

# New Faculty Orientation

Department of Medicine, Temerty Faculty of Medicine



We would like to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and most recently the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.



**First Nations Artist Christi Belcourt**





## **63 new full-time faculty members** (48% women)

Dr. X. Y

(Rank), Division of (Specialty name)

Department of Medicine, (Hospital)

Temerty Faculty of Medicine, University of Toronto



# New Faculty Orientation

- *Today – Overview of the DoM*
- **Small group discussions by Position Description:**
  - **CI/CS:** Tuesday Sept 28th 4:00 – 5:00pm
  - **CQI:** Thursday Sept 23rd 2:00-3:00pm OR Monday Sept 27 12:00-1:00pm
  - **CT/CE:** Friday Oct 1st 11:00am – 12:00pm OR 1:00 – 2:00pm
- **Faculty Development Workshops**



# Today's Agenda

Time	Topic
830-850	Welcome & introduction to U of T and the DoM - Hawker
850-900	<b>Small group breakouts – get to know one another</b>
900-920	How things work - Hawker
920-930	<b>BREAK</b>
930-945	Academic Life Cycle - Hawker
945-1000	Teaching essentials - Kumagai
1000-1015	Excellence through Equity – Najeeb
1015-1025	<b>BREAK</b>
1025-1040	Achieving Professional Fulfillment (Mentorship) – Yu
1040-1055	Achieving Balance & Wellbeing – Singh
1055-1105	<b>Small group breakouts – get to know one another</b>
1105-1125	Early Faculty Leaders – Auguste & Weisman
1125-1130	Closing - Hawker



New Faculty Orientation

# **INTRODUCTION TO THE U OF T AND THE DEPARTMENT OF MEDICINE**



# University of Toronto



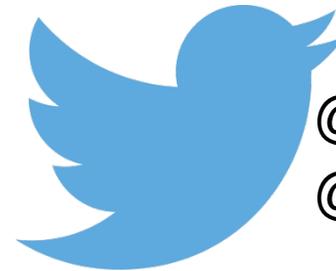
- #1 ranked medical school in Canada and among the best in the world
- Top training programs
- Best residents



