

MPH (FCM)

Student Handbook 2016 - 2017



ACADEMIC LEADERSHIP
QUALITY IMPROVEMENT

CRITICAL APPRAISAL
PRIMARY CARE

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Handbook also available online: uoft.me/gettingstarted

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Introduction

Why the Master of Public Health in Family and Community Medicine

There is a very important interface between public health and primary care clinical practice¹. It has been established that the health of a population is directly related to the availability of primary care services². Delivery of primary care services is an important determinant of health and is therefore a global public health priority. Family physicians and other primary care clinicians are at the frontline of public health in terms of identifying emerging public health problems, promoting healthy lifestyles, screening appropriate patients for disease, advocating for patients and discharging public health initiatives to their patients³. These individual-level services skillfully provided by primary care clinicians can be improved and enhanced by equipping those same clinicians with the population-level knowledge and skills offered by an MPH degree program⁴.

The MPH (FCM) consists of a set of core courses and practicum covering both the area of public health as well as enhanced primary care and faculty development skills. There are plenty of elective opportunities, enabling the learner to take additional public health and family medicine courses to satisfy their learning objectives.

The solid grounding in public health that is provided with an MPH will give family physicians and other primary care health professionals knowledge and skills that could be employed in future professional work related to public health. The degree will also assist learners in becoming more effective educators, scholars, and leaders in their respective clinical areas.

1. Harvey B. The issue of public health. *Canadian Family Physician* 2009;55:1057.
2. Starfield B. Is primary care essential. *Lancet* 1994;344:1129-1133.
3. Sikora C and Johnson D. The family physician and the public health perspective. *Canadian Family Physician* 2009;55:1061-3.
4. Zweifler J and Evans R. Development of a residency/MPH program. *Family Medicine* 2001;33(6):453-8.

Target Audience

Family physicians and other primary care practitioners (PCPs) (limited to regulated health professionals or equivalent). The Family and Community Medicine field of the MPH is intended for licensed and regulated primary care clinicians. This program does not assist applicants in becoming licensed health practitioners in Canada,

Goals

1. Train family physicians and other primary care practitioners to optimize their impact on the health of their communities by applying public health-related knowledge and skills to the individuals, families, and communities that they serve.
2. Provide opportunities for learners to develop skills in primary care leadership and scholarship.
3. Provide opportunities for learners to pursue an area of special interest (e.g., Health Education, Research, and Global Health).

Graduate Studies Administrative Structure

Master's students are admitted through the University of Toronto's School of Graduate Studies (SGS). The Dalla Lana School of Public Health (DLSPH) is a designated graduate unit of SGS with the responsibility for a range of research degrees and taught degree programs including the Master of Public Health. It is the DLSPH which makes recommendations to SGS on admissions, student status during a degree and successful program completion.

The Department of Family and Community Medicine (DFCM) is the home department for the MPH (FCM) degree and the location of the Program Director who oversees the FCM field. Students are primarily based in the DFCM and much of the MPH (FCM) program is delivered at 500 University Avenue.

Curriculum Objectives

(A) The Family Physician as a community-based resource to a defined practice population (Community-oriented primary care-COPC and primary health care)

1. Assess the health status/social determinants of health/health needs of their practice population (including vulnerable populations) as well as the broader community and address/strategize interventions targeting these needs and issues of inequity.

Health Assessment:

2. Utilizes appropriate methods for assessing their practice
 - Demographic assessment (Health profile)
 - Quality assessment (QA) and evaluation
3. Prepares for disease outbreaks and other emergency/disaster situations
4. Recognizes and reports significant diseases/disease patterns to public health

Addressing Health Needs:

5. Implements quality improvement (QI) strategies within their clinical practice
6. Implement infection control practices to minimize risk to staff/physicians/other patients
7. Meaningful communication/collaboration/engagement with public health professionals and other community partners.

(B) The family physician as a skilled clinician harnessing the power of the doctor-patient relationship

Primary Prevention

8. Identify and mitigate risk factors at the individual and community level, including environmental and occupational risks.
9. Promote healthy development through the family life cycle including identifying and managing maternal-child challenges.
10. Accesses and articulates the evidence base behind recommended clinician-driven primary prevention strategies (such as... immunization, smoking cessation, physical activity).
11. Advocate for policy changes relevant to primary care in order to reduce inequities and promote health/prevent disease and injury in the population.

