



Mississauga Academy of Medicine  
**UNIVERSITY OF TORONTO**



**Trillium  
Health Partners**  
Better Together

# **UNDERGRADUATE TEACHING**

# **2025-2026**

## **OPPORTUNITIES IN MISSISSAUGA**

As of June 2025

# OVERVIEW

The University of Toronto (U of T) Temerty Faculty of Medicine and its affiliated healthcare institutions share a joint mission of health care education. This joint mission includes the collaborative delivery of the four-year curriculum of the U of T Doctor of Medicine (MD) Program, including interprofessional education, through the four Academies at various clinical and education sites.

The Mississauga Academy of Medicine (MAM) is comprised of an anchor site, Trillium Health Partners (THP), and an associate site, the University of Toronto Mississauga (UTM). THP is a learning organization dedicated to providing high-quality patient-centered care and committed to educating the next generation of physicians and health professionals.

**Teaching in Mississauga:** Physicians and interprofessional team members have many opportunities to participate in a wide range of exciting experiences across multiple teaching locations, including:

- THP sites – Credit Valley Hospital, Mississauga Hospital, Queensway Health Centre
- UTM campus – Terrence Donnelly Health Sciences Complex (TDHSC)
- U of T St. George (UTSG) campus – Medical Sciences Building (MSB)
- Community clinical offices and agencies

By participating in direct teaching to medical learners and providing regular clinical supervision, your support will enhance our collaborative approach to delivering education at THP.

For information on the Years 1 and 2 *Foundations curriculum* or Years 3 and 4 *Clerkship curriculum*:

- [www.md.utoronto.ca/curriculum](http://www.md.utoronto.ca/curriculum)

For teaching support, please refer to the Academic Calendar – a guide to essential aspects of the MD Program:

- <https://md.utoronto.ca/academic-calendar>

## FACULTY APPOINTMENT

We request **physicians who teach medical learners to hold an academic appointment** with their appropriate department at the University of Toronto (U of T). This ensures our site meets accreditation standards and enables the physician to complete learner evaluations.

*Thank you for your support!*

For further information on a U of T faculty appointment, please visit:  
[www.medicine.utoronto.ca/faculty-staff/faculty-appointments-and-promotions](http://www.medicine.utoronto.ca/faculty-staff/faculty-appointments-and-promotions)

The Education Office will facilitate the application process for Trillium Health Partners (THP) physicians. For assistance in obtaining a faculty appointment, please email or call Kim Bradley at [Kim.Bradley@thp.ca](mailto:Kim.Bradley@thp.ca) or 905-848-7580 ext. 1749

Further information can be obtained through the Education Office by emailing: [Carlington.Samules@thp.ca](mailto:Carlington.Samules@thp.ca)

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## DIRECT TEACHING OPPORTUNITIES ACROSS MD PROGRAM

Within each course/year, the content is taught through a number of modalities.

Role	Scheduled Teaching Days	Targeted Recruitment
<b>Case-Based Learning (CBL) Tutor</b> (UTM-based)	Year 1 – Thursday pm Year 2 – Wednesday am	Sub-specialists based on weekly content and Generalists
<b>Clinical Skills Tutor (CS)</b> (Hospital-based and Community Offices)	Year 1 – Friday am Year 2 – Thursday am	Generalists with support from sub-specialists based on weekly content
<b>Health in Community (HC) Tutor</b> (UTM-based)	Year 1 – Tuesday pm Year 2 – Thursday pm	Community-focused clinicians (co-tutor format with a health care professional)
<b>Health Science Research (HSR) Tutor</b> (UTM-based)	Year 2 – Wednesday pm	Physicians and/or health professionals with a focus on research
<b>Portfolio Academy Scholar</b> (Years 1 and 2 - UTM-based) (Years 3 and 4 - Hospital-based)	Year 1 – Monday 3:30-5:30 pm Year 2 – Monday 3:30-5:30 pm Year 3 – Thursday 4-6 pm Year 4 – Thursday 4-6 pm (3 sessions only in early 2026)	Physicians with a skill in engaging trainees and earning their trust, while providing honest and helpful feedback (co-facilitation format with a resident or another physician)
<b>Lecturer</b> (UTM-based)	Year 1 – Monday am/Friday pm Year 2 – Friday am/Wednesday pm	Sub-specialists based on weekly content
<b>Seminar / Workshop Leader</b> (UTM-based)	Years 1 and 2 - Varied	Subject experts based on weekly content
<b>Clerkship Seminars</b>	Years 3 and 4 - Varied and dependent on rotation and specialty	Subject experts



# 2025-26 COURSE BREAKDOWN **YEARS 1 and 2: FOUNDATIONS**

## FOUNDATIONS COURSE OVERVIEW

There are five courses that run throughout the two years:

### **Introduction to Medicine**

11 weeks in Year 1

Introduces basic and social sciences relevant to medicine, cognitive science, clinical skills and community health

### **Concepts, Patients, and Communities 1**

13 weeks in Year 1

Instruction on health and the diagnosis and treatment of disease relevant to all of the body's systems

