

New Faculty Orientation

Department of Medicine, Temerty Faculty of Medicine





I wish to recognize that many Indigenous nations have long-standing relationships with the land upon which we provide patient care, teach and conduct scholarly work as academic physicians within the University of Toronto's Department of Medicine. This is the traditional territory of many Indigenous Nations, including the Mississauga of the Credit, the Anishnaabeg, the Chippewa, the Haudenosaunee, and the Wendat peoples. Today, this land is home to many diverse First Nations, Inuit and Metis peoples. We are very grateful to have the opportunity to live, work and gather on these territories and will continue our work to address the underlying inequities and blatant discrimination in the distribution of resources between Canada's first peoples and settlers.



Agenda

8:30-9:15	Welcome to U of T & the DoM – Gillian Hawker, Chair DoM <ul style="list-style-type: none">• How things work• Getting registered – UGME/PGME, Web CV, UTORid• Academic Life Cycle - CFAR
9:15-10:00	Teaching Essentials – Tina Trinkaus, Lead, Valuing the Clinician Teacher <ul style="list-style-type: none">• Responsibilities of Attending Physicians Supervising Learners• Giving & Receiving Feedback
10:00-10:15	Break
1015-1035	Culture & Inclusion in DoM – Umberin Najeeb, Vice Chair C&I, & Simron Singh, Lead, Wellness
1035-1105	Shaping Your Narrative – Ed Etchells, Head of GIM, Women’s College Hospital
1105-1115	Move to Groups by Position Description
1115-1200	Group Discussions by Position Description - Invited Faculty CTs – Tina Trinkaus et al. CEs – Umberin Najeeb CQIs – Brian Wong, Ed Etchells CIs - Aliya Gulamhusein, Andrew Ha, Jolene Fisher CS – Michelle Sholzberg, Caroline Kramer, Slava Epelman
12:00-12:30	Closing & Lunch





CONGRATULATIONS!





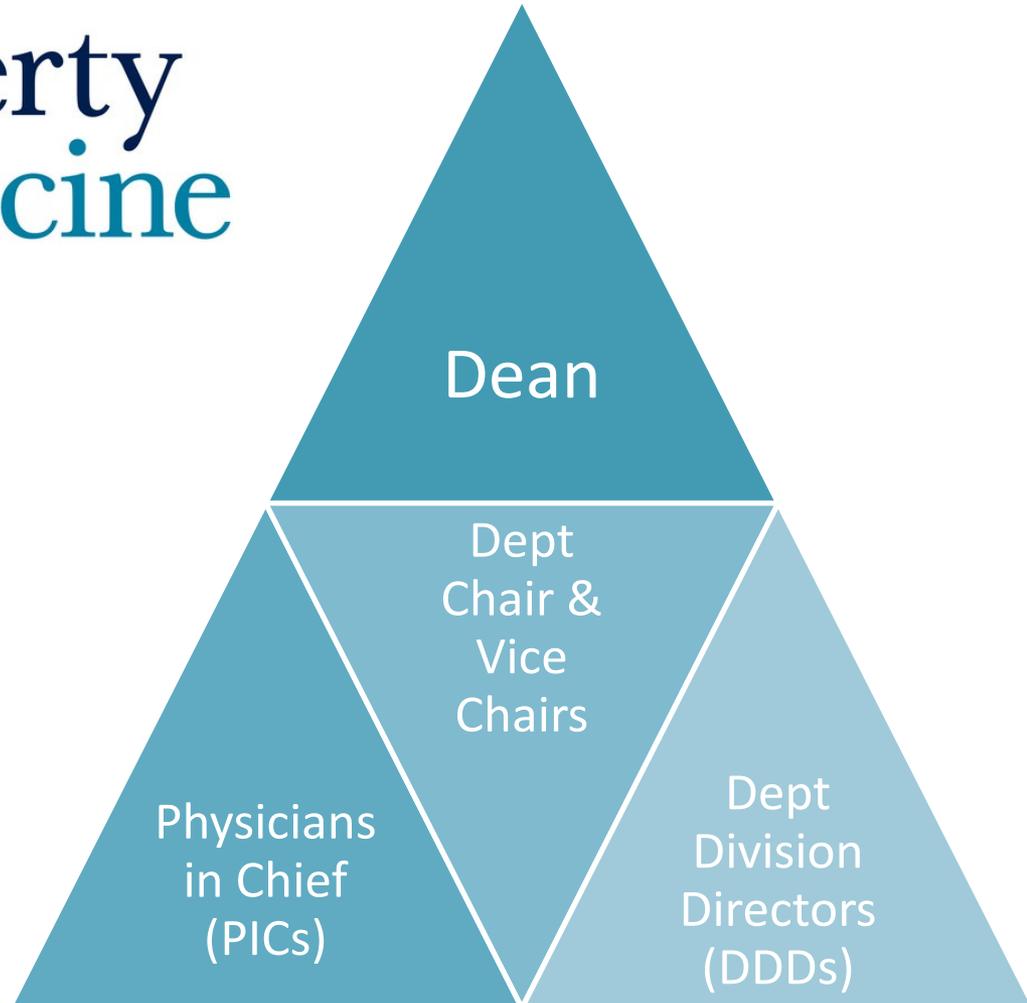
59 new full-time faculty members
& 22 part-time & 77 adjunct (n=158)



Temerty Medicine



Toronto Academic
Health Sciences
Network



Leverage the brand...



Medicine UNIVERSITY OF TORONTO

- Provide hospital & University of Toronto affiliation on all manuscripts and posters & at beginning of all presentations
- Power-point template
<http://www.deptmedicine.utoronto.ca/communication-resources>





Temerty
Medicine

Nature Index Annual Tables 2023: first health-science ranking reveals big US lead

The Netherlands punches above its weight in the country list, and a Canadian institution demonstrates the strength of its clinical collaborations.

1	Harvard University, United States of America (USA)
2	National Institutes of Health (NIH), United States of America (USA)
3	University of Toronto (U of T), Canada
4	Johns Hopkins University (JHU), United States of America
5	University of California, San Francisco (UCSF), United States