Secondary Prevention (e.g. screening)

12. Accesses and articulates the evidence-base behind recommended screening strategies
13. Understand the required characteristics of effective screening strategies

Tertiary Prevention

14. Improve evidence-based chronic disease management to minimize complications from chronic disease.
15. Considers the spectrum of individual to population-based interventions and for the wide range of models of care- (solo v. team-based, clinic v. home-based).

(C) Scholarship

Based on Boyer's taxonomy of scholarship, the MPH equips students to better engage in the scholarships of discovery, application, integration, education and social responsibility.

16. Engages in regular reflective self-directed learning and CPD
17. Understands research methods and employs the knowledge to critically appraise research
18. Teaching of the above competencies to FM residents/other

(D) Leadership, Management and Administration

Graduates are expected to play a leadership role in their professional practice environments.

19. Understands how Canada's health system is organized and how it compares to other countries
20. Appreciates the issue of resource allocation
21. Skilled in interprofessional collaboration
22. Demonstrates that above skills are portable (i.e., global health work)
23. Leaders in best practices in primary care, including technology, and resources to primary care colleagues and public health officials.

MPH Degree Requirements

The MPH (FCM) program requires the completion of 10 full course credit equivalents (FCE), offered on a full or part time basis. It provides study of the principles and practice of medical education, research in family medicine, and community health. A seminar series integrates a broad range of primary health issues. Courses in individual and family development and leadership and management are offered. Practicum work in medical education, primary care research and community health delivery is facilitated. Assessment is done course by course. There is no terminal exam or dissertation / thesis required.

Full Time Program

Full-time MPH (FCM) students may complete the full MPH (FCM) degree program in 16-24 months. The course content is designed to provide flexibility for individual graduate students with major professional commitments.

Part Time Program

Part time students may complete the full MPH (FCM) degree program in a maximum period of 6 years. The course content is the same as the full time program.

Elective Courses

Students are encouraged to investigate the wide range of courses offered by the Graduate Department of the School of Public Health and elsewhere in the School of Graduate Studies at the University of Toronto. Students may also consider courses offered by the Ontario Institute for Studies in Education or range more widely, for example, in Philosophy, Sociology and Anthropology.

The School of Graduate Studies procedures also permit a small portion of the student's program to be taken at other universities if relevant courses cannot be found at the University of Toronto. Appropriate documentation, approval forms, etc. must be completed in advance.

Orientation

It is recommended that students attend the program orientation typically held the first week of July at the Department of Family and Community Medicine. This session provides an excellent opportunity for students, especially international students, to get to know their classmates, integrate into the "community" of the program, settle in Toronto and make arrangements for practica and courses during the summer months.

Both SGS and DLSPH hold school-wide orientation sessions in September. Students who miss the July program orientation can also arrange for an additional field-specific orientation at that time.

For more information on beginning your studies, please visit the DLSPH's Information for Incoming Students page: www.dlsph.utoronto.ca/page/information-incoming-students

Students should always familiarize themselves with the course drop deadline for every term. Withdrawing from a course after the drop date will lead to academic penalty and possible financial penalty. Key dates can be found at: www.dlsph.utoronto.ca/page/timetables

Please also familiarize yourselves with the University policy regarding plagiarism: writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize

Degree Recommendation and Convocation

When all requirements for the graduate degree program have been fulfilled, the graduate unit will submit a degree recommendation to the School of Graduate Studies. Convocation ceremonies are held twice a year in June and November. A graduate degree may also be conferred in absentia in March, upon the request of the student.