### **Concepts, Patients and Communities 2**

9 weeks in Year 1

Instruction on health and the diagnosis and treatment of disease relevant to all of the body's systems (cont'd)

### **Concepts, Patients and Communities 3**

16 weeks in Year 2

Instruction on health and the diagnosis and treatment of disease relevant to all of the body's systems (cont'd)

### **Life Cycle**

9 weeks in Year 2

Instruction on health and disease from conception, development, birth, infancy, childhood, adolescence, aging, and for patients who are dying

### **Complexity and Chronicity**

11 weeks in Year 2

Consolidation of the program with emphasis on chronic disease management, and complex problems with preparation for clerkship

### **Director, Year 1 Foundations**

**Dr. Anne McLeod**

### **Director, Year 2 Foundations**

**Dr. James Owen**

### **Foundations Course Directors:**

#### **Dr. Christopher Gilchrist**

Introduction to Medicine– Year 1

#### **Dr. Robert Goldberg**

Concepts, Patients & Communities 1 – Year 1

#### **Dr. Savannah Cardew**

Concepts, Patients & Communities 2 – Year 1

#### **Dr. Evelyn Rozenblyum**

Concepts, Patients & Communities 3 – Year 2

#### **Dr. Jennifer Sy**

Life Cycle – Year 2

#### **Dr. Jordan Goodridge**

Complexity and Chronicity – Year 2

## CASE-BASED LEARNING (CBL)

### Student's Experience of a CBL Case:

This is a virtual patient online module that outlines the case of the week. A group of 8-10 students will go through the CBL module together, without a faculty tutor. The students follow the journey of a patient (or a family) navigating the health care system in the case. They will explore the trigger questions, patient-directed questions, resources, videos, imaging, EMR screenshots, and lab results findings, etc. in the case. In addition, there are around 10-15 questions that the group will have to answer and submit to the faculty tutor by the end of this self-guided group session.

During the week, the students will independently explore the resources (e.g., guidelines, clinical skills videos, etc.) embedded in the CBL module to solidify their understanding.

A few days later, the same group will attend a 2.5-hour CBL session with a faculty tutor (note: each group will have a longitudinal relationship with a few faculty tutors.). The faculty will review the answers with the group, challenge their thinking, answer questions (tutor-guide for the case will be provided by the content experts), and present other similar cases to help the students *transfer* their knowledge to other contexts. The tutors will also identify any confusing or challenging concepts remaining at the end of the session and inform the central teaching team. These concepts will be discussed with students further at a later time in the **Integrated Summary and Application Lecture** (see page 17).

Refer to the following for an example of a virtual case:

<http://emodules.med.utoronto.ca/DCemodules/CBLforTutors/story.html>

### MAM CBL Group Leaders:

Dr. Tara Ahmed  
Dr. Puja Chopra  
Dr. Roarke Copeland  
Dr. Robbie Goldberg  
Dr. Ahmed Hassan  
Dr. Ahmad Muinuddin  
Dr. Anant Murthy  
Dr. Tanzil Rahman  
Dr. Evangeline Seganathy  
Dr. Narendra Chandra Singh  
Dr. Alka Sood  
Dr. Corey Stein

### MAM Foundations Course Coordinator:

Elizabeth Day

## Summary of CBL Years 1 and 2 Teaching Requirements:

<b>Day of the Week:</b>	<b>Year 1:</b> Thursday PM <b>Year 2:</b> Wednesday AM (Sept – May)	<b>Duration and Interval</b>	2.5 hours Weekly
<b>Total # of Tutorials</b>	72 across the two year curriculum		
<b>Faculty Support/ Development</b>	Yes	<b># Tutors Required/Session</b>	6
<b>Assessments</b>	Review of Student Assignment required prior to the CBL session	<b># of Students/Group</b>	9-10
<b>Teacher Qualifications</b>	CBL tutors can be generalists, specialists, or clinician scientists – there is an opportunity for all medical faculty who are interested in teaching through analysis of clinical cases. Generalist physicians from many disciplines may be able to take on more cases to provide longitudinal continuity, but sub-specialists will also provide added support.		



## CLINICAL SKILLS – YEARS 1 AND 2

The Clinical Skills portion of the Integrated Clinical Experience (ICE) component is hospital-based and provides students with instruction on how to take a patient's history and perform physical examinations.

This teaching runs across the first two years of the MD Program.

### Director, Clinical Skills:

Dr. Zia Bismilla

### Associate Director, Clinical Skills:

Dr. Christopher Gilchrist

### Clinical Skills Physician Leads:

#### Year 1:

Dr. Suleman Remtulla (CVH)

Dr. Anu Joneja (MH)

#### Year 2:

Dr. Michelle Kraus (CVH)

Dr. Lori Coman-Wood (MH)

### THP Education Consultants:

René deHooge (CVH)

Paty Callaghan (MH)

