



Family & Community Medicine
UNIVERSITY OF TORONTO

Student Handbook 2016 - 2017

Medical Education Fellowship

EDUCATION SCHOLARSHIP
ACADEMIC LEADERSHIP



INTERPROFESSIONAL
CLINICIAN EDUCATOR

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Table of Contents

Handbook also available online: uoft.me/gettingstarted

Program Information

Program Description	4
Program Structure	4
Program Requirements	5

Course Information

Course Completion Checklist	6
Course Schedule	7
Course Descriptions	8

Academic Information

Online at UofT	11
Policies and Guidelines	11
DFCM Amenities	12
Opportunities for Fellows	13

General Information

Living in Toronto	14
Holiday Schedule	15
Useful Websites	16
Contacts	17

Program Description

The Medical Education Fellowship is a rigorous advanced professional development program intended to strengthen the practice of medical education by developing leadership, teaching, curriculum design and education research skills of practitioners.

Objectives

By the end of the program, learners will be able to:

- Recognize social, political and scientific forces that influence the medical education system within the ever changing health care setting
- Effectively apply the principles of education when teaching in a classroom or a clinical setting
- Design effective and innovative inter-professional educational programs in a scholarly manner
- Select and implement comprehensive evaluation techniques linking education to health care professionals' performance and patient outcomes
- Implement assessment methods for meaningful formative and summative feedback to faculty and students
- Apply the principles of leadership and management as they relate to the medical education setting
- Appraise the scholarly literature of general education and medical education
- Apply skills and appropriate use of educational technology

Program Structure

The academic content of the Medical Education Fellowship program consists of core courses, experiential practicum learning, selective courses and scholarly activities (subject to approval by Program Director). Successful completion of the program necessitates completion of the curriculum requirements to the satisfaction of the Program Director and Academic Fellowship Council.

Learner Agreement / Learning Contract

All Fellows will complete a learning contract with the Program Director at the start of their studies. This will inform their progress and will also provide guidance on program expectations and faculties.

Orientation

The Program Orientation comprises of two elements:

- Administrative orientation at the start of July or individually with the Program Director / Coordinator
- Scholarly orientation in September. This is a full day of training required for all Fellows

Progress Reviews

Full-time Fellows will be expected to meet with the Program Director at the beginning their program and approximately every 3 months thereafter (part-time Fellows every 6-12 months) to review their progress and objectives. Course instructors, field supervisors and hospital chiefs (where applicable), may also be consulted regarding the progress of all Fellows. Any questions or concerns should be discussed promptly with the Program Director or Coordinator.

Plagiarism will not be tolerated and may lead to dismissal from the program.

Failure of any part of the program may lead to dismissal from the entire program.

Certificate of Completion

Fellows' courses/activities will be evaluated on a pass/fail basis. Fellows who are planning to graduate should contact the Program staff at least four weeks prior to their program end date. Upon the Council's recommendation, Fellows will receive a Certificate of Completion from the Continuing Professional Development office (CPD), Faculty of Medicine, University of Toronto. There is no terminal evaluation (examination or thesis) for the Medical Education Fellowship program.

Program Requirements

Full-time: 1-2 years | Part-time: up to 6 years

Required Courses

Four (4) required courses:

- FD07 Teaching and Learning by the Health Professions (A): Principles and Theories
- FD08 Teaching and Learning by the Health Professions (B): Practical Issues and Approaches

A pair of complementary Medical Education courses selected from the DFCM menu and approved in advance by the Program Director.

Currently available pairs:

- FD09 and FD11
- FD14 and FD15
- FD13 and FD23

Required Practica (fieldwork)

These two courses require major reflective reports on all activities in digital ePortfolio format. Access to clinical sites and external teaching / learning opportunities are arranged by the Fellow with support from the Program Director and practicum supervisors.