Course Requirements

Required Public Health Courses (1.0 credit)

CHL5004H (0.5 credit)	Introduction to Public Health (modular)	HAD5010H (0.5 credit)	Canada's Health System and Health Policy (modular)
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Required Family Medicine Courses (3.5 credits)

CHL5601H (0.5 credit)	Appraising and Applying Evidence to Assist Clinical Decision-Making	CHL5608H (0.5 credit)	Teaching and Learning by the Health Professions (B): Practical Issues and Approaches
CHL5603Y (1.0 credit)	Social, Political and Scientific Issues in Family Medicine	CHL5613H (0.5 credit)	Leading Improvement in the Quality of Health Care for Community Populations
CHL5607H (0.5 credit)	Teaching & Learning by the Health Professions (A): Principles and Theories	Choose One (0.5 credit)	Research oriented course: CHL5605H, CHL5220H, CHL5401H or other equivalent course (subject to approval)

Required Practicum (1.0 credit)

The CHL5620Y required practicum offers students an opportunity to gain experience relevant to their particular interests. Students require a designated Field Supervisor and approval from Program Director prior to starting practicum.

Elective Courses and Practica (4.5 credits)

DFCM graduate level 5600 series	Any course from the DFCM graduate studies course menu (subject to availability)
Optional Practica	Total number of optional practicum credits permitted in program is 2.0 full course equivalents
CHL7001H / CHL7002H	Directed reading / research in an approved field of community health Requires a supervisor and approval from Program Director prior to starting.
Other public health courses	www.dlsph.utoronto.ca/page/timetables
Other UofT graduate level courses	sgs.utoronto.ca
Approved courses at other Ontario universities	www.sgs.utoronto.ca/Documents/Ontario+Visiting+Graduate+Student+Agreement.pdf
Approved courses at other Canadian universities	www.sgs.utoronto.ca/Documents/CUGTA.pdf

MPH (FCM) 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: _____

Required Courses	Credits (5.5 total)	Proposed Start Date	Proposed Completion Date	Actual Completion Date
CHL5004H Intro to Public Health (modular)	0.5			
HAD5010H Canada's Health system and Health Policy (modular)	0.5			
CHL5601H Appraising and Applying Evidence to Assist Clinical Decision-Making	0.5			
CHL5603Y Social, Political and Scientific Issues in Family Medicine	1.0			
CHL5607H Teaching & Learning (A): Principles & Theories	0.5			
CHL5608H Teaching & Learning (B): Practical Issues & Approaches	0.5			
CHL5613H Leading Improvement in the Quality of Health for Community Populations	0.5			
CHL5620Y Required Practicum in Family Medicine	1.0			
Research Oriented Course One of CHL5605H, 5220H, 5401H or other equivalent course (subject to approval)	0.5			
Elective Courses	Credits (4.5 total)	Proposed Start Date	Proposed Completion Date	Actual Completion Date

