed electronically on MedSIS and occasionally on paper. Evaluation data and comments from students are considered very carefully by course directors, and therefore students are strongly encouraged to provide feedback in this manner.

Feedback to Student Representatives

Every course and committee in the MD Program has one or more student representatives, with the exception of the three small, senior operational committees. While students are encouraged to approach program leaders directly with any concerns or ideas they may have, they can also relay their opinions via the appropriate student representatives. This communication may happen directly or through questionnaires or other approaches adopted by the student representatives.

Likewise, the student representatives are responsible for sharing updates from the committees on which they serve with their classmates.

Open-Door Approach

All of the members of the MD Program leadership are keen to hear feedback or discuss any issues of interest or concern with students. This includes the Vice Dean, MD Program, the Associate Dean Health Professions Student Affairs, the Director, MD Admissions & Student Finances, the Academy Directors, the Foundations and Clerkship Directors, and the course directors and thematic faculty leads. Their contact information is available on the MD Program website: <http://md.utoronto.ca/contact>

You may wish to convey your thoughts in an e-mail or request an appointment with any of these individuals, depending on the nature of your feedback.

If you have a concern with a particular individual (e.g. a teacher), it is generally preferable to attempt to resolve the issue as close as possible to the source. However, if for whatever reason this is not possible or desirable, you are welcome to speak with the MD Program leader of your choosing.

If your concern is specifically related to an incident of student mistreatment or major unprofessionalism (regardless of who appears to be responsible for the incident), the program urges you to report the incident as soon as possible. The 'student assistance' section of the MD Program website (md.utoronto.ca/student-assistance) or and the *Protocol for UME students to report mistreatment and other kinds of unprofessional behaviour (PDF)* can help you determine whom to contact and what will happen next.

Office of Indigenous Medical Education

<http://www.md.utoronto.ca/office-indigenous-medical-education>

Medical Sciences Building, Room 2354
1 King's College Circle
Toronto, ON M5S 1A8
(416) 946-0051

The Office of Indigenous Medical Education is home to the Faculty of Medicine curricular co-leads in Indigenous Health Education, an Elder, and the MD Program Indigenous Peoples' Program Coordinator. This office provides a culturally safe space within the MD Program and is working to advance Indigenous community engagement and supports.

The office is also working to incorporate Indigenous teachings regarding medicine for all students to improve the discourse in Indigenous Medical Education. Students can come to the office to discuss, ask questions, or participate in cultural teachings. The Indigenous Peoples' Program Coordinator is working to develop a comprehensive Aboriginal community outreach program, and provides support to current Indigenous medical students and to other students within the faculty who are hoping to learn more about Indigenous people and Indigenous concepts of health and healing.

Health Services

Student Health Services

The University of Toronto's student health services offer confidential, student-centered primary health care, including comprehensive medical care, travel medicine and education, immunization, and referrals for specialized treatment. This service is available to all students at the University of Toronto.

On the St. George Campus, the Health & Wellness Centre is located on the second (2nd) floor of the Koffler Student Services Centre at 214 College Street. For details on services, hours, and to make an appointment: <http://www.studentlife.utoronto.ca/hwc/contact-us>

On the UTM Campus, the Health & Counselling Centre is located in the Davis Building, Room 1123 (near the Bookstore). For details on services, hours, and to make an appointment: <http://www.utm.utoronto.ca/health/health-counselling-centre/contact-us>

Registration with a Family Health Team

Through a special arrangement, medical students may register as patients with any one of four family health teams (MSH, SMH, TWH, and WCH) in Toronto or two in Mississauga (THP – CVH and THP – MH). This arrangement allows students to obtain a family physician in an expedited manner.

Instructions for contacting and registering with these practices are provided on the Office of Health Professions Student Affairs website (<http://portal.utoronto.ca> > “My Organizations Plus”), under “Family Physician Access for MD Students.”

Curriculum

Education Goals and Competencies

Education Goals

The MD Program aspires to prepare graduates who are:

- clinically competent and prepared for life-long learning through the phases of their career
- ethical decision-makers dedicated to acting in accordance with the highest standards of professionalism
- adaptive in response to the needs of patients and communities from diverse and varied populations
- engaged in integrated, team-based care in which patient needs are addressed in an equitable, individualized and holistic manner
- reflective and able to act in the face of novelty, ambiguity and complexity
- resilient and mindful of their well-being and that of their colleagues
- capable of and committed to evidence informed practices and scholarship, and a culture of continuous performance improvement

Achievement of these goals is supported by the MD Program competency framework, which is summarized below.

Competency Framework

The U of T MD Program competency framework consists of key and enabling competencies that are classified according to the seven CanMEDS roles: Medical Expert, Communicator, Collaborator, Leader, Health Advocate, Scholar, and Professional. These roles constitute the competency frameworks of both the Royal College of Physicians and Surgeons of Canada and the College of Family Physicians of Canada.

Learning within each of the CanMEDS roles is facilitated by pursuing the relevant key competencies listed in the chart that follows. Each of the key competencies is in turn supported by achievement of enabling competencies, which are available on our [MD Program competencies webpage](#).

The language used to describe the competencies is of necessity fairly general, and for the most part does not specify precisely the desired level of achievement within any given domain. Milestones related to each of the enabling competencies provide guidance about the level of achievement expected with respect to each enabling competency at the time of entry to clerkship and at the time of graduation. Further information regarding these milestones is available on our [MD Program competencies webpage](#).

Key Competencies

Role	Key competencies
Medical Expert	<ol style="list-style-type: none"> 1. Apply medical knowledge, clinical skills and professional attitudes to the provision of patient centred care. 2. Perform a patient-centred clinical assessment. 3. Propose and participate (under appropriate supervision) in implementing management plans. 4. Understand and participate in continuous improvement in health care quality and patient safety. <p>Contribute to improving the health of individuals and the population.</p>
Communicator	<ol style="list-style-type: none"> 1. Establish professional therapeutic relationships with patients and their families. 2. Use patient-centred skills to seek, gather, select and interpret accurate and relevant information of the clinical situation, incorporating the perspectives of patients and their families to inform management. 3. Engage patients and their families in developing plans that reflect the patient's health care needs and goals. 4. Share health care information and plans with patients and their families while adhering to principles of confidentiality and consent. 5. Document and share written and electronic information about the medical encounter, and share this information orally, with other members of the health care team, to optimize clinical decision-making, patient safety, and privacy.
Collaborator	<ol style="list-style-type: none"> 1. Work effectively with physicians, trainees and other colleagues in the health care professions. 2. Consult effectively with physicians, trainees and other colleagues in the health care professions to provide care for individuals, communities and populations. 3. Work with physicians, trainees and other colleagues in the health care professions to prevent misunderstandings, manage differences, and resolve conflicts. 4. Effectively and safely transfer care to another health care professional.
Leader	<ol style="list-style-type: none"> 1. Contribute to the improvement of health care delivery in teams, organizations and systems. 2. Engage in the stewardship of health care resources. 3. Demonstrate leadership in professional practice. 4. Manage one's time and plan one's career.
Health Advocate	<ol style="list-style-type: none"> 1. Respond to the individual patient's health needs by advocating with the patient within and beyond the clinical environment. 2. Respond to the needs of the communities or patient populations they serve by advocating with them for system-level change.
Scholar	<ol style="list-style-type: none"> 1. Engage in the continuous enhancement of their professional activities through ongoing learning. 2. Teach students, residents, and other colleagues in the health care professions. 3. Integrate best available evidence into practice.

	<ol style="list-style-type: none"> 4. Contribute to the creation and dissemination of knowledge and practices applicable to health.
Professional	<ol style="list-style-type: none"> 1. Demonstrate a commitment to patients by applying best practices and adhering to high ethical standards. 2. Demonstrate a commitment to society by recognizing and responding to societal expectations in health care. 3. Demonstrate a commitment to the profession by adhering to standards and participating in physician-led regulation. 4. Demonstrate a commitment to physician health and well-being to foster optimal patient care.

Student Professionalism

Overview

Being a professional is one of the key attributes of being a physician. In order to assist students in their development as future professionals, the program provides abundant instruction and feedback, both formal and informal, about professionalism. Information about the program's formal professionalism instruction is summarized in this Calendar under the Ethics & Professionalism theme. This section focuses on the assessment of students' professional behaviour as well as how critical professionalism incidents are defined and addressed.

The MD Program's Guidelines for the Assessment of Student Professionalism are informed by the University of Toronto's Standards of Professional Practice Behaviour for all Health Professional Students and the MD Program's competency framework.

Assessment of student professionalism takes place through competency-based professionalism assessments, which is summarized below.

Professionalism incidents that require immediate action are addressed through critical incident reports, also summarized below.

Suspected breaches of academic integrity are addressed in accordance with the MD Program's Academic Integrity Guidelines, which are informed by the University of Toronto's Code of Behaviour on Academic Matters.

Professionalism Assessment

In selected teaching and learning settings where teachers are in a position to make meaningful observations about students' professional behaviour, including small group settings and clinical learning environments, supervising teachers complete competency-based student professionalism assessment forms. This assessment exercise provides an opportunity for teachers to indicate both strengths and areas for improvement with respect to professionalism. It also allows the program to monitor whether individual students are exhibiting a pattern of unprofessional behaviour, possibly across multiple courses or multiple learning contexts.

The professionalism assessment form is organized according to six professionalism domains. Each domain includes criteria that reflect specific behaviours that characterize the respective domain, as follows:

- Altruism
 - Demonstrates sensitivity to patients' and others' needs, including taking time to comfort the sick patient
 - Listens with empathy to others
 - Prioritizes patients' interests appropriately
 - Balances group learning with his/her own
- Duty: Reliability and Responsibility
 - Fulfills obligations in a timely manner, including transfer of responsibility for patient care
 - Informs supervisor/colleagues when tasks are incomplete, mistakes or medical errors are made, or when faced with a conflict of interest

- Provides appropriate reasons for lateness or absence in a timely fashion
- Prepared for academic and clinical encounters
- Actively participates in discussions
- Fulfills call duties
- Timely completion of MD Program and hospital registration requirements
- Excellence: Self-improvement and Adaptability
 - Accepts and provides constructive feedback
 - Incorporates feedback to make changes in behaviour
 - Recognizes own limits and seeks appropriate help
 - Prioritizes rounds, seminars and other learning events appropriately
- Respect for Others: Relationships with Students, Faculty and Staff
 - Maintains appropriate boundaries in work and educational settings
 - Establishes rapport with team members
 - Dresses in an appropriate manner (context specific)
 - Respects donated tissue; cadavers
 - Relates well to patients, colleagues, team members, laboratory staff, service, and administrative staff
- Honour and Integrity: Upholding Student and Professional Codes of Conduct
 - Accurately represents qualifications
 - Uses appropriate language in discussions about cases and with or about patients and colleagues
 - Behaves honestly
 - Resolves conflicts in a manner that respects the dignity of those involved
 - Maintains appropriate boundaries with patients
 - Respects confidentiality
 - Uses social media appropriately
 - Respects diversity of race, gender, religion, sexual orientation, age, disability, intelligence and socio-economic status
- Recognize and Respond to Ethical Issues in Practice
 - Recognizes ethical issues and dilemmas in case vignettes and in practice
 - Examines personal values in relation to challenges in educational and clinical settings
 - Applies ethical reasoning skills to case situations
 - Acts appropriately with respect to complex ethical issues
 - Understands options to respond to unprofessional and unethical behaviours of others

Teachers are asked to rank students from 1 to 5, with 5 being the highest score, for each of the six professionalism domains. The assessment of each domain is based on the criteria applicable to the student's learning activity. Teachers have the option of indicating if they were not in a position to assess one or more of the professionalism domains. Teachers are required to provide comments regarding any scores of 1 or 2, including those that are based on a critical incident (which is described in more detail below).

Professionalism Standards of Achievement

Satisfactory professionalism competency is a requirement to achieve credit in every course, and assessment of professionalism competency is included in every course. Satisfactory professionalism competency is also required to progress from one year level to the next and to graduate from the program, in accordance with the MD Program's Standards for Grading and Promotion.

As stated in the MD Program's Guidelines for the Assessment of Student Professionalism, a student may be identified as not satisfactorily progressing as follows:

- One or two scores of less than 3 on any combination of the six professionalism domains, including two scores of less than 3 on the same form, will trigger a student professionalism check-in process. The check-in process is intended to ensure that students have the opportunity to discuss their performance, including consideration of comments provided on the professionalism assessment form, in a safe and confidential environment, and that they are aware of the various supports available to them.
- Three or more scores of less than 3 on any combination of the six professionalism domains, including 3 or more scores of less than 3 on the same form, which will trigger a student in professionalism difficulty review process. The student in professionalism difficulty review process may result in a focused professionalism learning plan. It may also lead to a program of remediation, which the student would be required to report to the College of Physicians and Surgeons of Ontario (CPSO) and/or other provincial/territorial physician regulating bodies, as appropriate. The review can also lead to failure to achieve credit in one or more courses, failure of a year, or dismissal from the program, in accordance with the MD Program's Standards for Grading and Promotion.
- A critical incident report will trigger a student in professionalism difficulty review process. Critical incidents can be reported as part of a competency-based assessment or by any teacher, University staff member, or hospital staff member using the MD Program's Critical Incident Report Form. Further information about critical incidents is provided below.

The student in professionalism difficulty review process will be re-triggered in cases where a student who has successfully completed (or is in the process of completing) a focused professionalism learning plan or program of professionalism remediation subsequently receives a score of less than 3 on one of the six professionalism domains.

Procedural details regarding the student professionalism check-in process and student in professionalism difficulty review process are provided in the MD Program's Guidelines for the Assessment of Student Professionalism.

Critical Incident Reports

Critical incident reports are intended to address situations where a student has put a patient or someone else at significant risk because of their behaviour, or situations in which a student has engaged in conduct unbecoming of a physician in training. Critical incidents of unprofessional behaviour include the following:

- Failure to keep proper medical records
- Falsification of medical records
- Breach of confidentiality
- Failure to acknowledge and manage appropriately a conflict of interest
- Being disrespectful to patients and others
- Failure to be available while responsible for contributing to patient care
- Failure to provide transfer of responsibility for patient care
- Providing treatment without appropriate supervision or authorization
- Referring to oneself as, or holding oneself to be, more professionally qualified than one is
- Being under the influence of alcohol or recreational drugs while participating in patient care
- Failure to respect the rights of patients and others, including contravention of the Ontario Human Rights Code
- Assaulting a patient or others, including any act that could be construed as mental or physical abuse
- Sexual abuse of a patient, as defined by the Province of Ontario Regulated Health Professions Act
- Stealing or misappropriating or misusing drugs, equipment, or other property

- Violation of the Criminal Code
- Any other conduct unbecoming of a physician in training

(Please note that “patients and others” includes patients, families, staff, peers and others.)

Critical incidents can be reported as part of a competency-based assessment, or by any teacher, University staff member, or hospital staff member using the MD Program’s Critical Incident Report Form. The person reporting a critical incident will be required to identify the area(s) of concern, the source(s) of information, provide details of the incident, and provide any relevant documentation. Critical incident reports are forwarded to the Foundations Director or Clerkship Director, as appropriate. Receipt of a critical incident report will trigger the student in professionalism difficulty review process.