Dr. Gillian Hawker

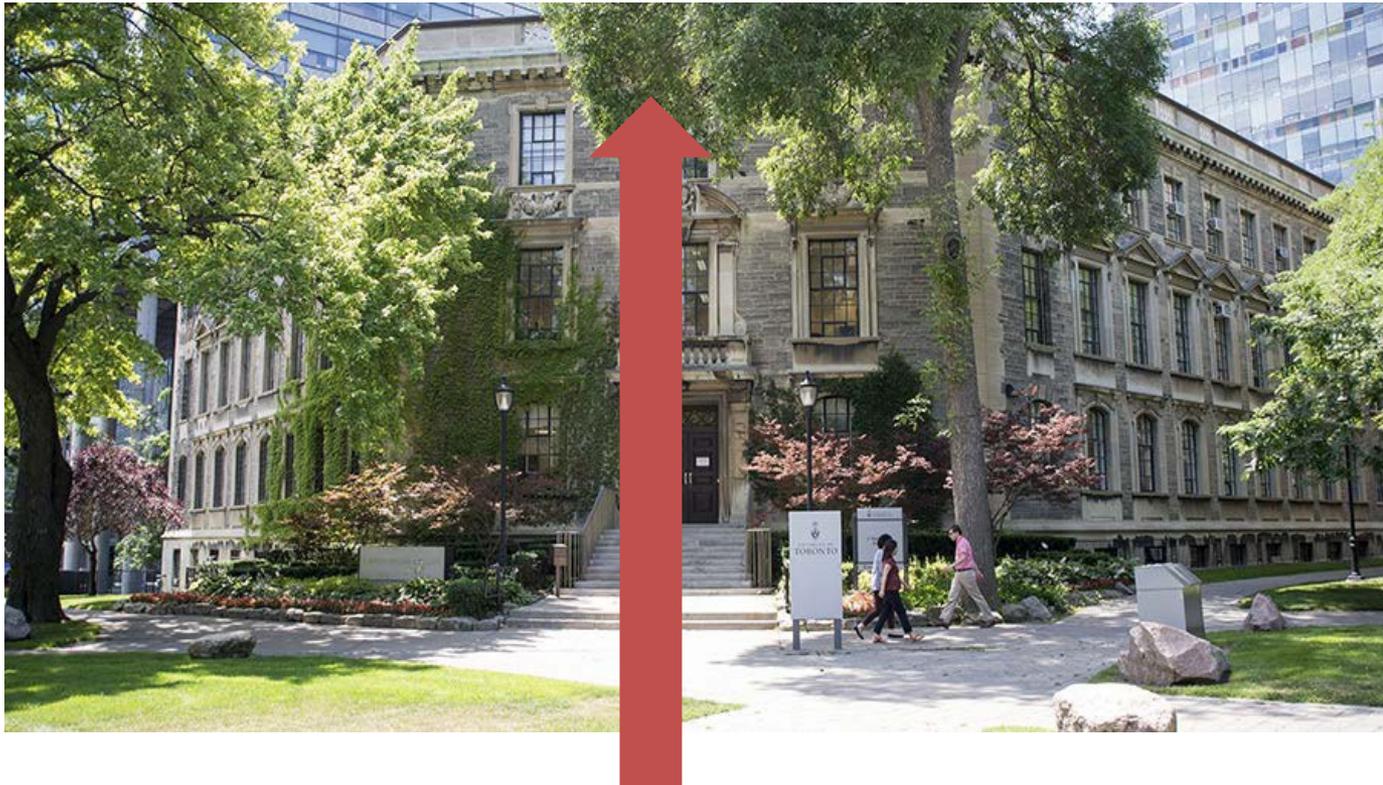
Professor, Division of Rheumatology, Dept of
Medicine, Women's College Hospital,
Temerty Faculty of Medicine,
University of Toronto

Dr. Gillian Hawker
Professor, Department of Medicine
University of Toronto



The department of medicine... in a nutshell





You'll find us at the **C. David Naylor Building (Naylor Building)** on the University of Toronto campus @ **6 Queen's Park Crescent West** (*NW corner of Queen's Park and College Street*)





Medicine UNIVERSITY OF TORONTO



- Rheumatology
- Endocrinology
- Med Onc
- Emerg Med
- Neurology
- Cardiology
- Respirology
- Hematology
- PM&R
- Geriatrics
- General Internal Medicine
- Nephrology
- ID
- Critical Care
- Occupational Med
- Allergy/Immunology
- Dermatology
- Clin Pharm
- Genetics
- Palliative Med

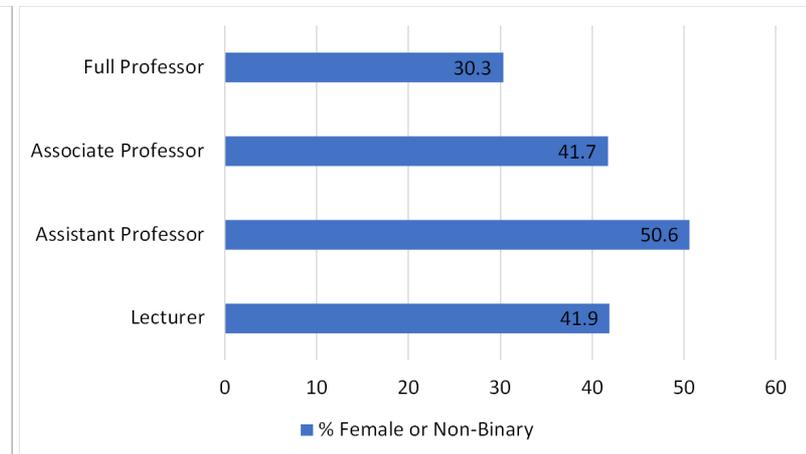
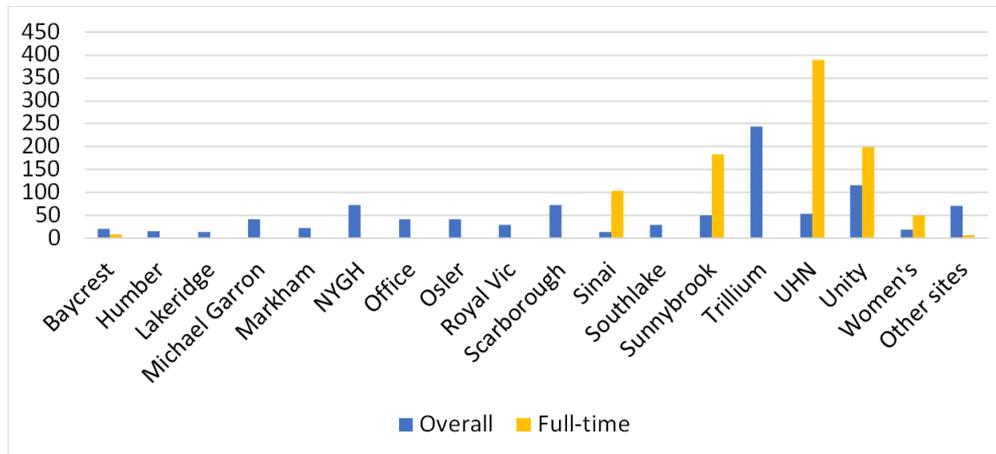


Toronto Academic
Health Sciences
Network



Distribution of Faculty Members by Location of Practice – Numbers Overall and Full-time Faculty