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
CHL5601H: Appraise/Apply Evidence to Assist Clinical Decision-Making (ONLINE)	W. Rosser, C. Holmes, MB DeRocher	Sept - Dec, Jan - Apr, May - Aug	Variable	Online
CHL5602H: Working with Families in Family Medicine	Will not be offered in the 2016-2017 Academic Year			
CHL5603Y: Social, Political and Scientific Issues in Family Medicine	Curtis Handford	Continuous July – June	Wednesdays 0900h -1200h	Room 303 500 University Avenue
CHL5604H: Human Development Issues in Family Medicine	Will not be offered in the 2016-2017 Academic Year			
CHL5605H: Research Issues in Family Medicine / Primary Care	R. Moineddin, Sheila Dunn	September – December	Wednesdays (x10) 1300h-1700h	Room 303 500 University Avenue
CHL5607H: Teaching & Learning A: Principles & Theories	Helen Batty, Judith Peranson	July – August	Thursdays (x5) 0800h -1700h	Room 303 500 University Avenue
CHL5608H: Teaching & Learning B: Practical Issues & Approaches	Helen Batty, Judith Peranson	Late April—June	Thursdays (x5) 0800h -1700h	Room 303 500 University Avenue
CHL5607H & CHL5608H: INTAPT	Helen Batty, et al.	Fall one week plus Winter one week	Monday-Friday 0800h – 1700h	Room 303 & 365 500 University Avenue
CHL5609H: Continuing Education in Health Professions	Savithiri Ratnapalan	September – December	Mondays (x5) 0800h – 1700h	12 th flr conference room 525 University Avenue
CHL5610H: Theory and Practice of Behaviour Change	P. Selby D. Martin	May – June	Fridays (x7)	Room 103 175 College Street
CHL5611H: Continuing Education – Planning, Management and Evaluation	Savithiri Ratnapalan	5 days in May	0800h – 1700h	12 th flr conference room 525 University Avenue
CHL5612H: Theory and Application of Interprofessional Education	Susan Wagner	5 days in June	Monday-Friday 0800h-1700h	St. Andrew's Club 150 King Street West
CHL5613H: 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
CHL5614H: Curriculum Foundations in Health Prof Field-based Education	S. Glover Takahashi, E. Abner	January – April	Mon / Tues (x6) 0900h-1600h	Room 303 / 602 500 University Avenue
CHL5615H: Assessment and Evaluation Issues in HP Field Based Education	S. Glover Takahashi, M. Nayer	May – July	Mon / Tues (x6) 0900h-1600h	Room 303 / 602 500 University Avenue
CHL5618H: Family Medicine and Primary Care in the Global Health Context	Katherine Rouleau, Freida Chavez	January – April	Wednesdays (x7) 1300h-1730h	Room 320 263 McCaul Street
CHL5623H: Practical Management Concepts & Cases in Small Health Orgs.	TBD	January—April	Tuesdays (x10) 1330h-1630h	Room 365 500 University Avenue
HSR1001H: 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 (x6) 0830h-1630h	Li Ka Shing Knowledge Institute
Pilot 2: Educational Technology for Health Practitioner Education	Heather MacNeill, Cindy Plunkett	January – April	Tuesdays In class and online	Bridgepoint Health
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

CHL5601H: 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 and one essay. 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.

CHL5602H: 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.

CHL5603Y: 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.

CHL5604H: 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.

CHL5605H: 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.

CHL5607H: Teaching and Learning by the Health Professions A: Principles and Theories

Instructors: Drs. Helen Batty and Judith Peranson
Thursdays, July – August, 5 full day sessions

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 CHL5607H + CHL5608H can also be achieved by completing both weeks of INTAPT.

CHL5608H: Teaching and Learning by the Health Professions B: Practical Issues & Approaches

Instructors: Drs. Helen Batty and Judith Peranson
Thursdays, April – June, 5 full day sessions

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 CHL5607H + CHL5608H 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 CHL5607H + CHL5608H

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

CHL5609H: 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. 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.

CHL5610H: 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.

CHL5611H: Continuing Education – Planning, Management and Evaluation

Instructor: Dr. Savithiri Ratnapalan
5 days in May
Pre-requisite: CHL5609H

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.

CHL5612H: The Theory and Application of Interprofessional Education for Collaborative Patient Centred Practice

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.

CHL5613H: 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.

CHL5614H: 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.

CHL5615H: 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: CHL5614H

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.

CHL5618H: 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

CHL5623H: 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.

HSR1001H: 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 I

Instructors: Drs. Karen Leslie and Jana Lazor

Fridays, January – April

Pre-requisite: CHL5607H and CHL5608H 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: CHL5614H or CHL5615H 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 Care 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 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. This course should interest health care professionals who plan to use survey methods to collect information and/or want to increase their competency in critically evaluating survey research.

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.

CHL7001H / CHL7002H: Directed Reading and/or Research

Instructor: to be determined by student

With prior approval of the Program Director and the graduate department, students may follow a course of individual reading or research under the supervision of a designated graduate instructor. Normal enrolment deadlines and policies apply.

The student is responsible for providing the course description, identifying an instructor and submitting a course proposal before the enrolment deadline for that particular term.

Guidelines: www.dlsph.utoronto.ca/sites/default/files/media/docs/Courses/DLSPH_ReadingCourseGuidelines_11Sep13.pdf

Practicum Descriptions

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

CHL5620Y: Required Practicum for MPH (FCM)

Minimum 320 hours

The MPH (FCM) required practicum provides an opportunity for learners to apply and reflect on the theory and knowledge gained in coursework by engaging in new academic projects in their professional settings. Once enrolled, the MPH (FCM) required practicum will appear as “in progress” (IPR) on your student records until a grade is submitted.