A substantiated critical incident report may lead to a program of remediation, which the student would be required to report to the College of Physicians and Surgeons of Ontario (CPSO) and/or other provincial/territorial physician regulating bodies, as appropriate. A substantiated critical incident can also lead to failure to achieve credit in one or more courses, failure of a year, suspension, or dismissal from the program.

The MD Program’s Protocol for MD Students to Report Mistreatment and Other Kinds of Unprofessional Behaviour describes the principles and procedures for peer-to-peer critical incident reports.

Curricular Themes

Multiple themes that support longitudinal, integrated teaching in areas that cut across the curriculum are taught throughout all four years of the MD Program. These thematic areas are coordinated by designated faculty leads, with teaching carried out by a variety of teachers. The themes, which are summarized below, can be grouped into three major categories:

- related to priority population groups
- related to CanMEDS roles
- related to specific content areas

Contact Information for Faculty Theme Leads and Theme

Coordinators: <http://www.md.utoronto.ca/theme-leads-coordinators>

Black Health

The Black Health Theme was introduced in 2017-2018, and reflects the Faculty of Medicine's commitment to social responsibility, and more specifically, its commitment to addressing the health needs of Black people of Canada, one of the priority populations identified in the Faculty of Medicine *Diversity Statement*. The Black Health theme will be comprised of integrated educational elements that support inclusion of a Black Health perspective throughout the MD Program curriculum to better prepare our students to meet the needs of the diverse communities they will serve in their careers in Canada and around the world.

Clinical Skills

The clinical skills theme encompasses a patient-centred approach to medical interviewing and counseling, physical examination and clinical reasoning. As such, this theme includes much of what a physician must master and as students, you will be supported throughout your training to acquire these skills. The curriculum will be developmental, aligned and integrated across years and courses.

In order to meet the needs of students who will likely develop their clinical abilities at different rates, students will be able to access additional coaching as necessary. These opportunities will include, but not be limited to, work with student-run clinical skills interest groups and expert, dedicated volunteer faculty through the Clinical Skills Coaches Program. Students, who are identified as needing remedial attention on the basis of their performance within courses, rotations, or on examinations, will be referred to the Clinical SCORE Program for more structured and intensive support.

Collaborator / interprofessional education

Interdisciplinary collaboration is an integral component of health care and is associated with improved patient outcomes. The guiding principles of Interprofessional Education (IPE) are similar to those defined by the collaborator competency in the MD Program. The collaborator objectives will be accomplished through your participation in a variety of theme-specific learning activities across the four years of medical school. One of the chief ways in which this educational content is delivered is via the formal mandatory IPE curriculum. The IPE curriculum has been developed for Health Care Professional students from

across 11 University of Toronto programs (Dentistry, Medical Radiation Sciences, Nursing, Occupational Therapy, Pharmacy, Kinesiology and Physical Education, Physical Therapy, Physician Assistant, Social Work, and Speech-Language Pathology and Medicine), and is delivered under the auspices of the [Centre for IPE](#). To complete the IPE curriculum, you will take part in both core and elective learning activities throughout your four-year MD Program.

As a medical graduate, you will be able to meet the curriculum objectives listed under 'collaborator' on the [MD Program competencies](#) page.

Ethics & Professionalism

Teaching in professionalism and ethics in the core curriculum includes a mix of large group sessions and seminars/workshops. The large group sessions give students familiarity with the central concepts of medical ethics, professionalism, and medical jurisprudence. Some of these sessions are given by single lecturers, others are team-taught, and some involve multidisciplinary panels and patients. Ethics seminars are expert-led and case-based, and sometimes involve the participation of standardized patients.

Ethics & Professionalism is woven throughout the MD program. Ethics teaching addresses topics pertaining to the individual doctor patient encounter (e.g., confidentiality, truth-telling, obstetrical and paediatric ethics, informed consent, euthanasia and medical assistance in dying, and breaking bad news). There is also teaching on issues such as governance and regulation, public and private rights, social justice, and professionalism.

Also see the Calendar's [Student professionalism](#) section.

Geriatrics / Care of the Elderly

Geriatrics theme lead is responsible for the design, development, implementation, and evaluation of composite curricular elements in the MD Program to develop competencies in care of older patients. The purpose of this theme is to develop appropriate learning objectives that support the learning of core competencies related to geriatrics in light of the national geriatrics curriculum throughout the program. The geriatric theme lead works in collaboration with course directors and other theme leads to design appropriate learning activities that permit students to achieve these competencies. Assessment activities are also jointly designed to ensure students have, in fact, reached the required milestones. This theme will also develop a geriatrics hub. The proportion of the population that is elderly continues to grow. People 65 years and older represent 16 per cent of the Canada's Population. Older adults 65 and over will double in numbers over the next 20 years and those over 85 will quadruple. At present older adults represent 40 per cent of hospitalizations and 60 per cent of hospital days in Canada. The elderly have unique health care needs and future physicians must be prepared to provide optimal care to them. Accordingly, a Care of the Elderly/Geriatrics theme has been established and a theme lead appointed during the 2014-15 academic year.

Health Advocacy

Health Advocacy is a newly developing curriculum initiative for the Faculty of Medicine that was formally launched on January 1, 2014 with the appointment of an Advocacy Lead and the establishment of an Advocacy Advisory Reference Group which includes student representatives. The Faculty is seeking to fully integrate the teaching of advocacy into the undergraduate curriculum in a manner consistent with the 2015 revised CanMEDS role for advocacy which states that advocacy requires action, and physicians contribute their knowledge of the determinants of health to positively influence the health of the patients, communities, or populations they serve and that physicians support patients, communities, or populations to call for change, and they speak on behalf of others when needed.

Beyond the traditional annual lecture on advocacy delivered to first year students and popular workshops on poverty and advocacy skills which have been available for several years, an accredited CPPH Community Based Service advocacy project was implemented in February 2015. The project called AMI (Advocacy Mentorship Initiative) pairs students as mentors with clients of Big Brothers/Sisters Toronto. The 2014 inaugural Longitudinal Integrated Curriculum (LInC) for clerks held at the FitzGerald Academy constituted a formal advocacy project as part of the curriculum and was extended to the other academies in 2015. All first year students are provided the opportunity to spend a half day at a homeless shelter under the supervision of a physician from the Inner City Health Associates.

The Advocacy Lead is available as an advisor to any student who is pursuing an advocacy activity such as the nearly 40 students who organized the 2015 fourth National Day of Action opposing cuts to refugee health care.

The intent of these activities in the advocacy portfolio is to spread the teaching of advocacy into all aspects of undergraduate education from the seminar rooms to the hospital wards.

Health Humanities

Health humanities can be defined as a sustained interdisciplinary and interprofessional inquiry into aspects of medical practice, education, and research, expressly concerned with the humanistic side of medicine. This theme is explored in all four years of the MD Program through core curriculum and electives and is shaped by the health, arts and humanities program. This program advances a deeper understanding of health, illness, suffering, disability, human dignity and the provision of care by creating a community of scholars in the arts, humanities and clinical and social sciences. It also encourages the development of skills and attitudes essential to providing person-centered care with a focus on:

- narrative competence: the capacity to appreciate, interpret and work empathically with the stories of others
- reflective capacity: the ability to step back to interpret both subjective and objective experiences as a part of learning and to foster professional wellbeing
- critical thinking: the ability to solve problems creatively and to analyze and critique knowledge using the multiple lenses provided by the arts and health humanities
- visual literacy: the ability to work with non-verbal cues, images and visual narratives

Indigenous Health

The Indigenous peoples of Canada (First Nations, Metis, and Inuit) face health inequities when compared to the general population. The Faculty of Medicine is committed to addressing this issue. Training physicians with the appropriate knowledge and skills to better serve the Indigenous population is a cornerstone to success. Furthermore, it is part of recommendations #23 & 24 of the Truth & Reconciliation Commission.

Indigenous Health issues and concepts are being integrated throughout the curriculum. The first formal introduction will occur in the Community Health Week of Foundations Topics will include: *Traditional Indigenous Concepts of Health (The Medicine Wheel)*, *Health Status, Historical and Political Influences on Health and Health Care Delivery* and *The Social Determinants of Aboriginal Health*. Progressing through the curriculum, these subjects will be reinforced and expanded upon in CBL cases along with workshops that introduce the concepts of power, privilege and equity. This culminates in a week designated to underserved population health focusing on Black, LGBTQ2S and Indigenous communities. Because these teachings can play an integral role in one's development as a clinician and health care professional, they will also be revisited and adapted to learners' evolving roles as clinical clerks and residents. This has been integrated into several clerkship rotations and the TTC and TTR courses.

Incorporating *Cultural Safety* into the curriculum is a key to nurturing appropriate clinical skills and professional behaviour. Developed by Maori health care practitioners who noted that culture is an independent risk factor in health disparities, *Cultural Safety* uses self-reflection as a tool to advance therapeutic encounters. Although it was created for care models in Indigenous communities, *Cultural Safety* can be applied to all therapeutic encounters; it is especially beneficial as a concept to guide students' interactions with marginalized patients or in difficult clinical scenarios. While it is introduced in ICE: Clinical Skills and Foundations, *Cultural Safety*, conflict resolution and anti-oppression must be fostered throughout medical training and maintained as a practicing physician. A self-reflective approach is the hallmark of our innovative selective in Urban Indigenous Health.

There are many other exciting ways in which students are able to become involved in Indigenous Health. The student-run Aboriginal Health Elective has been a great success. There are also opportunities for Indigenous community based CBS placement and summer research projects. Electives and selectives in a variety of Indigenous populations (reserve, rural and urban) are possible thanks to partnerships with NOSM and numerous Indigenous organizations and communities. We look forward to working with you. The Office of Indigenous Medical Education is located in MSB, Room 2354.

Leader (formerly Manager)

The Leader theme curriculum spans the length of the MD Program, and so provides an opportunity for students to learn in progressively greater depth about the various aspects of the role of the physician as a leader in the health care system. The objectives for the Leader role are contained within the overall MD Program competencies.

LGBTQ Health Education

The health disparities and unique health needs of the LGBTQ (lesbian, gay, bisexual, transgender, and queer) population are becoming increasingly recognised by public health researchers and the medical community. Insufficient numbers of physicians competent in dealing with LGBTQ health issues have been

identified as a substantial barrier to accessing care for these patients. In line with a commitment to the values of equality and social justice, the Faculty of Medicine is dedicated to addressing this issue.

The LGBTQ Health theme aims to equip students with the knowledge, skills, and attitudes necessary to provide clinically and culturally competent care to patients who are LGBTQ-identified.

The LGBTQ Health theme aims to incorporate innovative strategies to deliver relevant curriculum content in an interactive, dynamic and meaningful way. LGBTQ community members will be involved in many aspects of curricular development, delivery, and evaluation. Opportunities for interprofessional education will prepare students to care for members of marginalized populations as part of an interdisciplinary team.

Other ways that students may wish to supplement their competency in this domain include participation in electives and selectives in LGBTQ Health in various health care environments ranging from primary to quaternary. Additionally, opportunities will exist for students to complete LGBTQ-focused research projects.

We invite all students and faculty, LGBTQ and allies alike, to become involved in the ongoing development of LGBTQ-related curriculum through participation in the LGBTQ MD Program Advisory Committee and Community Liaison. Through fostering attitudes of appreciation for diversity and respect for difference, the Faculty of Medicine aims to create a climate in which all LGBTQ-identified faculty, students, and patients feel supported, included, and safe. Interested individuals should contact the Theme Lead directly.

Pharmacology

Instruction in clinical pharmacology and therapeutics is distributed throughout the four years of the MD Program. Formal teaching in pharmacology primarily occurs during the two years of the Foundations Curriculum and in the Transition to Clerkship course.

In Foundations, students are introduced to pharmacokinetic and pharmacodynamic principles in TOPIC. Throughout TOPIC, students learn about medications relevant to the systems being addressed (e.g. endocrine, cardiovascular, gastrointestinal, etc.). Learning occurs via introductory lectures, online materials, case-based learning, seminars, and assignments. In ICE, students are provided with a list of commonly prescribed medications that they are likely to encounter during this and future courses. Therapeutic drug classes are introduced with the appropriate systems, with an emphasis on their mechanisms of action.

Appropriate drug therapies (often involving a combination of drug classes) are taught in an integrated fashion with diseases of interest. Some specific drugs and dosages are discussed during clerkship.

Medical Imaging / Diagnostic Radiology

The medical imaging theme is explored throughout the four years of the MD Program. In the first two years of the program, students will have the opportunity to deepen their learning of anatomy through the use of ultrasound which is used to teach abdominal and musculoskeletal anatomy, as well students will be introduced to echocardiography, chest x-ray interpretation, abdominal X-ray interpretation, and imaging of the genitourinary system.

Medical Psychiatry

Our health system often divides mental health from physical health into distinct silos of care and treatment, yet no such mind-body duality exists in actual patients. Many individuals with chronic health conditions simultaneously experience mental health issues - and the reverse - and as such “concurrent” health challenges are far from uncommon.

Therefore, integrated approaches to healthcare are needed to respond to these growing healthcare needs. The theme of Medical Psychiatry (physical and mental healthcare) was developed in response to the growing healthcare needs and challenges in caring for patients with both physical and mental health conditions. It will teach students how to understand and engage patients using a patient-centered approach in a variety of settings. The content will build on Clinical Skills teaching and provide opportunities to practice therapeutic communications and to understand experiences of patients who are living with complex medical, physical and social issues. The Medical Psychiatry theme will extend from case-based learning activities, core lectures, and simulation experiences across the program. It will also be integrated into clerkship experiences including through longitudinal integrated clerkships, where students will receive training in psychiatry, internal medicine, pediatrics and family medicine in an integrated, longitudinal rotation rather than sequential rotations. Clinical experiences related to this theme will focus on improving therapeutic communications, navigation of patient care, advocacy and exposure to integrated care models.

In parallel, University of Toronto faculty members will be trained at partner hospitals through Medical Psychiatry continuing professional development programs to support students’ development of knowledge, skills and attitudes in this area.

This theme is part of a larger healthcare system and education initiative called the Medical Psychiatry Alliance (MPA). For more information about MPA click this link: <http://www.medpsychalliance.ca/>

Public Health

The Public Health theme fosters the development of future physicians’ responses to changing community and societal needs and concerns. As a result of completing the course work in PH, U of T medical graduates will have the foundation of necessary knowledge, skills and attitudes to form appropriate alliances with patients, other healthcare professionals and community organizations to the benefit of the individual patient and the community as a whole. Their practice will be population-health oriented and evidence-based. They will be aware of factors and resources needed to promote health and wellness and be able to integrate this knowledge effectively into clinical practice.

Public Health objectives are linked closely with the CanMEDS Roles and the Medical Council of Canada ‘Medical Expert’ Objectives in Population Health.