- FD90 Medical Education Practicum (320 hours minimum)
- FD91 Research / Creative Professional Activity (160 hours minimum)

Elective Courses

Four (4) additional courses from the DFCM menu (*subject to availability*):

FD01	Appraising and Applying Evidence to Assist Clinical Decision-Making	FD14	Curriculum Foundations in Health Practitioner Field-based Education
FD02	Working with Families in Family Medicine	FD15	Assessment and Evaluation Issues in Health Practitioner Field-based Education
FD03	Social, Political and Scientific Issues in Family Medicine	FD18	Family Medicine and Primary Care in the Global Health Context
FD04	Human Development Issues in Family Medicine	FD23	Practical Management Concepts and Cases in Leading Small Health Organizations
FD05	Research Issues in Family Medicine / Primary Care	Pilot 1	Faculty Development in the Health Professions I
FD09	Continuing Education in Health Professions	Pilot 2	Educational Technology for Health Practitioner Education
FD10	Theory and Practice of Behaviour Change in Primary Care	Pilot 3	Theory and Practice of Curriculum Design, Mapping and Program Evaluation
FD11	Continuing Education—Planning, Management and Evaluation	Pilot 4	Applied Survey Methods for Health Care Professionals
FD12	Theory and Application of Interprofessional Education	Pilot 5	Using data to improve individual health, practice performance and understand social determinants
FD13	Leading Improvement in the Quality of Health for Community Populations		

Other appropriate courses as approved by the course instructor and Program Director.

Final Report

A program evaluation and final summary report of all Fellowship activities submitted to the Program Director.

MEF Course Completion Checklist

Please use this checklist to keep a record of your courses and for discussion with the Program Director during your quarterly meeting (semi-annual for part-time learners).

Name: _____ Expected End Date: _____

Start Date: _____ Actual End Date: _____

Requirements	Proposed Start Date	Proposed Completion Date	Actual Completion Date
FD07: Teaching & Learning (A): Principles and Theories			
FD08: Teaching & Learning (B): Practical Issues and Approaches			
Approved Medical Education Pair Course 1:			
Approved Medical Education Pair Course 2:			
FD90: Medical Education (Teaching) Practicum			
FD91: Research / Creative Professional Activity			
Selective Course #1:			
Selective Course #2:			
Selective Course #3:			
Selective Course #4:			
Other Courses (Optional)			
1.			
2.			
3.			
4.			

Course Schedule

Dates are subject to change; please consult our website for the most current information: uoft.me/courses

Course Title	Instructors	Period	Time	Location
FD01: Appraising and Applying Evidence to Assist Clinical Decision Making	W. Rosser, C. Holmes, MB DeRocher	Sept - Dec, Jan - Apr, May - Aug	Variable	Online
FD02: Working with Families in Family Medicine	Will not be offered in the 2016-2017 Academic Year			
FD03: Social, Political and Scientific Issues in Family Medicine	Curtis Handford	Continuous July - June	Wednesdays 0900h-1200h	Room 303 500 University Avenue
FD04: Human Development Issues in Family Medicine	Will not be offered in the 2016-2017 Academic Year			
FD05: Research Issues in Family Medicine / Primary Care	R. Moineddin, Sheila Dunn	September - December	Weds (x10) 1300h-1700h	Room 303 500 University Avenue
FD07: Teaching & Learning A: Principles & Theories	Helen Batty, Judith Peranson	July - August	Thursdays (x5) 0800h-1700h	Room 303 500 University Avenue
FD08: Teaching & Learning B: Practical Issues & Approaches	Helen Batty, Judith Peranson	Late April - June	Thursdays (x5) 0800h-1700h	Room 303 500 University Avenue
FD07+FD08: INTAPT	Helen Batty, et al.	Fall one week & Winter one week	Monday-Friday 0800h-1700h	Room 303 & 365 500 University Avenue
FD09: Continuing Education in Health Professions	Savithiri Ratnapalan	September - December	Mondays (x5) 0900h-1700h	12th flr conference rm 525 University Avenue,
FD10: Theory and Practice of Behaviour Change	P. Selby, D. Martin	May - June	Fridays (x8)	Room 103 175 College Street
FD11: Continuing Education - Planning, Management and Evaluation	Savithiri Ratnapalan	5 days in May	0900h-1700h	12th flr conference rm 525 University Avenue,
FD12: Advancing the Future of Healthcare through Interprofessional Learning (EHPIC)	Mandy Lowe, et al.	5 days in June	Monday-Friday 0800h-1700h	St. Andrew's Club 150 King Street West
FD13: Leading Improvement in the Quality of Health Care for Community Populations	Philip Ellison	Late April - June	Mon / Fri (x6) 0900h-1630h	Room 303 500 University Avenue
FD14: Curriculum Foundations in Health Practitioner Field-based Education	S. Glover Takahashi, E. Abner	January - April	Mon / Tues (x6) 0900h-1600h	Room 303 / 602 500 University Avenue
FD15: Assessment and Evaluation Issues in Health Practitioner Field-based Education	S. Glover Takahashi, M. Nayer	May - June	Mon / Tues (x6) 0900h-1600h	Room 303 / 602 500 University Avenue
FD18: Family Medicine and Primary Care in the Global Health Context	Katherine Rouleau, Freida Chavez	January-April	Weds (x7) 1300h-1730h	Room 320 263 McCaul Street
FD23: Practical Management Concepts & Cases in Small Health Organizations	TBD	January-April	Tuesdays (x10) 1330h-1630h	Room 365 500 University Avenue
FD1001: Introduction to Qualitative Methods for Health Services & Policy Research	Fiona Webster, Joanna Sale	January-April	Mondays (x14) 1400h-1600h	Room 412 155 College Street
Pilot 1: Faculty Development in the Health Professions 1	Karen Leslie, Jana Lazor	January - April	Fridays (x8) 1200h-1600h	Li Ka Shing Knowledge Institute
Pilot 2: Educational Technology for Health Practitioner Education	Heather MacNeill, Cindy Plunkett	January - April	Tuesdays in-class and online	Room 303 500 University Avenue
Pilot 3: Theory and Practice of Curriculum Design, Mapping and Program Evaluation in HP Education	S. Glover Takahashi, E. Abner	September - December	Mon / Tues (x6) 0900h-1600h	Room 303 / 602 500 University Avenue
Pilot 4: Applied Survey Methods for Health Care Professionals	P. Krueger	April-June	Weds (x9) 1300h-1700h	Room 303 500 University Avenue
Pilot 5: Using data to improve health, practice performance and understand social determinants	Andrew Pinto	July-August	Weds (x6) 1400h-1700h	Room 301 500 University Avenue