# 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

# Temerty Medicine

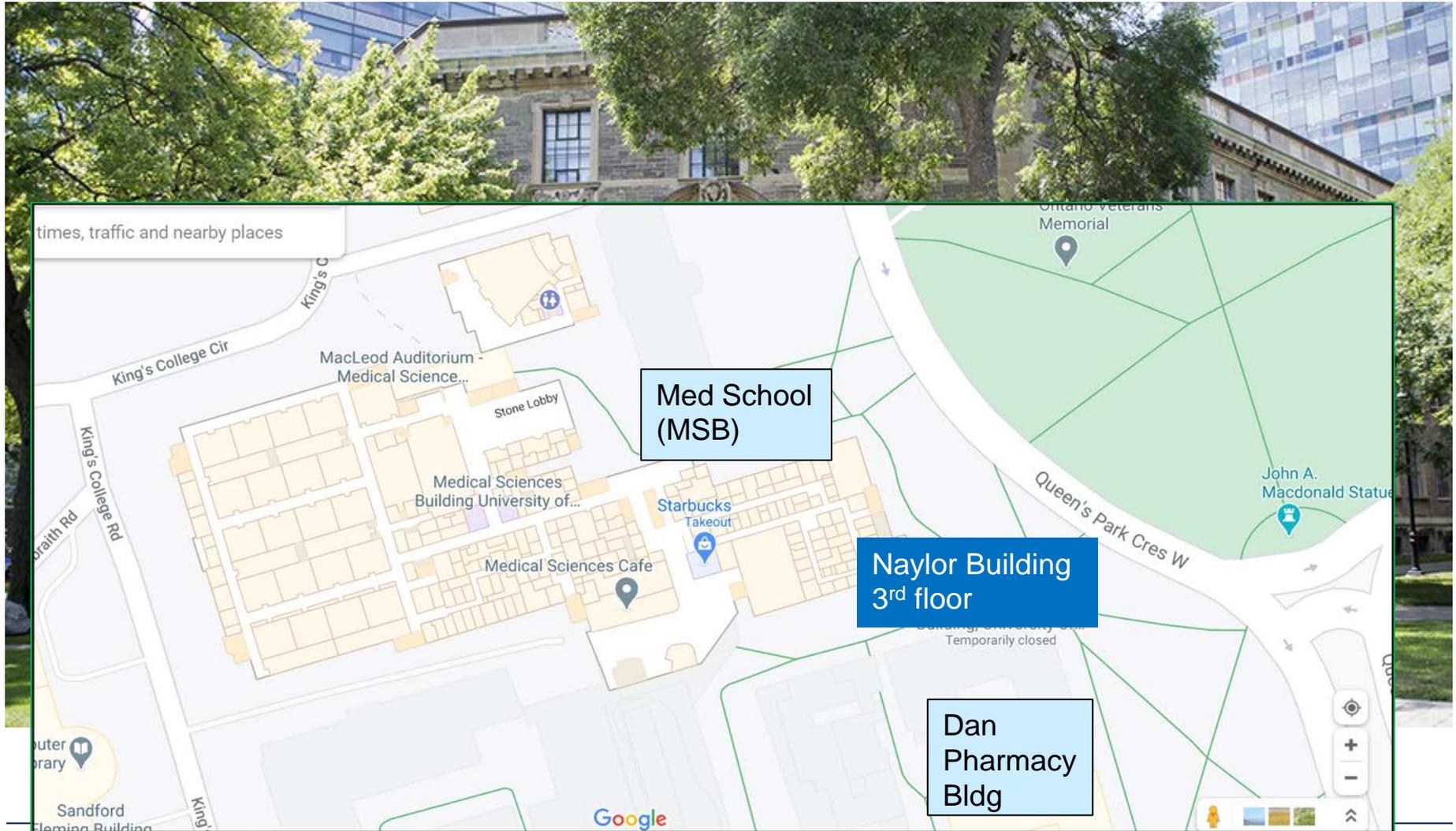
Not **Temerity**: excessive confidence or boldness;  
audacity.