Foundations Overview

The MD Program at the University of Toronto is one of the largest undergraduate medical education programs in Canada. We are proud to support and promote the development of future academic health leaders who will contribute to our communities and improve the health of individuals and populations through the discovery, application and communication of knowledge.

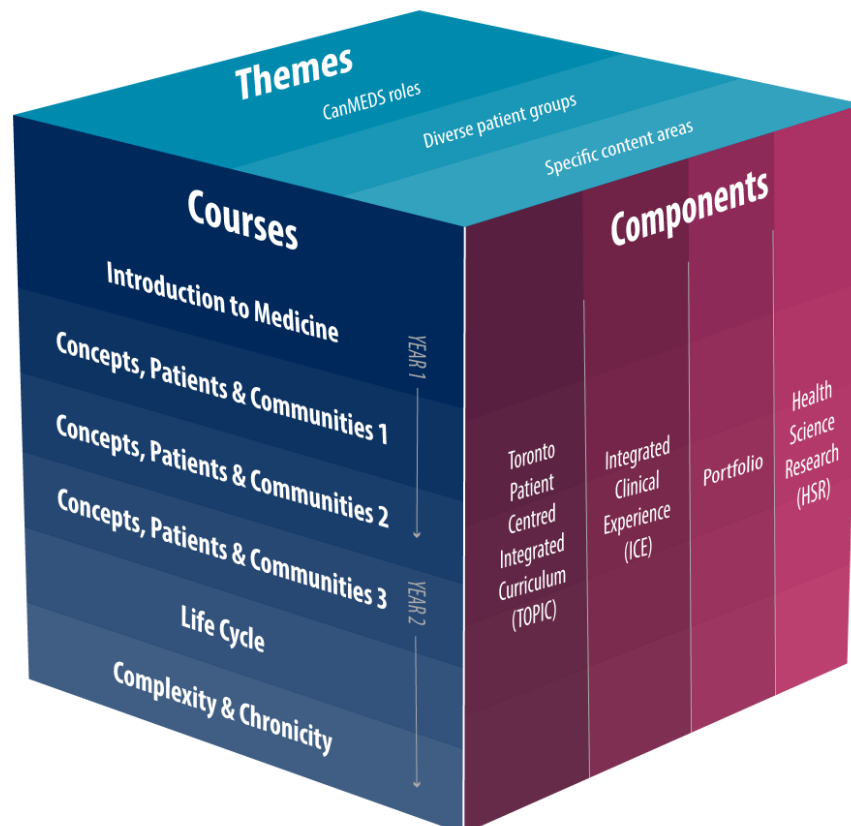
The U of T MD Program, like most North American medical schools, is four years in length. The final two years are known as the Clerkship (which involves learning while working with physicians and other health care team members in the hospital and clinic). The first two years of the program - known as Foundations - take place in laboratory, classroom, clinical, and community settings and are designed to prepare students for the workplace learning that occurs in Clerkship.

Curriculum Structure



UNIVERSITY OF TORONTO
FACULTY OF MEDICINE

Foundations Curriculum



There are three major dimensions to the Foundations Curriculum: courses, components, and themes. An important feature of the Foundations Curriculum is that each week has the equivalent of a full day that is unscheduled, and available for self-study, and special activities such as clinical skill development.

Courses

- **Introduction to Medicine:** An introduction to the basic and social sciences relevant to medicine, to cognitive science, to clinical skills and community health
- **Concepts, Patients and Communities 1:** An instruction on health and the diagnosis and treatment of disease relevant to all of the body's systems, including a consideration of all of the major curricular themes
- **Concepts, Patients and Communities 2:** A continuation of Concepts, Patients and Communities 1
- **Concepts, Patients and Communities 3:** A continuation of Concepts, Patients and Communities 1 and 2
- **Life Cycle:** An instruction on health and disease from conception, antenatal development, birth, infancy, childhood, adolescence, aging, and for patients who are dying
- **Complexity and Chronicity:** A consolidation of the program with emphasis on chronic disease management, and complex problems with preparation for Clerkship

Components

Toronto Patient-Centred Integrated Curriculum (TOPIC): In TOPIC, content is delivered through lectures, workshops, eLearning materials, anatomy labs as well as case-based learning (CBL) sessions. In CBL, students work through a patient case in small groups of 8 – 10 students in two sessions each week: the first one is on their own, the second is with a tutor who is a faculty member. The majority of the faculty tutors are practicing physicians based at one of the GTA teaching or community hospitals. Over the 72 weeks, the cases introduce students to all aspects of clinical medicine. Each case describes a medical problem in a patient (or occasionally a family) and offers students the opportunity to learn material in a clinically relevant way while introducing them to the scientific and humanistic foundation for the theory and practice of medicine.

Learning about the cases is supported through carefully selected eLearning materials. Each week is introduced by a half-day during which a small number of lectures provide context for the issues addressed during the week. Another half-day consists of expert-led seminars or workshops which serve to provide further context and content. Every few weeks, there is a multi-disciplinary summary lecture to help pull it all together for students.

Many of the weeks include specific instruction on the longitudinal thematic issues (described below), such as medical ethics, leadership and collaboration with other health professionals.

Integrated Clinical Experience (ICE): ICE occupies two half-days per week. One half-day provides students with instruction in groups of six on how to take a patient's history and perform a physical examination.

The second half-day for ICE provides students with opportunities for early clinical exposure in a variety of settings, include doctors' offices, hospitals, community health agencies and home care visits. Throughout the Foundations Curriculum, students will be able to prepare for Clerkship by spending time in clinical placement shadowing opportunities.

Portfolio: Students will spend a half-day every three to four weeks in a small group with a tutor in Portfolio. Portfolio focuses on two types of activities:

- Students will reflect on their previous experiences and their experience as first- and second-year medical students and the resulting effects on their professional development.
- Guided self-assessment: students will compile their formal assessments and the student's reflections and develop an individualized learning plan related to these assessments to ensure students are staying on track, and receiving help where it is needed.

Health Science Research (HSR): HSR provides students with lecture, tutorial and eModule-based learning on two major topics:

- How to participate in health research projects.
- How to apply the findings of health research to patient care.

Themes

Curricular themes are embedded in the Foundations Curriculum. For more on the MD Program's curricular themes: <http://md.calendar.utoronto.ca/md-themes>

Educational Learning Modalities

The students' weekly teaching and learning experience will occur using a variety of learning modalities that are selected based on the desired learning outcomes and the integrated blended learning teaching model that is used in the MD Program Foundations Curriculum. Modalities that are used to meet the learning outcomes include: (a) Independent Learning; (b) Large Group Lectures; (c) Small Group Learning/Discussions (d) Anatomy Labs; and (e) Experiential Learning.

Each of these learning modalities is described below with examples on how it is used in the MD Program Foundations Curriculum.

Independent Learning

Each week students are provided learning content that they are expected to learn on their own. This material has been specifically selected or designed to provide foundations content required to effectively engage in subsequent learning tasks during the week.

a) Pre-week preparation (PWP)

- These are online foundational resources (e.g., readings, videos, e-learning Modules, etc.) that support basic learning objectives of the week.
- Students are expected to study independently these materials and understand the content prior to the start of the weekly lectures.

b) Self-learning modules

- Certain learning outcomes that are not covered by one of the other face-to-face educational learning modality described in this document can be addressed by students on their own using any of the following predesigned self-learning modules in the form of: (a) preselected or predesigned reading; (b) e-learning Module; (c) education video; (d) or a practice exercise with answers.
- Students are expected to study these materials independently during the week in preparation for small group discussions and mastery exercises.

Large Group Lectures

During the week teaching and learning also occurs in the form of large group lectures that are video-conferenced between Medical Sciences Building at the St. George Campus and the Terrance Donnelly Health Sciences Building at Mississauga Campus. Some, but not all, of these lectures are recorded for future viewing.

a) Foundational lectures for TOPIC

- There are live lectures that are scheduled on the first day of each content week. These lectures may serve several purposes:
 - To build on material covered in the pre-week preparation
 - To serve as a broad introduction to material that will be covered in greater depth in the Case-based learning (CBL) and self-learning modules
 - To provide an opportunity to teach concepts best conveyed in a lecture format

These lectures are designed to be engaging and incorporate various active learning strategies (e.g. use of audience response system, questioning, small group dialogues, using patient or clinician panel) instead of the traditional didactic style. Lecturers may quiz the class on the PWP materials to identify learning gaps for further discussion during lectures. This is a form of “flipped-classroom” – the students are expected to be prepared by completing the pre-week learning (see Independent Learning description) before coming to lectures for a more engaging active learning experience.

b) Component and Theme Lectures

- These lectures, held centrally at the St. George and video-conferenced to the Mississauga campus, are led by faculty and/or content experts, including non-physicians. They will teach and interact with students on content and skills relevant to a particular component/ theme (e.g., ethics, leadership).

c) Integrated and application lectures (ISAL)

- These lectures occur at the end of every sub-section of each course and provides an opportunity for faculty to summarize key concepts, to reinforce learning points, and to teach about any challenging/difficult concepts encountered by students (e.g., during CBL or weekly feedback quizzes). Some of this review will be directed by students’ questions that have arisen throughout the subsection, but there is also an opportunity for students to ask questions during the ISAL.
- Sample multiple-choice questions and/or clinical cases are often used during ISAL to demonstrate the application of concepts. Patients may also be invited to discuss their lived experiences, which will help to bring the conditions taught to life and to provide students with a more comprehensive understanding of both the medical and psychosocial aspects of such conditions.
- Attendance is mandatory when patients are present. From time to time, additional material (e.g., previously not discussed case examples or slides) may be introduced in order to reinforce or clarify concepts previously taught. This material will not be assessed per se, but the learning objectives relating to these materials will be highlighted by the faculty.

Small Group Learning

To support guided discovery learning a significant proportion of teaching and learning opportunities occur in small groups guided by a faculty member. Small groups may be run as tutorials, workshops, or seminars.

Tutorials

Tutorials include the following: (a) Case-based Learning (CBL) tutorials; (b) ICE: Health in the Community (HC) tutorials; (c) ICE: Clinical Skills tutorials; (d) Portfolio Tutorials; and (e) Health Sciences Research (HSR) tutorials.

a) CBL Tutorials

- CBL tutorials focus learning around a weekly patient case that is presented as a virtual patient in an online module. Student learning occurs in a group of 8-10 students who go each week through the CBL module in two face-to-face small group sessions. The first CBL tutorial is run by students on their own (student-led face-to face discussion) and the second is guided by a CBL tutor (faculty-led). Within each case, there are approximately 10-15 embedded questions that represent typical questions that a preceptor could ask during bed-side clerkship teaching and that require student learning that aligns with the weekly learning outcomes. Some of these assignment questions are to be responded to together by the group (group questions) during their first CBL session and the rest are to be prepared by each student on his or her own (independent study questions) prior to the second CBL session. The group assignment questions are designed to ensure students have grasped the fundamental building blocks of the clinical problem that is being discussed in the CBL module, and the group will have to answer and submit collaboratively developed answers to the faculty CBL tutor by the end of the student-led CBL session. The independent study questions required students to dig more deeply into specific aspects of the clinical problem. Answering of these questions may require completion of the mid-week self-learning modules and/or bringing in additional resources either from materials that have been provided for the week or new materials from the literature.
- One of the important objectives of CBL is to support discovery learning, which encourages students to engage in active learning and “productive struggle” and to learn the content more deeply through active participation in problem solving. The goal of discovery learning is to encourage understanding of concepts and deep learning, as opposed to just memorization and surface learning. Learning for understanding of concepts and struggling in the process to learn how to apply the learning to patients require students to think innovatively and creatively and through this process lay down the foundations upon which students can develop abilities to problem solve in clinical situations that fall outside of the usual and routine problems. This is known as adaptive expertise.
- The CBL format aims to create an understanding-oriented learning environment that fosters exploration, explanations, and mechanisms behind clinical presentations. This is in contrast to a performance-oriented learning environment that simply focuses on completing the task by identifying the correct answer. Struggle, risk-taking, and productive failure are all encouraged and supported, and do not have to wait until the faculty-led CBL session. Together, they should constitute an important facet of student-led CBL as students work through the group assignment questions. This is very much like the experience students will have working with a team of colleagues during clerkship, residency and ultimately in clinical practice.
- In addition, each CBL case will include “what if scenario” - questions posed by CBL tutors during faculty-led CBL. These are new questions students have not seen before. The goal of this activity is to expose students to meaningful contextual variation, as in, looking at the concepts in the CBL from a different context or angle. Asking students to apply their new knowledge to a slightly different context or scenario can consolidate their learning of the concept, and uncover any gaps in

understanding, and help them transfer their learning to new contexts. Furthermore, being exposed to a new clinical scenario “on the spot” encourages the development of adaptive expertise. Sometimes these “what if” questions will be followed up with questions to help students appreciate the importance of the concept or reflect on why seeing the concept in a different context is important to their understanding.

b) ICE: Health in Community Tutorials

- These tutorials are led by a team of two academy-based tutors including one physician and an allied health professional. Tutorial groups contain 6-8 students. The ICE: HC tutorials provide an opportunity for small group discussion and reflection. Tutors will guide students through discussion of cases, videos, podcasts and articles focused on topics related to social determinants of health, health promotion, disease prevention and public health and population health. In addition, the tutorials also provide students with an opportunity to present and reflect on the field experiences

c) ICE: Clinical Skills Tutorials

- During the Clinical Skills Tutorials, students learn the clinical skills of interviewing, history-taking, physical examination, and communication, as well as how to interpret the data in a diagnostic formulation, and then document and present it. Instruction takes place at the academies in groups of five to six students facilitated by one clinical skills tutor (or occasionally two tutors) per group.
- The tutors are responsible for teaching the basic clinical skills to the students, who often initially practice the skills on each other or sometimes on ‘standardized patients’ and subsequently on real patients. The students are assigned particular tasks in each tutorial, and the tutors are responsible for observing the students’ performance and correcting any deficits.
- The key learning activity of each tutorial involves students interviewing and examining patients.
- Students receive feedback from their tutors throughout the courses, based on both direct observation and submitted written work.

d) Portfolio Tutorials

- There are six Portfolio sessions in each academic year to allow students reflect on, and discuss, key subjects relevant to their experiences as medical students and in developing their identity as future physicians
- Focus of the sessions as linked to the educational content and activities of their other courses
- The tutorials are facilitated by Senior Academy Scholars (faculty) and Junior Academic Scholars (residents)
- Twice a year students meet with their Senior Academy Scholars for a progress review and develop their own individualized learning plan

e) HSR Tutorials

- There are several HSR tutorials in year 2 which occur in groups of 8-10 students guided by an HSR tutor.
- Through discuss and opportunities to struggle and to apply research principles to relevant group activities students learn how to become effective consumers of research and to contribute to improving the health of patients and populations.
- When possible examples are used in HSR tutorial of articles that align with content discussed in CBL cases of the week.