Course Descriptions

Visit our website for detailed course descriptions: uoft.me/courses

FD01: Appraising and Applying Evidence to Assist Clinical Decision-Making (ONLINE COURSE)

Instructors: Drs. W. Rosser, C. Holmes and MB DeRocher
Offered 3 times a year: Jan – Apr, May – Aug, Sept – Dec

This course provides a theoretical review of methods to critique Family Medicine literature. There is a focus on discussion about methods that may be used to effectively incorporate evidence-based medicine into teaching in clinical settings.

The course is organized into nine modules. Each module includes required reading, supplementary reading and the completion of two literature critiques. Ideally, each student will complete one module per week, with one or two extra weeks during the course.

FD02: Working with Families in Family Medicine

Instructors: TBD
Thursday mornings, January – April, 10 four-hour sessions

This course will focus on the biopsychosocial model of health and illness from a Family Medicine perspective. Family systems theory and family assessment models will be used to identify key family medicine therapeutic goals with respect to different clinical situations. The impact of culture and ethnicity on the framing of health and the family will be examined in detail.

FD03: Social, Political & Scientific Issues in Family Medicine

Instructor: Dr. Curtis Handford
Preferred start: July 1st or Sept 1st
Wednesday mornings, 9 a.m. to 12 noon

The seminar series is intended to be a loosely organized forum where the participants can deliberate, discuss and debate a wide variety of social, political and scientific issues that directly or indirectly influence primary health care.

Examples of "social" factors: socioeconomic disparity in Ontario or globally. Examples of "political" factors: the health care system in Ontario. Examples of "scientific" factors: controversial areas in the medical literature.

FD04: Human Development Issues in Family Medicine

Instructor: TBD
Thursday mornings, Sept – Dec, 10 four-hour sessions

This course is designed around the Human Life Cycle with attention to the Erickson Model of development. Other models such as Freud, Piaget and social learning theory will be discussed, evaluated and critically appraised. The importance of developmental psychology, dynamic psychiatry and brain biology as influences are discussed.

FD05: Research Issues in Family Medicine / Primary Care

Instructors: Drs. Rahim Moineddin and Sheila Dunn
Weds afternoons, Sept – Dec, 10 four-hour sessions

This course provides an introduction to research methods in family medicine and primary care. By itself, it is not intended to provide the training necessary to do research. However, it is an excellent first step for those wanting to pursue advanced training in primary care research. The course will familiarize the student with the principles of research methods, research design, and clinical measurement and will reinforce critical appraisal skills.