42.0% female and 0.09% non-binary

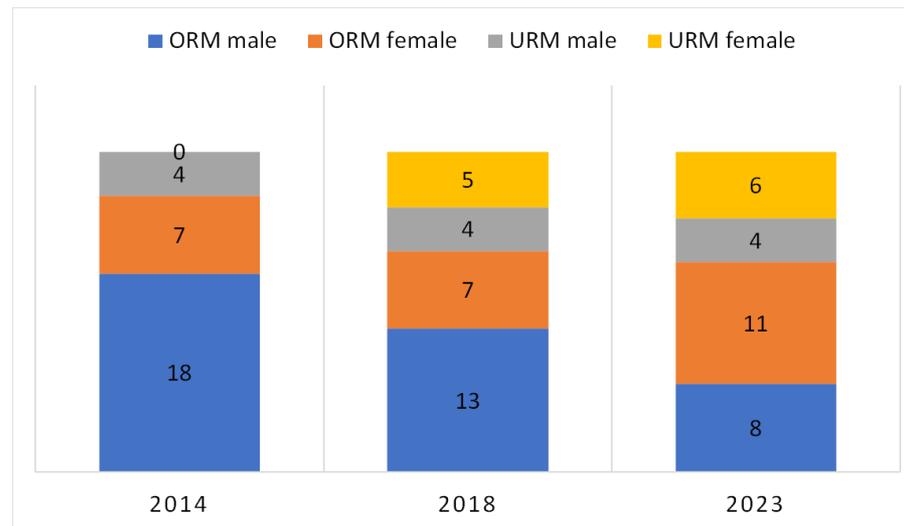


Self-Identity

2022 Faculty Survey:

- 540 (60%) responded
- 44% self-identified as from a group '**under-represented in medicine**', URM, based on one or more of gender/sexual orientation (10%), race/religion/ethnicity (20%), or other aspects (2%)

DoM Leadership Team (PICs, VCs, DDDs, Chair)





Colin Gibson

Dom.cultureandinclusion@utoronto.ca



Culture & Inclusion

Umberin Najeeb

Education

Arno Kumagai



Sarah Jung & Asia Ferrara

Sarah.jung@utoronto.ca
Asia.Ferrara@utoronto.ca



Kristian Galberg

dom.research@utoronto.ca



Research

Jane Batt

Quality & Innovation

Kaveh Shojania



Christian.base@utoronto.ca



Vice Chair Portfolios



PICs / EM Chief



Sharon Straus
Unity/ St. Michael's



Paula Harvey
Women's College



Kathryn Tinckam
UHN



Erin O'Connor
Emergency Medicine



Michelle Hladunewich
Sunnybrook



Gary Naglie
Baycrest



Chaim Bell
Sinai Health System



DoM Strategic Priorities 2020-24



- **Create a clinical and academic environment that promotes mutual respect,** compassion, integrity and inclusion, and thus fosters the wellbeing of our faculty and learners.

Innovate in models of learning and care to promote a sustainable, person-centred health care system that meets current and future population needs.

Promote, sustain and amplify our international status as scholars in basic and clinical research, education, quality improvement and healthcare provision, ensuring that discoveries and new knowledge get to the patients and providers who need them.

Get Political: Engage in transformational change as leaders, partners and effective followers alongside decision-makers.



How things work

New Faculty Orientation



You have two appointments*

• University faculty appointment

- Position Description & Academic Rank
- Continuing Faculty Appointment Review
- Senior Promotion
- Graduate Appointments
- Learners – MD, Residents & Fellows



Departmental Division Directors (DDD)

• Affiliated hospital appointment

- Hospital Divisions / Programs
- Practice Plan membership
- Clinical activities & associated resources
- Practice management
- Office space
- Research institute appointment & resources



Department
Chair

Physicians in
Chief (PICs)
Chief of EM



Your Academic Position Description

- Department specific
- Allocation of professional time to each activity



Patient care



Teaching (clinical, formal)

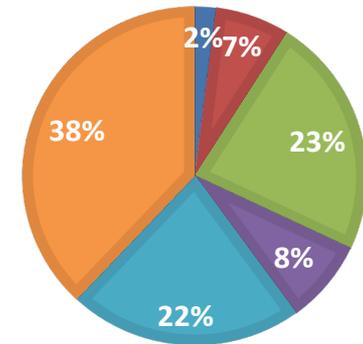


Scholarship



Administrative service

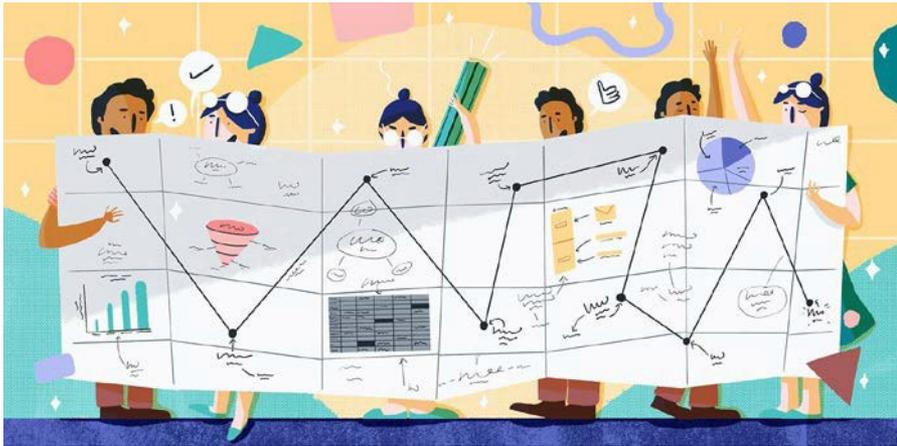
% FT FACULTY



■ CA ■ CE ■ CI ■ CQI ■ CS ■ CT



Your Academic Plan



- Aligned with APD
- Formal mentor
- Key stakeholders' support (PIC, DDD, VP Res, etc.)
- Goals for next 3-5 years (what you *hope* to accomplish)

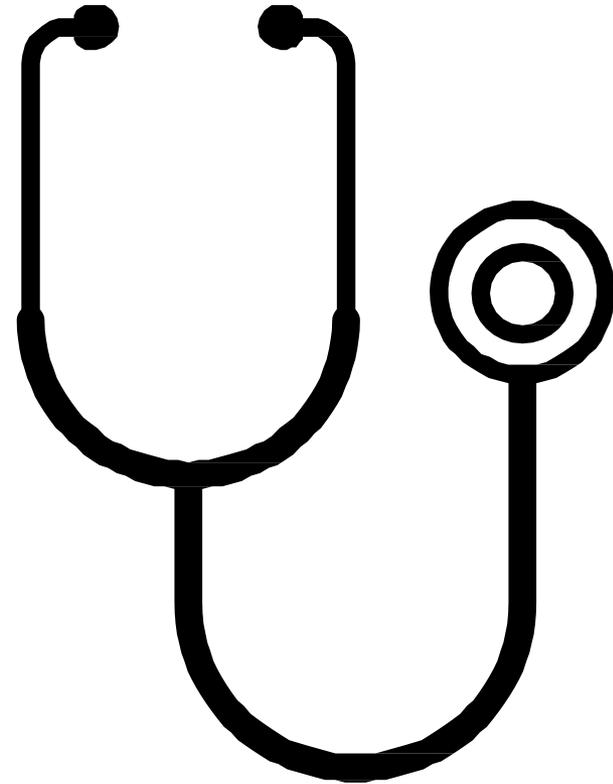
Review again... feasible?