Workshops

a) Skill-based workshops

- The focus of these workshops is to learn and practice a specific clinical skill within a clinical context including, when relevant, learn how to communicate about the situation to the patient and family (e.g., ECG workshops).

b) Clinical Decision Making Workshop

- The purpose is to provide active learning opportunities for students to practice clinical decision making to variety of clinical cases, as a reinforcement to what was covered in the other modalities listed above, and to build their clinical decision making skills.
- Students meet in groups of 15 or fewer at the academies or centrally with a faculty facilitator.

Seminars

- Seminar occur in groups of 12-32 students and are held either centrally at the St. George and Mississauga campuses or at the academy sites.
- Focus is on discussion of particular longitudinal theme.
- Types of seminars may include theme related topics such as, but not limited to: (a) Ethics; (b) Interprofessional Education (IPE); (c) Leader; (d) Medical Psychiatry; (e) Resilience; or f) Pharmacology.
- Seminars are led by faculty and/or content experts, including non-physicians

Anatomy Labs

- Scheduled throughout the two year curriculum, the Anatomy learning objectives are planned with the content experts of the specific weeks to fully integrate anatomy into the curriculum.
- Students are expected to prepare for the Anatomy lab with digital anatomy apps and videos, and attend anatomy labs at the two campuses to explore dissections, prosections, and anatomical models.
- Students meet in groups of 8-9 and learning session are guided by anatomy tutors
- Anatomy is assessed after each learning block using the “bell-ringer” format.

Experiential Learning Opportunities

Throughout Integrated Clinical Experience (ICE), there will be opportunities for experiential learning. This will include interactions with standardized patients, real patients, and role-play (simulation of a health care provider encounter). Experiential learning will allow students to develop skills (i.e., communication), receive feedback in a safe environment, overcome anxiety related to speaking in front of others, inform future career decisions, enhance students’ learning of clinical medicine, and gain insight into the patient experience.

The different types of experiential learning opportunities that have been integrated in the curriculum include: (a) Standardized Patient Encounters in ICE: clinical skills; (b) Real patient encounters in ICE: Clinical Skills; (c) Enriched Education Experience (EEE); and (d) Community Site Visits in ICE: HC.

Global Observerships in Foundations

Foundations students interested in pursuing a global observership must do so on their own personal time and resources as an unsanctioned activity, without the MD Program or University's authorization or formal support. Global observerships undertaken by Foundations students on their own initiative are *not* facilitated or sanctioned by the MD Program and form no part of curricular or co-curricular programming of any kind.

Grading System & Assessment of Students in Foundations

Students are assessed in different ways throughout the program. It is important to understand both the purpose of each assessment and the expectations for competence on each occasion. If you have any questions about an assessment, please contact your course director or supervising teacher/tutor.

Transcripting practice

All courses in all four years of the MD Program at the University of Toronto are transcripted Credit/No Credit (CR/NC), which is commonly referred to as 'Pass/Fail' at other institutions.

Additional information regarding the grading system and numerical results for individual assessments may be found at: <http://www.md.utoronto.ca/student-assessment>.

Grading Regulations

Each course assesses students on at least two occasions, as required by University policy. The methods of assessment used in the various courses are described below under Assessment Modalities. Course directors are responsible for selecting both appropriate assessment modalities to best measure how students perform in relation to the program and course objectives, and appropriate criteria for students at this level of training.

A number of assessments receive a numerical mark while others are simply denoted 'Credit' or 'Non-Credit'. For numerical assessments, 70% is generally a passing grade.

Successful completion of a course: A grade of 'Credit (CR)' in a course will be recommended to the Board of Examiners if a student:

- i. has satisfactorily completed all marked assessments for each of the four components as well as those for the longitudinal themes that constitute the course, AND
- ii. has performed satisfactorily on any required learning activities in that course (including but not limited to professionalism and logging of clinical experiences in courses where this is relevant).

Outcomes of Course Assessments

The [Standards for grading and promotion of undergraduate medical students in the Foundations Curriculum](#) (PDF) and [Guidelines for assessment of undergraduate medical trainees in academic difficulty - Foundations Curriculum](#) (PDF) are available on the MD Program website (www.md.utoronto.ca/policies). Briefly, there are several possible outcomes in relation to a student's status at the conclusion of a course:

- **Satisfactory Progress** is used to denote that all requirements in the course are being met. Credit for the course will be recommended to the Board of Examiners at the end of the academic year pending satisfactory completion of all course assessments, including those for all longitudinal components and themes that constitute a course, and barring the availability of new information that calls into question the student's successful performance in the course.
- **Partial Progress** is used to denote that a student has not yet demonstrated satisfactory progress in one or more longitudinal components and themes that constitute a course, and has been required to formulate a Focused Learning Plan. Upon achievement of satisfactory progress on their Focused Learning Plan, the student's provisional course grade in MedSIS will be changed from Partial Progress to Satisfactory Progress. Partial Progress is an interim, internal notation that does not appear on official documentation.
- **Unsatisfactory Progress** is used to denote that a student has not been successful in completing the course due to not satisfactorily completing all marked assessments or not performing satisfactorily on any non-marked learning activities, and/or if formal remediation has been assigned by the Board of Examiners. The final course grade recommendation to the Board of Examiners will depend on the student's history of academic difficulty. Unsatisfactory Progress is an interim, internal notation that does not appear on official documentation.
- **CR (Credit)** is used to denote that all requirements in the course have been met. This is the grade that will be recommended to the Board of Examiners at the end of the academic year, barring the availability of new information that calls into question the student's successful performance in the course.
- **NC (No Credit)** is used to denote that a student has not been successful in completing the course due to not satisfactorily completing all marked assessments or not performing satisfactorily on any non-marked learning activities. The recommendation to the Board of Examiners will depend on the student's history of academic difficulty. An interim notation of Unsatisfactory Progress is used to denote if formal remediation has been assigned by the Board of Examiners.
- **INC (Incomplete)** is used to denote that a student has not completed/submitted certain requirements of the course (marked or non-marked assessments), as arranged with the appropriate curriculum leader(s). Upon completion of the assessments, a provisional MedSIS course grade and final grade recommendation will be determined.

Board of Examiners: All academic programs in the Faculty of Medicine have a Board of Examiners, a standing committee of Faculty Council. All final decisions related to a MD student's standing and promotions are made by the Board of Examiners, a standing committee of the Council of the Faculty of Medicine. To inform these decisions, the Board of Examiners receives recommendations from the Student Progress Committee, represented by the Foundations Director and/or Director of Student Assessment, and the Faculty Lead for Ethics & Professionalism. The Board of Examiners consists of 13 members, including two students. The Board of Examiners is responsible for approving all course grades, and makes the ultimate decisions about student promotion, requirements to do remedial work, and dismissal from the program, e.g. for repeated failures of an entire year or egregious lapses in professionalism. Students have the right to appeal decisions made by the Board of Examiners.

Criteria for graduation: In order to graduate from the program, students must achieve a standing of 'Credit' in every course, based on the requirements of each course. They must also have satisfactory professionalism evaluations.

Assessment Modalities

The following descriptions capture the major types of assessment employed in the Foundations Curriculum.

Written assessments

- Weekly feedback quizzes: short take-home quizzes delivered through Exemplify that students complete each week. While low stakes, these will help students examine how well they have learned the week's material.
- Mastery exercises: mandatory invigilated written assessments. Students complete these assessments using Exemplify on their own devices.

Objective Structured Clinical Examination (OSCE)

OSCEs are station-based clinical skills examinations in which students rotate through a series of rooms. At each station, students are required to simulate a real clinical encounter with a Standardized Patient (an actor playing a patient) who is assigned a particular case, while being observed by a faculty examiner. Students are expected to complete specific tasks and, towards the end of each station, may be asked a small number of questions by the examiner. Students are given a global rating on each OSCE station. Examiners may also complete a checklist documenting the student's performance on all aspects of the station (for instance, their skills on certain manoeuvres, their communication with the patient, etc.). OSCEs are considered to be more reliable than simple clinical oral examinations because they present each student with identical cases, and because the number of stations translates into assessment of a broader array of tasks and scenarios. A standardized marking scheme specific for each case is used.

Assessment forms

Forms completed by tutors or teachers provide feedback on various course and components elements. There are various types of evaluation forms:

- **Professionalism forms:** Student professionalism is assessed throughout the Foundations Curriculum. In each course, students are required to demonstrate satisfactory professionalism in order to receive credit. See the [Professionalism](#) section for details.
- **Case reports:** detailed reports of the symptoms, signs, diagnosis, treatment and follow-up of an individual patient. Case reports may contain a demographic profile of the patient, but usually describe an unusual or novel occurrence. These are delivered through MedSIS.
- **Clinical performance assessment/ clinical encounter cards:** short forms intended to provide formative feedback on elements of the ICE course component, based on a clinical encounter with a focus on the patient-centred aspects of care. These are delivered through MedSIS.

Written assignments

Written assignments range in scope and purpose across the program. While the specific objectives of these assignments vary, they generally do involve an assessment of the student's ability to communicate effectively in writing, including presenting their findings or argument in a logical, well-organized manner. They are usually submitted through OASES.

Oral presentations

These are a key component of small-group learning in the Foundations Curriculum, in particular in the ICE: CS course component (as case reports), or in the ICE:HC course component, in which they relate to the students' experiences in community field visits. Students also make presentations to their teachers and classmates in other settings such as in Portfolio sessions and CBL tutorials.

Anatomy laboratory assessments

These are exercises that occur in the form of bell ringers and take place in the laboratories where students go to multiple stations, view a specimen or image and identify structures or answer brief questions about function.

Students are also required to complete Readiness Assessment Tests using the Audience Response System during anatomy labs.

Progress tests

These are comprehensive knowledge-based test that assesses your progress towards exit-level MD Program competencies – which are competencies you are expected to attain by completion of the MD Program. You don't need to study for Progress Tests. In fact, the comprehensive nature of Progress Tests is intended to discourage students from preparing specifically for a test. The best preparation for the test is to engage in the curriculum and stay up to date throughout the program.

Thematic reflections

These are written reflections that outline how students see themselves developing in their role as medical students. These reflections must all be submitted at various points throughout the year through the OASES system.

Foundations Curriculum Assessment Technologies

The Foundations Curriculum utilizes a number of systems to manage student assessment and are administered by the Office of Student Assessment and Program Evaluation.

All require a UTORID to access.

MedSIS (Medical Student Information System) is the online system that the MD Program uses to maintain student registration information, record and calculate student assessments by teachers, obtain student feedback on their teachers and courses, and perform course scheduling. Students can view their course schedules, review and complete evaluations and access grades.

medsis.utoronto.ca

Support: medsis@knowledge4you.com

OASES (Online Assignment Submission and Evaluation System) is an online tool for written assignments, allowing students to securely upload documents and evaluators to provide feedback. Students will use OASES to submit their portfolio reflections and other written assignments.

oases.med.utoronto.ca

Support: Contact course administrator

Exemplify is the application the MD Program utilizes for written assessments.

See [MD Program assessment and evaluation technology](#) page for more information.

The Learner Chart is a one-of-a-kind application that chronicles and guides students' progress throughout the MD Program. The Learner Chart will be populated with assessment information from MedSIS, OASES and ExamSoft to provide a rich and holistic view of student progress. At the same time, it allows students to upload files – from documents to images – that tell their unique story of how they are demonstrating competency. Academy Scholars will have access to students' Learner Charts to support students in reflecting on their assessment data and encourage focused dialogue on what learning strategies students may need to take to enhance their performance, with the ultimate goal of developing a personal learning plan for each student. learnerchart.med.utoronto.ca

Support: md.progress@utoronto.ca

CPLAN is a curriculum planning tool developed during the implementation of the Foundations curriculum. It houses the MD Program's learning objectives and allows the Program leadership to create linkages between end of week objectives, end of subsection objectives and broader Program competencies.

CPLAN is what allows the Learner Chart to architect the assessment data it receives by learning objective and CanMEDS roles. Students will not have direct access to CPLAN but will see it reflected in the Learner Chart.

Technology Requirements

All incoming MD Program students are required to have devices consistent with the specifications outlined on the ExamSoft website in order to use the assessment delivery application (Examplify). System requirements for Examplify are regularly updated and posted on the [ExamSoft website](#).

Our curriculum relies on recently developed technology for the delivery of teaching, learning, and assessment activities. The technology is user-friendly and meant to enhance your learning. You will be oriented on how to engage with this technology when you join the program.

For those who may want to explore purchasing a new laptop or tablet at the University of Toronto Bookstore, please visit <http://uoftbookstore.com/> for the latest offers.

Foundations Courses - Year 1

Introduction to Medicine [MED100H]

Course Director: Dr. Anne McLeod

Course Duration: Weeks 1 through 11

Introduction to Medicine (ITM) is the first of the five Foundations courses. ITM has four distinct sections:

- Molecules, Genes, and Chromosomes
- Cells, Tissues, and Organs
- The Whole Person
- Integration

Within these sections, each week of ITM has its own overarching focus on a specific aspect of medical practice ranging from genetics to pathology, pharmacology to clinical and laboratory investigations. Patient-centred clinical cases are used to bring together foundational disciplines relevant to the study and practice of medicine, in a manner that promotes their cognitive integration by students. Each course week has its own objectives and assessments that contribute to the overall course objectives and final assessment, as well as to student achievement of the MD program's key and enabling competencies.

ITM provides students with:

- a broad introduction to the language and culture of medicine
- a solid preparation in foundational and social sciences, and humanities for further study in later courses
- a basis for the development of professional behaviours among students and between students and the teaching staff

Concepts, Patients & Communities 1 [MED120H]

[Students who entered prior to 2018-2019 completed MED110Y for weeks 12 through 36 in Year 1]

Course Director: Dr. Lori Albert

Course Duration: Weeks 12 through 25

Concepts, Patients & Communities 1 (CPC 1) is the first of three courses that employ the organizing structure of the human body's physiological systems to offer students an integrated approach to clinical medicine.

CPC 1 is divided into two sections - Host Defense and Oxygen Delivery - comprising the following blocks:

- Microbiology
- Immunology
- Blood

- Dermatology
- Cardiovascular
- Respiratory

In CPC 1, mechanisms of disease (the pathogenesis and disease-induced changes at the tissue, cellular and molecular levels, together with their clinical correlations) are woven into each week's clinical scenarios, providing an underlying framework for student learning about prevention, diagnosis and treatment.

Each week has its own overarching theme focused on a specific aspect of medical practice ranging from microbes to heart disease. Patient-centred clinical cases are used to bring together foundational disciplines relevant to the study and practice of medicine, in a manner that promotes their cognitive integration by students. Each course week has its own objectives and assessments that contribute to the overall course objectives and final assessment, as well as to student achievement of the MD program's key and enabling competencies.

Concepts, Patients & Communities 2 [MED130H]

[Students who entered prior to 2018-2019 completed MED110Y for weeks 12 through 36 in Year 1]

Course Director: Dr. Ashna Bowry

Course Duration: Weeks 26 through 36

Concepts, Patients and Communities 2 (CPC 2) is the second of three courses that employ the organizing structure of the human body's physiological systems to offer students an integrated approach to clinical medicine.