## Summary of Clinical Skills Teaching Requirements:

<b>Day of the Week:</b>	<b>Year 1:</b> Friday AM <b>Year 2:</b> Thursday AM	<b>Duration and Interval</b>	4 hours weekly (Sept – May) 8 am–12 noon
<b>Total # of Tutorials</b>	Approximately 33 weeks in Year 1. Approximately 36 weeks in Year 2 taught by generalists, and subspecialties.	<b>Total Teaching Time</b>	Year 1: Approx. 132 hours of teaching encompassing full year - shared commitment between physicians. Year 2: Approx. 144 hours of teaching spread throughout the year – shared commitment.
<b>Faculty Support/ Development</b>	Yes	<b># Tutors Required/ Session</b>	Minimum of 10 across sites for each year
<b>Assessments</b>	Evaluations, Case Reports + OSCE	<b># of Students/Group</b>	Approximately 6
<b>Teacher Qualifications</b>	This teaching opportunity is attractive to generalists – any physician who enjoys teaching the basics will enjoy teaching Clinical Skills. For Year 2, specialists are recruited for sessions requiring content experts, such as Psychiatry, Paediatrics, Geriatrics and Neurology. Many tutors commit to returning year-over-year. Postgraduate medical trainees and Clinical Fellows with program permission can also be recruited as required.		

## ENRICHING EDUCATIONAL EXPERIENCES (EEE)

Students must complete 36 hours in the first 2 years of the MD Program. The experiences include “shadowing”, with at least one experience involving exposure to a designated population. While, at this time, the experience doesn’t have to be organized specifically around a designated population, it must expose the student to a preceptor working with that population in some manner. When students register an experience, they will indicate if it satisfies the “designated population” requirement - these experiences will be student-driven and student-reported.

### **Director, Career Advising System (EEE):**

Dr. Leila Premji

### **Associate Director, Career Advising System (EEE):**

Dr. Stacey Bernstein

### **THP Education Consultants:**

René deHooge (CVH)

Paty Callaghan (MH)

### **Summary of EEE Teaching Requirements:**

<b>Day of the Week:</b>	<b>Year 1:</b> Wednesdays or during other free time <b>Year 2:</b> Tuesdays or during other free time	<b>Duration and Interval</b>	As agreed upon between supervising physician and student
<b>Total # of Tutorials</b>	N/A	<b>Total Teaching Time</b>	Negotiable
<b>Faculty Support/ Development</b>	No	<b># Tutors Required/Session</b>	N/A
<b>Assessments</b>	No	<b># of Students/Group</b>	N/A
<b>Teacher Qualifications</b>	Physician support for accepting observership experiences is required in order to meet the student’s curriculum needs. The location for observerships can be hospital-based or clinic/office-based.		

## ETHICS AND PROFESSIONALISM

The Ethics and Professionalism theme is designed to provide students with the opportunity to grapple with ethical and professional dilemmas drawn from both student and faculty experiences, and the bioethics and professionalism literatures. The teaching for this content runs across Years 1 and 2.

### Faculty Lead:

Dr. Nadia Incardona

### MAM Physician Coordinator:

Dr. Nicholas Blanchette

### MAM Foundations Course Coordinator:

Elizabeth Day

### Summary of Ethics Teaching Requirements:

<b>Day of the Week:</b>	<b>Year 1:</b> Thursday morning or Friday afternoon <b>Year 2:</b> Monday morning or afternoon (Sept – May)	<b>Duration and Interval</b>	1.5 – 3 hours (varied)
<b>Total # of Seminars</b>	<b>Year 1:</b> 4 <b>Year 2:</b> 5	<b>Total Teaching Time</b>	20 hours
<b>Faculty Support/ Development</b>	Yes	<b># Tutors Required/Session</b>	3
<b>Assessments</b>	No	<b># of Students/Group</b>	18
<b>Teacher Qualifications</b>	Sessions are facilitated by two tutors who have an interest/experience in Ethics and Professionalism – a clinical ethicist is paired with a clinician.		

## **FAMILY MEDICINE LONGITUDINAL EXPERIENCE (FMLE) – YEAR 2**

The FMLE provides students an opportunity to experience clinical care in the community-based, primary care setting. Students have the opportunity to participate in the daily activities of a clinic and find out what it's really like to be a family physician, practice and hone their interview and physical examination skills while discovering the incredible options that a future in family medicine offers.

Students participate in six community-based family medicine clinics over a three to four month period. Students are assigned preceptors through a match process, after which the six clinic dates will be arranged and agreed on jointly by the student and preceptor, from a list of dates supplied by the University.

This 2<sup>nd</sup> year course is managed centrally by the Department of Family & Community Medicine (DFCM).

Family Medicine physicians interested in supporting this course should:

- Contact the FMLE Coordinator at [fmle.recruit@utoronto.ca](mailto:fmle.recruit@utoronto.ca); or
- Complete the online application:  
[https://dfcmutorontoca.az1.qualtrics.com/jfe/form/SV\\_0AQ5PjQdLq5qGtn](https://dfcmutorontoca.az1.qualtrics.com/jfe/form/SV_0AQ5PjQdLq5qGtn).

Community preceptors may take up to 4 students per academic year and will receive a stipend per student.