Will be used at continuing faculty appointment review.



You are Members of a Practice Plan (PP)

- PPs pool income/revenue & then redistribute it to support non-remunerative academic activities, e.g., classroom teaching & research
- ~85% \$\$ come from MOH (billings, AFP)
- A *conforming* practice plan must have:
 - Economic mechanisms to support & reward academic activities
 - A *well understood*, transparent, and equitable mechanism for allocating resources to PP members



Your finances are **your responsibility**

- You are NOT an employee of the hospital or the university
- Get advice from an expert re. your finances
- Benefits – check with your PP
- Get disability insurance (OMA)
- Pay taxes (CRA)



Faculty of Medicine Resources

<https://temertymedicine.utoronto.ca/concern-and-grievance-pathways-clinical-md-faculty>

concern-and-grievance-pathways-clinical-md-faculty

Clinical & Faculty Affairs	Suite 204 - 701 Sheppard Ave East
Faculty Appointments >	Toronto, ON M2K 2Z3
Faculty Promotions >	Telephone: (416) 546-1350
	Fax: (647) 349-1870
	E-mail: abrown@nygh.on.ca
Named Chairs and Professorships	
Clinical Affairs >	
Awards >	
Faculty Supports v	
Educational Services and Support	Expand All
Pathways for Faculty Concerns & Grievances	I am concerned about my safety +
Professional Values	I have a concern about the decision made by a University leader +
Social Media Guidelines for Faculty	I feel my academic freedom has been breached +
Wellness Resources for Faculty	I have a concern about another faculty member's research integrity +
Human Resources	I have a concern about another faculty member's professional conduct +
	I have been discriminated against +
	I have been affected by sexual violence and/or sexual harassment +
	The Office of the University Ombudsperson (OUO) +

Clinical Faculty Advocate

- Appointed by TAHSN Medical Staff Associations
- Helps individual physicians interact with administrative & academic leaders, hospitals & the University, in difficult situations.
- Can listen, provide information & advice, help with written submissions, & accompany physicians to meetings

<https://temertymedicine.utoronto.ca/social-media-guidelines-faculty>



Stuff you need to know

- Your UTORid
 - Access to UofT Library
 - My Research (MR)
- How to access & use Web CV
 - username & password
- How to give & receive teaching evaluations
- Which emails to use & why
- How to find online resources for virtual meetings/teaching (ZOOM & MS Teams)
 - <https://act.utoronto.ca/enterprise-video-conferencing-video-meeting-resources/>
- Rules regarding relationships with industry
- Conduct expectations – professional behaviour, interactions with learners



WebCV

Indications for Total Hip and Knee x WELCOME TO THE FACULTY OF M x How to Use WebCV | Department x +

deptmedicine.utoronto.ca/how-use-webcv

Emergency Maps U of T Main A-Z Directory Contact

TEMERTY FACULTY OF MEDICINE >

Medicine UNIVERSITY OF TORONTO

EDUCATION RESEARCH QUALITY & INNOVATION DIVISIONS FACULTY ABOUT US INSULIN 100

FACULTY DIRECTORY

- RECRUITMENT >
- ACADEMIC APPOINTMENTS >
- NEW FACULTY >
- CONTINUING FACULTY APPOINTMENT REVIEW (CFAR) >
- JUNIOR PROMOTION
- ANNUAL FACULTY REVIEW

How to Use WebCV

This page contains the core information on using WebCV.

- [Reports](#)
 - [How To Generate Reports and Extract Data](#)
 - [The CV View](#)
 - [All Activities View](#)
- [FAQs](#)
- [User Guides](#)

Reports

If you aren't registered contact us at dom.academicappointments@utoronto.ca

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Show all

Type here to search

11:09 AM 2021-09-08



My Research (MR)

Indications for Total Hip and Knee x | WELCOME TO THE FACULTY OF x | RAISE | My Research Applications x +

research.utoronto.ca/my-research-system-help-support/project-raise/my-research-applications-agreements-mra-renewal

Home **Menu**

COVID-19 Research & Innovation Updates

Before Engaging in Research

Funding Opportunities

Apply for Funding

My Research System Help & Support

Manage Funding

Research & Innovation Agreements

Partnerships

Inventions, Commercialization & Entrepreneurship

Institutional Strategic Initiatives

Back

Overview

Getting Started on My Research

Login to My Research

My Research Applications & Agreements (MRA)

My Research On Line (MROL)

My Research Animal Protocols (MRAP)

My Research Human Protocols (MRHP)

Project RAISE

SHARE: [Email Icon] [Link Icon]

Role: VPRI Contact

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11:05 AM
2021-09-08



@Email Accounts

- Your hospital email is secure (ok to use for patient care)
- Your UofT email is *not secure (name@utoronto.ca)*
- In order to ensure you receive important & time- sensitive notices to faculty members' @utoronto.ca addresses, ***please forward your @utoronto email to your hospital email account***



Relationships with Industry

- **Acceptable** (*standardized disclosure slide*):
 - Unrestricted educational grants (clear accountability for spending; no strings attached re use)
 - Scientific collaborations
 - Meetings with reps by appointment in your admin office/space (value?)
- **Unacceptable:**
 - Gifts (e.g. dinner, travel, fellowships)
 - Speaking engagements organized by/funded by industry where you do *not* have control of topic, slides, audience
 - Industry reps in clinical space (ONLY if demonstrating equipment use)
 - Providing trainee emails to industry reps
 - Industry reps interacting with residents / trainees *without faculty present* (even then ...)
 - Marketing related work for/with industry, including CME and potentially advisory boards

<https://www.deptmedicine.utoronto.ca/professionalismcode-conduct>



Full-time Faculty Perks



- **Scholarship program for dependants**

<https://future.utoronto.ca/dependants-scholarship-program/>



Expectations of Professional Behaviour

Breaches of professionalism may include:

- Creation of a hostile work environment;
- Harassment, intimidation, discrimination;
- Failure to disclose and manage conflicts of interest;
- Inappropriate conduct with industry;
- Violations of boundaries;
- Failure to fulfill professional duties, incl. supervision;
- Research misconduct.