CPC 2 covers Metabolism and Homeostasis, comprising the following blocks:

- Endocrine
- Gastrointestinal
- Kidney and Urinary Tract

In CPC 2, mechanisms of disease (the pathogenesis and disease-induced changes at the tissue, cellular and molecular levels, together with their clinical correlations) are woven into each week's clinical scenarios, providing an underlying framework for student learning about prevention, diagnosis and treatment.

Each week has its own overarching theme focused on a specific aspect of medical practice ranging from thyroid to kidney disease. Patient-centred clinical cases are used to bring together foundational disciplines relevant to the study and practice of medicine, in a manner that promotes their cognitive integration by students. Each course week has its own objectives and assessments that contribute to the overall course objectives and final assessment, as well as to student achievement of the MD program's key and enabling competencies.

Foundations Courses - Year 2

Concepts, Patients & Communities 3 [MED200H]

[For students who entered the MD Program prior to 2018-2019, this course is known as "Concepts, Patients and Communities (CPC) 2"]

Course Director: Dr. David Chan

Associate Course Director: Dr. Evelyn Rozenblyum

Course Duration: Weeks 37 through 52

Concepts, Patients & Communities 3 (CPC 3) is the third of three courses that employ the organizing structure of the human body's physiological systems to offer students an integrated approach to clinical medicine.

CPC 3 includes body systems that are responsible for movement, sensation, cognition and behaviour in humans, encompassing both normal and diseased states. It is further divided into 4 sub-sections:

- Musculoskeletal (3 weeks)
- Neurologic (6 weeks)
- Psychiatric (4 weeks)
- Special senses (3 weeks)

In CPC 3, the basic medical sciences (e.g. anatomy, physiology, pathogenesis and mechanisms of disease) are integrated with the learning of the clinical manifestations, diagnosis, management and/or prevention of various diseases affecting the aforementioned body systems. This is achieved by patient-centred clinical cases that bring together the foundational disciplines relevant to the study and practice of medicine, in a manner that promotes their cognitive integration by students.

Each course week has its own overarching theme focused on a specific aspect of medical practice, together with its own objectives and assessments that contribute to the overall course objectives and final assessment, as well as to student achievement of the MD program's key and enabling competencies.

Life Cycle [MED210H]

Course Director: Dr. Hosanna Au

Course Duration: Weeks 53 through 61

The Life Cycle (LC) course is the fifth course in the Foundations Curriculum of the MD program and takes place in the middle of second year. The LC course covers the human life span and is organized by clinical disciplines as opposed to body systems. This course is an opportunity to integrate and apply previous systems-based learning.

There are three main sections: Reproduction, Life Stages, and Palliative Care.

Each section is further divided into sub-sections:

- Reproduction: Gynecology, Sex and Gender Based Medicine, Obstetrics I and II (4 weeks)
- Life Stages: Neonate and Infant, Child, Adolescent, Geriatrics (4 weeks)
- Palliative Care (1 week)

In LC, the basic medical sciences (e.g. anatomy, physiology, pathology and mechanisms of disease) are integrated with the learning of the clinical manifestations, diagnosis, management and/or prevention of various conditions affecting the aforementioned clinical disciplines. This is achieved by patient-centred clinical cases that bring together the foundational concepts relevant to the study and practice of medicine, in a manner that promotes cognitive integration by students.

Each week has its own overarching theme focused on a specific aspect of medical practice, together with its own objectives and assessments that contribute to the overall course objectives and final assessment, as well as to student achievement of the MD program's key and enabling competencies.

Complexity and Chronicity [MED220H]

Course Director: Dr. James Owen

Course Duration: Weeks 62 through 72

Complexity and Chronicity (CNC) is the sixth and final course in the Foundations curriculum.

The course will integrate teaching around the care of complex and/or vulnerable patient populations while reinforcing and building upon challenging topics that have been previously covered in the curriculum. Important topics including the approach to surgical patients, trauma, pain management and infectious disease outbreak will also be addressed.

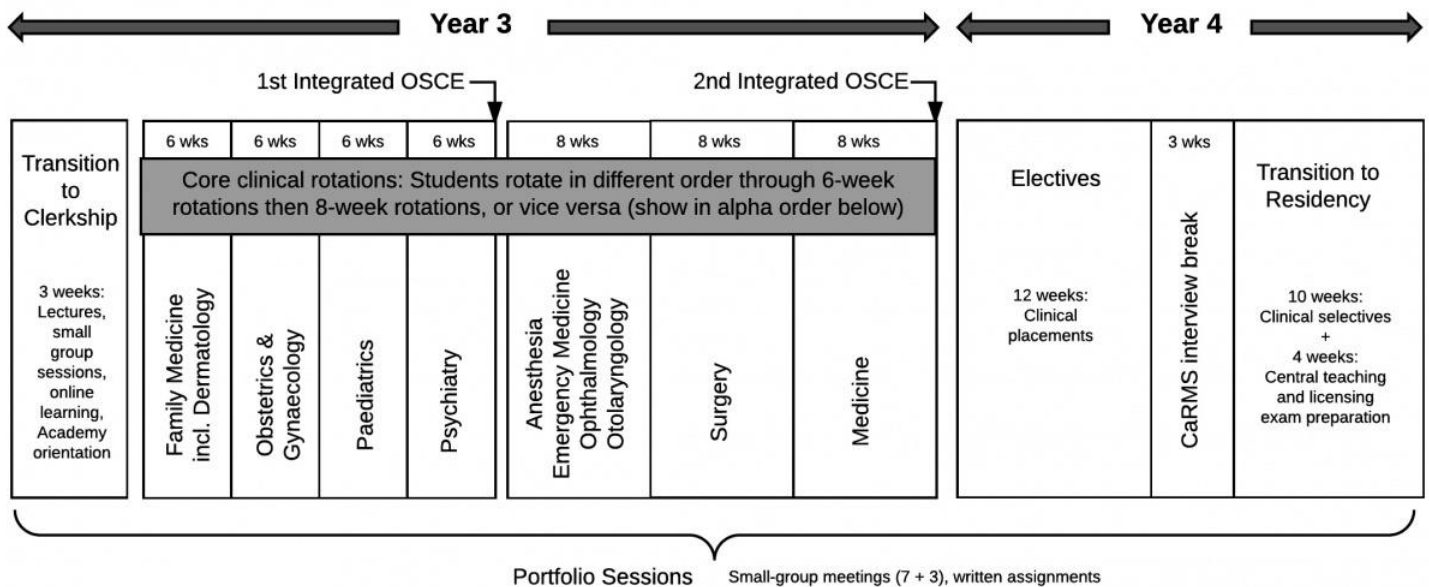
A particular focus in this course will be on the care of individuals with multiple medical and non-medical issues, and is intended to reflect the increasingly complex real-world patient populations in clinical practice. Complexity case weeks will encourage students to think critically about approaches to complex patient presentations, preparing them for similar real-life cases during third and fourth year.

Each week in the Complexity and Chronicity course has its own unique and overarching theme. Patient centred clinical cases are used to promote cognitive integration of topics introduced in this course and the preceding Foundations courses.

Clerkship Overview

Contact information for Clerkship Directors and Administrators:
<http://www.md.utoronto.ca/clerkship-course-directors-and-administrators>

Contact information for Academy Directors and Academy Staff:
<http://www.md.utoronto.ca/academies>



Curriculum Design

The Clerkship is 76 weeks long, and is divided into year 3 (51 weeks) and year 4 (25 weeks).

Transition to Clerkship (TTC) occurs in the first two weeks of Clerkship. This curriculum provides students with the opportunity to gain knowledge and skills that will help them to successfully move from Foundations to Clerkship. TTC focuses on developing competency in teamwork, managing and applying evidence, quality improvement and patient safety. The course also includes sessions on medical-legal aspects of professionalism, public health, and gender and cultural diversity. Also included are two full days of instruction in Dermatology, involving: viewing a large number of patients with various skin findings; seminars; time to complete online learning modules; plus a written examination. Students also attend mandatory academy sessions which include an orientation to the academy, sessions on professionalism, infection control, crisis intervention and clinical skills training.

In year 3 of Clerkship curriculum, there are two 24-week blocks, one of which includes eight weeks each of Surgery and Medicine, four weeks of Emergency Medicine, two weeks of Anesthesia, and one week each of Ophthalmology and Otolaryngology. The other 24-week block includes six weeks each of Psychiatry, Paediatrics, Obstetrics & Gynecology, and Family & Community Medicine. Each rotation includes substantial time spent learning in the context of providing care to patients, often as part of a multidisciplinary team, in a variety of settings including ambulatory clinics, hospital wards, the emergency department, the operating room, the labour and delivery suite, among others. Rotations include a variety of assessments, including clinical performance evaluations, written tests and on several of the rotations, clinical skills assessments via oral or OSCE examinations.

During year 3, students participate in the Portfolio course which has been designed to facilitate students' professional development through guided reflection, focused on all their activities in the clinical phase of their journey and how they relate to the six intrinsic CanMEDS roles of Collaborator, Communicator, Leader, Health Advocate, Scholar and Professional. The goal of the course is to promote greater professional self-awareness in each of these roles, as students enter the clinical world. Students attend one large group introductory session and seven mandatory small group meetings throughout the academic year. In the latter, students meet in small groups of up to eight, with one resident (Junior Academy Scholar) and one faculty member (Academy Scholar) to support them in reflecting on their experiences in the clinical setting, and the resulting effects on their professional development. Students will create portfolio submissions throughout the year for eventual inclusion in the final portfolio.

Student assessment includes an integrated OSCE (iOSCE) during year 3. The OSCE stations each consist of a simulated patient encounter during which students may be required to obtain a history, perform aspects of a physical examination, interpret diagnostic tests, provide patient counselling, suggest management or provide answers to questions related to the patient encounter. The first iteration, which provides principally formative evaluation, is held during week 24, and the second, which is a summative evaluation, is held during the penultimate week of year 3. Successful completion of the iOSCE is a requirement for graduation from the MD Program.

At the beginning of year 4, 13 weeks are allocated to elective experiences, where students are provided the opportunity to gain exposure to areas of expertise beyond the scope of the core Clerkship and to further enhance their training in sub-disciplines within the major specialties. Electives in Clerkship must be organized so that by the time of graduation, each student has had an elective experience in a minimum of three different disciplines, each of which takes place for a minimum of two weeks. Note that a discipline is any CaRMS direct-entry program.

Transition to Residency consists of the final 12 weeks of year 4. This course allows students to bring together many of the concepts they have learned about functioning as doctors and put them into practice in real world settings, where they get a chance to participate in the 'real' work of physicians, as preparation for postgraduate training. There are two campus weeks which contain classroom-based learning activities about concepts such as understanding chronic care, medical-legal and licensure issues, complementary medicine, fitness to drive, and a number of other topics. The two-week Fusion period brings the students back together for review of clinical material through lectures which help to prepare students for the Medical Council of Canada Part 1 Examination. The Selectives cover eight weeks and promote workplace-based learning, where students have increased (graded) responsibility under supervision, and allow the students to bring together many different areas of knowledge and skill in the care of patients or populations, as they get ready for the increased responsibility of their postgraduate programs. Selectives also serve as a resource for students to complete specific self-directed learning activities for course credit, and also include an evaluation performed by their supervisor(s). Students should experience how the competencies of Communication, Collaboration, Advocacy, Leader, Professionalism and Scholar all work together in 'real' clinical activity. Finally, students ideally should be able to interact with multiple disciplines (physician specialties, other health care professions) over patient care issues to develop a more holistic understanding of those issues.

Students are required to complete at least four weeks of the Selectives in a community setting, and at least one of the Selectives in either a Medicine or Surgery based area. It is possible that a single Selective can satisfy both requirements. Students may use one of their Selectives to satisfy the requirement for three CaRMS direct-entry electives.

Case Logs

All year 3 clinical clerks are required to log the required experiences defined in each core clerkship rotation using an online system called 'Case Logs'. 'Case Logs' are entered and monitored in MedSIS. Each course has defined its required patient encounters (the patients' presenting problems or diagnoses) and procedures that all students must log as part of the rotation. In order to achieve credit in any core clerkship rotation, students must complete, in full, all requirements on the encounter and procedure list. Details of the logging and review process are described in the policy *Required clinical experiences in the core clerkship rotations: Responsibilities of students, faculty, and UME curriculum leaders* (PDF). An orientation to Case Logs is provided in the Transition to Clerkship (TTC310) course. Additional information is available on Portal.

Clinical Responsibilities of Clerks

It is to be understood that a clinical clerk is an undergraduate medical student and not a physician registered under the Regulated Health Professions Act (RHPA). Clerks will wear name tags, clearly identifying them by name, and as a 'senior medical student', and they must not be addressed or introduced to patients as 'Dr.' to avoid any misrepresentation by patients or hospital staff.

Each student shall be under the supervision of a physician registered under the RHPA who is a member of a medical or resident staff of a hospital or who is a designated preceptor. **Final responsibility for medical acts performed by clinical clerks rests with the clinical teacher or preceptor.**

Recommendations for the scope of activities:

- Documentation of a patient's history, physical examination and diagnosis. This must be reviewed and countersigned by either the attending physician, or another physician registered under the RHPA who is responsible for the care of the patient, if it is to become part of the official record in the patient's chart. Similarly, progress notes must also be countersigned.
- Orders concerning the investigation or treatment of a patient may be written under the supervision or direction of a physician registered under the RHPA. Before these orders can be put into effect, the supervising registered physician must either 1) immediately countersign the order or 2) verbally confirm them with the healthcare personnel (usually nursing staff) responsible for their enactment. All orders must be countersigned within 24 hours.
- Orders for medication or investigations are to be clearly and legibly signed with the signature of the clinical clerk followed by the annotation "cc". Students should make a practice of printing their name below their signature.
- Guided by the principles of graded responsibility, medical students engaged in clinical activities may carry out controlled acts, according to the RHPA, under direct or remote supervision, depending on the student's level of competence. *In the latter case, these acts must be restricted to previously agreed upon arrangements with the registered physician who is responsible for the care of the patient.*
- A clinical clerk is not permitted to submit prescriptions to a pharmacist unless they are countersigned by a registered physician.

For more information, please visit the College of Physicians & Surgeons of Ontario's Policy on Professional Responsibilities in Undergraduate Medical Education.

<http://www.cpsso.on.ca/policies-publications/policy/professional-responsibilities-in-undergraduate-med>

Clerkship Courses - Year 3

Transition to Clerkship [TTC310Y]

Course Director: Dr. Tatiana Freire-Lizama

Course Duration: 2 weeks

The three-week Transition to Clerkship (TTC) course prepares students for clerkship through a variety of learning activities which include simulations, online modules, academy and campus-based seminars and shadowing sessions, with an emphasis on intrinsic CanMeds skills (teamwork, collaboration, health advocacy) as well as specific medical expert competencies. TTC core curriculum activities consist of both large and small group interactive learning sessions, and several required online learning modules. Three Academy Days take place on each of the three Wednesdays in the course, and as well as the first Friday morning. These incorporate some registration tasks (e.g. mask-fit testing, computer systems training) along with practical skills (order writing, managing violent patients). The third-year Dermatology course also takes place within TTC.

