

New Faculty Orientation

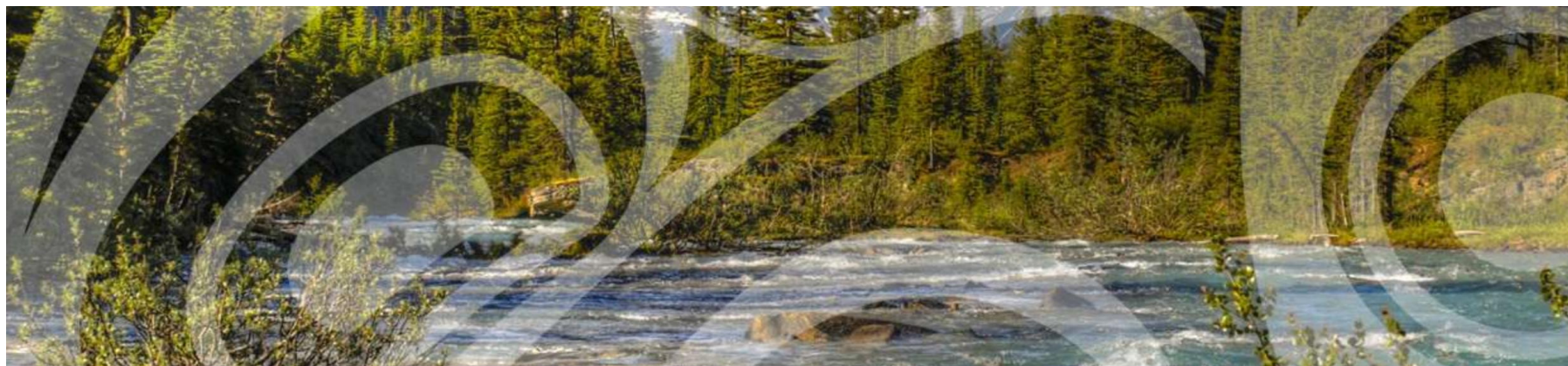
Department of Medicine, Temerty Faculty of Medicine



We recognize that many Indigenous nations have long-standing relationships with the land upon which the DoM works.

We acknowledge our presence on the traditional territory of many Indigenous Nations, including the Mississauga of the Credit, the Anishnaabeg, the Chippewa, the Haudenosaunee, & the Wendat peoples, and that this land remains home to diverse First Nations, Inuit & Metis peoples.

We are grateful to have the opportunity to live, work and gather on these territories.



SAN'YAS ANTI-RACISM INDIGENOUS CULTURAL SAFETY TRAINING PROGRAM



Medicine
UNIVERSITY OF TORONTO



CONGRATULATIONS!







44 new full-time faculty members

Dr. X. Y

(Rank), Division of (Specialty name)

Department of Medicine, (Hospital)

Temerty Faculty of Medicine, University of Toronto



University of Toronto



- #1 ranked medical school in Canada and among the best in the world
- Top training programs
- Best residents



Leverage the brand...



Medicine
UNIVERSITY OF TORONTO



@uoft_dom

@uoftdomchair

- 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>



Medicine
UNIVERSITY OF TORONTO

WCHI
WOMEN'S COLLEGE HOSPITAL
Health care for women | REVOLUTIONIZED

Agenda

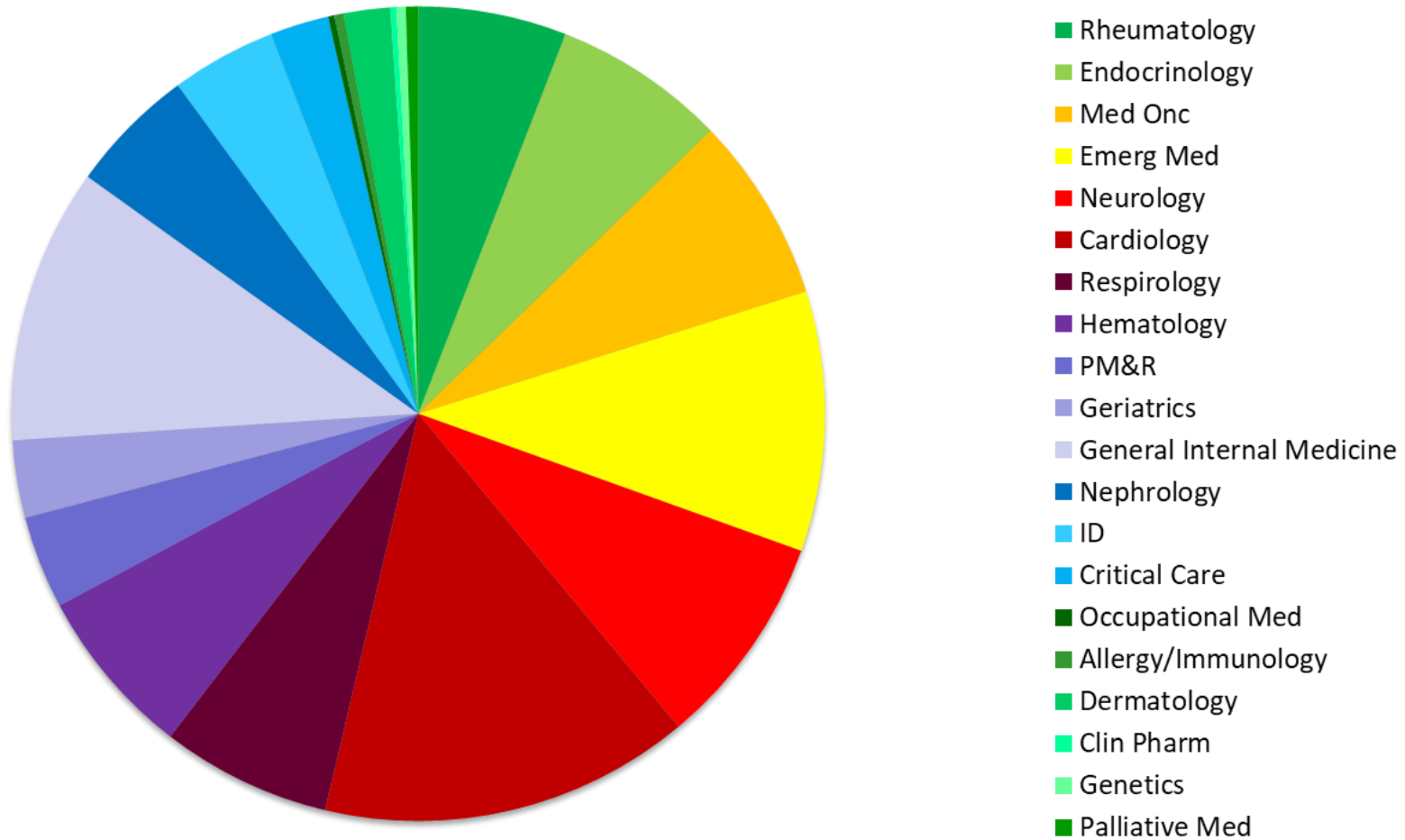
830-915	Welcome to U of T & the DoM – Gillian Hawker <ul style="list-style-type: none">•How things work• Getting registered – UGME/PGME, Web CV, UTORid
915-930	Achieving Professional Fulfillment (Mentorship) – Catherine Yu
930-940	Networking BREAK
940-1010	Teaching Essentials – Arno Kumagai <ul style="list-style-type: none">•Responsibilities of Attending Physicians Supervising Learners•Giving & Receiving feedback
1010-1030	Telling Your Story – Ed Etchells
1030-1050	Academic Life Cycle - Gillian Hawker
1050-1100	Move to Groups by Position Description
1100-1140	Group Discussions by Position Description (Invited Faculty & Vice Chairs) Ed Etchells to serve as VC QI - CQIs Mike Farkouh – CI & CS separately Arno Kumagai – CT & CE separately
1140-1150	Achieving Balance & Wellbeing – Simron Singh
1150-1200	Closing - Hawker



The department of medicine... in a nutshell



> 900 full time faculty (41%♀)



~27% Temerty FoM



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*)



Responsibilities of a Physician

Well-being of the patient first

Treats the patient with dignity / respect

Provide appropriate care even when cure no longer possible (physical comfort, spiritual & psychosocial support)

Consider the well-being of society in matters affecting health

Practise competently, with integrity & without impairment

Engage in lifelong learning

Resist any influence that could undermine your professional integrity

Contribute to the development of the medical profession through clinical practice, research, teaching, administration or advocating on behalf of the profession or the public

Refuse to participate in / support practices that violate human rights

Promote and maintain your own health and wellbeing



Faculty Expectations and Code of Conduct

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

CPSO's Professional Responsibilities in Medical Education
(June 2021)

Will be sent to you today for review & agreement



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*



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.



Inclusive Excellence

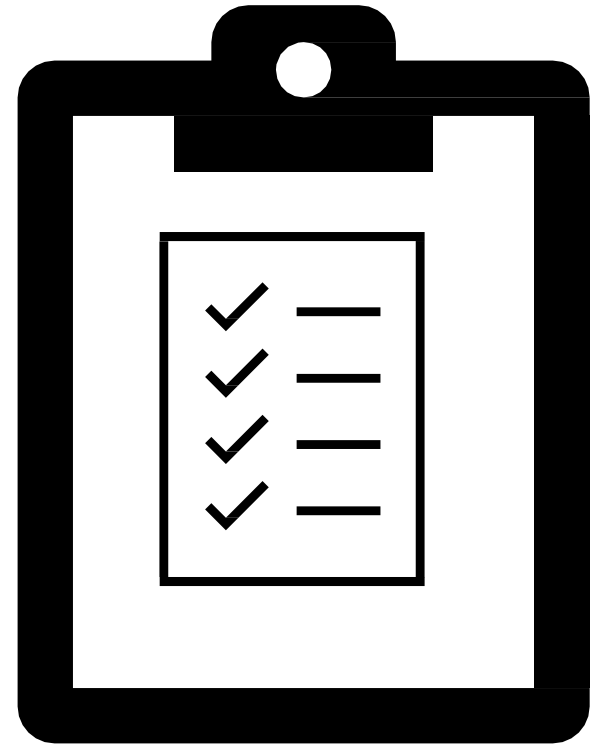
“Diversity and Inclusion Excellence are means to emerge as an Equity-Minded AHC...once an AHC has achieved the 3rd dimension, they will have achieved Excellence.”