## HEALTH IN COMMUNITY (HC) – YEARS 1 AND 2

HC teaches the fundamental principles of community health. The first part of Year 1 is designed to be foundational, introducing students to the concepts of Social Determinants of Health and familiarizing them with the complexities of health communities. The remainder of year 1 and year 2 curriculum centres on Community Engaged Experiences (CEE) which connect students with community organizations for community-engaged learning experiences. Students will engage in self-directed learning by connecting with community agencies through a central database. There will be required experiences with particular communities as well as a prescribed number of experiences for successful completion. These placements encourage students to participate, observe, contribute and advocate within community organizations.

### HC Course Director:

Dr. Fok-Han Leung

### HC Course Site Coordinator (MAM):

Dr. Wanda Szymonowicz

### MAM Foundations Coordinator:

Frances Rankin

Tutors will connect with students during tutorials checking in on CEE placements that have been completed, assess some of the experiences, as well as guide students in planning additional CEE placements. These sessions are co-tutored with an allied health care professional at UTM.

### Summary of HC Teaching Requirements:

<b>Day of the Week:</b>	<b>Year 1:</b> Tuesday (1:30–4:30 pm) <b>Year 2:</b> Thursday (1:30–4:30 pm) (October – April)	<b>Duration and Interval</b>	<b>Year 1:</b> 3 hours/session <b>Year 2:</b> 3 hours/session
<b>Total # of Tutorials</b>	<b>Year 1:</b> 3 sessions <b>Year 2:</b> 4 sessions	<b>Total Teaching Time</b>	Year 1 = 9 hours Year 2 = 12 hours
<b>Faculty Support/ Development</b>	Yes	<b># Tutors Required/Session</b>	8 physicians + 8 allied health professionals
<b>Assessments</b>	Yes	<b># of Students/Group</b>	7–8
<b>Teacher Qualifications</b>	Physician tutors are community-focused clinicians who are paired as co-tutor with an allied health care professional.		

## HEALTH SCIENCE RESEARCH (HSR) – YEARS 1 AND 2

Health Science Research (HSR) is an introduction to the principles of research, directed at helping students understand and use research to contribute to improving the health of people and populations, including First Nations, Inuit and Metis peoples, in Canada and globally. The HSR component of the MD Program is a two-year component of the Foundations Curriculum. The three major foci are to develop students' understanding of qualitative and quantitative methodologies and techniques; to help them appreciate translational research; and to facilitate their understanding and application of critical appraisal criteria to clinical practice.

Year 1 consists of e-modules and large group sessions on foundational research knowledge. This foundational knowledge will prepare the students for HSR Year 2 where they will have an opportunity to build upon this knowledge and apply research skills to activities through small group tutorials and a longitudinal exercise.

Year 2 is separated into two components: Critical Appraisal and Practicum Exercise. The Practicum Exercise is a longitudinal exercise that allows the student to apply the core research knowledge they learn in the HSR component. This exercise is intended to address a component of the human translational pathway from one of the four Canadian Institutes of Health Research (CIHR) pillars.

MAM HSR Tutors will focus primarily on supporting students with the Practicum Exercise.

The Critical Appraisal portion will be covered in large group sessions. Critical Appraisal teachers are recruited separately.

### HSR Component Director:

Dr. Gwen Jansz

### MAM Foundations Coordinator:

Frances Rankin

### Summary of HSR Teaching Requirements:

<b>Day of the Week:</b>	<b>Year 2:</b> Wednesday 1-3 PM (Sept – Apr)	<b>Duration and Interval</b>	2 hours/session
<b>Total # of Tutorials</b>	<b>Year 2:</b> 2 scheduled tutorials + flexible individual student meetings	<b>Total Time Commitment</b>	Approx. 15 hrs
<b>Faculty Support/ Development</b>	Yes	<b># Tutors Required/Session</b>	6
<b>Assessments</b>	Yes – Evaluations	<b># of Students/Group</b>	10-12
<b>Teacher Qualifications</b>	<ul style="list-style-type: none"> <li>• Must be MD, PhD, or MD/PhD and actively engaged in research</li> <li>• Experience designing and conducting research in real world health</li> <li>• Expertise in an array of quantitative and qualitative search methodologies and biostatistics</li> <li>• A passion for and demonstrated excellence in teaching</li> <li>• Experience supervising/mentoring students</li> <li>• Demonstrated commitment to supporting a welcoming and positive learning environment and foundation in and commitment to addressing issues of diversity, inclusion and equity</li> <li>• Classroom instruction, project marking and experienced, direct mentoring skills are assets</li> </ul>		

## PORTFOLIO - YEARS 1 AND 2

Portfolio offers an opportunity for guided reflection on what students are learning and incorporates frequent, low to moderate stakes assessment exercises, including written tests, clinical skills observations, clinical application exercises, among others. Results of these assessments are gathered by students in a Learner Chart throughout the year, and are regularly reviewed with faculty mentors to ensure students are staying on track, and receiving help where it is needed.

Physicians supporting this course are referred to as Academy Scholars. Academy Scholars will facilitate and guide group discussion about experiences as medical students and will give longitudinal feedback to students. The Scholar is a mentor and advisor to each student on two

occasions during the academic year, to review the Learner Chart compiled by the student, consisting of formal assessments, student's reflections and learning plan related to these assessments. This teaching in Years 1 and 2 takes place at UTM. This is a co-tutor model with residents (Junior Scholars) partnering with the physicians (Senior Scholars).