Anesthesia [ANS310Y]

Course Director: Dr. Ahtsham Niazi

Course Duration: 2 weeks

The two-week Anaesthesia course is based on a 'flipped classroom' model. Students are required to complete seven e-modules where faculty is available via a discussion board. The rotation includes two days of simulation training at Sunnybrook Health Sciences Centre. The first day includes a comprehensive training on IV skills, airway management and fluid responsiveness using ultrasound. Case scenarios are used to teach ACLS protocols and communication skills during critical events in a simulated operating room. During the exit simulation day, the students rotate through preoperative, intraoperative and postoperative scenarios that reinforce the content in the e-modules and work through integrated cases that highlight module content. For clinical shifts, you are assigned to a faculty staff member in the operating room, labour floor, pre-admission clinic, or pain service where one on one teaching is provided. You assist in all aspects of anesthetic care. There is no overnight call.

Dermatology [DER310Y]

Course Director: Dr. Perla Lansang

Course Duration: 1.5 Days

The Dermatology course is held within the Transition to Clerkship (TTC) course. Clerks attend a patient viewing day, complete online modules, and submit a clinical note. In addition to the aforementioned course work, course materials in the form of a syllabus and online atlas are provided to you, covering all the topics that they are expected to learn during their Dermatology course. The entire course content is posted on Blackboard.

Emergency Medicine [EMR310Y]

Course Director: Dr. Laura Hans

Course Duration: 4 weeks

The four-week Emergency Medicine course commences with three days of hands-on workshops and seminars utilizing simulation, skills-based teaching, and case-based interactive sessions. These sessions provide opportunities to acquire essential knowledge and skills in preparation for clinical experience, and cover topics that include medical imaging, airway management, cardiac dysrhythmias, trauma, ultrasound, toxicology, chest pain, wound management, and splinting. Students are then placed at one of the ten Emergency Departments in the Greater Toronto Area to complete 15 shifts, including up to two weekends and three overnight shifts. During the clinical experience you function as members of an interprofessional team and are assigned one or two preceptors with whom at least half their shifts occur. Each clerk spends half a shift with members of the interprofessional team. You learn to manage many types of patient problems that present to the Emergency Department, including exposure to core emergency medicine cases. There are additional opportunities to perform basic procedures (intravenous insertion, venipuncture, foley catheter insertion, NG insertion, ECG) and observe the triage process.

Family & Community Medicine [FCM310Y]

Course Director: Dr. Azadeh Moaveni

Course Duration: 6 weeks

The six-week Family and Community Medicine course begins with centrally delivered core seminars for the first two days. Core seminars include: orientation, family violence, motivational interviewing, global health, palliative care and geriatrics. After core seminars, the students go to their respective sites to start the clinical portion of the rotation. You experience family medicine at a family medicine teaching unit or a community family physician's office or a combination of both teaching environments. A small number of rural placements are also available through the [Rural Ontario Medical Program \(ROMP\)](#). The course exposes students to various comprehensive care models and strives to have students learn in an interprofessional environment. You also participate in site-based seminars and complete e-modules.

Internal Medicine [MED310Y]

Course Director: Dr. Luke Devine

Course Duration: 8 weeks

The eight-week Internal Medicine course begins with an interactive, case-based seminar series for two and a half days. Additional seminars occur approximately once per week for the remaining weeks. Each clerk is assigned to a single Internal Medicine Team for the entire rotation. A sub-group of students may choose a two-week ambulatory care experience in the current academic year. Over the entire length of the course, there is a graduated experience with increasing responsibility. You have the opportunity to perform the admitting history and physical examinations on patients who present to the Emergency Room, and are asked to provide a provisional diagnosis and differential diagnosis, and to construct an investigation and management plan. You also provide direct patient care for your assigned patients under supervision. Later in the rotation, you carry up to six patients and have enhanced responsibilities for patients while on call. Support is provided by other members of the team, including the attending

physician and supervising residents. You are also assigned to six half-days in ambulatory clinics so that you have an opportunity to learn about how care is delivered to medical patients in this setting.

Obstetrics & Gynaecology [OBS310Y]

Course Director: Dr. Dini Hui
Course Duration: 6 weeks

The six-week Obstetrics and Gynaecology rotation offers a variety of clinical activities related to all aspects women's health care, including rotations in labour and delivery, inpatient antenatal and postpartum units, antenatal clinics, gynaecologic ambulatory care, inpatient gynaecology units, the operating room and the emergency department. In addition to clinical activities, you attend daily small-group teaching seminars on a range of obstetrical and gynaecological topics. Further to the seminar series, each hospital site also conducts its own set of teaching and/or grand rounds which you are expected to attend. Students are assigned to one of eight teaching hospital sites.

Ophthalmology [OPT310Y]

Course Director: Dr. Daniel Weisbrod
Course Duration: 1 week

The one-week ophthalmology course begins with a clinical skills review and orientation session. Throughout the week, you see a variety of ambulatory ophthalmology patients in eye clinics or in the offices of attending ophthalmologists. In clinic, you examine patients, which may involve taking an ophthalmic history and performing relevant ocular examinations, as well as formulating a differential diagnosis and management plan. Students may attend the operating room for a half day. You are expected to research each assigned patient's disease using appropriate texts and journals and review course topics including: cornea and anterior segment (the red eye), lens and optics, glaucoma, retina, uveitis and inflammatory diseases, neuroophthalmology, oculoplastics and orbital diseases, paediatric ophthalmology and strabismus, and ocular emergencies and trauma. In addition, all students attend seminars on paediatric ophthalmology at the [Hospital for Sick Children](#).

Otolaryngology – Head & Neck Surgery [OTL310Y]

Course Director: Dr. Allan Vescan
Course Duration: 1 week

The one-week Otolaryngology course includes site-specific teaching sessions and clinical experience in outpatient clinics. The remainder of the time is spent on the wards, in the operating room, on seminars and self-directed learning with otoscopy and nasal packing simulators and online cases. The rotation includes a series of online seminars, covering common and important topics in otolaryngology including hearing loss, vertigo, epistaxis, rhinosinusitis, emergencies, and head and neck malignancies. You are also given a paediatrics otolaryngology seminar, an Otosim seminar, and an audiology lecture at the

Hospital for Sick Children. Attendance in the operating room is available to students and may be arranged at their Academy with the site director at the beginning of their rotation.

Paediatrics [PAE310Y]

Course Director: Dr. Angela Punnett

Course Duration: 6 weeks

The first two days of the six-week Paediatrics course are devoted to an academic teaching program at SickKids. During this rotation students are exposed to a combination of ambulatory and inpatient paediatrics. Students are either placed in a paediatric setting in a Community Hospital, at The Hospital for Sick Children in a combination of paediatric wards and Paediatric practices, or their Paediatric Emergency Department and ambulatory Paediatric practices. You will complete Computer Assisted Learning in Pediatrics Cases (CLIPP) which offer comprehensive interactive cases that cover important core topics.

Psychiatry [PSS310Y]

Course Director: Dr. Raed Hawa

Course Duration: 6 weeks

The six-week Psychiatry course begins with centralized teaching sessions that occur during the first three days. The clinical experience takes place in a variety of settings including inpatient units, psychotherapy clinics, ambulatory clinics, consultation liaison teams, and emergency settings. An integral component of the course is interviewing patients and/or standardized patients with anxiety, mood, psychosis, cognitive, and substance disorders with focus on symptomatology, diagnosis, and basic treatment principles. All clerks will have exposure to psychiatric emergencies mostly by taking night and weekend on-call not exceeding one in five, until 11 p.m. Clinical experience with children and families take place during two half-days in a child psychiatry setting under the direct supervision of a child psychiatrist. Seminars are held weekly at each hospital site and include topics such as interviewing skills and dealing with challenging personality styles.

Surgery [SRG310Y]

Course Director: Dr. Jeremy Hall

Course Duration: 8 weeks

This eight-week course commences with a one-week centralized program, "Prelude to Surgery," which provides an orientation and introduction to important surgical topics. The students then rotate through two three-week sub-rotations: one sub-rotation in General Surgery and the other sub-rotation in one of the other surgery specialties. The last week will comprise of attending the Central Seminars, debriefing and exam preparation sessions, and other administrative tasks. Students have input into their choice of sub-rotation specialties and are assigned to a surgeon preceptor for each of their sub-rotations. Students contribute to the admissions and daily patient care and attend the operating room and the clinic /office of their preceptor or team. The on-call schedule is one night in four. Call must be taken in General Surgery,

Orthopaedics, or Neurosurgery. This provides them the opportunity to see patients in the ER as well as taking call to the ward and OR, where appropriate.

Portfolio – Year 3 [PFL310Y]

Course Director: Dr. Nirit Bernhard

Course Duration: Year 3 – Longitudinal

The third year Portfolio course is designed to facilitate your professional development through guided reflection. It focuses on all the activities in the clinical phase of your journey and how they relate to the six 'Intrinsic' CanMEDS roles of collaborator, communicator, manager, health advocate, scholar, and professional. This course has two main components: 'Process' component and the 'Final Portfolio Submission' component. In addition, Professionalism forms will be completed twice through the year. The 'Process' component of the course consists of one large-group introductory session, and seven mandatory small-group meetings throughout the academic year. Students will meet in small groups of up to seven or eight, with one resident (Junior Academy Scholar) and one faculty member (Academy Scholar) who will provide support with reflecting on experiences in the clinical setting, and the resulting effects these have on professional development. Each student's final year three portfolio contains six sections, each one a reflection centered on one of the CanMEDS roles discussed.

Integrated Objective Structured Clinical Examination (iOSCE) [OSC310Y & OSC410Y]

Course Director: Dr. Stacey Bernstein

Chief Examiner: Dr. Brian Simmons

The integrated OSCE (iOSCE) is a transcribed course which includes an Interim iOSCE and Final iOSCE. The Interim iOSCE is held after first 24 weeks of third year and includes six stations linked to the curriculum covered in the first 24 weeks of the year. The Final iOSCE is held after 48 weeks of third year and includes ten stations – six of which are linked to the 24 weeks of curriculum that a student has just completed, and four integrated stations reflecting the entire third-year curriculum. You are oriented to the iOSCE at a town hall session by both the Chief Examiner and staff from the Standardized Patient Program.

Clerkship Courses - Year 4

Electives [ELV410Y]

Course Director: Dr. Seetha Radhakrishnan
Course Duration: 15 Weeks

The 15-week electives course occurs between September and December of fourth year. Students complete a minimum of 13 weeks of electives while two weeks are designated as vacation. The electives program provides students with the opportunity to explore career possibilities, to gain experience in aspects of medicine beyond the core curriculum, and to study subjects in greater depth. Knowledge, skills, and attitudes are further developed in a clinical context selected by students. Fourth year students are expected to set up their individualized elective experiences at the University of Toronto or at other recognized sites of practice, such as other medical schools across Canada as well as in northern and non-urban practices. You may also undertake global health electives in accordance with University of Toronto regulations.

Portfolio – Year 4 [PFL410Y]

Course Director: Dr. Nirit Bernhard
Course Duration: Longitudinal

UME Portfolio in fourth year takes the introductory experiences of the third-year Portfolio Course and builds upon them to help students assess, discuss, and reflect on their overall evolution into newly graduating physicians. This course has two main components: the 'Process' component and the 'Final Portfolio Submission' component. The 'Process' component of the course consists of three mandatory small group meetings. As in the previous year, students meet in small groups of up to seven or eight, with one resident (Junior Academy Scholar) and one faculty member (Academy Scholar) to support them in reflecting on their experiences in the clinical setting, and the resulting effects on their professional development. Students will continue with the same group of peers that they worked with in third year, and for the most part will work with the same Academy Scholars. Each student's final portfolio submission will contain three sections, each one a reflection centered on one of the meeting themes discussed. The themes discussed are: "Where I have been" "The Physician I aspire to be" and "Where I am now".

Transition to Residency [TTR410Y]

Course Directors: Dr. Seetha Radhakrishnan (Selectives) and Dr. Tatiana Freire-Lizama (Central Weeks)
Course Duration: 14 Weeks

The 14-week Transition to Residency (TTR) course occurs during the final 14 weeks of the MD Program, and is designed to bring together and build upon many of the concepts students have learned about functioning as doctors. The course has two main themes: understanding the health care needs individual

members of diverse groups within the Canadian population, and learning to use the health care system to meet those needs. The course is comprised of two 'campus weeks' which contain both independent and classroom based learning activities, three selective clinical placements over nine weeks, and the fusion period which brings the students back together for review of previously learned clinical material in preparation for the Medical Council of Canada Qualifying Examination (MCCQE) Part 1.

Additional Information for Faculty

Getting More Involved

There are a number of ways to become more active in the MD Program, whatever your current level of participation. Several of these opportunities are described below.

All physicians who supervise, teach and assess medical students in a required clinical learning experience at all instructional sites are required to have a University of Toronto faculty appointment. For details on obtaining a faculty appointment, refer to the [Faculty Appointments and Promotions](#) page on the Faculty of Medicine's website, contact the Academy Director responsible for your clinical instructional site, or inquire with the business officer in your academic department.

Faculty members who are interested in teaching medical students are invited to contact the following individuals, depending on the kind of teaching they are interested in:

Type of teaching role	Who to contact
Foundations teaching	
If you are interested in getting involved, contact the Academy Director associated with teacher's hospital/community	
Family physician supervisor for individual (1:1) Foundations student placements (FMLE)	FMLE Director
Preceptor for Enriching Educational Experiences (EEE)	EEE Director (see below)
Clerkship teaching	
Seminar leader or lecturer during clinical clerkship rotation	Clerkship course director
Clinical clerk supervisor (in ambulatory clinic and/or in-patient setting)	Clerkship site director for specific clinical clerkship rotations
Portfolio group facilitator	Portfolio Coordinator
Clerkship elective supervisor – see next page	Clerkship Electives Officer
Transition to Residency (TTR) selective supervisor	TTR Coordinator

Clinical elective and selective supervision

In addition to teaching in the core clerkships, faculty members can accept elective or selective students for clinical experiences lasting two weeks or more. The objectives may be determined by the faculty member or in dialogue between the student and the faculty member. Students on elective or selective are in their final year of the program.

For more information, see: <http://www.md.utoronto.ca/electives-office> or contact Dr. Seetha Radhakrishnan, Electives Director, at seetha.radhakrishnan@sickkids.ca.

Serving as a year 3 Integrated OSCE examiner

During the third-year clerkship, students are required to complete two integrated OSCE (iOSCE) examinations. The first takes place midway through the academic year in March, and the second at the end of the Clerkship year in August. The exam covers clinical skills pertinent to all of the clinical disciplines that students encounter during the Clerkship, and students must pass the iOSCE to complete their medical studies. Serving as an iOSCE examiner is therefore critically important to the students' education, and a very good opportunity for teachers to understand the level of clinical competence achieved by the students.