Self-Identity

2019 Faculty Survey, n=419, 54% response rate

- 85% heterosexual
- 64% care for dependents
- 30% equity-deserving groups
- 12% living with a disability
- 21% lower/lower-middle income till age 16



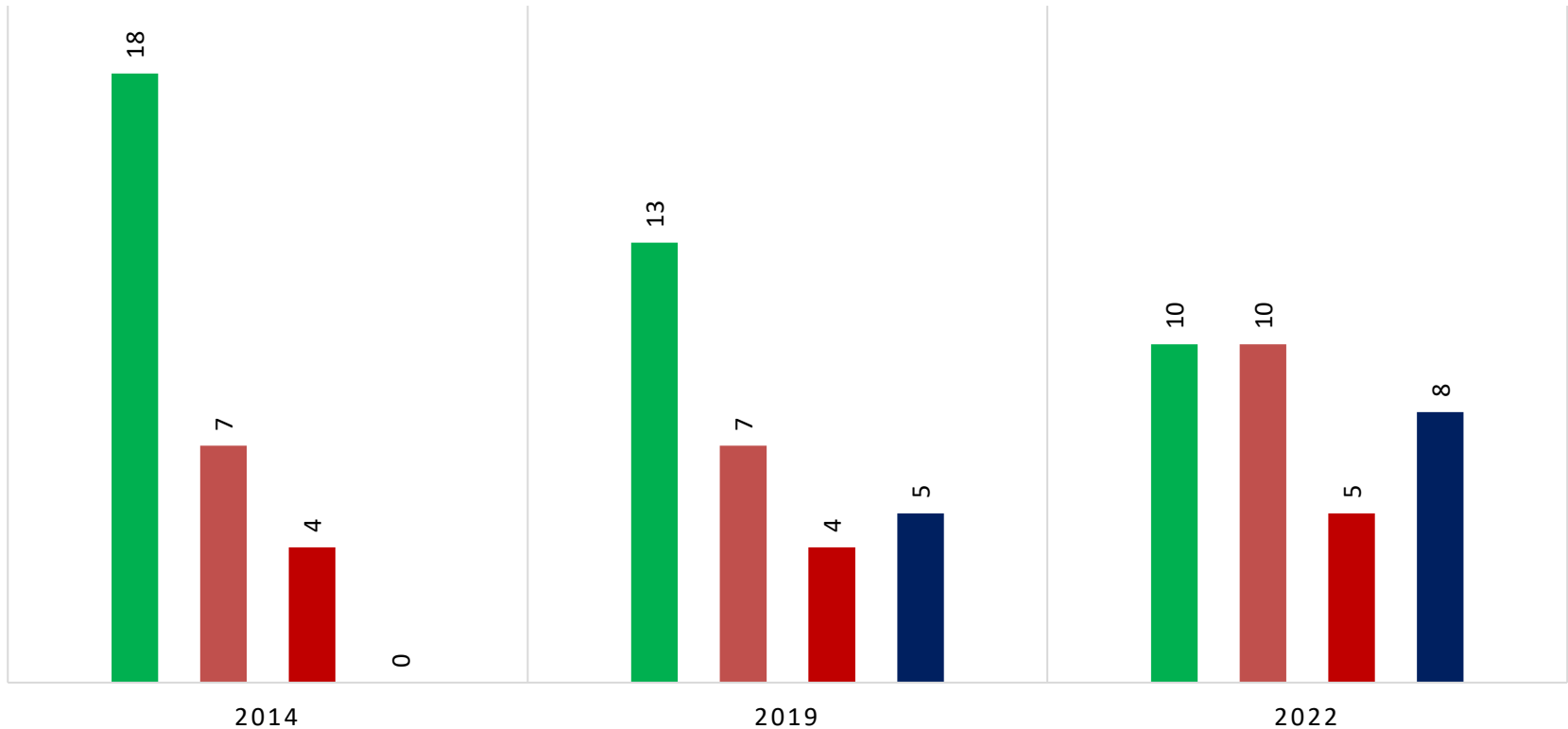
Self Identification Survey-2021



Departmental Executive Committee

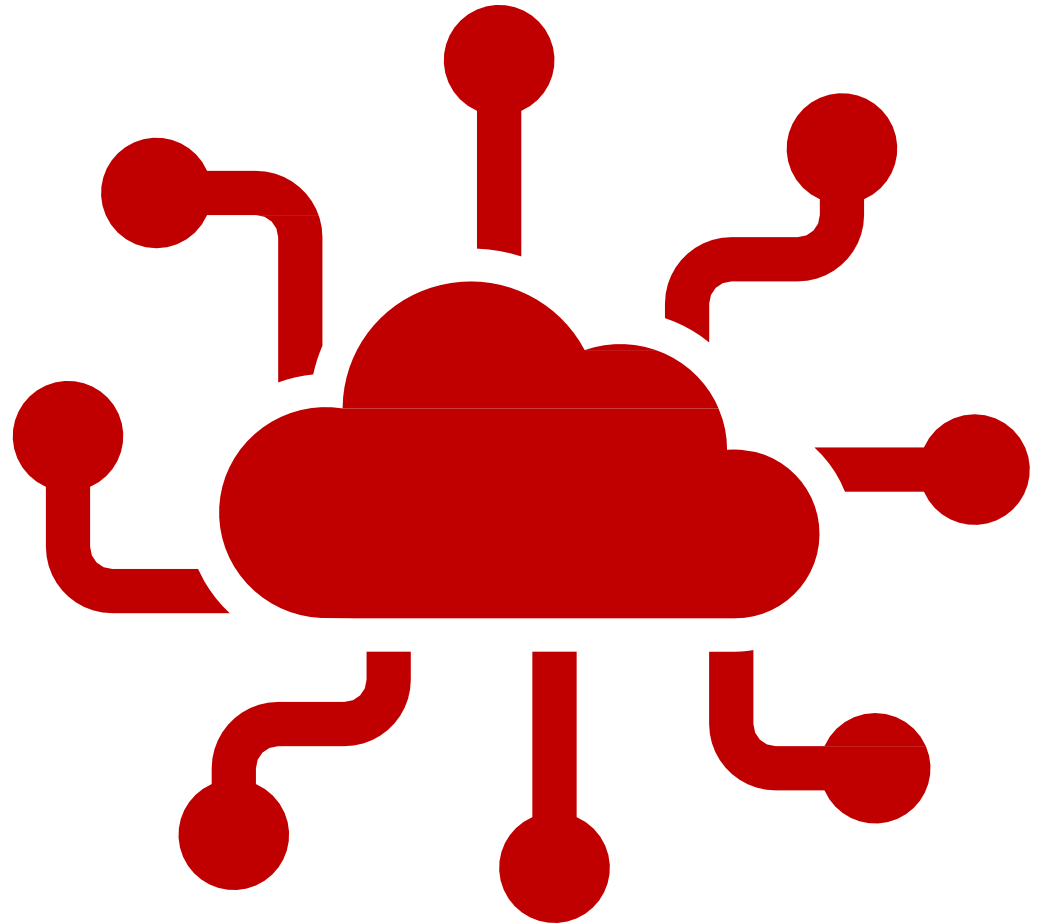
NUMBER OF LEADERS BY URM/ORM STATUS

Male ORM Female ORM Male URM Female URM



How things work

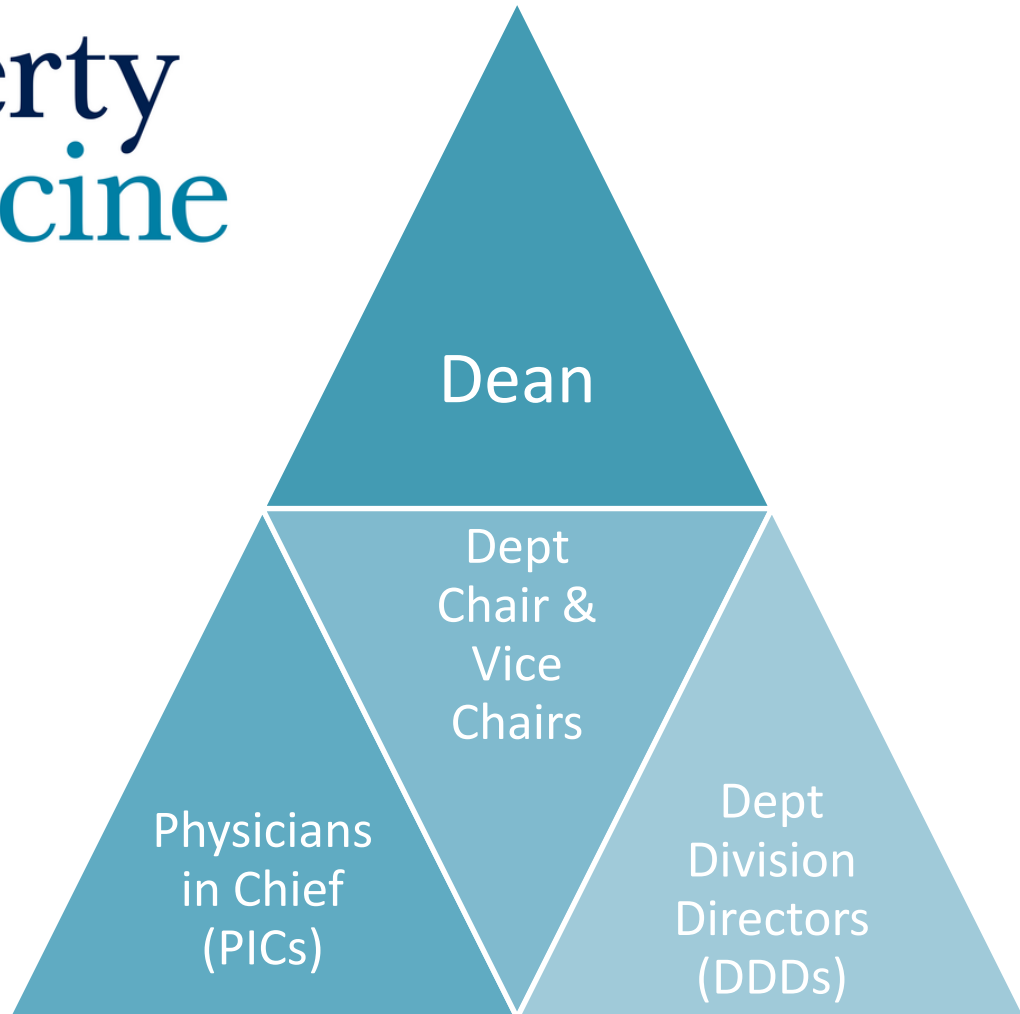
New Faculty Orientation



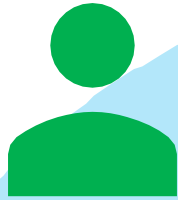
Temerty Medicine



Toronto Academic
Health Sciences
Network



Vice Chairs



Culture & Inclusion

Education

A. Kumagai



Sarah.jung@utoronto.ca

Research

M. Farkouh



Quality & Innovation

K. Shojania



Kristian Galberg

dom.research@utoronto.ca



Christian.base@utoronto.ca



PICs / EM Chief



Sharon Straus
Unity/ St. Michael's



Paula Harvey
Women's College



Kathryn Tinckam
UHN



Anil Chopra
Emergency Medicine



Michelle Hladunewich
Sunnybrook



Gary Naglie
Baycrest



Chaim Bell
Sinai Health System



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



Graduate Appointments

Required for teaching/supervision in the School of Graduate Studies (SGS)

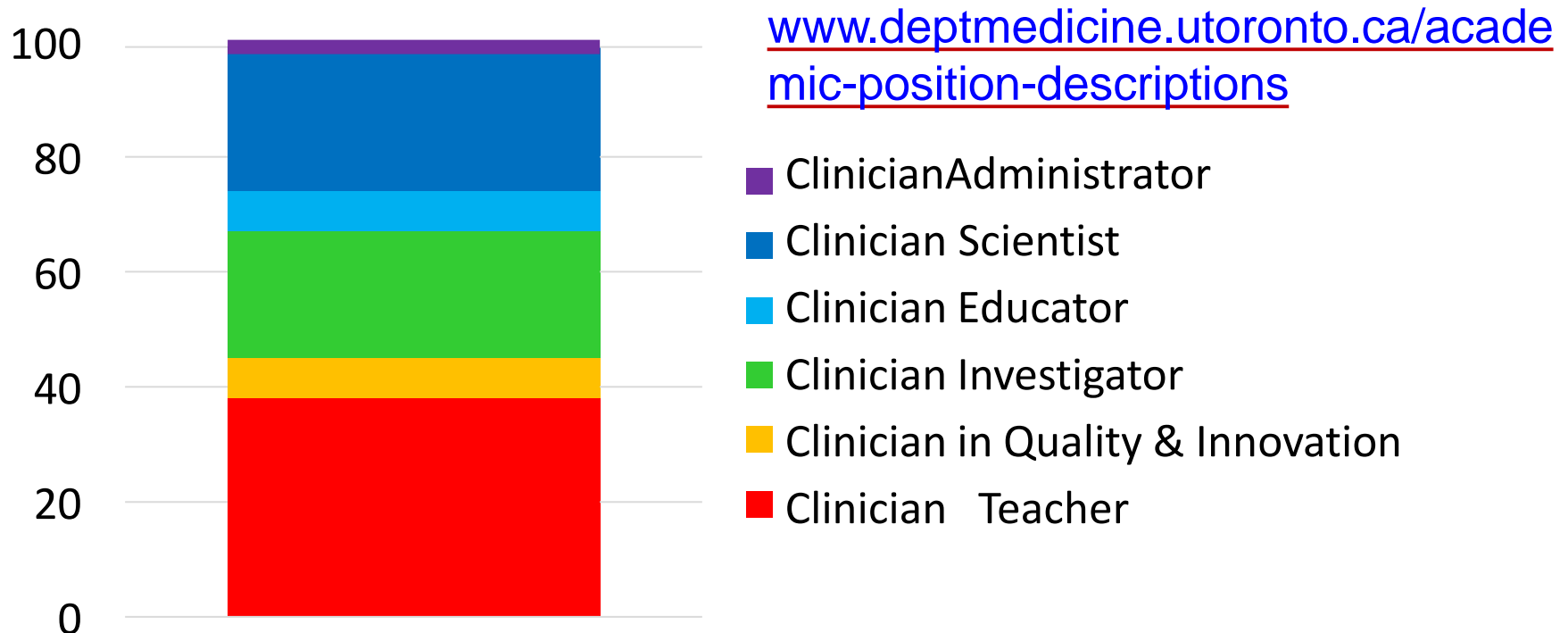
- Wilson Centre for Research in Education
- Institute for Medical Sciences (IMS) in Faculty of Medicine
 - Basic & Translational Sciences