CHL5621H: Extension to CHL5620Y

Minimum 160 hours

This extension should be completed within one academic session (i.e., fall, winter or summer) but can be carried over for one additional session if more time is required.

CHL6020Y: Optional MPH Practicum (minimum 320 hours)

The Optional MPH Practicum should be completed within one academic session (i.e., fall, winter or summer) but can be carried over for one additional session.

CHL6021H: Short Extension to CHL6020Y

(minimum 160 hours)

The Short Extension to CHL6020Y should be completed within one academic session (i.e., fall, winter or summer) but can be carried over for one additional session.

CHL6022Y: Long Extension to CHL6020Y

(minimum 320 hours)

The Long Extension to CHL6020Y should be completed within one academic session (i.e., fall, winter or summer) but can be carried over for one additional session.

Online at UoFT

T-Card (sites.utoronto.ca/tcard)

The T-Card serves as your student photo ID and library card. To obtain your T-Card, bring your offer of admission and proof of citizenship to Robarts Library (see above website for more information).

UTORid (utorid.utoronto.ca)

The UTORid is your username (and password) for a number of different online services offered by the University. You will receive instructions on how to activate your UTORid when you obtain your T-Card. We strongly recommend that you set up your password recovery options during this activation process.

Uoft Email (owa2010.utoronto.ca)

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

Uoft Libraries (onesearch.library.utoronto.ca)

Students can access the University's collection of articles, e-Journals and databases using their UTORids. Students can also use their library cards to borrow items from the University's vast network of libraries.

Campus Wireless Network (wireless.utoronto.ca)

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

ACORN (acorn.utoronto.ca)

ACORN is the University's new student information service. You can use ACORN to manage your course enrolments, check your students fees and update your contact information. Students are responsible for ensuring that their records are correct and up-to-date.

Learning Portal (portal.utoronto.ca)

The Portal is an online course management system which allows students 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 is below. Please visit the SGS website for the full list of graduate policies and guidelines: sgs.utoronto.ca/facultyandstaff/Pages/Policies-and-Guidelines.aspx

- 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, please contact Robyn Butcher:

Tel: 416-978-5606

Email: dfcm.librarian@utoronto.ca

Website: dfcm.utoronto.ca/library

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.

Opportunities for Graduate Students

DFCM Enhanced Skills Clinical Fellowships

Frequently students can work on their degree while they are in a DFCM enhanced skills clinical fellowship. Please speak with your Program Director if you are considering this option. Information about Clinical Fellowship Programs offered by the DFCM can be found on the Post-graduate website:

dfcm.utoronto.ca/prospectivelearners/prosres.htm

Deadline: usually October of each year

International 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 degree program. This type of arrangement may require a year or longer of advance planning and is the responsibility of the individual faculty member.

Faculty Development / Conferences

Graduate Students 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), NAPCRG (North America), WONCA (International) and Local Faculty of Medicine and DFCM workshops/seminars are recommended. DFCM Faculty members are encouraged to apply to the Professional Development Fund.

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.

Exchange Opportunities

The U of T has special memoranda of understanding with a number of universities around the world to encourage international cooperation. If you are interested in an exchange opportunity, please contact us and the host university whose approval is mandatory.

Research Exposure

A motivated, well organized student can do a major project aiming at the publication of one or two papers using available combinations of required and elective courses, practica and reading courses. It is often advisable for a student to join a research team to work on a major research project already underway and take advantage of working with experienced researchers for reading course and practicum credits to obtain research experience.

Family Medicine research is one of the primary foci of the DFCM. Students are encouraged to volunteer to join project teams to gain research experience in a field of their own interest. The DFCM has at least twenty major supported research faculty working in a number of diverse primary care areas and a program of regular research rounds and seminars which graduate students are encouraged to attend. Contact your Program Director for further information.