FD07: Teaching and Learning by the Health Professions A: Principles and Theories

Instructor: Drs. Helen Batty and Judith Peranson
Thursdays, July – August, 5 full day sessions
Modular format: INTAPT (Fall 1 week and winter 1 week)

This course is designed to provide participants with a broad introductory overview of teaching and learning issues in health professional training as a field of scholarly inquiry and research.

Note: Credit for FD07 and FD08 can also be achieved by completing both weeks of INTAPT.

FD08: Teaching and Learning by the Health Professions B: Practical Issues & Approaches

Instructor: Drs. Helen Batty and Judith Peranson
Thursdays, April – June, 5 full day sessions
Modular format: INTAPT (Fall 1 week and Winter 1 week)

This course is designed to provide participants with opportunities to develop a scholarly and practical approach to teaching with generous use of case studies and in working in small groups and multidisciplinary teams

Note: Credit for FD07 and FD08 can also be achieved by completing both weeks of INTAPT.

INTAPT: Interprofessional Applied Practical Teaching and Learning In the Health Professions

Instructor: Dr. Helen Batty, et al.
One week in fall and one week in winter
Combined FD07 and FD08

This course is designed to provide participants with a broad introductory overview of teaching and learning issues in health professional training as a field of scholarly inquiry and research.

This course will also examine the major topics which are important in developing educational programs for health sciences and will introduce students to some of the important literature in the field of teaching and learning.

Course Descriptions

Visit our website for detailed course descriptions: uoft.me/courses

FD09: Continuing Education in Health Professions

Instructor: Dr. Savithiri Ratnapalan
5 full Mondays in the fall

The purpose of this course is to provide learners with a comprehensive and working knowledge of the field of continuing health professional education in the context of knowledge translation (KT). This is an expanding area of higher education and professional practice to which increasing academic attention is directed. In particular, the application of CE and continuing professional development to closing the clinical care gap between what is known and what health professionals actually do, has assumed significance in the Canadian context.

FD10: Theory and Practice of Behaviour Change in Primary Care

Instructors: Drs. Peter Selby and Dawn Martin
Fridays, May-June

The boundaries of providing quality health care are expanding. Clinical professionals are expected to take central roles in promoting healthy behavior and lifestyles. Understanding an individual's values, beliefs and health priorities increases the chance that a behavior change goal will be successful and then maintained. A client-centered approach is critical to enhancing and deepening this understanding.

FD11: Continuing Education – Planning, Management and Evaluation

Instructor: Dr. Savithiri Ratnapalan
5 days in May
Pre-requisite: FD09

Teachers and educators in healthcare function as leaders in education and need the knowledge and skills to plan and manage educational projects and programs. This course is designed to provide a practical approach to educational program planning and implementation.

FD12: The Theory and Application of Interprofessional Education

Instructor: Dr. Susan Wagner
One week in June

This course aims to develop leaders in interprofessional education who have the knowledge, skills and attitudes to teach both learners and fellow colleagues the art and science of working collaboratively for patient-centered care. The course is designed to provide participants with an immersion experience and to allow them to understand constructs related to interprofessional collaboration.

FD13: Leading Improvement in the Quality of Health Care for Community Populations

Instructor: Dr. Philip Ellison
Mondays and Fridays, 6 sessions in the summer

Primary and community health is the foundation of health care in our system. Yet measurements of performance in the Canadian system show that there is room for improvement. Health care providers are primarily motivated in improving care, yet often lack the core skills in quality improvement, nor have been trained in leading or managing the interprofessional teams that are increasingly charged with improving care delivery. This course fills two key niches – developing skills in quality improvement, and the management and leadership of interprofessional teams.

FD14: Curriculum Foundations in Health Practitioner Field-based Education

Instructors: Drs. Susan Glover Takahashi and Erika Abner
Mondays and Tuesdays, Jan—Apr, 6 full day sessions

This course explores the best practices in curriculum foundations in residency and other professional field-based education. Topics will include: curriculum models, understanding learners and teachers' needs, approaches to teaching knowledge, skills and attitudes, learning milieu and introduction to assessment and evaluation issues.