- Institute for Health Policy, Management & Evaluation (IHPME) @ Dalla Lana School of Public Health
 - Clinical Epidemiology & Health Care Research
 - Quality Improvement & Patient Safety

<https://www.deptmedicine.utoronto.ca/graduate-appointments>



Academic Position Description (APD)

- Department specific & required for all full-time faculty
- Outline % time & type of scholarship, teaching (formal and informal), clinical activities & administrative service



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)*



Your Academic Plan



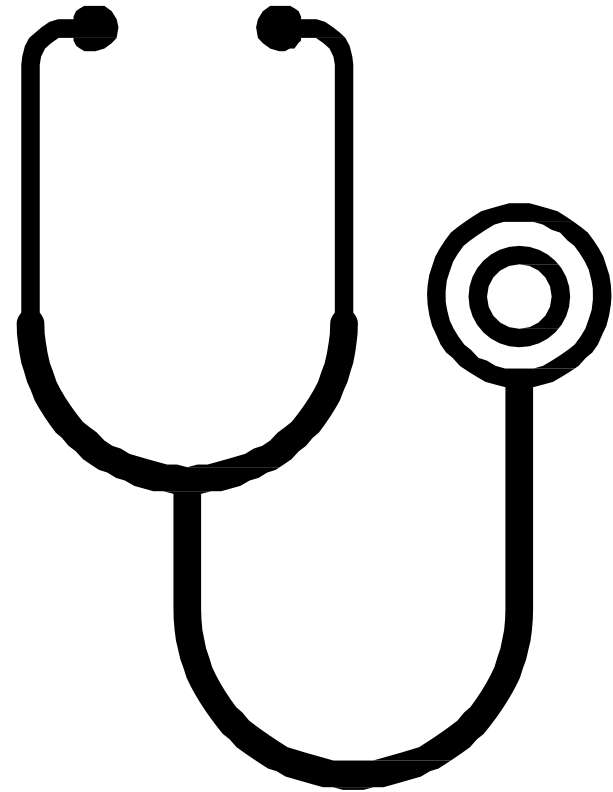
- Academic Position Description
- Formal mentor
- Key stakeholders' support (PIC, DDD, VP Res, etc.)
- Roles & responsibilities for next 3-5 years
- Goals for next 3-5 years (what you *hope* to accomplish by CFAR)

Look again... is it feasible?



You are Members of a Practice Plan (PP)

- PPs support clinical faculty economically to achieve their academic goals without the constraints of competitive and financially-unrestricted clinical practice
- 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



Key Contacts



Kerri Bailey kerri.bailey@utoronto.ca
Business & Admin Director, DOM
\$\$\$

Kim Wilson & Rehnuma Rahman
Appointments, Junior Promotion & CFAR
dom.academicappts@utoronto.ca
dom.cfar@utoronto.ca





Rose Langford

- Chair's Admin dom.chair@utoronto.ca

???

- Senior Promotion dom.srpromotion@utoronto.ca
- Culture & Inclusion dom.cultureandinclusion@utoronto.ca