*Assessed **by DoM** at CFAR, Awards & Senior Promotion*



Faculty Expectations and Code of Conduct

- Standards of Professional Behaviour for Clinical (MD) Faculty (April 2020)



Key Contacts

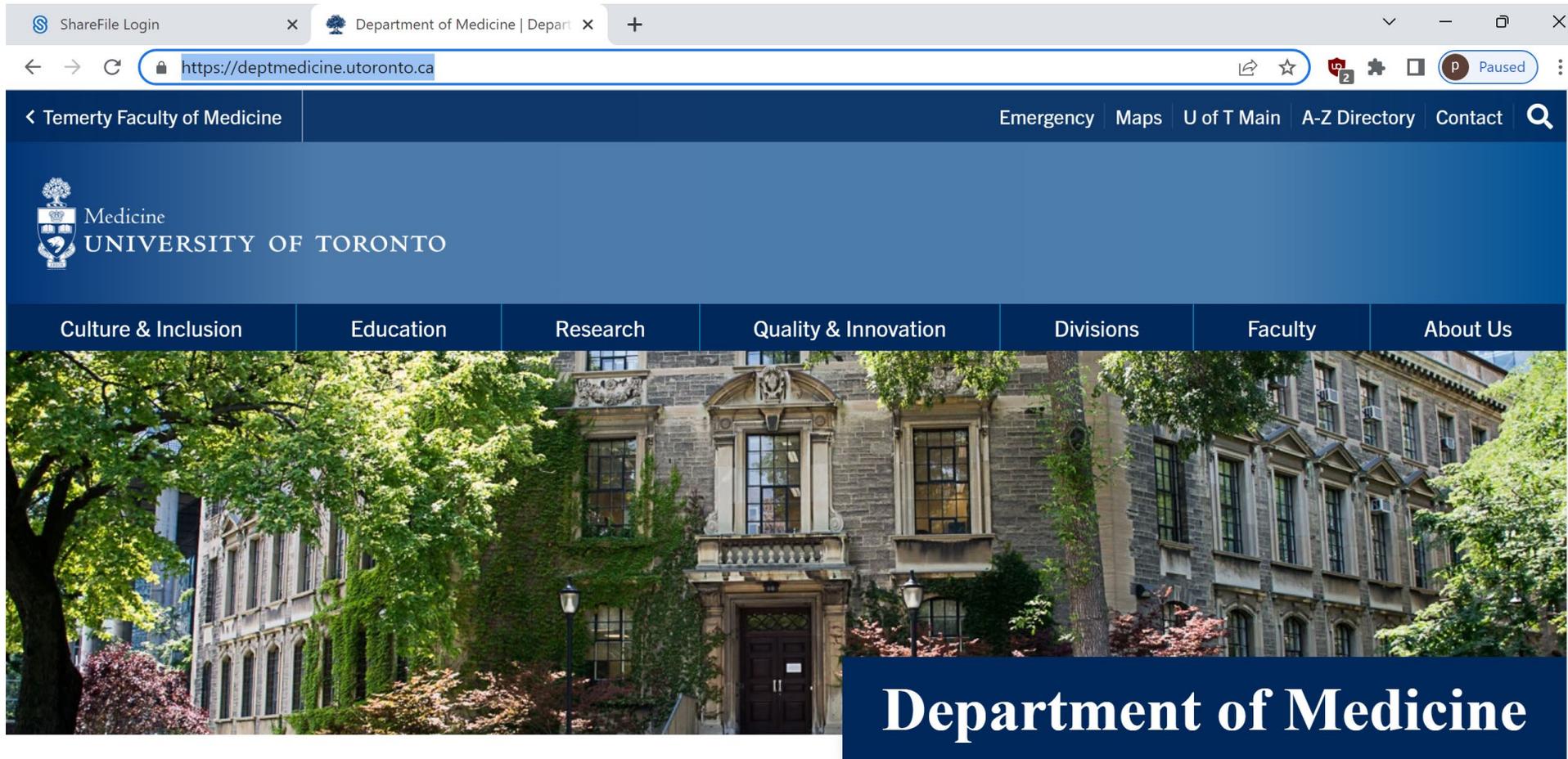
Kim Wilson & Simran Bhamra
Appointments, Junior Promotion & CFAR

dom.academicappts@utoronto.ca
dom.cfar@utoronto.ca



Look here first...

<https://deptmedicine.utoronto.ca>



The image shows a screenshot of a web browser displaying the homepage of the Department of Medicine at the University of Toronto. The browser's address bar shows the URL <https://deptmedicine.utoronto.ca>. The website header is dark blue and includes a navigation menu with links for "Emergency", "Maps", "U of T Main", "A-Z Directory", and "Contact". Below the header is a large banner image of a historic stone building with a central entrance, partially covered in ivy and surrounded by green trees. Overlaid on the bottom right of this banner is a dark blue box with the text "Department of Medicine" in white serif font. A horizontal navigation bar below the banner contains several menu items: "Culture & Inclusion", "Education", "Research", "Quality & Innovation", "Divisions", "Faculty", and "About Us". The University of Toronto logo and the text "Medicine UNIVERSITY OF TORONTO" are positioned on the left side of the banner area.





New Faculty Orientation

THE ACADEMIC LIFE CYCLE & CONTINUING FACULTY APPOINTMENT REVIEW (CFAR)



Our job is to enable you to thrive.



The First Years (the probationary period)

- Irrespective of academic rank at appointment, new faculty appointments are *probationary* for **three to five years**
- Continued appointment beyond this time is contingent upon a successful *Continuing Faculty Appointment Review (CFAR)*



Timing of CFAR

- Must complete a minimum of 3 full years (36 months) on faculty before review
 - Review conducted in Feb-Mar – appointments up to December 31 will be considered finished three years
 - We notify you Sept of the prior year
 - ***No fast tracking!***
- May be delayed if “clock stopped”, e.g., parental leave, illness, COVID

<https://www.deptmedicine.utoronto.ca/process-timeline-and-expectations>

Since 2018: 199 reviews of 190 faculty
- success rate 99%



DoM Check-in at 1.5 Years

(DoM Vice-Chair and/or Chair)

- Academic Plan – are you on track?
- Wellbeing – how are you doing?
- Proactively identify issues
 - Balance of time (time management)
 - Teaching – type, quality, quantity
 - Completion of graduate training / MTP?
 - Research – focus, grants, publications, etc.
 - CPA statement – what is your story?
 - Mentorship



**HERE'S WHAT
WE'RE LOOKING
FOR?**



What are we looking for?

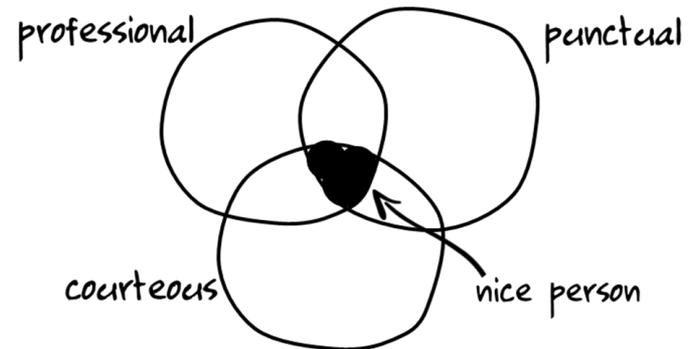
Advancing as expected? If not, why not?

Demonstrated teaching effectiveness?

Behaviour consistent with codes of conduct?

Career Development:

Are we and you doing everything in our collective power to ensure your academic success?