FD15: Assessment and Evaluation Issues in Health Practitioner Field Based Education

Instructors: Drs. Susan Glover Takahashi and Marla Nayer
Mondays and Tuesdays, May – June, 6 full day sessions
Pre-requisite: FD14

This course will explore the theory and practice of three inter-related processes in field-based education: curriculum mapping, assessment of learners and teachers and program evaluation. Students will undertake group projects preparing curriculum maps as well as developing assessment instruments such as examinations, in-training evaluation reports, and simulations. These projects will include class presentations as well as final written reports.

FD18: Family Medicine and Primary Care in the Global Health Context

Instructors: Drs. Katherine Rouleau and Freida Chavez
Wednesday afternoons, January—April

This course is intended to provide an overview of key issues pertinent to the strengthening and delivery of primary care and family medicine around the world while highlighting specifically, based on a review of the evidence, how family medicine can impact global health locally and globally. A key focus of the course will be the history and evolution of primary care, within a broader social policy context as well as a comparative analysis of case studies from around the world.

Course Descriptions

Visit our website for detailed course descriptions: uoft.me/courses

FD23: Practical Management Concepts & Cases in Leading Small Health Organizations

Instructors: TBD

January—April, 10 three-hour sessions

This is an overview course detailing concepts and issues in leading small health care organizations. Participants will develop an understanding of the leadership and management skills required to be a health care leader.

FD1001: Introduction to Qualitative Methods

Instructors: Drs. Fiona Webster and Joanna Sale

Monday afternoons, January – April

This course will provide an introduction to the use of qualitative methods in health services research, clinical research, and policy research. Students will be introduced to philosophical foundations, qualitative approaches and methods, and discover their utility for framing and answering health services research questions.

Pilot 1: Faculty Development in the Health Professions Part

Instructors: Drs. Karen Leslie and Jana Lazor

Fridays, January – April

Pre-requisite: FD07 and FD08 preferred

This course is an introduction to the field and practice of Faculty Development. There will be four areas of focus 1) background and development, 2) scope and practice, 3) underlying theories and core concepts, and 4) contemporary issues and emerging innovations.

Pilot 2: Educational Technology for HP Education

Instructors: Dr. Heather MacNeill and Cindy Plunkett

Tuesdays in class and online, January – April

The course will explore strategies for technology-enhanced teaching and learning in the healthcare professions. Participants will apply principles, methods, and frameworks for utilizing educational technology in educational contexts.

Pilot 3: Theory and Practice of Curriculum Design, Mapping and Program Evaluation in Health Practitioner Education

Instructors: Drs. Susan Glover Takahashi and Erika Abner

Mondays and Tuesdays, Sept – Dec, 6 full day sessions

Pre-requisite: FD14 or FD15 preferred

This course explores the theory and practice of curriculum mapping and program evaluation, using background literature as well as practical examples drawn from faculty experience. Within curriculum mapping we include conducting needs assessments, and developing cases and spiral curriculum. We will review different approaches to program evaluation as well as a variety of evaluation methods.

Pilot 4: Applied Survey Methods for Health Professionals

Instructor: Dr. Paul Krueger

Wednesday afternoons, April—June

This tutorial based course focuses on practical issues related to the design, development, conduct, management, and analysis of surveys. Students will apply the knowledge gained in this course to the construction of a survey questionnaire and the preparation of a survey research proposal. The course will cover a variety of survey methods including mailed surveys, web surveys, telephone surveys and mixed mode surveys as well as issues related to questionnaire design, sampling, pilot testing, survey implementation, data collection, data management, data analysis, and ethics.

Pilot 5: Using data to improve individual health, practice performance and understand social determinants

Instructor: Dr. Andrew D. Pinto

Wednesday afternoons, July—August

This six-session course is all about applying a population health approach within traditional health service organizations. Students will learn about some of the common sources of data available to characterize the health of individuals, practices and local communities. Students will engage with data to identify "hotspots" and build population profiles, including the distribution of health outcomes and disease in a practice. Students will discuss innovative ways to understand the health care system at a population level through synthesizing clinical data and community data on social determinants.

FD90: Medical Education Teaching Practicum

Major Practicum: 320 hours | Minor Practicum: 160 hours

To provide experience in the role of a medical educator in a variety of settings, e.g., medical education committees, medical teachers meetings, undergraduate small group teaching, seminar presentations, resident one to one clinical training, health promotion and continuing professional education.

Pre-requisite: One of FD07, FD08 or INTAPT must be taken prior to or concurrently with this practicum.