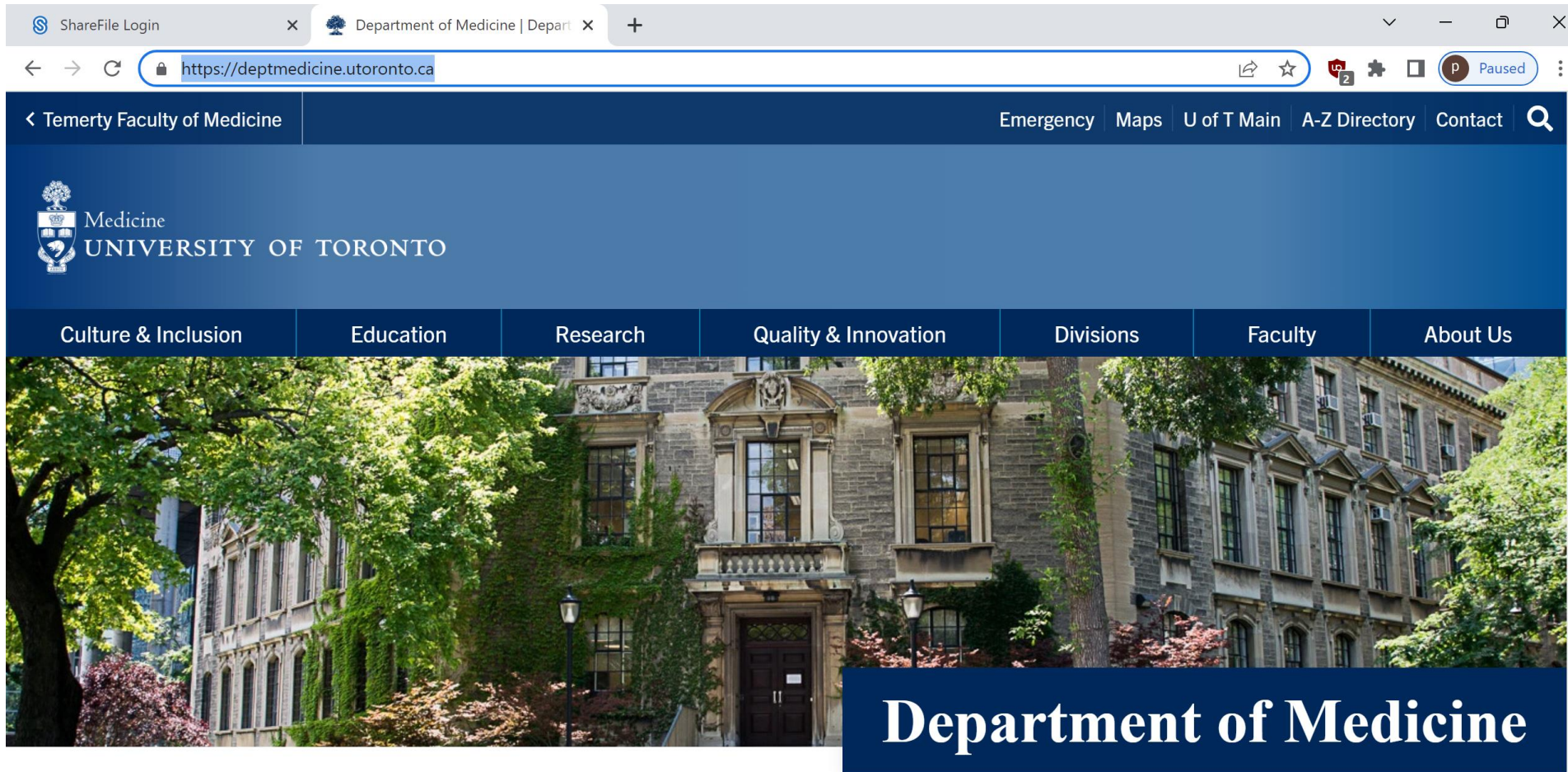
Taryn Welch

- Communications (website, newsletters, media)
dom.communications@utoronto.ca



Look here first...

<https://deptmedicine.utoronto.ca>

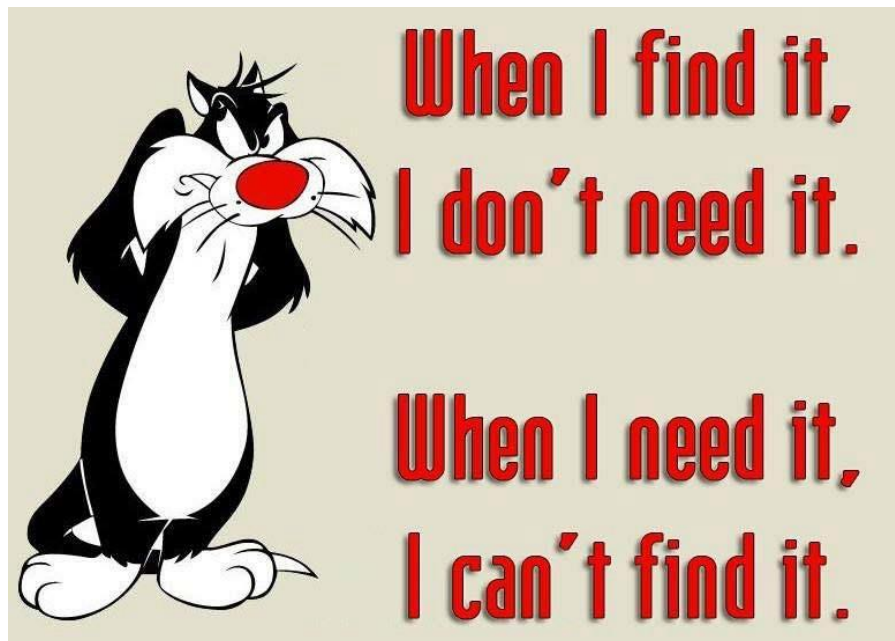


The screenshot shows a web browser window with the URL <https://deptmedicine.utoronto.ca>. The page features a dark blue header with navigation links: < Temerty Faculty of Medicine, Emergency, Maps, U of T Main, A-Z Directory, and Contact. Below the header is the University of Toronto Medicine logo. A horizontal menu contains links for Culture & Inclusion, Education, Research, Quality & Innovation, Divisions, Faculty, and About Us. The main content area displays a photograph of a historic stone building with a central entrance, partially covered in ivy and surrounded by green trees. A dark blue banner at the bottom right of the image contains the text "Department of Medicine" in white serif font.

Online Resources

- Online resources for virtual meetings/teaching (ZOOM & MS Teams) -
<https://act.utoronto.ca/enterprise-video-conferencing-video-meeting-resources/>
- UofT Library (access via UTORid)
- Web CV (access via username & password)





If you forget / can't find, contact
dom.academicappointments@utoronto.ca



WebCV

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](#)

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

Reports

Web CV Onboarding

First Name	Last Name	CV Received Date
Abi	Vijenthira	25-Jul-22
Jonathan	Mong	13-Jul-22
Stephanie	Lee	04-Jul-22
Lisa	Alexander	14-Jun-22
Danielle	Massarella	08-Jun-22
Evelyn Ning Man	Cheung	07-Jun-22
Natasha	Aleksova	27-May-22
Lisa	Dubrofsky	27-May-22
Jennifer	Rabin	20-May-22
Gita	Bhat	19-Apr-22
Jenna	Spring	06-Apr-22
Gillian	Spiegle	22-Feb-22
Elmar	Jaeckel	14-Feb-22
Calvin	Ke	11-Feb-22
Igor	Novitzky-Basso	08-Feb-22



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** **Back**

- 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
- Equity, Diversity & Inclusion

- 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] [Link]

Role: VPRI Contact

wzdu53 (1).exe

Show all x

Type here to search



@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***



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)
- ***Start saving for retirement now***



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>



Faculty Perks



- **Scholarship program for dependants**

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





The Culture & Inclusion Team



Simron Singh, Wellness
Catherine Yu, Mentorship
Umberin Najeeb, EDI



Alanna Weisman, Early Faculty Lead
Bourne Auguste, Early Faculty Lead
Eric Cohen, Late Career Transition



Mireille Norris, Diversity Pathways
Arno Kumagai, Humanism in Medicine
Tina Trinkas, Valuing the Clinician Teacher



Early Faculty Leads *DoM Executive Committee*



Bourne Auguste
CQI Nephrology SBK



Alanna Weisman
CS Endocrinology Sinai

Early Faculty Town Hall



October 7th, 2022

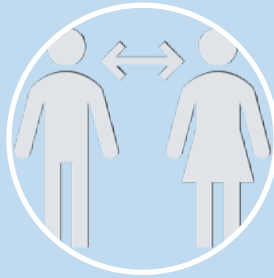


Culture & Inclusion @ DoM



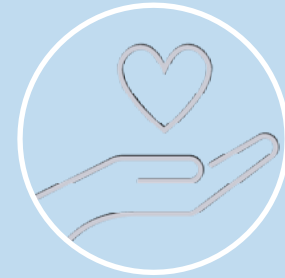
Excellence through
Equity

U. Najeeb



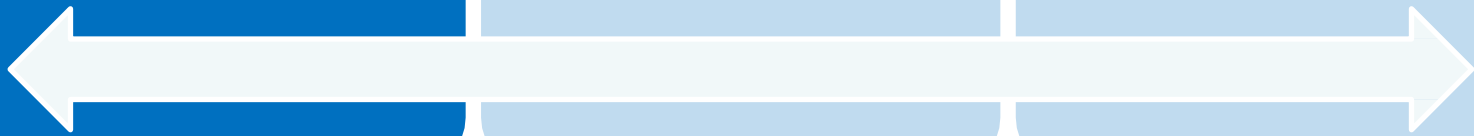
Achieving Professional
Fulfillment
(*Mentorship*)