ALL Faculty Members

- **Citizenship**
 - A small division with few CTs may need CS faculty to participate in UGME even though not REQUIRED for CFAR
- **Professional conduct**
 - Consistent with codes of conduct (UofT, CPSO, CMA, etc.)
- **Formal teaching consistent with APD (see website)**
 - Hours per year
 - Level of trainees
- **Informal Teaching consistent with APD – in context of clinical care**
- **Effective teacher striving for excellence**
 - Teaching evaluations – scores and comments
 - Teaching awards



Teaching Effectiveness

Not a hard and fast rule re numbers of evaluations... need enough data to show consistently good teacher across trainee levels as appropriate to APD

If there are *insufficient data*, we may ask Program Director to solicit trainees and/or ask for additional information ... or ask for an additional period of observation (e.g., 6-12 months)



Scholarship

Moving along as per academic plan and expectations of APD

Teachers – demonstration of teaching effectiveness

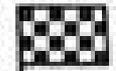
CQI – participating in teaching in QI; engaged in QI projects

CE/CI – demonstration of scholarly output ... generally a publication or two...that would not have happened without you

CS – evidence of potential as a PI (grants submitted, papers published or in press)



Your plan



Rea





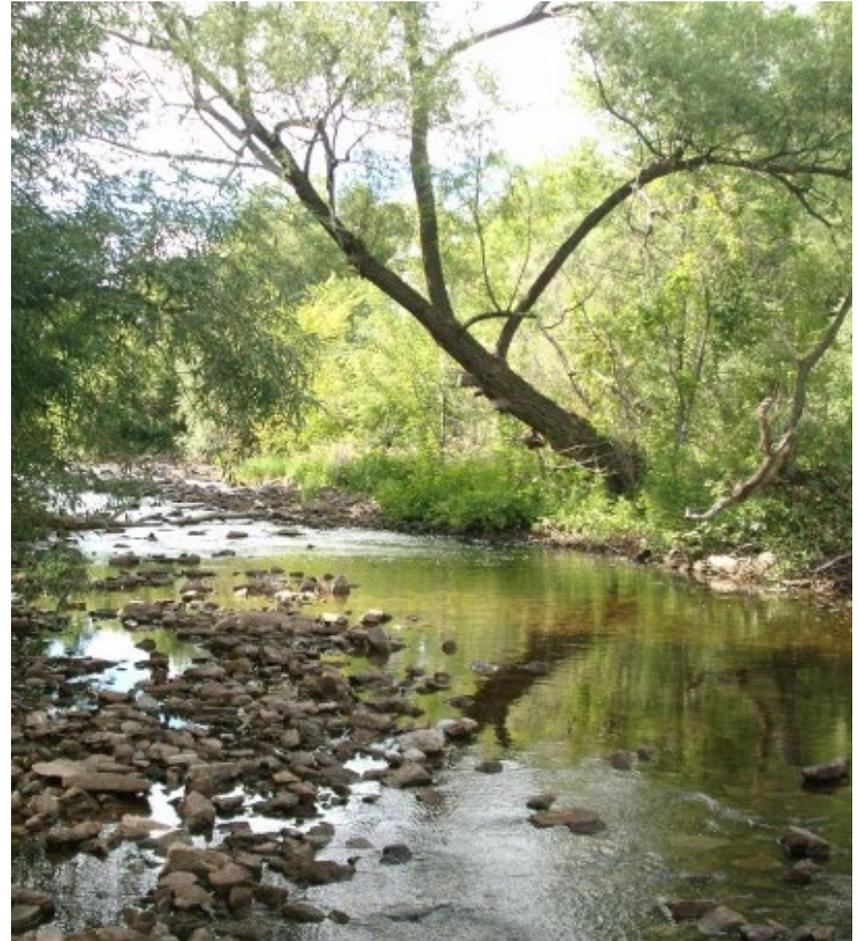
Teaching Essentials

Tina Trinkaus
Lead, Valuing the Clinician Teacher



The Teaching & Learning Climate

We are working to create a community in which all of us—learners, faculty, staff, and patients—can flourish.



Teaching at Different Levels

Pre-clerkship

Clerkship

Post-graduate residents

Post-graduate clinical fellows

Continuous Faculty Development (CPD)

Other health care professionals



CPSO Professional Responsibilities in *Medical Education*

- Supervision of MD Students & Postgraduate Trainees
- Availability of MRP &/or supervisor
- Involvement in in-patient care
- Professional behaviour
- Violence, harassment & discrimination
- Professional relationships/boundaries
- Reporting responsibilities

<https://www.cpso.on.ca/Physicians/Policies-Guidance/Policies/Professional-Responsibilities-in-Medical-Education>



Supporting Teachers & Teaching



*Master Teacher
Program*

*Masters in
Medical Education*



*Stepping Stones &
Education Scholars
Program (ESP)*

OISE
Dalla Lana SPH
Wilson Centre, UHN
Maastricht, UIC, Dundee, etc.

Clinical teaching & learning is about forming strong, trusted relationships between teachers & learners.



IM Accreditation

ROYAL COLLEGE EXTERNAL REVIEW: **NOVEMBER 7-9, 2023**

IM program was put on “intent to withdraw accreditation” in the spring of 2021 if we did not adequately address two major concerns:

Resident feedback
without fear of
retaliation

Attending supervision
to ensure safe, high-
quality care

Optimizing Teaching Effectiveness and the Learner Experience

Department of Medicine, University of Toronto

September 2022

Standard for Supervision of Learners by DoM Physicians

University of Toronto, Department of Medicine

December 2022



Supervision for Optimal Patient Care

- Supervising Physicians must
 - **ALWAYS be identified & available** to assist Learners in providing optimal patient care & be available to speak with Learners *at any time* to discuss changes in patient status & provide urgent review of patients with uncertain clinical presentations.
 - Degree & means of availability (phone, pager, in-person) depends on volume & acuity of patients, types/levels of Learners, time of year – **may require in-person patient assessment after hours**
 - **Adjust their schedules when attending** to ensure residents are *consistently* able to complete their workday **by 6 pm (PARO)**
 - If *for any reason* you cannot be unavailable, designate an eligible **Acting Clinical Supervisor** & ensure Learners are notified / aware.

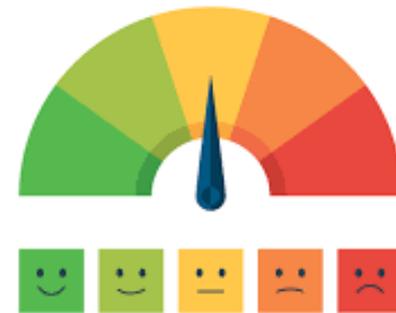
Review these principles with Learners at the beginning of all clinical rotations
Invite questions like: “What can you expect from me?” “What do I expect from you?”