Graduate Opportunities for Family Physician Researchers

This professional degree program does not provide preparation for individuals planning careers as major researchers/career scientists in Family Medicine. Graduate studies recommended for such a researcher would be a Master of Science (MSc) or Master of Arts (MA) thesis degrees or, possibly a PhD. Options for research oriented graduate studies are available to suitable candidates working with senior researchers associated with Family Medicine at the Institute of Clinical Evaluative Sciences, the Dalla Lana School of Public Health, the Addiction Research Foundation, the Workplace Safety and Insurance Board, and many other research institutes in Toronto, that provide bases for clinical researchers in the DFCM. If interested in an MSc/PhD research track, please contact the Director of the DFCM Research Program, Dr. Eva Grunfeld or Associate Director Dr. Paul Krueger.

Financial Supports for Domestic Students

Financial support for domestic students is extremely limited. A few awards are available to incoming students, but are highly competitive. Applicants are encouraged to explore independently all possible avenues for financial support.

DLSPH Funding and Financial Assistance

www.dlsph.utoronto.ca/page/funding-and-financial-assistance

Ontario Students Opportunity Trust Fund Awards (OSOTF) *(needs based)*

- Mary Elizabeth McGanity Parkin Graduate Fellowship in Community Health
- LIFEBEAT '96 Graduate Studentship Award in Women's Health

Deadline: Usually February of each year

McKinnon Palmer Academic Award

To be awarded to students registered in the MPH (FCM) or MScCH (FCM/HPTE) programs on the basis of academic excellence. Preference will be given to a graduate student with a sustained interest in academic aspects of Family Medicine.

Janus Continuing Professional Development Grants

cfpc.ca/Janus_CPD_Scholarships_Practice_Scholarship/

Deadline: Usually February/March

DFCM Graduate Fees Support for Faculty

uoft.me/graduatesupport

"Professional Stream" MScCH, MEd, MBA, etc. students may be eligible to receive one third of tuition costs from DFCM provided that it is matched by an equivalent amount from their associated Division Chief.

Deadline: Annually September 15th

Dr. Harrison Waddington Fellowship

uoft.me/waddingtonfellowship

The applicant must be a member of the DFCM who is enrolled in graduate studies for the year the award is granted.

Deadline: Annually June of each year

Tuition Waivers for Clinical Faculty at Uoft

medicine.utoronto.ca/faculty-staff/clinical-faculty-resources

Full-time and Full-time Equivalent Clinicians may be eligible for tuition waivers and other benefits such as the Scholarship Program for Dependents and the Joint Membership Plan.

Information for International Students

Visas for International Students

International students will require a study permit to study in Canada. Once accepted into the program, you will receive an official offer letter which you must submit to your local Canadian Consulate to apply for a Student Visa to enter Canada. This process usually takes approximately 8 weeks, but may take longer.

cic.gc.ca/english/study/study.asp

Program Funding

Most sources of funding are restricted or give preference to persons with Canadian citizenship or landed immigrant status. International students should contact their own government or local Canadian Embassy for information on sponsorship through international agencies and Canadian government programs. Many international students come to the University with support from their own institutions or governments. International students must ensure that adequate support is provided since paid part time employment for non-Canadian students is generally at a minimal wage level.

Centre for International Experience (CIE)

The CIE provides information and support to UofT's international student community. We encourage our international graduate students to familiarize themselves with the CIE's services. cie.utoronto.ca

CPSO Licensure

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 graduate students visiting on a student authorization Visa. Being enrolled in the program does not provide learners with a clinical license.

Physicians eligible for a license to practice medicine in Ontario may be able to find part-time clinical work. For details about eligibility for General License, Visitor's Academic License, and Educational License please contact:

The College of Physicians and Surgeons of Ontario:

inquiries@cpso.on.ca | cpso.on.ca

TEL: 416-967-2617 (registration department)

Hospital Observer Privileges

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

Living in Toronto

Living Expenses

Applicants from abroad should secure funding well in advance of starting their intended graduate studies. 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. Overall, a single learner will require at least CAD \$30,000 per year.

Applicants who cannot verify the nature and amount of financial support will not be admitted. Unfortunately, the University and its departments have no contingency resources to assist students who run out of funds during the course of their academic program.