C. Yu

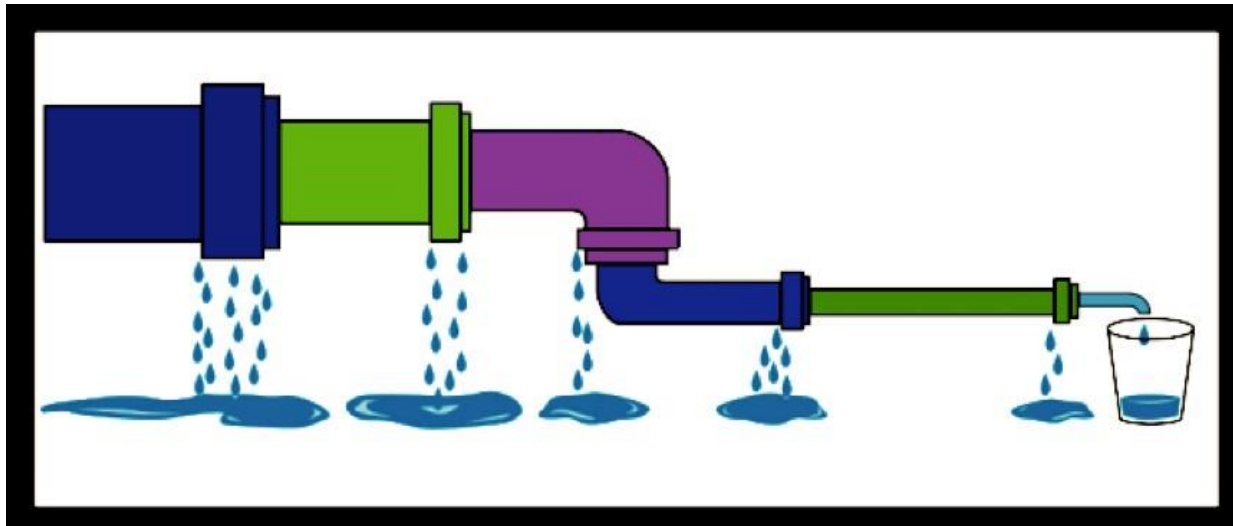


Achieving Balance &
Wellbeing

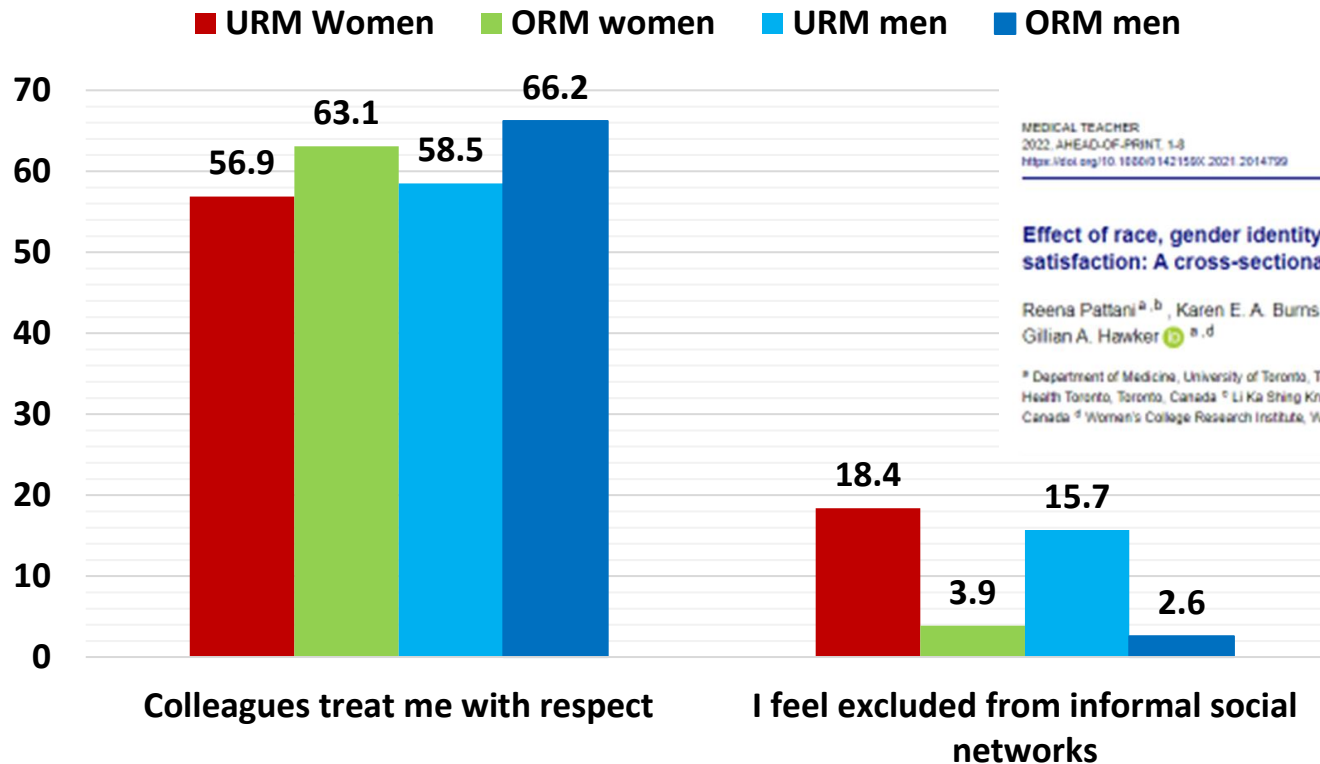
S. Singh



Why does EDI matter?



Proportion of Respondents that Strongly Agreed With the Statement by Gender Identity and Race (2019 DoM Faculty Survey)



MEDICAL TEACHER
2022, AHEAD-OF-PRINT, 1-8
<https://doi.org/10.1080/0142150X.2021.2014799>



Effect of race, gender identity, and their intersection on career satisfaction: A cross-sectional survey of academic physicians

Reena Pattani^{a, b}, Karen E. A. Burns^{a, b, c}, Edmund Lorens^a, Sharon E. Straus^{a, b, c}, and Gillian A. Hawker^{a, d}

^a Department of Medicine, University of Toronto, Toronto, Canada ^b Department of Medicine, St. Michael's Hospital, Unity Health Toronto, Toronto, Canada ^c Li Ka Shing Knowledge Institute, St. Michael's Hospital, Unity Health Toronto, Toronto, Canada ^d Women's College Research Institute, Women's College Hospital, Toronto, Canada

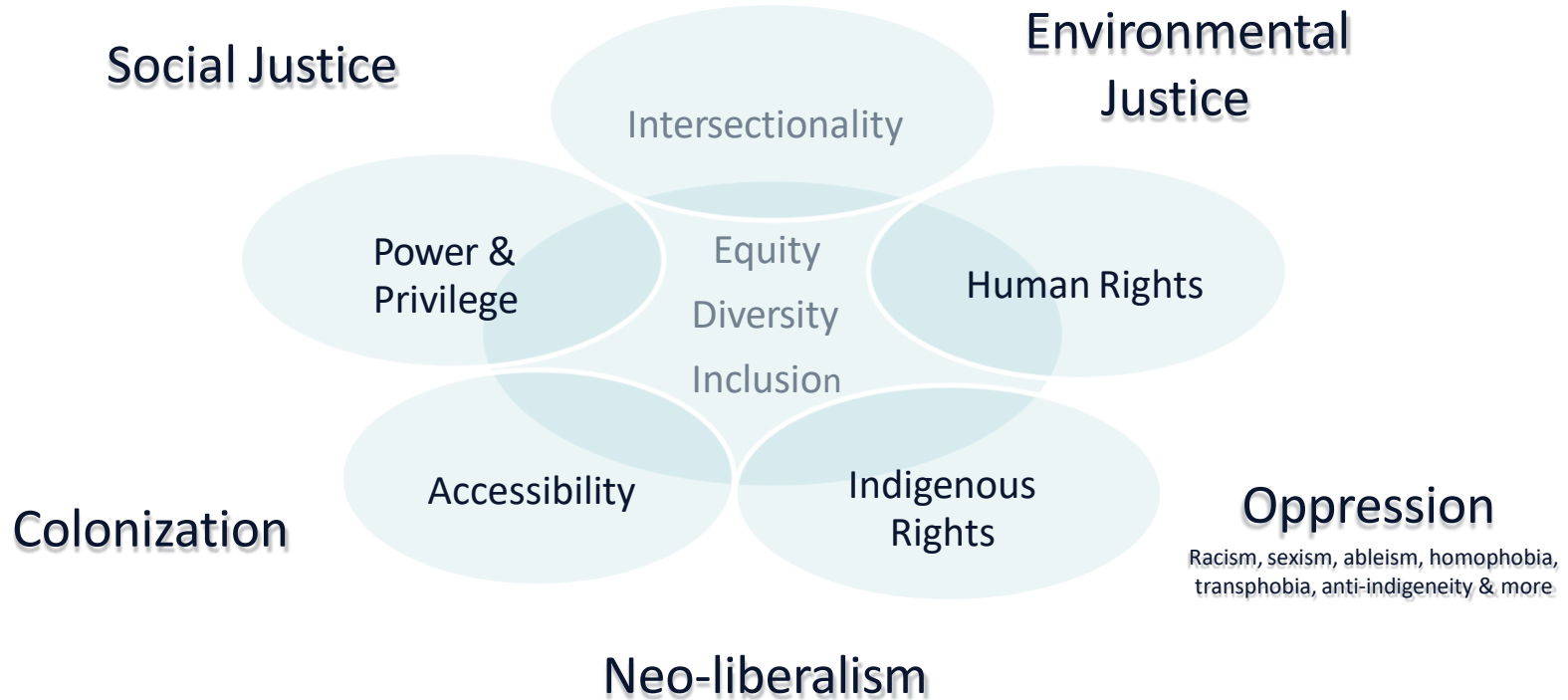
URM = under-represented in medicine
ORM = traditionally over-represented in medicine



Medicine
UNIVERSITY OF TORONTO

Dr. Reena Pattani, Director of Learner Experience, Temerty Faculty of Medicine

Going Beyond “EDI”



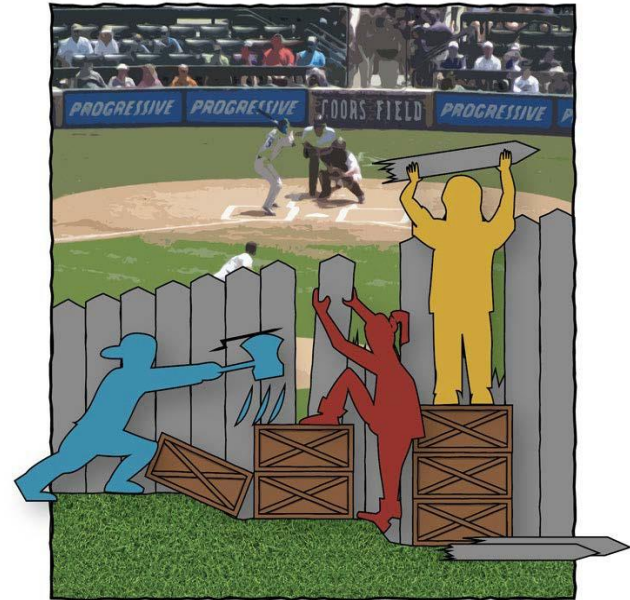
Equality



Equity



JUSTICE



Source: <https://ces101fall2018.wordpress.com/2018/09/10/equity-versus-equality-triple-participation/>



Unconscious Bias

- An implicit attitude, stereotype, motivation or assumption that can occur without one's knowledge, control or intention.
- Affects everyone, irrespective of gender, race, religion
 - Examples: gender bias, racial bias, ageism
- Impacts:
 - Recruitment & promotion
 - Physician wellbeing & career satisfaction
 - Faculty engagement
 - Learner experiences



TYPES OF UNCONSCIOUS BIAS



Affinity Bias

Feeling a connection to those similar to us



Perception Bias

Stereotypes and assumptions about different groups



Halo Effect

Projecting positive qualities onto people without actually knowing them



Confirmation Bias

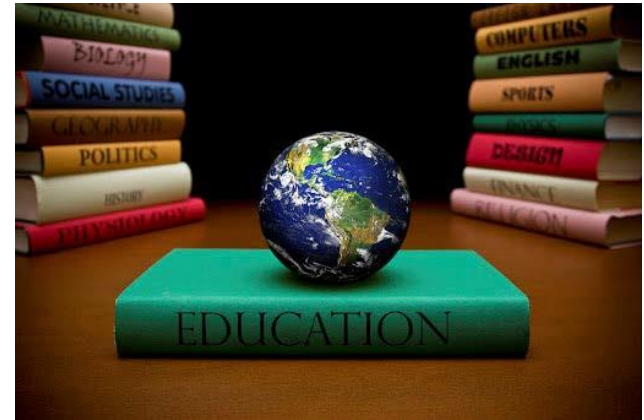
Looking to confirm our own opinions and pre-existing ideas.