Optimizing Teaching Effectiveness & the Learner Experience

Aims to provide transparency & guidance re how we:

- Prepare, support, and recognize teaching excellence
- What we do with learner feedback & how that has evolved over time
- How faculty can access their evaluations
- What faculty can do if they wish to appeal an evaluation
- How we collaborate with TFOM to ensure the safety & well-being of our learners



<https://www.gse.harvard.edu/news/uk/17/11/making-student-feedback-work>



Expectations – Teaching

(Informal = in context of clinical care; formal = outside of clinical care)

Introduce and Orient

Stating the obvious: learn and use names

Orient to service and expectations

Provide ways to contact MRP, e.g., after hours and on weekends

Be present and available

Provide appropriate level of clinical & procedural supervision to ensure safety in learning and in patient care

Limit other activities (procedures, meetings, etc.) when in-patient attending (consults & ward)

Answer calls / pages promptly



Expectations – Teaching

(Informal = in context of clinical care; formal = outside of clinical care)

Help out when needed

Assume primary care for patients when clinical workload exceeds what learners can safely manage.

Provide constructive, timely feedback

Address learners in difficulty:

Please do so with compassion and understanding. **If you don't know what to do, seek help.**

Follow PARO rules & policies

e.g., duty hour restrictions, end-of-shift/end-of-day dismissal



Evaluations as “Social Capital:”

What’s at stake?

For DoM Leaners

ITARs

EPAs

Specialty CaRMS match

Fellowships

Faculty appointment



For DoM Faculty

Annual Reviews

CFAR

Awards

Merit \$\$

Senior Promotion



Teaching Evaluation Platforms

Postgraduate Web Evaluation and Registration (POWER)

- To evaluate *postgraduate medical residents and fellows*
- Used by trainees to evaluate their supervisors.

MedSIS

- Online system for **Undergraduate Medical Education (UME)** trainees to evaluate their supervisors.

ELENTRA

- For faculty & learners to complete assessments related to PGME **Competency Based Education (CBE)** & for learners to evaluate faculty

On *all* platforms, learners use the **Learner Assessment of Clinical Teachers (LACT)** tool to evaluate teaching in clinical environments.



Giving feedback to teachers - LACT

The teacher/faculty provides **effective clinical teaching** that stimulates learners to build knowledge and skills safely while offering graded responsibility for patient care.

The teacher/faculty created **responsive relationships with effective feedback** to support learner and teacher collegiality, collaboration and co-learning.

The teacher/faculty was a **positive role model** for the learner as a clinician, teacher and professional.

The teacher/faculty created an **effective learning climate** providing clear expectations and balancing learning/teaching/assessments effectively.

OVERALL rating for this teacher/faculty at this site/location/time

https://deptmedicine.utoronto.ca/sites/default/files/lact_paper_eval_v4.pdf



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FACULTY OF MEDICINE

Postgraduate Medical Education

University of Toronto, Department of Medicine
Learner Assessment of Clinical Teacher (LACT)



Medicine
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Seek feedback on your teaching

- TFoM releases teaching evaluations for UME ~ 1x/year, & for PGME 4x/year
- Faculty members emailed & invited to view their TES for the time-period
 - If <3 evaluations during that period, evaluations are held to protect learner anonymity.
- Faculty are expected to review their TES/comments
 - Appeal if you feel the evaluation is retaliatory or otherwise unfair
 - Seek help if consistent pattern of feedback indicating need for improvement



Evaluations

Take the time to evaluate
your learners and give them
time to evaluate you.



Reflections on Giving Feedback

What makes it negative?



What makes it positive?



Feedback fundamentals



Timely

Appropriate setting

Learner self-reflection

5

Feedback – specific, observed, and modifiable behavior

Plan for improvement



Medicine

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Some Challenges with Evaluations...



Not Enough!!!

Must have a minimum of **3 evaluations** to appear for your review.

To supplement above, you can use **MyTE** – accessible via **MyTE.org** (Dr. Esther Bui, Neurology, U of T)



What if I get a horrible evaluation?



Take a moment to reflect:

Does this make sense?

Is it specific enough to act on?

Is it accurate or fair?



Appealing a Teaching Evaluation

- Several legitimate grounds for appeal of scores / comments, e.g., concern re retaliation for critical feedback to a learner, criticizes the rotation not the teacher, clearly meant for a different teacher, etc.
 - DoM will expunge *unprofessional comments* e.g., re sex/gender, race/ethnicity/language, etc.; *low scores without comments* (many other ways to provide feedback!)
- To request an appeal

<https://deptmedicine.utoronto.ca/tes-appeal-form>





New Faculty Orientation

BREAK (10 MINS)



Culture and Inclusion Portfolio

Dr. Umberin Najeeb
Vice Chair Culture &
Inclusion



Objective

- Provide a brief overview of Culture and Inclusion Portfolio in the Department of Medicine (DoM)
- Share resources to facilitate your journey as an early career academic physician



What's with the name?

Organizational Culture:

“The shared patterns of feeling, thinking, talking, and accomplishing that underpin local practice”

Russell Mannion & Huw Davies, 2018



CULTURE

Organizational - shared assumptions and values that bind individuals within an organization

Identity - the power of communal narratives to shape how individuals see themselves within particular cultural worlds

Practice - emphasizes what actually occurs in practice - privileging activity and human-material networks or arrangements

Watling, CJ, Ajjawi, R, Bearman, M. Med Educ. 2020; 54: 289–295



CULTURE

Organizational - shared assumptions and values that bind individuals within an organization – [Dept. of Medicine](#)

Identity - the power of communal narratives to shape how individuals see themselves within particular cultural worlds – [Faculty / Learners](#)

Practice - emphasizes what actually occurs in practice - privileging activity and human-material networks or arrangements – [Clinical & Learning Spaces](#)

Watling, CJ, Ajjawi, R, Bearman, M. Med Educ. 2020; 54: 289–295





Medicine
UNIVERSITY OF TORONTO

Governance and Structure

WELLNESS

MENTORSHIP

EQUITY



WELLNESS: Dr. Simron Singh

MENTORSHIP: Dr. Catherine Yu

EQUITY: Dr. Christine Soong



WELLNESS:

Faculty Lead Valuing Clinician Teacher: Dr. Martina Trinkaus

MENTORSHIP:

Faculty Lead, Late Career Transitions: Dr. Eric Cohen



EARLY CAREER FACULTY REPRESENTATIVES: (advisors)

TBD

EQUITY & MENTORSHIP:

Faculty Lead, Black and Indigenous Resident Application and Mentorship

Program: Dr. Mirielle Norris



My major goal is to advance the department's Culture and Inclusion strategic priorities

To enhance sense of **belonging, fulfillment, and worth** among our faculty – to bring joy back

To create cohesiveness and align the vision and mission of the DoM around the constructs of EDI, mentorship and wellness within our learning and clinical spaces (teaching hospitals)



Culture and Inclusion

Resources and Information on our website:

<https://deptmedicine.utoronto.ca/culture-inclusion>



“It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences.”