Faculty members interested in participating in the iOSCE should contact the course director for the clinical clerkship rotation in their University Department. ([Clerkship course director contact information](#))

Enriching Educational Experience (EEE) Preceptorships

The Enriching Educational Experiences (EEE) Program has been incorporated into the Foundations Curriculum as a component of ICE (Integrated Clinical Experience). Enriching Educational Experiences are clinical placements organized for self-directed learning that allow students to explore different career options in different settings and with different preceptors. Enriching Educational Experiences may involve a range of activities based on the principles of delegated and graded responsibility. Some EEE activities are contained within Longitudinal Experiences (LEs) organized by various departments or student interest groups. The EEE Module within MedSIS can help students organize and carry out activities in ways that are fair and informed. Occupational insurance for unpaid clinical placements like EEE activities may depend on whether the activity is taken as part of the curriculum (ICE: EEE) or outside the curriculum.

All EEE activities must be logged with the EEE Program in MedSIS where students can also access a catalogue of past activities that can be used as a starting point for organizing experiences. The Module also contains important information for students and supervisors about how these activities are to be carried out, and information about insurance coverage.

Participating as a preceptor or mentor in the EEE program is an excellent option for faculty members who are unable to commit to core teaching but would like to be involved in the growth, development, and education of our future physicians.

Any faculty members with questions about the program or who wish to join the database are welcome to contact Dr. Jon Novick, Director, Career Advising System, at jon.novick@utoronto.ca.

For additional information, see:
<http://md.utoronto.ca/career-exploration>

U of T medical student observership experience with ICHA physicians

The Inner City Health Associates (ICHA) is a group of over 60 family physicians, internists and psychiatrists working in over 40 shelters and drop-in facilities across Toronto. ICHA provides primary, mental health and palliative care to those who do not otherwise have access to care. This organization serves people living on the street and in shelters as well as those who are precariously housed.

Each year, OHPSA works with ICHA to provide medical students (mainly those in preclerkship) with an opportunity to shadow ICHA physicians for a single half-day experience. This serves as an introduction to learning about the complex medical, social and financial challenges facing some of the most vulnerable members of our society. This experience will reinforce some of the learning objectives pertaining to the determinants of health taught in the Community, Populations and Public Health (CPPH) courses, and allow students to gain insight into the various agencies and organizations working with specific populations in Toronto.

Physicians will be directly responsible for supervision of observers as per the EEE program guidelines. Interested students should contact Ike Okafor Senior Officer, Service Learning and Diversity Outreach at ike.okafor@utoronto.ca.

Franco Doc shadowing experiences

OHPSA, along with the U of T Medicine Communauté Francaise (student group) and Réseau franco-santé du Sud de l'Ontario, are working together on the AFMC Franco Doc initiative to increase French usage amongst future physicians by organizing and supporting clinical and experiential activities in French and Bilingual environments.

Funding is available throughout the school year and summer to support shadowing and clinical rotations in French and Bilingual clinical settings. Interested students should contact Ike Okafor Senior Officer, Service Learning and Diversity Outreach at ike.okafor@utoronto.ca

Career mentorship and education

During the MD Program, students not only acquire the knowledge and skills required for the practice of medicine, but also engage in an ongoing process of career exploration. Faculty members can play a critical role in this process through various activities including mentorship, career talks, and special programs offered by some clinical departments in the Faculty of Medicine. To learn more about the options available to faculty members, please contact the Associate Dean Health Professions Student Affairs, the Academy Director associated with your hospital, Dr. Jon Novick, Career Exploration Faculty Lead, at jon.novick@utoronto.ca, or the course director/undergraduate program director of your Faculty of Medicine Department (see the Clerkship contact information).

Course committees

Every course in the MD Program has a course committee which is responsible for the design, implementation, and evaluation of the course. The committee generally consists of the course director, administrative staff, student representatives, and several faculty members. The faculty members on the committee are usually those responsible for a significant teaching unit in the course and/or for one of the sites where learning takes place during the course. Teachers who are already involved in a course and wish to explore the possibility of contributing further to the course's organization are encouraged to contact the course director (see [Foundations contact information](#) or [Clerkship contact information](#)).

Leadership roles

There are many leadership roles in the MD Program, including being a course director, a site director within a course, or an organizer of a major segment or unit of a course. Teachers, particularly those already involved in a course, are encouraged to discuss leadership opportunities with either the relevant course director or the Foundations or Clerkship director (see [Foundations contact information](#) or [Clerkship contact information](#)).

Admissions file review and interviews

Every year, a large number of faculty members contribute their time and experience to the MD admissions process, helping to determine which of the thousands of applicants will be granted an interview and, of those, who will be offered a place in the next first-year class. Faculty members who are interested in participating in the admissions process as file reviewers and/or interviewers are encouraged to contact the UME Enrolment Services Offices at md.admissionsoffice@utoronto.ca.

Research

University of Toronto medical students have many different opportunities to learn about research, both during the regular curriculum and at other times, notably the two summers of the Preclerkship.

Learn about research as part of the curriculum:

Students receive a comprehensive introduction to health science research, both how it is conducted and how it is applied to the care of patients and communities during the Health Science Research component.

Research Outside the Curriculum: The major MD Program that supports funded research activity for medical students is called the **Comprehensive Research Experience for Medical Students (CREMS)**. CREMS is a unique research program in Canada that allows interested U of T medical students to gain extracurricular research experience in any field in various structured programs without interrupting their medical studies. See <http://md.utoronto.ca/research>.

There are four main programs which involve University of Toronto faculty:

1. CREMS Research Scholar Program: A 20-month longitudinal program that runs from January of the student's first year in the MD program to the end of August in the summer between second and third year, with full-time research during the summers. Student funding is divided equally between the CREMS program and the research supervisor. Faculty are encouraged to submit applications early so they can be posted online. See <http://md.utoronto.ca/research-scholar-programs> for more information and the application process.
2. CREMS Summer Program: A full-time 10-12-week summer research program between first- and second-year or between second- and third-year. Student funding is divided equally between the CREMS program and the research supervisor. See <http://md.utoronto.ca/summer-research-programs> for more information and the application process.
3. MAA CREMS International Health Summer Research Program: A 10-12-week international summer research program in which students participate in research related to important health issues in developing nations, conducted under the auspices of the on-going international work of a U of T faculty member. The program is run in partnership with the Medical Alumni Association, which provides the majority of the funding for this program. For more information, see: <http://md.utoronto.ca/medical-alumni-association-crems-programs> > see International Health
4. MAA-CREMS Research in the Humanities and Social Sciences: This 10-12 week summer program is for students who have a keen interest in the humanities or social sciences directly related to the field of medicine. Two students are selected each year with a preference for one student to do a project related to the history of medicine. Faculty do not have to be within the Faculty of Medicine. For more information see: <http://md.utoronto.ca/medical-alumni-association-crems-programs> > see Humanities and Social Sciences

The objectives of all of the CREMS programs are to allow medical students to explore and gain valuable research experiences, to prepare medical students for a career as a physician with a good research foundation and understanding of biomedical research, and to engage and encourage students to consider a career as a clinical scientist.

In addition to CREMS, many faculty members supervise medical student research organized through their hospital research institutes or similar organizations. Interested faculty members should contact their research institute administration for information on any programs that they support.

Faculty who are interested in either supervising medical student research through the CREMS program or in publicizing a non-CREMS research opportunity to medical students should contact the program director at crems.programs@utoronto.ca.

E-Resources and IT services

The MD Program employs a number of different online resources. Each plays an important role in the program, for both teachers and students. Please take a few minutes to familiarize yourself with them.

MD Program website

<http://www.md.utoronto.ca>

This is the public website for the MD Program, and has been designed to meet the needs of several specific user groups: students, teachers, course directors, and applicants. Full descriptions of all aspects of the program and the resources that are available to students and teachers are described on the site. In addition, all MD Program policies are posted, as well as links to other important information maintained by the Faculty of Medicine, the University of Toronto, and outside organizations.

The website also has a student assistance section. In this section, students can: view advice if they are experiencing urgent or crisis situations; access an incident report form to report distressing events that they experience or witness; and, access resources related to absences from the program that they may need to take. Teachers should be familiar with the existence of these resources.

Additional information for faculty is also posted on the website, in the Teaching in the MD Program section.

UTORid

All University of Toronto faculty members and trainees (including residents) are entitled to have a UTORid, the unique username for a variety of online services including the Portal, the University of Toronto Library system, University of Toronto e-mail, and WiFi access across the campus on the UofT network.

UTORids are typically eight characters long and take the first part (or all) of your last name, usually followed by the first letters of your first name and/or random numbers. E.g., singh516, leungden, etc.

Most faculty members are assigned a UTORid upon appointment, but may not have activated it. Trainees are assigned a UTORid at the time of registration. If you do not know your UTORid or do not believe you have one, please contact:

- The business officer of your University Department, if you are a faculty member
- The administrator of your program, if you are a postgraduate trainee or graduate student
- The Help Desk of the Discovery Commons, the IT department of the Faculty of Medicine (416-978-8504 or discovery.common@utoronto.ca), if you are a faculty member.
- The course administrator of the course in which you teach (if you are not a faculty member, postgraduate trainee, or graduate student)

A note about security: Once you have logged into one UTORid-based one online service (e.g. the Portal), you will remain logged in for other services as long as you keep at least one browser window open on your computer. To end your secure session (i.e. to log out), you **must** close all browser windows.

Integrated Teaching, Learning, and Curriculum Mapping Platform

<https://meded.utoronto.ca/medicine/> (login: UTORid and password)

Powered by a platform known as Elentra, the MD Program uses a secure pathway to access course websites. Login requires using a UTORid and password (see above). The Elentra system is designed for internal use only, so that members of the general public cannot access these sites.

Every MD Program teacher is expected to have access to the websites of the courses in which they participate. This access should be given to you automatically, but you may need to provide your UTORid to the course administrator. Upon logging into the Elentra system, you should see all MD Program courses listed for you on the "Courses" page. Initially, faculty members are enrolled in a single course community, i.e. the course in which you hold primary teaching responsibilities. A key feature of the Elentra platform is the ability for faculty users to "opt into" any course within the four years of the MD Program curriculum. If you wish to view the materials provided to students in a course that you have not previously been a part of, click on the name of that course from the list. The system will ask you if you would like to opt into the course. If you select "yes," you will be given read-only access to that course's materials.

The Elentra platform integrates curriculum delivery with curriculum mapping. Faculty and student users may utilize the system's comprehensive curriculum search feature at any time. The search allows users to obtain an overview of the four-year program, and is capable of conducting real-time searches of the current curriculum using a number of taxonomies, e.g. MD Program Key and Enabling Competencies (program objectives), learning modality, MCC presentations, themes and priority topics, and keywords. Curriculum and associated materials from previous years are also archived within the Elentra platform.

Medical Student Information System (MedSIS)

<http://medsis.utoronto.ca> (login: UTORid and password)

MedSIS is the secure online system that the MD Program uses to record and calculate student assessments by teachers in all courses, obtain student feedback on their teachers and courses, maintain student registration information, and perform course scheduling in all Foundations and some Clerkship courses.

Teachers who are assigned to complete an online student evaluation form on MedSIS will receive an automated e-mail at the appropriate time from medsis.server@utoronto.ca with instructions on logging in and completing the form. Follow-up reminder e-mails will be sent if the form(s) remain incomplete.

If you receive a prompt to use MedSIS and have never logged in before should go to the MedSIS website (<http://medsis.utoronto.ca>), click 'Login to MedSIS', and then click 'Forgot your password?' Enter the **same e-mail address** at which you received the prompt, and your userid and temporary password will immediately be sent to you by e-mail. For security, when you next log into the system, you will be required to change your password.

In addition to completing student evaluations on MedSIS, teachers can also:

- update their contact and appointment information
- see their teaching schedule (all Preclerkship courses and didactic sessions in some Clerkship courses), and sync this schedule to other electronic calendars
- review their TES reports (select courses – check with your course administrator for details)

If you need assistance with any of the functionality within MedSIS, you can contact:

MedSIS Help Desk: Support by Knowledge4You, the company that developed MedSIS; can assist with all aspects of the software	medsis@knowledge4you.com 905-947-9924 x223
Evaluations Project Coordinator / Data Analyst, MD Program: In-house MD Program MedSIS support can provide orientation and training	medsis.ume@utoronto.ca 416-946-7040

Case logs

All year 3 clinical clerks are required to log the required encounters and procedures defined in each rotation, using an online system called 'Case Logs.' Completion of the list of requirements is necessary to obtain credit in each course.

Individual clinical preceptors or supervisors are not required to use Case Logs directly, but do make use of student logs to identify and remedy gaps in each student's experiences. Be aware that students may be keeping track of their encounters and procedures using handheld devices, a computer on the ward, or even on paper for later entry into Case Logs. They may also request particular experiences in order to fulfill their requirements.

Supervisors who are assigned to complete mid-rotation feedback and evaluations of students have a particular responsibility with regard to clinical logs. As part of mid-rotation feedback, these supervisors must meet with the student, who will present their (in progress) Case Log Report. The supervisor and the student are expected to discuss the encounters and procedures logged to date, and the plan for completion of any that are still outstanding in the second half of the rotation.

At the end of the rotation, students submit a final Case Log Report to either their site director or course director. It is expected that all required experiences will be complete by this point, but if gaps remain, the course director will facilitate completion by providing appropriate clinical experiences or virtual cases for the student.

UofT WiFi

Networks: UofT, eduroam (login: UTORid and password)

- The **UofT** wireless network is the primary WiFi network available to students. Details on setting up and using the UofT network are available from the Information Commons: <http://help.ic.utoronto.ca/category/20/wireless-access-utorcwn.html>

- The **eduroam** network is available for students who are away from campus at participating institutions around the world, including universities, colleges, libraries, and healthcare institutions. For full details on how to use eduroam on your device(s), visit <http://help.ic.utoronto.ca/category/50/eduroam.html>

Before you can access UofT WiFi, you will need to register your UTORid by using the verify tool. This must be done *even if your UTORid is working for other services*. To verify, use this link: <https://www.utorid.utoronto.ca/cgi-bin/utorid/verify.pl>

There will be a short delay between verifying and being able to access UofT. Please note that the device will be configured with the UTORid and password that was used to set it up, and it is therefore not recommended for shared computers or devices.

For help with UofT WiFi, call the Information Commons helpdesk at 416-978-HELP (4357) or visit: <http://help.ic.utoronto.ca/category/20/wireless-access-utorcwn.html>.

University of Toronto libraries

<http://www.library.utoronto.ca> (login: UTORid and password, or library card barcode and PIN)

The University of Toronto library system has one of the most comprehensive collections of both print and online resources in the world. The Gerstein Science Information Centre is of particular importance in health sciences education. Online resources for Gerstein and the other U of T libraries are accessible to all members of the University of Toronto via their UTORid.

Electives catalogue and registration system

Catalogue: <http://medsis.utoronto.ca/electives/>

Registration system (ROUTE on MedSIS): <https://medsis.med.utoronto.ca/>
AFMC National Portal: <http://www.afmcdstudentportal.ca>

Elective experiences offered by University of Toronto faculty members are made available to University of Toronto students using the catalogue link above, as well as the experiences that students have registered in ROUTE on MedSIS. Students are also free to arrange electives outside these sources by contacting faculty members directly.