What resources are available?

Education Resources and Glossary of terms to enhance knowledge of:

- health equity
- forms of discrimination /oppression



<https://deptmedicine.utoronto.ca/educational-resources-anti-racism>

<https://deptmedicine.utoronto.ca/glossary-terms-equity-diversity-inclusion>



How can I contribute?

- Enhance awareness of your biases by completing:
 - [Harvard implicit association test](#)
 - e-learning seminar, [‘What you don’t know: the science of unconscious bias and what to do about it in the search and recruitment process’](#)
- Participate:
 - Equity Working Group (coming up)
 - Affinity Groups: WAM: Women in Academic Summit planning group, BIMS, LGBTQ2S Think Tank
- Reach out if you have concerns/questions or innovative ideas/resources in the realm of EDI



Diversity and Inclusion @ DoM



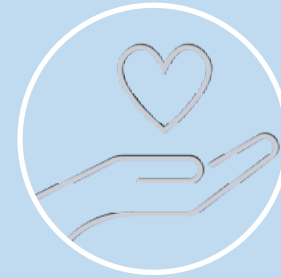
Excellence through
Equity

U. Najeeb



Achieving Professional
Fulfillment
(*Mentorship*)

C. Yu



Achieving Balance &
Wellbeing

S. Singh



Top 5 things you need to know about... *Mentorship*



Why does *mentorship* matter?"



How can I make the most of
mentorship?



What resources are available to
me?



"What if's" ... [challenges]



What are my next steps?




1) Why does
mentorship
matter?



Progressing on your academic journey.... ...takes a village





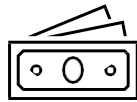
1) Why does mentorship matter?



> career satisfaction



>protected time for scholarly activities



>grants & publications promoted more quickly



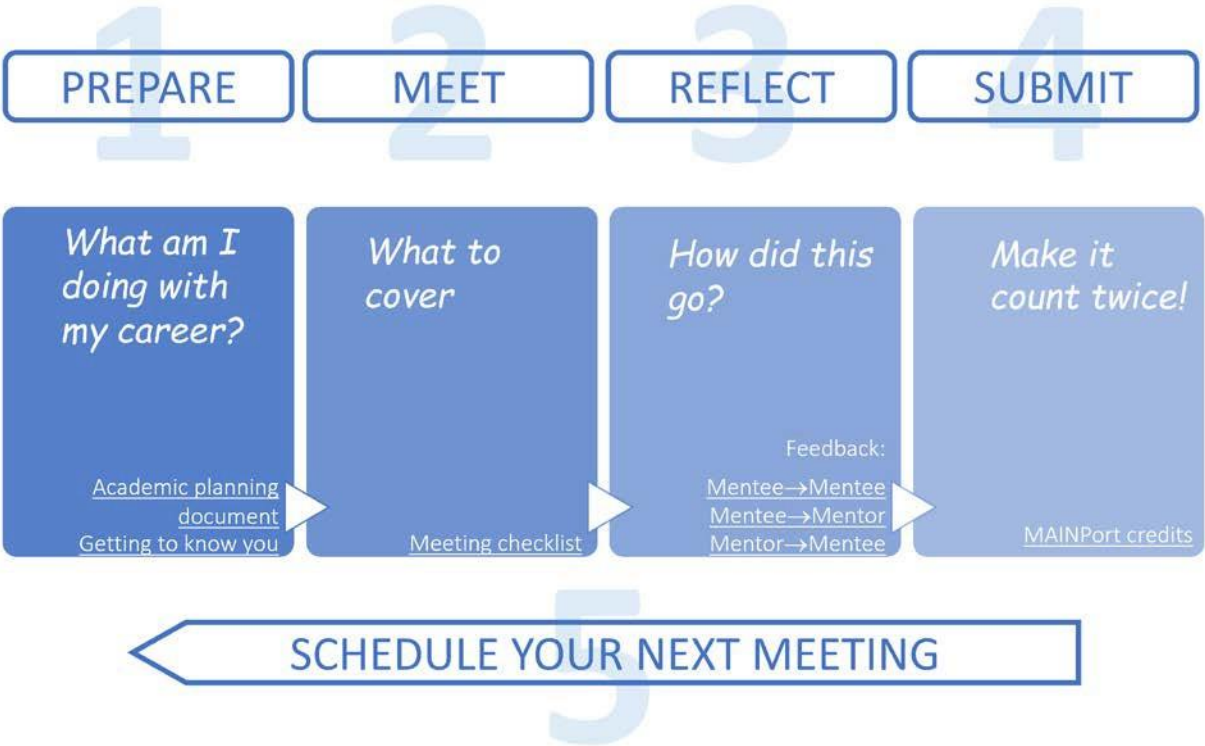
>likely to stay at academic institutions



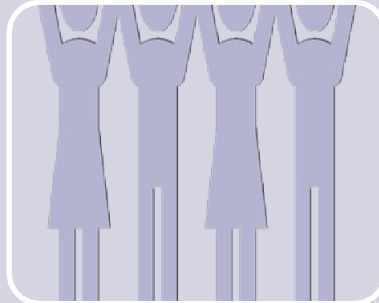
Acad Med 2004;79:865-72
J Gen Int Med 2007;22:210-4
JAMA 2006;296:1103-15
BMC Med Educ 2011;11:13



2) How do I make the most of mentorship?



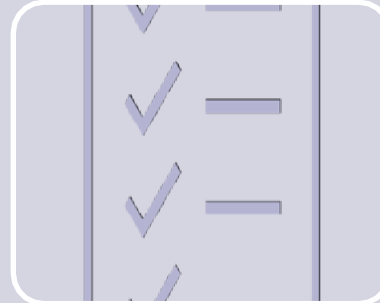
3) What resources are available to me?



People

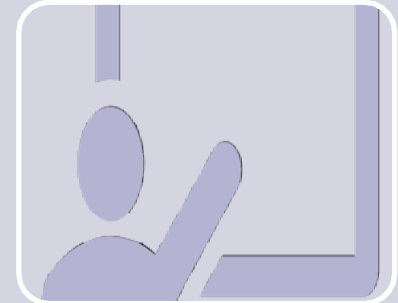
Me
Site /
Divisional
Director

+



“Papers”

Meeting
guide
Menteeship
tips



Presentations

“How-to”
Trouble-
shooting





Where Mentorship Matters

MENTORSHIP MEETING GUIDE (to be completed by Mentee with Mentor)

Mentee		Mentor		September 17, 2021
Job description				

Check in


Priority Issues?	Coping with COVID
Other	

Review Academic Planning Document

	Clinical (--%)	Teaching (--%)	CPA/Research (- -%)	Admin (--%)	Work-Life
Current Activities					

Advise & Support – Are activities in line with goals? Are goals well-supported?