### **Co-Director, Portfolio, Foundations:**

Dr. Tanvi Agarwal

### **MAM Physician Site Coordinator:**

Dr. Nicholas Blanchette

### **MAM Foundations Coordinator:**

Frances Rankin

### **Summary of Portfolio Requirements:**

<b>Day of the Week:</b>	<b>Year 1:</b> Monday PM <b>Year 2:</b> Monday PM (Sept – May)	<b>Duration and Interval</b>	2 hours for 6 sessions
<b>Total # of Tutorials</b>	6 + 2 individual meetings of 30 minutes/student	<b>Total Teaching Time</b>	Approx. 30 hours/year
<b>Faculty Support/ Development</b>	Yes	<b># Tutors Required/ Session</b>	16/year (co-tutor model w 8 physicians and 8 residents)
<b>Assessments</b>	Yes - Reflections	<b># of Students</b>	Approx. 7-8
<b>Teacher Qualifications</b>	Academy Scholars are respected teachers in their clinical departments, with comfort and skill in engaging trainees and earning their trust, while providing honest and helpful feedback in a supportive fashion. Physician Academy Scholars co-facilitate this teaching with a Junior Scholar (generally a resident).		

## CLINICAL SCORE (CLINICAL SKILL COMPETENCY OBSERVATION, REFLECTION AND EVALUATION) PROGRAM

### Clinical SCORE (Skill Competency Observation, Reflection and Evaluation)

The Clinical SCORE program provides structured assistance to medical students with their clinical skills. Students are identified as either needing clinical skills academic support due to poor performance on assessments in Foundations or Clerkship, an extended leave from the MD program due to participation in the MD/PhD Program or other types of leave of absence, or as part of a formal remediation program.

The Enhanced Clinical Skills tutor is responsible for instructing and assessing MD Program students at their academy assigned to the Clinical SCORE program for formal or informal remediation of clinical skills, which may include history-taking,

physical examination, communication skills, counselling, and technical skills.

#### MAM Physician Lead:

Dr. Nicholas Blanchette

#### Administrative Supports:

Paty Callaghan (MH)

René deHooge (CVH)

### Summary of Requirements:

<b>Students:</b>	Varies, dependent on the nature of referrals and assessment periods (e.g., more after OSCEs). Tutors should expect to work with 3-5 students per academic year.
<b>Session Duration:</b>	Varies, generally 2 hours per student. Tutor can decide if more time is needed with each student.
<b>Session Format:</b>	Each tutor will generally work with one student at a time during each session. Depending on the content, the MD Program can provide a standardized patient to support the teaching and practice
<b>Estimated Prep Time</b>	Varies according to subject area and tutor comfort/experience. Consider half an hour for each session.
<b>Faculty Support/Development</b>	The MD program will provide onboarding material. The MD program faculty lead, clinical SCORE will provide faculty development and support
<b>Travel Time Required</b>	None. Sessions will take place virtually and at academies (if required)
<b>Qualifications</b>	Previous or current teachers of ICE: Clinical Skills 1 or 2 ( or ASCM)



## SEMINARS/WORKSHOPS

### **Clinical Decision-Making workshops (CDM)**

provide active learning opportunities for students to practice applying their knowledge and skills to a variety of clinical cases, reinforce what was covered in the other modalities, and build their clinical decision-making skills.

**Skills-based workshops** assist the students in learning/practicing a specific clinical skill within a clinical context including, when relevant, learning how to communicate about the situation to the patient and family (e.g., ECG workshops, Ultrasound teaching, etc.).

**Longitudinal theme seminars** are led by a faculty or a panel of experts including non-physician experts (e.g., ethics, leadership). Specific information on Ethics and Professionalism is provided below.

### **Summary of Seminar/Workshops Teaching Requirements:**

<b>Day of the Week:</b>	Varies (September – May)	<b>Duration and Interval</b>	2-3 hours Dependent on content requirements
<b>Total # of Seminars</b>	<b>Year 1:</b> 8-10 <b>Year 2:</b> 8-10	<b>Total Teaching Time</b>	Varies
<b>Faculty Support/ Development</b>	Yes	<b># Tutors Required/Session</b>	3
<b>Assessments</b>	No	<b># of Students/Group</b>	20 or smaller
<b>Teacher Qualifications</b>	Seminars/workshops are taught by content experts.		