The ROUTE on MedSIS registration system is currently being used by U of T students to propose and register electives offered through UofT (see second link above). When a U of T student proposes an elective with a particular supervisor, a notification is sent by e-mail to the designated Placement Contact (administrative or supervisor) with a request to review the submission. The Placement Contact may then accept, edit or decline the elective. Notification of this decision is sent to the student. If there are submissions that do not comply to present policy, they will first be validated by the Electives Office before notification is sent to the Placement Contact. When a student confirms an elective, it is considered registered. Notifications of confirmed or cancelled electives are sent to the Placement Contact and to the Medical Education Office, where applicable.

A similar process is followed for visiting electives. The AFMC National Portal is used to register electives with medical schools in Canada (third link above).

For changes to the catalogue or questions about using ROUTE on MedSIS for electives by U of T students, please contact the Electives Office at electives.uoft@utoronto.ca. For questions about electives for visiting students from Canadian and US medical schools, please contact the Visiting Canadian and US Electives Office at medicine.electives@utoronto.ca. For questions about electives for visiting students from international (non-US) medical schools, please contact medicine.intelective@utoronto.ca.

E-learning

In various courses in Foundations and Clerkship, online resources are used to complement more traditional learning methods. For example, students have an opportunity to learn through simulated microscope labs, detailed clinical case scenarios (e.g., Paediatrics), and modules on patient safety (e.g., TTC).

Individual teachers do not generally need to make use of these resources (although the practice in specific courses may vary). Nonetheless, it can be useful to be aware of what materials students are using to deepen or complement their learning. While in some courses, e-learning resources are provided as an optional study aid, in many cases, they constitute mandatory content and/or assessments that all students must complete. (See further details on the individual portal sites for each course.)

Questions about course-specific online resources can be directed to the course director or course administrator.

Information on Videoconferencing in the Classroom

All Foundations (first- and second-year) lectures in the University of Toronto's MD Program are videoconferenced between the Medical Sciences building on the St. George campus and the Terrence Donnelly Health Sciences Complex on the University of Toronto Mississauga campus. In addition, recordings are made of every lecture in the Foundations (both video and presentation materials), and are then posted online for student access.

Videoconferencing is also being used increasingly for seminars in both the Foundations and Clerkship. Full support is provided by the Discovery Commons in the Faculty of Medicine.

See: <http://lecturesupport.med.utoronto.ca> for more information.

Lecture presentation guidelines for videoconferencing

With the opening of the Mississauga Academy of Medicine and the program to videoconference lectures between the St. George and the Mississauga campuses, new standards for presentations have been implemented in order to provide an equivalent education to all students, regardless of their location. Below are some guidelines for creating presentations for videoconferenced lectures, as well as established best practices for presenting.

Rules about Laptops and Software

- **Ensure that your presentation file is sent or uploaded 10 business days before the lecture takes place** to allow adequate time for necessary testing and formatting. Use UTMedfiles.ca, the file upload application for U of T Medicine, to upload your presentations and any associated files.
- You must use the teaching station PC or the document camera to present your lecture. Use of laptops or other devices during the videoconferenced lecture is not supported.
- If you use a Mac, you may create your presentation in Powerpoint for the Mac or in Keynote; if you create in Keynote, technicians will convert it to a Powerpoint or Quicktime file and test it on the presentation computer in the lecture room before your lecture.

Content standards

- All lecturers must disclose any potential conflicts of interest that they may have with commercial products, research findings, etc. mentioned in their presentation, on their second slide (after the title slide). See *[Procedure for Disclosure of Potential Commercial or Professional Conflicts of Interest by UME Teachers](#)* (PDF).
- Videoconferencing reduces the amount of material that can be covered in lecture, so plan for 40-45 minutes of material instead of 50 minutes.
- Do not change the content of your presentation after submitting it for publication and posting; the submitted presentation will be used for your lecture.

Intellectual Property

- It is the responsibility of lecturers to ensure that their presentations follow the guidelines set by the University and the Canadian government regarding intellectual property.
- Go to www.teaching.utoronto.ca > [Teaching Support](#) for details on the regulations.

Formatting standards:

- Use a 24-28 point for text.
- Use basic fonts like Arial, Tahoma or Verdana. Avoid cursive fonts.
- Avoid animations and page transitions beyond straight cuts.
- Don't reduce font size to fit information in; start a new slide instead.
- Rule of thumb: max 6 lines of text per slide, max 6 words per line of text
- Make sure your text doesn't run to the edge of the slide as it may get cut off during projection.

For more details on each standard, information on interactive lecturing through the use of 'clickers', and to download Powerpoint templates, conflict of interest slides, and more, please see:

<http://lecturesupport.med.utoronto.ca/content/presentation-elements>

Lecturer Support for Videoconferencing

The technical support team provides technical assistance and training for lecturers, and also schedules, configures, and monitors every lecture from a nearby control room, allowing lecturers and students to focus on teaching and learning. Contact discovery.common@utoronto.ca to schedule a training session on the equipment.

BEFORE the Lecture:

Contact the Discovery Commons Service Desk, Monday to Friday, 8am to 5pm.

416-978-8504

E-mail: discovery.common@utoronto.ca

DURING the Lecture:

All lectures are monitored by professional videoconferencing technicians at both campuses and most technical problems will be addressed before you even notice them. For immediate assistance just before or during a lecture, either:

- use the support intercom on the Teaching Station
- address the videoconferencing technicians by speaking into the presenter's podium microphone or the lapel microphone
- call the Discovery Commons Videoconferencing Hotline: 416-978-0007

If you contact technical support during a lecture, you will be talking to a live technician, and a technical support person can be in the room within one minute, if required.

AFTER the Lecture:

To provide feedback on your experience with lecture videoconferencing, contact the Discovery Commons Audio-Visual Technology Team Lead, Janet Koecher (416-946-3285 / janet.koecher@utoronto.ca).

Seminar presentation guidelines for videoconferencing

A videoconferenced seminar is much like any other seminar that you would conduct: students gather and you lead the seminar in a focused discussion with or without a presentation, such as PowerPoint. The main differences with a videoconferenced seminar are that your students are in multiple locations and you have a layer of technology between yourself and some of the students. There are a number of things that

you can do in preparation for and during the seminar to ensure a successful experience for all participants.

Go to: <http://lecturesupport.med.utoronto.ca/content/videoconferenced-seminars> for more information.

Faculty Development

Faculty Development is 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. These activities are designed to improve an individual's knowledge and skills in teaching, education, administration, leadership and research.

There are three major ways in which MD Program teachers can access faculty development:

Office of Faculty Development, MD Program

<http://ofd.med.utoronto.ca/>

The Office of Faculty Development offers a variety of opportunities to help medical educators prepare for their teaching roles in the MD Program at the University of Toronto. We offer a comprehensive and wide range of faculty development activities that are designed specifically to support faculty member's undergraduate teaching responsibilities in the Foundations, Preclerkship and Clerkship curriculum, such as:

- Course Introduction and Orientation sessions
- Small Group Workshops
- Local course specific just-in-time "EduCafes"
- Webinars
- Education Modules
- Instructional Videos
- Electronic Newsletter
- Individual consultations

The Office provides faculty development opportunities across all four academies, including the FitzGerald, Mississauga, Peters-Boyd and Wightman-Berris Academies and their affiliated hospital sites. All faculty members are welcome to attend.

We look forward to connecting with you. Please watch for e-mail promotions and communications that will include information regarding the faculty development offerings available to support your course- specific teaching. To be added to our contact list, please contact the Office of Faculty Development directly.

The Office of Faculty Development, MD Program is accredited by Continuing Education and Professional Development at the University of Toronto.

Contact Us:

Jana Lazor, EdD – Director of Faculty Development – jana.lazor@utoronto.ca
Lori Innes – Faculty Development Coordinator – ofd.md@utoronto.ca

Office of Faculty Development, MD Program
Faculty of Medicine, University of Toronto
Medical Sciences Building, Room 3157
1 King's College Circle, Toronto, ON M5S 1A8
Tel: 416-978-1699

Centre for Faculty Development (CFD)

<http://cfd.utoronto.ca/>

The Centre for Faculty Development (CFD) is an Extradepartmental Unit (EDU) and a partnership between the University of Toronto (UofT) and St. Michael's Hospital (SMH). The CFD is committed to enhancing the academic development of faculty in the Faculty of Medicine, additional Health Science Faculties (i.e. nursing, pharmacy, etc.) at U of T, and other institutions through innovation, capacity building and scholarship in the design, implementation and evaluation of faculty development. In addition to this commitment, the CFD welcomes anyone, regardless of whether they have a faculty appointment or not, who has a role related to teaching, education and academic work in their healthcare organization or setting.

The CFD provides a range of faculty development programs and activities in support of:

- Teaching & Education
- Academic Leadership
- Faculty Developers
- Career Development
- Research & Evaluation

Centre for Faculty Development

Li Ka Shing International Healthcare Education Centre, St. Michael's Hospital

209 Victoria Street, 4th floor

Phone: (416) 864-6060 x77420

General Inquiries: cfd@smh.ca

Faculty Development Organized by Individual Departments

Individual departments offer a spectrum of faculty development programs, ranging from workshops to longer-term programs. For details, please contact your Department's Vice-Chair Education or equivalent.

Department of Anesthesia

<http://www.anesthesia.utoronto.ca/faculty-development>

Department of Emergency Medicine

<http://www.dfcu.utoronto.ca/landing-page/faculty-development>

Department of Family and Community Medicine

<http://www.dfcu.utoronto.ca/landing-page/faculty-development>

Department of Obstetrics and Gynecology

<http://www.obgyn.utoronto.ca/faculty-development>

Department of Ophthalmology and Vision Science

<http://www.utovs.com/en/cpd>

Department Otolaryngology

<http://www.otolaryngology.utoronto.ca/listing-faculty-development-courses>

Department of Pediatrics

<http://www.sickkids.ca/Paediatics/Education-and-learning/Faculty-Development/index.html>

Department of Psychiatry

<http://www.psychiatry.utoronto.ca/education/faculty-development/>

Department of Surgery

<http://surgery.utoronto.ca/education.htm>

Department of Medicine

<http://www.deptmedicine.utoronto.ca/faculty-development-0>

Education and Teaching Awards

Education and teaching awards are granted each year in recognition of individual teachers' excellent contributions across the medical education spectrum. Internal awards are granted at the Department, Academy, Program and Faculty levels, and external awards are offered by the University of Toronto and various provincial, national and international agencies.

We belong to a diverse community of teachers and scholars committed to advancing medical education. Help us to recognize excellence across the education continuum by nominating peers, colleagues, mentors and mentees who are making a difference.

Internal Awards

For information about Departmental, Academy, and Program awards, please visit each unit's webpage.

Faculty-wide awards are granted in the following areas:

- Undergraduate Medical Education
- Undergraduate Teaching in the Life Sciences
- Integrated Medical Education (Community Teaching Awards)
- Graduate Education
- Postgraduate Education
- Continuing Education and Professional Development

For more information about internal awards, please visit: <http://www.medicine.utoronto.ca/faculty-staff/faculty-presented-internal-awards>

External Awards

Twice each year, our Faculty has the privilege of recognizing outstanding contributions to teaching and education by nominating, faculty members for a suite of external provincial, national and international awards. Calls for nominations for the internal review process are circulated in May and November, and include awards for early career achievement, sustained excellence, innovation, mentorship, advocacy, and program development. To find a list of all of the external awards, please visit: <http://www.medicine.utoronto.ca/faculty-staff/external-education-and-teaching-awards>

Please note that for many of these awards, student support is a requirement for nomination.

Questions?

To learn more about teaching awards at the Faculty of Medicine, please visit: <http://www.medicine.utoronto.ca/faculty-staff/faculty-medicine-teaching-awards> or contact the Education and Teaching Awards Coordinator for the Faculty of Medicine at (416) 946-3921 or by e-mail at EduDeans@utoronto.ca.

Faculty Resources

If you encounter a problem...

... related to the curriculum overall:		
[Specifically the Foundations, i.e. years 1 and 2]	Contact the Foundations Director	Dr. Marcus Law, marcus.law@utoronto.ca
[Specifically the Clerkship, i.e. years 3 and 4]	Contact the Clerkship Director	Dr. Stacey Bernstein, stacey.bernstein@sickkids.ca
... related to your teaching responsibilities in a particular course:		
[For <u>central</u> teaching in Foundations or Clerkship)]	Contact the course director	See the <u>Foundations course contacts</u> for contact information.
[For <u>hospital</u> teaching in Foundations or Preclerkship]	Contact the Academy Director	See the <u>Academies pages</u> for contact information.
[For <u>hospital</u> teaching in the Clerkship]	Contact the site director	See the course website on <u>Portal</u> (UTORid and password)
... related to information technology or audiovisual technology:		
[For an MSB or MAM lecture theatre videoconferencing or lecture recording problem]	Contact the Discovery Commons	<i>Contact:</i> Intercom button on podium (immediate) or 416-978-8504 (non-emergency) or discovery.common@utoronto.ca
[For other AV problems in MSB lecture theatres]	Contact the Office of Space Management	<i>Contact:</i> Intercom button on podium (immediate) or 416-978-6544 (non-emergency) or go to www.osm.utoronto.ca
[For after-hours MAM/UTM lecture theatre videoconferencing or lecture recording problem]	Contact Technology Resource Centre	<i>Contact:</i> 905 569-4300 or crt@utm.utoronto.ca
[For other types of problems in MAM/UTM lecture theatres]	Contact Technology Resource Centre	<i>Contact:</i> 905-569-4300 or crt@utm.utoronto.ca
[For problems in a hospital/Academy Med Ed Centre]	Contact Academy Med Ed staff	See the <u>Academies pages</u> for contact information.
[For problems in another area of the hospital]	Contact your local IT department	<i>Consult:</i> your hospital's directory for contact information

[For MedSIS-related problems]	Contact the MedSIS Project Coordinator	Contact: Frazer Howard at 416-946-7040 or fraz.howard@utoronto.ca
[For all other IT-related inquiries]	Contact Discovery Commons	Contact: 416-978-8504 or discovery.common@utoronto.ca or http://dc.med.utoronto.ca
... related to a teaching evaluation you have received:		
Contact the course director of your course	See: Foundations Course Contacts or Clerkship Course Contacts	
... related to student academic performance:		
Contact the course director of your course	See: Foundations Course Contacts or Clerkship Course Contacts	
... related to student behaviour (professionalism):		
Refer to professionalism protocols to determine how to proceed.	See: The Student Professionalism section of the handbook .	
... related to an incident of student injury or exposure to infectious disease:		
Refer to flowchart on student injury in clinical settings.	See: Protocol for incidents of medical student injury and exposure to infectious disease in clinical settings (PDF) and check the student assistance advice tool: www.md.utoronto.ca/student-assistance	
... related to an incident of mistreatment or harmful behaviour towards a student:		
Contact the Associate Dean HPSA	Check the student assistance advice tool: www.md.utoronto.ca/student-assistance then contact the Office of the Assoc. Dean HPSA	