FD91: Research / Creative Professional Activity Practicum

Major Practicum: 320 hours | Minor Practicum: 160 hours

Research and Creative Professional Activity are two other key scholarly endeavors for clinical faculty. This practicum allows Fellows to gain practical experience in these important areas.

Pre-requisite: Enrollment in FD03. If the creative activity is related to education, the prerequisite is one of FD07, FD08 or INTAPT. To begin a formal research practicum the fellow must take FD05.

Online at UofT

UTORid (utorid.utoronto.ca)

The UTORid is your username (and password) for a number of different online services offered by the University (e.g., UofT email, Portal, wireless access, etc.). You will receive a "Getting on-line at UofT" letter which contains instructions on how to activate your UTORid at the beginning of your program.

UofT Email (owa2010.utoronto.ca)

During the UTORid activation process, learners are given the opportunity to set up a University of Toronto email address. We strongly encourage all learners to use this email for communications with the program.

UofT Libraries (onesearch.library.utoronto.ca)

Learners can access the University's collection of articles, e-Journals and databases using their UTORids. To borrow physical materials from the University's vast network of libraries, take your "Getting on-line at UofT" letter and photo identification (e.g., passport) to Robarts Library to obtain a library card.

Campus Wireless Network (wireless.utoronto.ca)

Learners can connect to the University's wireless network for free while on campus. For information on how to configure your device for wireless access, please visit the above website.

Learning Portal (portal.utoronto.ca)

The Portal is an online course management system which allows learners to access materials and resources for the courses they are enrolled in. If a course you are enrolled in is not listed on the Portal, please contact us.

AFGS Online Community (tinyurl.com/afgscommunity)

This is our private space on the Learning Portal where all pertinent information — events, deadlines, closures, etc. — will be posted. You can also use this space to discuss issues, throw around ideas and pass on interesting information.

DFCM Website (dfcm.utoronto.ca)

The program website contains a wealth of information including program details, course schedules and important forms.



Policies and Guidelines

A select list of general policies and guidelines is below. Please refer to the *Requirements and Expectations for Continuing Education Learners in the Department of Family and Community Medicine* document for the Medical Education Fellowship Program policies.

- Plagiarism
writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize
- Standards of Professional Practice Behaviour for all Health Professional Students
www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppsep012008i.pdf
- Guidelines for Appropriate Use of the Internet, Electronic Networking and Other Media
www.pgme.utoronto.ca/sites/default/files/public/Policies_Guidelines/Conduct/Guidelines%20for%20the%20appropriate%20use%20of%20the%20internet_nh_v1_06Jan2012.pdf
- Hollenberg Report on Creative Professional Activity
www.deptmedicine.utoronto.ca/Assets/DeptMed+Digital+Assets/The+Hollenberg+Report.pdf
- Academic Competencies for Medical Faculty
www.stfm.org/fmhub/fm2007/May/Dona343.pdf

DFCM Amenities

Hours of Operation

The department is open from 9am-5pm, Monday-Friday. There is normally no access on Saturday or Sunday. The building is accessible between 7:45am and 6:00pm.

Meeting Rooms

Please be aware that the department is an open space work environment and we ask that you work quietly in common areas. Meeting rooms can be booked for group meetings, breakout sessions or seminars. Should you need to book a room please contact program staff well in advance.

Prayer Room

The designated prayer room located on the 1st floor (room 182) is open during building hours and is available to all of our learners.

“Quiet” Study Space

There is designated study space at the DFCM library for program participants. This space is accessible during our regular operating hours. The University of Toronto also has a wonderful system of libraries with longer operating hours which may be more suitable to your needs. For a list of central libraries and their hours please visit their website: resource.library.utoronto.ca/hours/

Computer Workstations

Several workstations are available for use in the DFCM library during regular office hours. Please remember that this is quiet space that is shared with others who are also working.

DFCM Library

The DFCM library collection consists of hard copy and online books, periodicals, Residents' projects and a selection of previous Fellows' papers.

To borrow books or for help with literature searching, contact Robyn Butcher:

Tel: 416-978-5606

Email: dfcm.librarian@utoronto.ca

Website: dfcm.utoronto.ca/library.htm

Supplies

In general, stationery and office supplies are not provided by the department.

Photocopying and Printing Services

Learners may use the departmental photocopier and printer without charge for *small* print jobs. The Department ID for our learners is 5001. There is no password. The program asks all learners to show restraint in this facility.