**Integrative Summary and Application Lecture**

## CONTACTS – YEARS 1 and 2

### MISSISSAUGA ACADEMY OF MEDICINE (MAM) CONTACTS

EDUCATION OFFICE, UTM, TERRENCE DONNELLY HEALTH SCIENCES COMPLEX



**Elizabeth Day**

*Foundations Course Coordinator*

Tel: 905-569-4618

Email: [elizabeth.day@utoronto.ca](mailto:elizabeth.day@utoronto.ca)

**Manages:** CBL, Ethics, Seminars / Workshops, Lectures at UTM



**Frances Rankin**

*Foundations Coordinator*

Tel: 905-569-4602

Email: [frances.rankin@utoronto.ca](mailto:frances.rankin@utoronto.ca)

**Manages:** HC, HSR, Portfolio

For a full list of UTM Mississauga Academy of Medicine staff and their contact information, please visit the University of Toronto Directory: <https://directory.utoronto.ca/>

### HOSPITAL-BASED ADMINISTRATIVE CONTACTS

EDUCATION OFFICE, TRILLIUM HEALTH PARTNERS  
CLINICAL SKILLS 1 & 2



**Paty Callaghan**

*Education Consultant,  
Foundations*

*Mississauga Hospital*

Tel: 437-776-6708

Email: [paty.callaghan@thp.ca](mailto:paty.callaghan@thp.ca)



**René deHooge**

*Education Consultant,  
Foundations*

*Credit Valley Hospital*

Tel: 437-776-6717

Email: [rene.dehooge@thp.ca](mailto:rene.dehooge@thp.ca)

For a full list of THP Education Office staff and their contact information, please visit the thpHUB:

<http://thphub/MedicalEducation/Pages/ContactInformation.aspx>

<http://thphub/MedicalEducation/Pages/ContactInformation.aspx>



# **2025-26 COURSE BREAKDOWN**

## **YEARS 3 and 4: CLERKSHIP**

## TRANSITION TO CLERKSHIP (TTC) COURSE (YEAR 3)

Transition to Clerkship (TTC) is a one-week course that runs at the beginning of clerkship in the third year of the undergraduate medical program. This course assists students in developing the knowledge, skills and attitudes they require to successfully progress from their role as a student to a member of the healthcare team as a clinical clerk.

TTC is delivered for MAM at the Terrence Donnelly Health Science Complex (TDHSC), with clinical days (otherwise known as Academy Days) occurring at THP. Faculty are recruited for all small group learning sessions.

TTC core curriculum activities consist of both large and small group interactive seminars/workshops, and several required online learning modules which include topics on professional relations, poverty and health, and patient safety.

The hospital-based academy days during TTC consist of clinical skills days which provide students an orientation to clinical skills procedures and urgent response. Students are divided into small groups and rotate throughout various stations where specific skills are taught. These skills may include:

- Airway management and NGT placement
- Code Blue & CPR
- Gloving and gowning for the OR
- Infection prevention and control, including sharps handling
- ECGs
- Safe transfers (taught in the Simulation Centre)

### **Course Director:**

Dr. Kien Dang

### **MAM Physician Site Coordinator:**

Dr. Nicholas Blanchette

### **Education Manager:**

Michelle Ardell

## CLERKSHIP TEACHING OPPORTUNITIES (YEARS 3 AND 4)

The Year 3 and 4 curriculum primarily comprises clinical teaching. This allows for numerous opportunities to participate as a supervising physician across many programs. Trillium Health Partners provides over 90% of the 3<sup>rd</sup> year core clerkship teaching for MAM students and creates the opportunity for many elective and selective experiences within the fourth year of clerkship as the medical students prepare for residency. The core clerkship program includes rotations in

Anaesthesia, Emergency Medicine, Family Medicine, Medicine, Mental Health, Obstetrics & Gynecology, Ophthalmology, Otolaryngology, Pediatrics and Surgery. In addition to numerous opportunities to supervise 3<sup>rd</sup> and 4<sup>th</sup> year medical students within their clinical rotations, many programs have direct teaching opportunities within their mandatory curriculum requirements.

The following provides contact information for each of these programs:

Program	U of T Course Director	THP Clerkship Site Supervisor(s)	THP Education Office
<b>Anaesthesia</b>	Dr. Anita Sarmah	Dr. Christopher Flynn Dr. Julian deBacker	Lorraine Ferraro
<b>Emergency Medicine</b>	Dr. Michelle Klaiman	Dr. Michael Cohen Dr. Sarah Stonehocker	Keri Fernandes
<b>Family Medicine</b>	Dr Azi Moaveni, Undergraduate Director and Clerkship Director	Dr. Evangeline Seganathy (MH) Dr. Sahra Gedleh (CVH)	Rania Ayoubi (MH) Carleene Burrell (CVH) Shona Lyons (CVH/ MH)
<b>Medicine</b>	Dr. Luke Devine	Dr. Maryan Graiss Dr. Kulraj Singh	Michelle Antoine
<b>Psychiatry</b>	Dr. Carla Garcia	Dr. Rida Hasmi	Keri Fernandes
<b>Ob-Gyn</b>	Dr. Dini Hui	Dr. Nicole Cohen Dr. Carrie Ferguson	Kay Pantarotto
<b>Ophthalmology</b>	Dr. Jennifer Calafati	Dr. Rahul Sharma	Lorraine Ferraro
<b>Otolaryngology</b>	Dr. Ambrose Lee	Dr. Amandeep Grewal	Lorraine Ferraro
<b>Pediatrics</b>	Dr. Hosanna Au	Dr. Tanvi Agarwal	Kay Pantarotto
<b>Surgery</b>	Dr. Jory Simpson	Dr. Abdollah Behzadi (Lead) Dr. Toby Carnat ( Urology) Dr. Rajesh Chakraverty (Ortho) Dr. Andrew Feifer (Urology) Dr. Alana Hosein (Gen Surgery – CVH) Dr. Sumit Jhas (Neurosurgery) Dr. Ting Zhang (Cardiac) Dr. Behzad Taromi (Ortho) Dr. Adrian McArdle (Plastics) Dr. Ivica Vucemilo (Vascular) Dr. Nathan Zilbert (Gen Surgery – MH)	Lorraine Ferraro