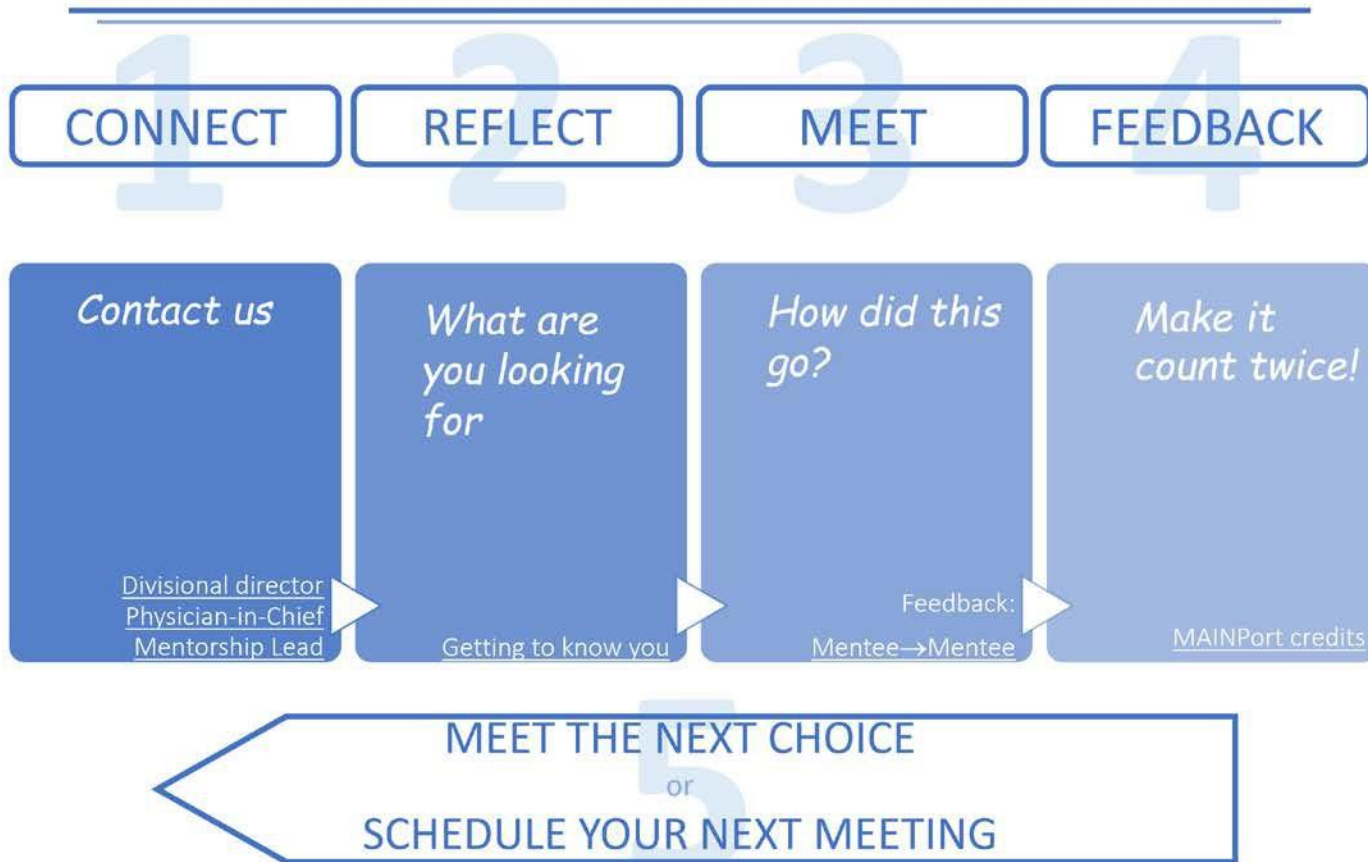


4) What
if...?

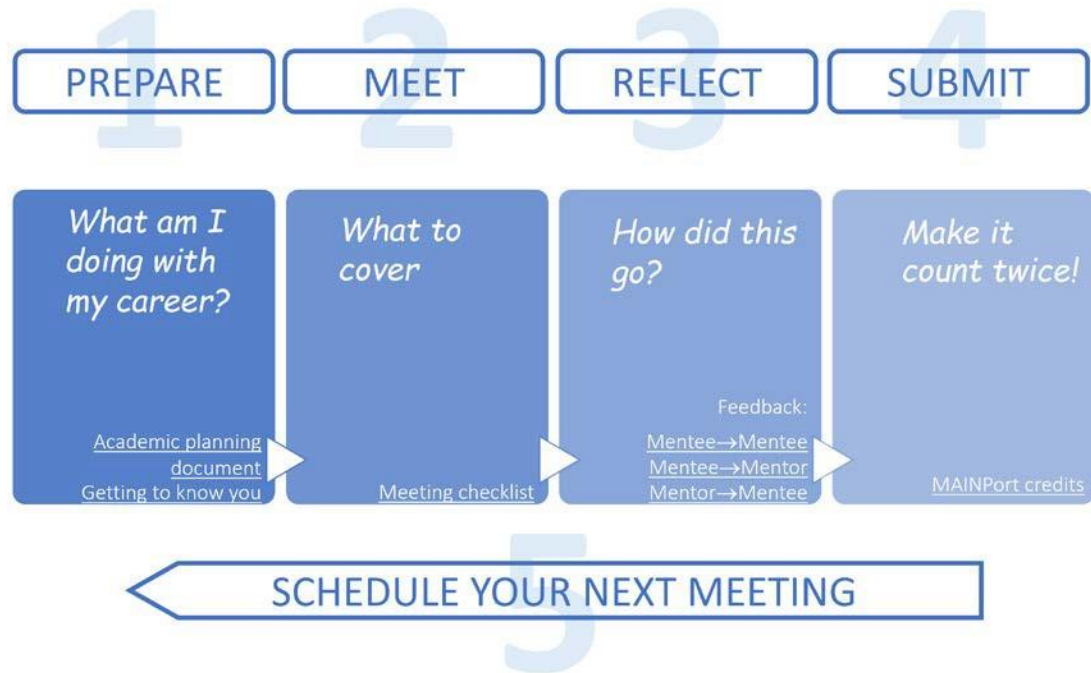
- ... I can't get in touch with my mentor?
- ... I don't "jive" with my mentor?
- ... I don't think I'm getting the support I need?




How to find a mentor



5) What are my next steps?





5) What are
my next
steps?

- Tell us what you need!
 - “Mentorship needs in academic medicine”
 - 30-minute interview (telephone)

dom.cultureandinclusion@utoronto.ca

- Resources?
- Workshops?



New Faculty Orientation

NETWORKING BREAK (10 MINS)





Teaching Essentials

New Faculty Orientation

Arno K. Kumagai, M.D.
Vice Chair for Education



Teaching at Different Levels

Pre-clerkship

Clerkship

Post-graduate residents

Post-graduate clinical fellows

Continuous Faculty Development (CPD)

Other health care professionals



The Teaching & Learning Climate

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



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

Coming SOON:

**Optimizing Teaching Effectiveness
and the Learner Experience**

Department of Medicine, University of Toronto

September 2022



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



Supporting Teachers & Teaching



*Master Teacher
Program*



*Stepping Stones &
Education Scholars
Program (ESP)*

*Masters in
Medical Education*

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



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 Evaluations

Teachers evaluating Learners

Through **MEDSIS** for UGME (e.g., clerkships and electives)

Through **POWER** for PGME

ITERS and ITARS (evaluations of stage-, context-specific performance or performance in CanMEDS roles separate from EPAs)

Elentra currently used to for Entrustable Professional Activities (EPAs) in Competence By Design



Teacher Evaluations

Learners evaluating Faculty

Current form: LACT (Learner Assessment of Clinical Teaching)

- POWER (postgraduate learners, including fellows)—available quarterly
- MEDSIS (undergraduate learners)—quarterly/biannually
- Must have a **minimum of 3 evaluations** to appear; otherwise, evaluations are aggregated over time.
- To supplement above, you can use MyTE – but please note, evaluations you individually generate & collected will not be considered at CFAR/promotion due to concerns re respondent bias

Seek feedback on your teaching

- Review your evaluations (scores, comments)
- Appeal mechanism 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.



Some Challenges with Evaluations...



Not Enough!!!



Some Challenges with Evaluations...



Poor quality...



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?



Appeals

Possible reasons for appeals:

Filed on the wrong faculty member;

Criticism of rotation rather than faculty member;

Inverted scores: All 1s and 2s out of 5 but with all laudatory comments;

Possible retaliation by learner in response to constructive but critical feedback

To appeal: *write to Vice Chair Education (Arno Kumagai)—online form in development.*

Process: DoM Appeals Committee—meets quarterly.



Other Department of Medicine Activities for Faculty



Faculty Lead, Valuing the Clinician Teacher



Martina Trinkaus, MD

- Advocacy and mentorship of clinician teachers
- Rethinking evaluation processes
- Awards and recognition
- Promotions
- Enhancing a community of teaching practice



Faculty Lead, Faculty Development in Ambulatory and Virtual Care



Hemant Shah, MD

Enhancing and connecting disparate efforts in development of ambulatory care;
Collaboration with groups developing virtual models of ambulatory care;
Wide dissemination of best practices and innovation.



Faculty Lead, Black & Indigenous CaRMS Pathway



Mireille Norris MD

Specific CaRMS Pathway for Black & Indigenous applicants to the Core IM Residency Program

EDI Guiding Principles for all residency programs.

Enhancing climate of inclusion in DoM



Other groups...

Equity, Diversity and Inclusion;

Wellness

Competence by Design Implementation;

Alternative methods to assess teaching;

Admissions & Selections

Mentorship



Get Involved!