Mailboxes

A mailbox slot is provided for all international learners. A mailbox slot may be available to domestic learners upon request.

Kitchen Facilities

Learners are welcome to use the kitchen facilities while at the department. Please note that the department provides no cleaning services. Therefore learners are asked to clean up after themselves and ensure that all rooms are left tidy after each session.

The DFCM is the largest family medicine training program in North America and is recognized internationally for its clinical, educational and research excellence.



Opportunities for Fellows

Hospital Observer Privileges

College of Physicians and Surgeons of Ontario (CPSO) licensure is required for any and all clinical work in Ontario. CPSO licensure is not available for Fellows visiting on a student authorization visa.

Most hospitals have their own observer application process. It is critically important that learners strictly adhere to hospital policies. Learners are responsible for finding a hospital "sponsor" and for making all necessary arrangements to obtain observer privileges. Please see the Program Director for advice.

Opportunities for Senior Faculty in Family Medicine

Family Medicine faculty with 5 or more years of academic work and sufficient publications may be eligible for a Visiting Academic Appointment at the University of Toronto and a Visitor's Academic License from the College of Physicians and Surgeons of Ontario. They may be able to secure financial support in exchange for academic part-time clinical or teaching activity at local Family Medicine Hospital Units in Toronto for the duration of the Fellowship program. This type of arrangement may require a year or longer of advance planning.

English as a Second Language Training

The University of Toronto's School of Continuing Studies (learn.utoronto.ca) has a variety of courses targeted to the academic community. We recommend SCS0164: Advanced Speaking, SCS0163: Advanced Writing or SCS0150: Academic Preparation.

The DFCM is committed to fostering and supporting scholarship across all programs in our Department.

DFCM Research

Family Medicine research is one of the primary foci of the DFCM. Fellows are encouraged to volunteer to join project teams to gain research experience in a field of their own interest.

Faculty Development / Conference Opportunities

Fellows should take advantage of attending or presenting at as many meetings and conferences as possible. Section of Teachers (CFPC), Society of Teachers of Family Medicine (USA), WONCA (International) and Local Faculty of Medicine and DFCM workshops/seminars are recommended.

Student Conference Support Fund

The Department of Family and Community Medicine is committed to fostering and supporting scholarship across all programs in our department. Through the Academic Fellowship and Graduate Studies (AFGS) Student Conference Support Fund, the AFGS Program aims to support current AFGS learners in presenting scholarly work related to their AFGS program at national or international conferences.



Living in Toronto

Living Expenses

Applicants from abroad should secure funding well in advance of starting their intended program. In addition to tuition fees, a single adult will likely require a minimum of \$1,500 per month in living expenses plus health insurance costs.

Housing

Housing costs in Toronto can vary from \$700/month for a furnished room to \$3000/month for a three bedroom home. Most local newspapers and many websites have listings of available rental housing by area.

Banking

Upon arriving in Toronto, you should open a checking account and obtain a Canadian funds credit card. Many bank alternatives are available in the area:

- BMO Bank of Montreal
438 University Avenue | bmo.com
- CIBC
460 University Avenue | cibc.com
- RBC Royal Bank of Canada
443 University Avenue | rbroyalbank.com
- Scotia Bank
522 University Avenue | scotiabank.com
- TD Canada Trust
465 University Avenue | tdcanadatrust.com

Transportation

Public Transit

The Toronto Transit Commission (ttc.ca) operates buses, streetcars and subways in Toronto.

GO Transit (gotransit.com) is the regional public transit service for the Greater Toronto and Hamilton area.

Driving in Ontario (www.mto.gov.on.ca)

International learners must obtain an Ontario license in order to drive in the province. You will also need appropriate insurance valid in Ontario. If you have a valid license from another country or an international driver's license, you may use this for up to 60 days.

Health Care

The University of Toronto participates in a Health Insurance Plan (uhip.ca) for international learners and their families. UHIP provides basic coverage for most medically necessary services.

To apply, please contact the program staff. Learners must enroll within one month of their arrival or be subject to a penalty.

To find a doctor for you and your family, you can contact Health Care Connect. Website: health.gov.on.ca/en/ms/healthcareconnect/public/

Each July there are new resident family physician trainees accepting new patients at the DFCM teaching sites. It may be possible for learners and their families to register as regular patients with one of these residents. All residents are supervised by DFCM faculty physicians.