## PORTFOLIO COURSE (YEARS 3 AND 4)

The Portfolio Program in Years 3 and 4 is hospital-based. This course provides structured guidance to medical students in their 3rd and 4th year. The current curriculum is designed to use self-reflection as a means to assisting students with understanding the various experiences through their clinical rotations. Two facilitators are paired together to meet with small groups of 6-9 students to discuss the uncertainties of their new role as a junior clinician – the highs and lows on each rotation; the messages they get from supervisors, patients, and peers.

Sessions take place Thursdays between 4-6 pm.

### Course Co-Director:

Dr. Nirit Bernhard

### Associate Course Director:

Dr. Susanna Talarico

### MAM Physician Site Coordinator:

Dr. Nicholas Blanchette

### MAM Foundations Coordinator:

Frances Rankin

### Summary of Portfolio Years 3 and 4 Teaching Requirements:

<b>Day of the Week:</b>	Thursday afternoon (Sept – June)	<b>Duration and Interval</b>	Year 3 = 2 hours for 6 sessions and 5 hours for 2 sessions  Year 4 = Jan/Feb/Apr = 2 hours for 2 sessions and 5 hours for 1 session
<b>Total # of Tutorials</b>	Year 3: 6 + 2 Individual meetings of 30 minutes/ student  Year 4: 2 + 1 individual meeting of 30 minutes/ student	<b>Total Teaching Time</b>	Year 3 = 14 hours Year 4 = 6 hours
<b>Faculty Support/ Development</b>	Yes	<b># Tutors Required/Session</b>	16 (8 pairs who co-facilitate)
<b>Assessments</b>	Yes - Reflections	<b># of Students/Group</b>	6-7
<b>Teacher Qualifications</b>	Academy Scholars are respected teachers in their clinical departments, with comfort and skill in engaging trainees and earning their trust, while providing honest and helpful feedback in a supportive fashion		

## SIMULATION OPPORTUNITIES

The Simulation Lab is a vital component in the education and training of medical students, residents and health care providers at THP. The Simulation Lab houses a variety of low- to high-fidelity manikins and skill trainers. It is a central resource to support a variety of educational learning objectives ranging from basic clinical skills to advanced, computerized and immersive simulations focusing on teamwork, communication, clinical judgement and crisis resource management.

### Simulation Specialists:

Keith Leung  
Dania Nasser

We offer a number of programs and services including but not limited to:

- Curriculum development
- Facilitator development and debriefing workshops
- In-situ simulations
- Emergency code preparation (Code Blue, Code White, etc.)
- Support simulation research and/or quality initiatives
- Equipment consultation, set-up and loans

For more information, please visit us on the Simulation page on the thpHUB at <https://thphub.thp.ca/MedicalEducation/Pages/Simulation.aspx>. If you'd like to find ways to get involved in simulation education, please contact Keith Leung (Keith.Leung@thp.ca) and/or Dania Nasser (Dania.Nasser@thp.ca).





## EDUCATION OFFICE – TRILLIUM HEALTH PARTNERS HOSPITAL-BASED ADMINISTRATIVE CONTACTS

### EDUCATION PROGRAM CONSULTANTS



**Lorraine Ferraro**  
Education Consultant  
*Anesthesia, Ophthalmology,  
Otolaryngology & Surgery*  
Tel: (647) 960-4659  
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**Shona Lyons**  
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*Family Medicine*  
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**Keith Leung**  
Simulation Specialist and Education  
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**Keri Fernandes**  
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**Michelle Antoine**  
Education Consultant  
*Medicine (including Oncology) &  
Diagnostic Imaging / Radiology*  
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Email: [michelle.antoine@thp.ca](mailto:michelle.antoine@thp.ca)

### CLERKSHIP & POSTGRADUATE EDUCATION CONSULTANTS



**Carleene Burrell**  
Education Consultant  
*Credit Valley FMTU, Family Medicine  
– Credit Valley Hospital*  
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**Rania Ayoubi**  
Education Consultant  
*Trillium-Summerville Family Medicine Teaching  
Unit (FMTU) Family Medicine - Mississauga  
Hospital*  
Tel: (437) 776-6586  
Email: [Rania.Ayoubi@thp.ca](mailto:Rania.Ayoubi@thp.ca)

For a full list of the Education Office staff and their contact information, please visit the thpHUB:

<http://thphub/MedicalEducation/Pages/ContactInformation.aspx>  
<http://thphub/MedicalEducation/Pages/ContactInformation.aspx>





# POSTGRADUATE MEDICAL EDUCATION

THP provides educational experiences for approximately 400 postgraduate trainees, including residents, fellows, and some international trainees.