E. Kyeyune *The Conversation*, 1963



The Learning Climate



A. Rodin
L'enfant prodigue, 1889

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

Arno K. Kumagai, MD

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This is what I do

This is why it's important

This is what I have done

This is the evidence that it's had /will have /has potential to have an impact

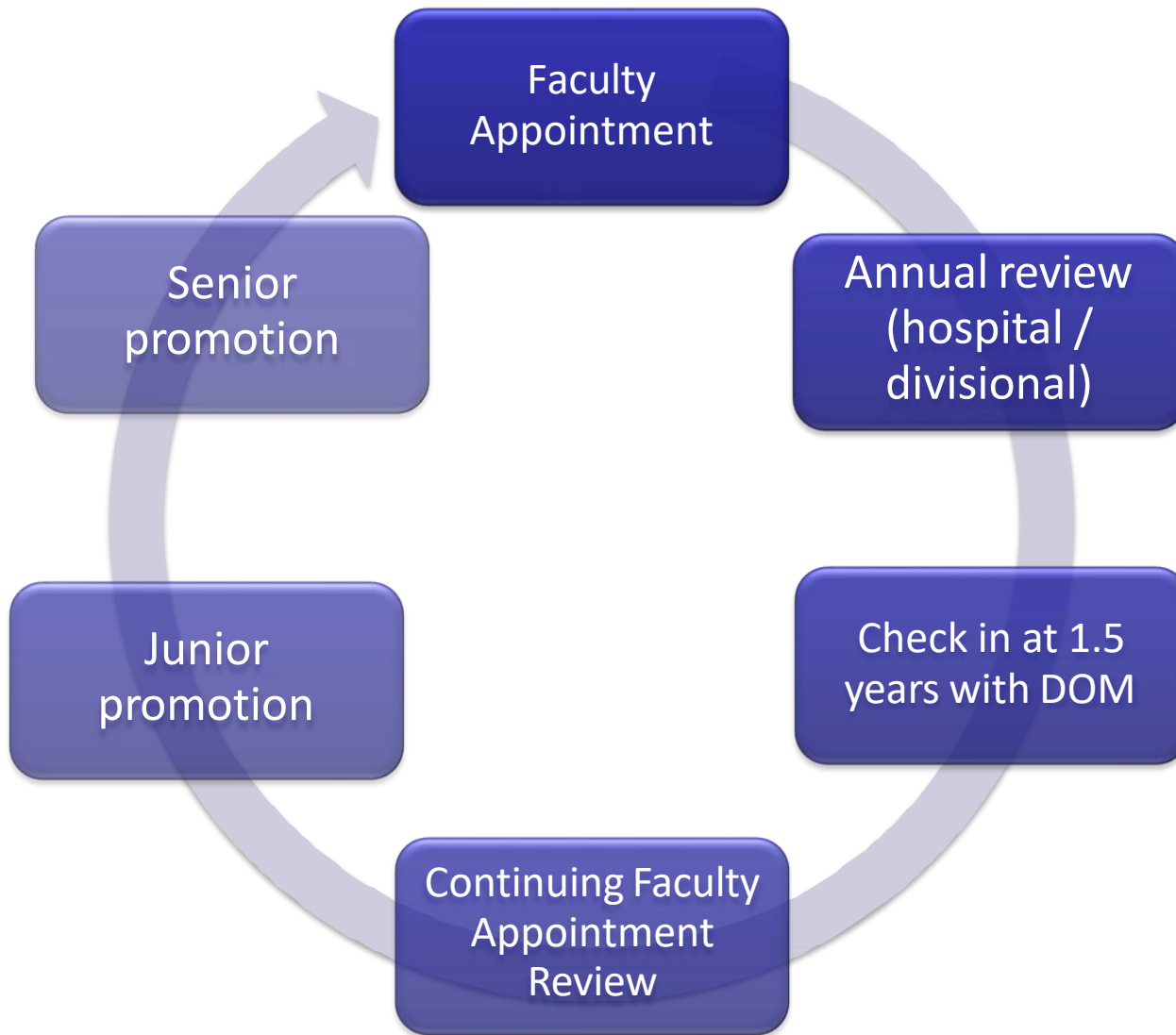




New Faculty Orientation

THE ACADEMIC LIFE CYCLE





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>

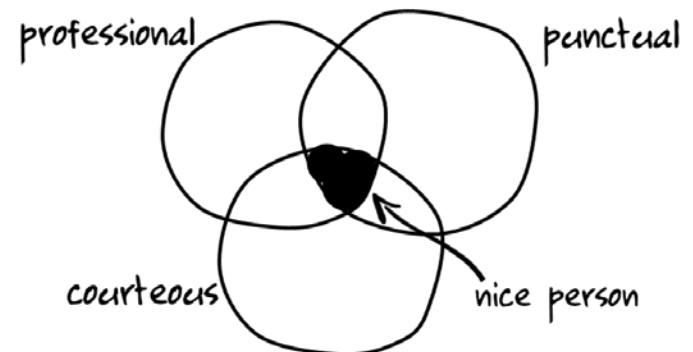


What are we looking for?

- Advancing as expected? If not, why not?
- Demonstrated teaching effectiveness?
- Behaviour consistent with codes of conduct?
- Appropriate APD & mentorship?

Career Development:

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



DoM Check-in at 1.5 Years

(DoM Vice-Chair and/or Chair)

- Academic Plan – are you on track?
- Work-life balance – 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



Senior Promotions

Position Description	Mean Years to Assoc. Prof.
CT	10
CQI	7 (n=15)
CE	9
CI	9
CS	8

Are You
Ready?

SENIOR PROMOTIONS WORKSHOP

JUNE 2022



New Faculty Orientation

BREAK & Move to Groups by Position Description (10 MINS)



Group Discussion with Vice Chairs & Invited Faculty



Clinician Teachers & Educators – Arno Kumagai

Clinicians in Quality & Innovation – Ed Etchells

Clinician Investigators & Scientists – Michael Farkouh

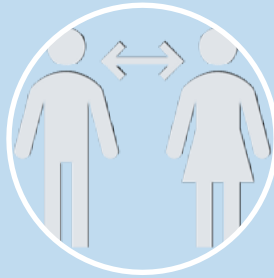


Diversity and Inclusion @ DoM



Excellence through
Equity

U. Najeeb



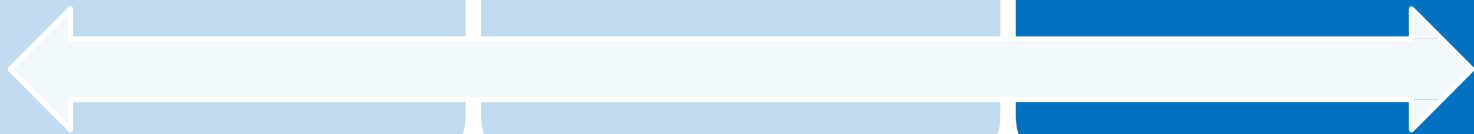
Achieving Professional
Fulfillment
(*Mentorship*)

C. Yu



Achieving Balance &
Wellbeing

S. Singh



Simron Singh



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



What is wellness?

Stress

Joy In Work

Moral Injury

Resiliency

Burnout

Wellness



But I'm just starting 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



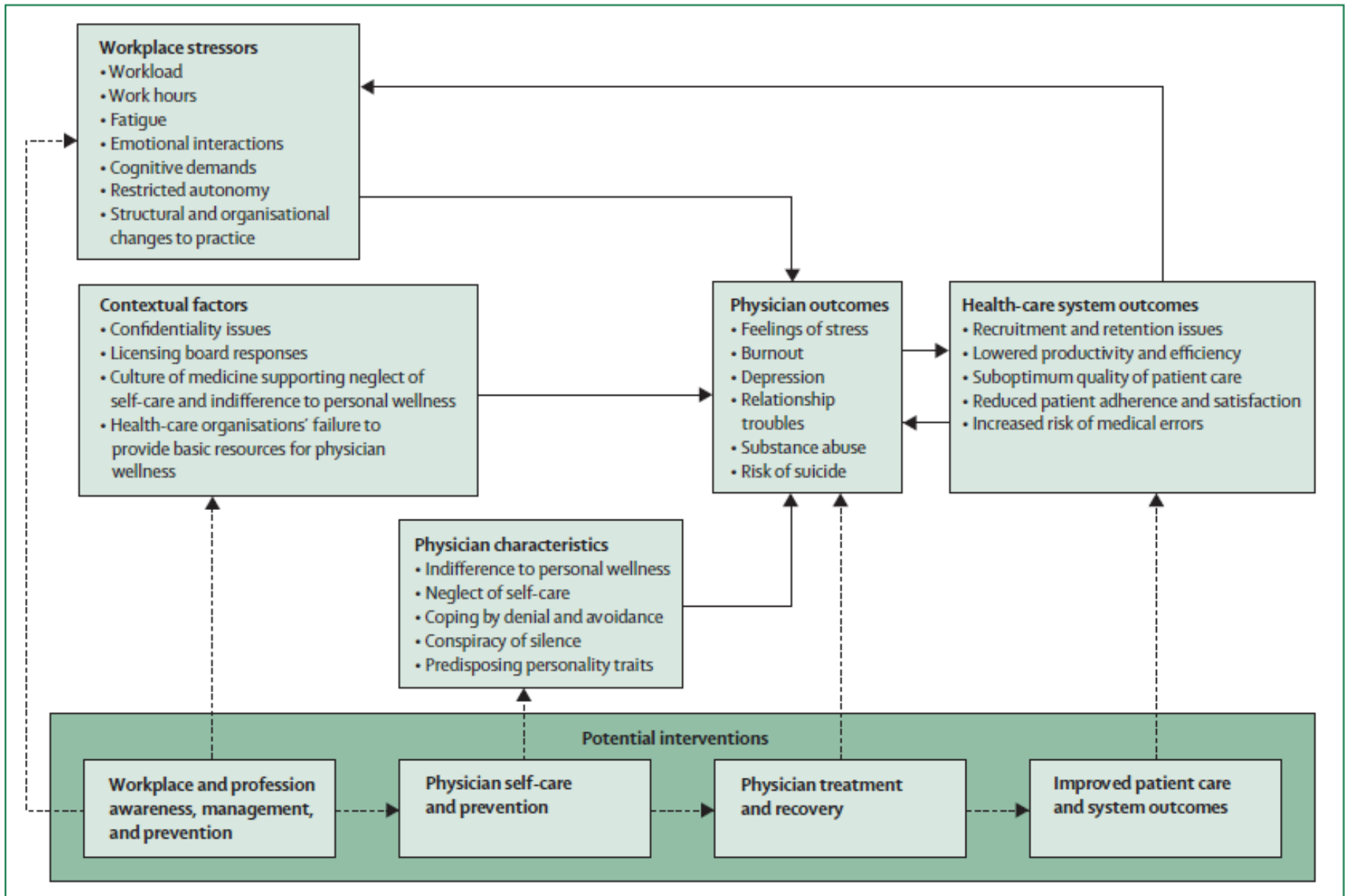


Figure: A model of physician ill health and the links with health-care system outcomes, and potential interventions to improve physician and system outcomes. Solid lines are empirically supported; broken lines are potential links.

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



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**



What are we doing at DOM?

- Wellness lead and committee
- Guidance on email communications, meetings
 - Emailing Wisely
- Webinars, rounds, peer support
 - Upcoming Junior 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

- *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/>



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

Audrey Lorde



QUESTIONS?

FEEL FREE TO REACH OUT...

simron.singh@sunnybrook.ca



Alanna and Bourne's Top Five List

1. Create an e-mail folder & file all e-mails related to CFAR / Promotion / WebCV
 - Manuscripts, Awards, Committees, etc.
2. Have an e-mail organization strategy to avoid being overwhelmed
 - e.g., folder for non-urgent tasks to follow-up on
3. Be selective in what you say 'Yes' to
 - You can say 'No' immediately but wait 24 hours and reflect before saying 'Yes'
4. Identify time off for vacation early & stick with it
5. Create boundaries between work & personal life that work for you, e.g., meetings, charting, e-mails



New Faculty Orientation

CLOSING



Our “doors” are open



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I've learned that people will forget
what you said, people will forget what
you did, but people will never forget
how you made them feel.

Maya Angelou, American author and poet