Child Care

There are over 900 licensed child care centers and over 2000 approved home care providers in Toronto. To find a child care program that suits your needs, please visit the City of Toronto website: toronto.ca/children/childcare.htm

Toronto Public Schools

International learners traveling to Canada with their school aged children can contact the Toronto District School Board (tdsb.on.ca) to register them in school during their stay in Canada.

Your home address in Toronto will determine which school your child is eligible to attend. Some schools in the UofT area are Orde Street Public School, Jesse Ketchum Public School and Huron Street Jr. Public School.

Holiday Schedule

Medical Education Fellowship (full time)

Recommended holiday leave—maximum 4 weeks (non-consecutive)

- Christmas/New Year holiday (2 weeks)
- 1-2 weeks (non-consecutive) usually Reading Week (February) or March Break
- Other times only if approved by Program Director

Please also note the long weekends and other holidays recognized by the University of Toronto.

July 1, 2016 to June 30, 2017	
Canada Day	Friday, July 1, 2016
Civic Holiday	Monday, August 1, 2016
Labour Day	Monday, September 5, 2016
Thanksgiving Day	Monday, October 10, 2016
Christmas / New Year	Wednesday, December 21, 2016 to Sunday, January 1, 2017 inclusive
Family Day	Monday, February 20, 2017
Good Friday	Friday, April 14, 2017
Victoria Day	Monday, May 22, 2017
July 1, 2017 to June 30, 2018	
Canada Day	Monday, July 3, 2017
Civic Holiday	Monday, August 7, 2017
Labour Day	Monday, September 4, 2017
Thanksgiving Day	Monday, October 9, 2017
Christmas / New Year	Thursday, December 21, 2017 to Tuesday, January 2, 2018 inclusive
Family Day	Monday, February 19, 2018
Good Friday	Friday, March 30, 2018
Victoria Day	Monday, May 21, 2018

Useful Websites

Social and Information Resources

Government of Canada
canada.ca

Citizenship and Immigration Canada
cic.gc.ca

Ontario Travel & Tourism
ontariotravel.net

City of Toronto – Official Website
toronto.ca

City Directory
toronto.ca/city_directory

Community, Social, Health and Government Services
211toronto.ca

Tourism Toronto
seetorontonow.com

Shopping and Events in Toronto
toronto.com

Toronto Public Libraries (TPL)
torontopubliclibrary.ca

TPL - ESL and Newcomer Programs
torontopubliclibrary.ca/programs-and-classes/categories/newcomer-esl-programs.jsp

TPL - Health and Wellness Classes
torontopubliclibrary.ca/programs-and-classes/categories/health-wellness.jsp

TPL Library holdings in languages other than English
torontopubliclibrary.ca/books-video-music/your-language/

Writing at the University of Toronto
writing.utoronto.ca

The Purdue Online Writing Lab (OWL)
owl.english.purdue.edu

Transit

Bike Share Toronto
bikesharetoronto.com

GO Transit (regional trains and buses)
gotransit.com

Green P Parking
parking.greenp.com

Toronto Transit Commission (local buses & subways)
ttc.ca

Housing

Canpages Real Estate
canpages.ca/real-estate

Gottarent.com
gottarent.com

RentCanada
rentcanada.com

Viewit.ca
viewit.ca

Contacts

Academic Fellowship and Graduate Studies Program

dfcm.utoronto.ca > Learners > Fellows & Graduate Students

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Ancy Jacob	Program Assistant	familymed.grad@utoronto.ca	Tel: 416-978-1914

DFCM Library

dfcm.utoronto.ca/library.htm

Robyn Butcher	DFCM Librarian	dfcm.librarian@utoronto.ca	Tel: 416-978-5606
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Emergency and Safety Services

www.communitysafety.utoronto.ca/ | 416-978-1485

Emergency Services			
Fire, Police, Ambulance	911	Campus Community Police	416-978-2222
Community Support			
Distress Centres	416-408-4357	Assaulted Women's Helpline	416-863-0511
Gerstein Centre (mental health crisis)	416-929-5200	Toronto Rape Crisis Centre	416-597-8808
Good2Talk	1-866-925-5454	Sexual Assault & Domestic Violence Care Centre	416-323-6040