Our hospital acts as the site for two core family medicine teaching units, along with opportunities for residents to participate in educational experiences within our clinical programs recognized by the Royal College of Physicians and Surgeons of Canada and the College of Family Physicians of Canada. Through our affiliation with U of T, clinical department chairs coordinate training programs for learners and the duration of training varies according to curriculum guidelines and accreditation standards determined by

the respective Colleges. Every rotation at THP is based on personal objectives agreed upon between the supervising physician and the resident.

With clinical training widely distributed amongst our sites, within our community and at our FMTU's, we offer a unique approach to postgraduate medical education and will continue to support the growth of our postgraduate trainees and medical education within our hospital and the community of Mississauga. In addition to clinical supervision of postgraduate trainees, there are also opportunities to deliver formal presentations as part of the family medicine residency academic program.

# INTERPROFESSIONAL EDUCATION

## OPPORTUNITY FOR INVOLVEMENT

Interprofessional education is a worldwide initiative that aims to improve the standards of patient/client care, health provider satisfaction and foster the highest quality of collaborative practice. The skills that students learn as part of this curriculum will enable them to be collaborative practice-ready healthcare professionals.

Guided through the leadership of the Curriculum Portfolio, the IPE Curriculum has seen major developments in the past three years. In the IPE Curriculum, students are able to advance through the developmental levels - Exposure, Immersion and Competence (See U of T IPE Competency Framework) with competencies identified in the

Values and Ethics, Communication and Collaboration constructs. Please visit U of T's CIPE website for more information on current curriculum requirements:

<https://ipe.utoronto.ca/u-t-ipe-curriculum>.

A calendar of all IPE elective offerings can be found on university's Centre for Interprofessional Education website (Link:

<https://www.ipecurriculum.utoronto.ca/>)

If you are interested in facilitating an IPE elective or in creating an IPE elective opportunity for learners, please contact Dr. Cindy Quinton, Physician Lead, IPE & Education Innovation.

# FACULTY DEVELOPMENT

Dr. Areej Shabaz Mississauga Academy of Medicine Physician Lead, Faculty Development, works in collaboration with the education teams at both UTM and Trillium Health Partners to support local planning and implementation of the overall Temerty Medicine strategy for faculty development for teachers and educators involved in academic activities related to the Mississauga Academy of Medicine.

In addition, the Office of Faculty Development, MD Program, offers a variety of opportunities to help medical educators prepare for their teaching roles in the MD Program at the University of Toronto. Medical educators can receive support to assist with development, and delivery of the various components of the Foundations and Clerkship curricula.

To find self-directed learning resources and/or register for in-person education activities, visit the [Office of Faculty Development website](#) . On this website you have access to:

- events (e.g. academy specific workshops, webinars)
- resources (e.g. print material, videos, eLearning modules)

For additional information, please contact the Faculty Development Coordinator at [ofd.md@utoronto.ca](mailto:ofd.md@utoronto.ca), Office of Faculty Development, MD Program, Temerty Faculty of Medicine, University of Toronto.

Website links:

The logo for the Centre for Faculty Development, featuring the text "CENTRE FOR FACULTY DEVELOPMENT" in a blue, sans-serif font, enclosed within a thin blue rectangular border.

CENTRE FOR  
FACULTY  
DEVELOPMENT



MD Program  
UNIVERSITY OF TORONTO

Office of Faculty  
Development

## TEACHING INTEREST

Physician Name (Last, First): \_\_\_\_\_

Program: \_\_\_\_\_

Division: \_\_\_\_\_

Please indicate below which teaching activities you are interested in leading or learning more about:

### MD Program Years 1 and 2 Foundations Curriculum

- ☐ Case-Based Learning (CBL) Tutor – at UTM
- ☐ Clinical Skills (CS) Tutor – in hospital
- ☐ Health in Community (HC) Facilitator – at UTM
- ☐ Health Science Research (HSR) Tutor – at UTM
- ☐ Portfolio Facilitator – at UTM
- ☐ Seminar/Workshop Leader – at UTM
- ☐ Lecturer – at UTM

### MD Program Years 3 and 4 Clerkship

- ☐ Clinical Teaching - preceptor
- ☐ Seminar Lead - in hospital
- ☐ Portfolio Facilitator - in hospital
- ☐ Community Clinic Family Medicine - Preceptor

### THP Education Office (EO)

- ☐ Simulation
- ☐ Interprofessional Education (IPE)
- ☐ Research

### Student Success

- ☐ Canadian Resident Matching Service (CaRMS)
- ☐ Enriching Educational Experience (EEE) aka Shadowing or Observership
- ☐ Mentorship
- ☐ Remediation
- ☐ Examiner (iOSCE, Oral Exams)

- ☐ I would like to book a one-on-one meeting to discuss teaching opportunities (optional).

Please send this completed form to the Director, Mississauga Academy of Medicine:  
Dr. Nicholas Blanchette: [Nicholas.Blanchette@thp.ca](mailto:Nicholas.Blanchette@thp.ca)