Audrey Lorde





Medicine
UNIVERSITY OF TORONTO



simron.singh@sunnybrook.ca

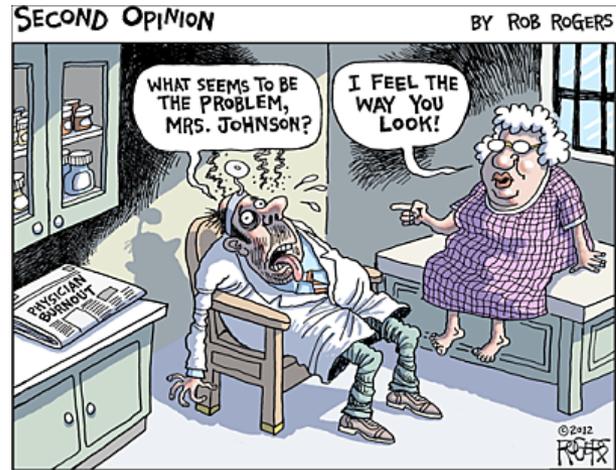
Wellness Orientation for New Faculty
Sept 2023

Wellness: Where to start?

Simron Singh, MD MPH

Faculty Lead, Wellness, Department of Medicine
Provincial Head, Person Centered Care, Ontario Health/Cancer Care Ontario
Executive Burnout Task Force, Ontario Medical Association (OMA)





Being a physician can be detrimental to your health...



What is wellness?

Stress

Joy In Work

Moral Injury

Burnout

Wellness

Resiliency



But I'm just staring my career....

- You are trying to get a career off the ground
- Finances
 - Toronto isn't cheap!
- Young families or starting young families
- Major Sources of stress
 - *Lack of control*
 - *Unpredictability*
 - *Intense sense of responsibility*
 - *Finances and regulations*



**WORK LIFE INTEGRATION IS
SOMETHING YOU NEED TO WORK
ON!!**



The Domains of Well Being

EFFICIENCY OF PRACTICE

- Workplace systems, processes, and practices that promote safety, quality, effectiveness, positive patient and colleague interactions, and work-life balance

CULTURE OF WELLNESS

- Shared values, behaviors, and leadership qualities that prioritize personal and professional growth, community, and compassion for self and others

PERSONAL RESILIENCE

- Individual skills, behaviors, and attitudes that contribute to physical, emotional, and professional well-being



Stanford Professional Fulfillment Model



The ten commandments of physician wellness

- I. Thou shall not expect someone else to reduce your stress.
- II. Though shall not resist change.
- III. Thou shall not take thyself in vain.
- IV. Remember what is holy to thee.
- V. Honor thy limits.
- VI. Thou shall not work alone.
- VII. Thou shall not kill or take it out on others.
- VIII. Thou shall not work harder. Thou shall work smarter.
- IX. Seek to find joy and mastery in thy work.
- X. Thou shall continue to learn.



What can I do?

- Think about your own wellness and how it affects you and your work
 - recognize symptoms of burnout
- Take care of yourself
 - physically and emotionally
- Manage your time
 - guilt of saying no
 - meeting and emails
- Discuss a realistic, manageable workload
- Don't neglect your support system
 - family, friends, other people

9/20/2021



What can I do?

- Take breaks, take your vacations
- Pick your battles
- Talk about how you are feeling
 - peers
 - division heads
 - mentors
 - others
- Give yourself a break
 - We are often our own worst enemies
 - Perfectionism, over-commitment, self-critical
- Try to determine what *fills your bucket* and do it *at least 20% of the time*



We are in this together...

- Talk to each other
 - peer support is important
- Professionalism and civility
- Watch out for social media

- Create a **culture of wellness**



9/20/2021



What are we doing at DOM?

- Wellness lead & committee
- Guidance on email communications, meetings
 - Emailing Wisely
- Webinars, rounds, peer support
 - Early Career Faculty forum
 - Sharing your stories
- Trying to make your life easier with CFAR
- Advocating for you at the institutional and system level
- Creating a culture of wellness and EDI
- Faculty Survey
- Listening....

- *We've got your back....*



Where can I go to ?

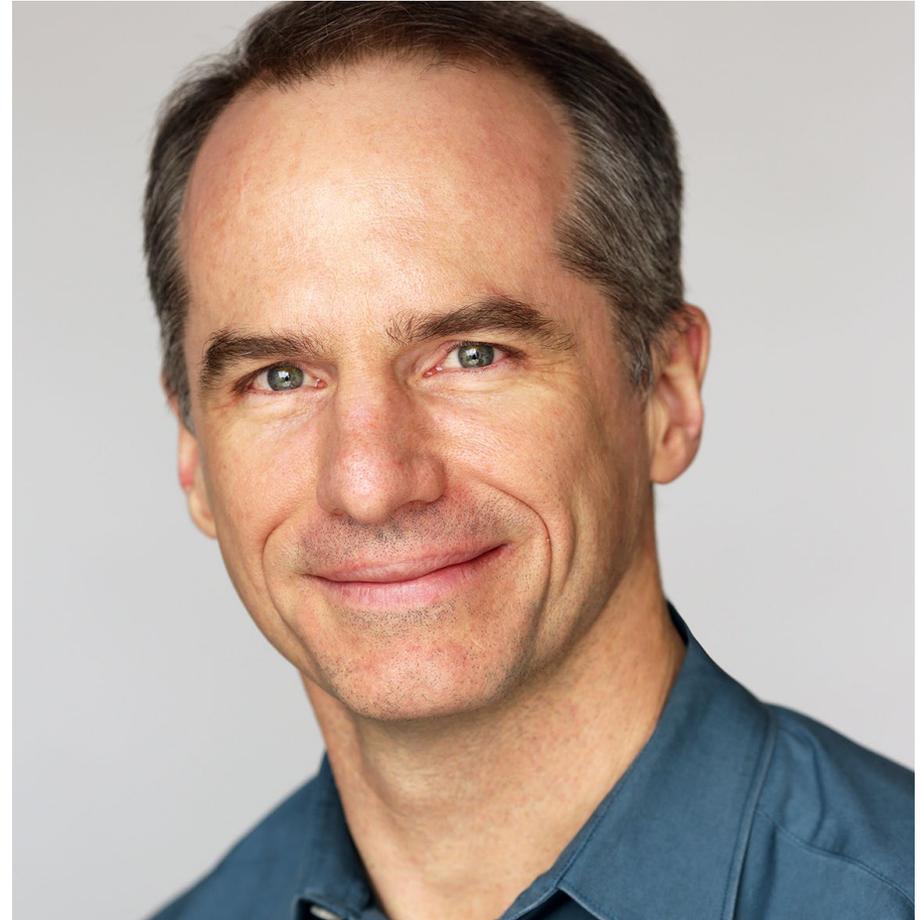
- <https://www.deptmedicine.utoronto.ca/covid-19-wellness-resources-faculty-and-trainees>
- <https://temertymedicine.utoronto.ca/wellness-resources-faculty>
- <https://www.cmpa-acpm.ca/physician-wellness>
- <https://php.oma.org/>





Shaping Your Narrative

Dr. Ed Etchells
Division Head, GIM,
Women's College Hospital



New Faculty Orientation

Move to Groups by Position Description



Group Discussions with Faculty



Our “doors” are open



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