Housing Information

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

Tartu College Residence

310 Bloor Street West | Phone: 416-925-9405
tartucollege.ca/

The University of Toronto Housing Services

housing.utoronto.ca

Student Family Housing

studentfamilyhousing.utoronto.ca

Banking

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

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 and Insurance

The University of Toronto participates in a Health Insurance Plan (UHIP) for international students and their families. International students are automatically enrolled for the duration of their studies. uoft.me/cieuhip

To find a doctor for you and your family, you may need to contact Health Care Connect. 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 students and their families to register as regular patients with one of these residents. All residents are supervised by DFCM faculty physicians.

Out of province students who are not covered by their own provincial plan, should register with OHIP as soon as possible. **Uninsured** persons are responsible for the cost of their own medical care.

UofT Family Care Office

The University of Toronto Family Care Office's mandate is to support students, staff, faculty and their families (children, spouses and aged parents) with any family care issue by providing information, guidance, referrals and advocacy. For more information, please visit their website: www.familycare.utoronto.ca

UofT Child Care Centres

The on-campus child care centres are staffed by professionally qualified early childhood educators. Each centre is separately incorporated as a not-for-profit and is licensed by the Province of Ontario. Child care subsidies are available. All of the centres give priority to University of Toronto families. To enroll, contact each centre directly to be placed on its waiting list. uoft.me/childcare

Toronto Public Schools

International students 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 choice of home address in Toronto will determine which school that your child is eligible to attend. Some schools in the U of T area are: Orde Street Public School, Jesse Ketchum Public School, Huron Street Jr. Public School.

Useful Websites

University Services

Academic Success Centre
asc.utoronto.ca

Accessibility Services
accessibility.utoronto.ca

Anti-Racism & Cultural Diversity Office
www.antiracism.utoronto.ca

Grad Life
sgs.utoronto.ca/gradlife

Graduate Students' Union
utgsu.ca

Health & Wellness
healthandwellness.utoronto.ca

English Language and Writing Support Office
uoft.me/sgselws

Multi-Faith Centre
multifaith.utoronto.ca

Sexual & Gender Diversity Office
sgdo.utoronto.ca

Student Accounts
www.fees.utoronto.ca

About Toronto

Government of Canada – Official Website
canada.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

A Guide to Toronto
<http://www.cs.toronto.edu/caise02/guidecaise.pdf>

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/

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

Department of Family and Community Medicine

dfcm.utoronto.ca | 500 University Avenue, 5th Floor

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Ancy Jacob	Program Assistant	familymed.grad@utoronto.ca	Tel: 416-978-1914
Robyn Butcher	DFCM Librarian	dfcm.librarian@utoronto.ca	Tel: 416-978-5606

Dalla Lana School of Public Health Graduate Office

www.dlsph.utoronto.ca | 155 College Street, 6th Floor

Joan Kwan	Graduate Officer	joan.kwan@utoronto.ca	Tel: 416-978-1552
Ellen Sokoloff	Information and Data Management Officer	e.sokoloff@utoronto.ca	Tel: 416-978-8559
Diane Tang / Vanessa Anievas	Graduate Assistants	grad.dlsph@utoronto.ca	Tel: 416-978-0901

Emergency, Safety and Support Services

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

Emergency Services		UofT Safety Services	
Fire, Police, Ambulance	911	Campus Community Police (information)	416-978-2323
Campus Community Police	416-978-2222	WalkSmart	416-978-7233
After Hours Community Support		UofT Support Services & Equity Offices	
Distress Centres	416-408-4357	Counselling & Psychological Services	416-978-8070
Gerstein Centre (mental health crisis)	416-929-5200	Assault Counsellor Educator	416-978-0174
Assaulted Women's Helpline	416-863-0511	Sexual Harassment Office	416-978-3908
Toronto Rape Crisis Centre	416-597-8808	Anti-Racism & Cultural Diversity Office	416-978-1259
Sexual Assault & Domestic Violence Care Centre	416-323-6040	Sexual & Gender Diversity Office	416-946-5624
		Accessibility Services	416-978-8060
Good2Talk	1-866-925-5454	Health Service	416-978-8030