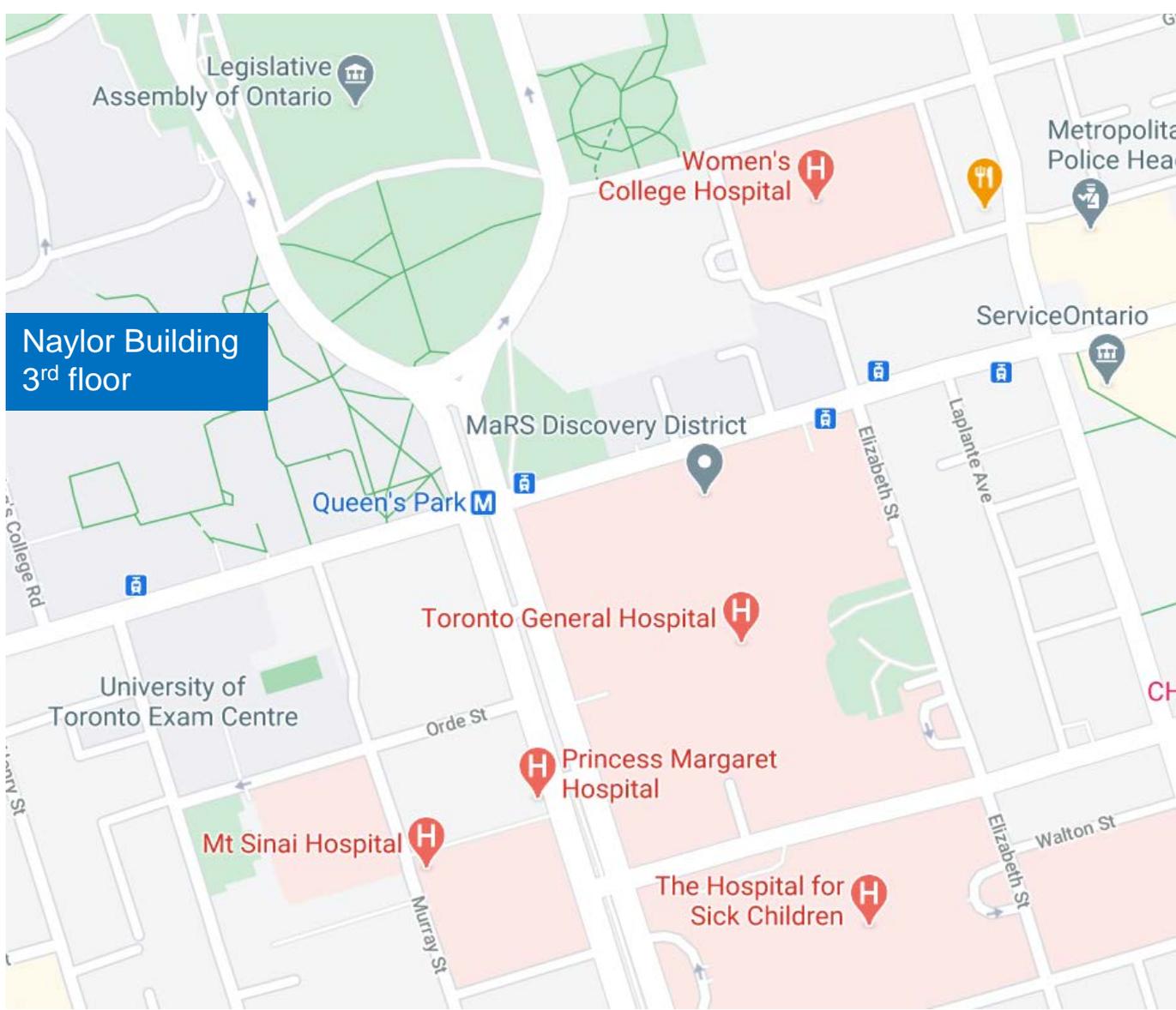


# TAHSN (Toronto Academic Health Sciences Network)

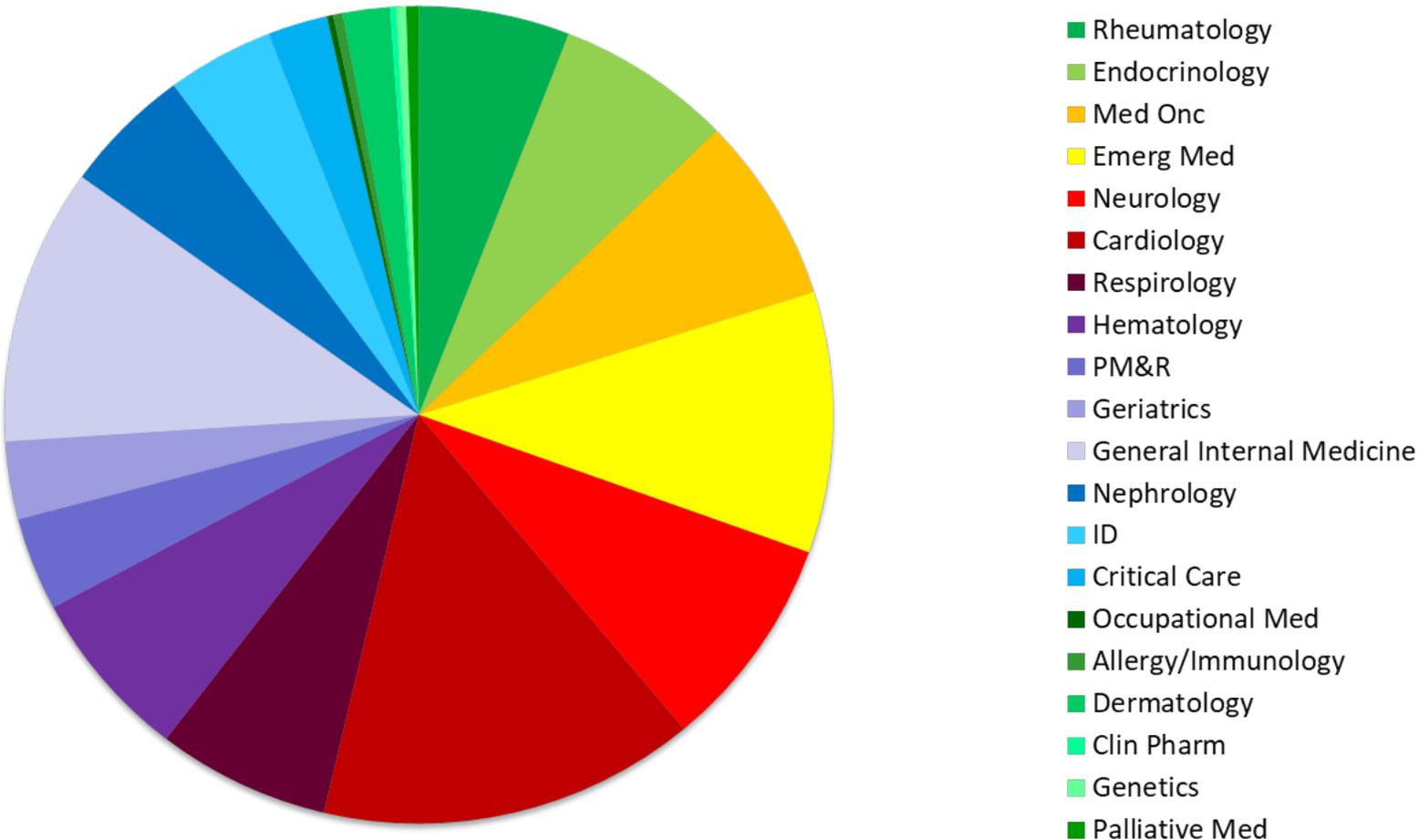


# The Department of Medicine





# 900 full time faculty (41% ♀)

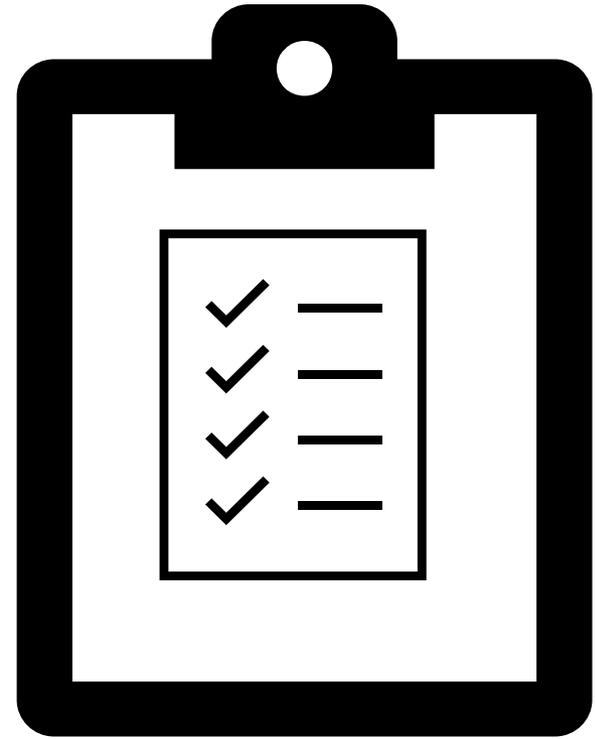


~27% Temerty FoM

# 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-Identity Survey Fall 2021**



# 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.



Create a clinical & academic environment that promotes respect, compassion, integrity & inclusion.

# Culture & Inclusion



**Dr. Lisa Richardson**  
VC Culture & Inclusion



**Dr. Simron Singh**  
Faculty Lead, Wellness



**Dr. Umberin Najeib**  
Faculty Lead, Equity



**Dr. Eric Cohen**  
Faculty Lead, Late Career  
Transition



**Dr. Catherine Yu**  
Faculty Lead, Mentorship



**Dr. Mireille Norris**  
Faculty Lead, Black and  
Indigenous Resident  
Application and Mentorship



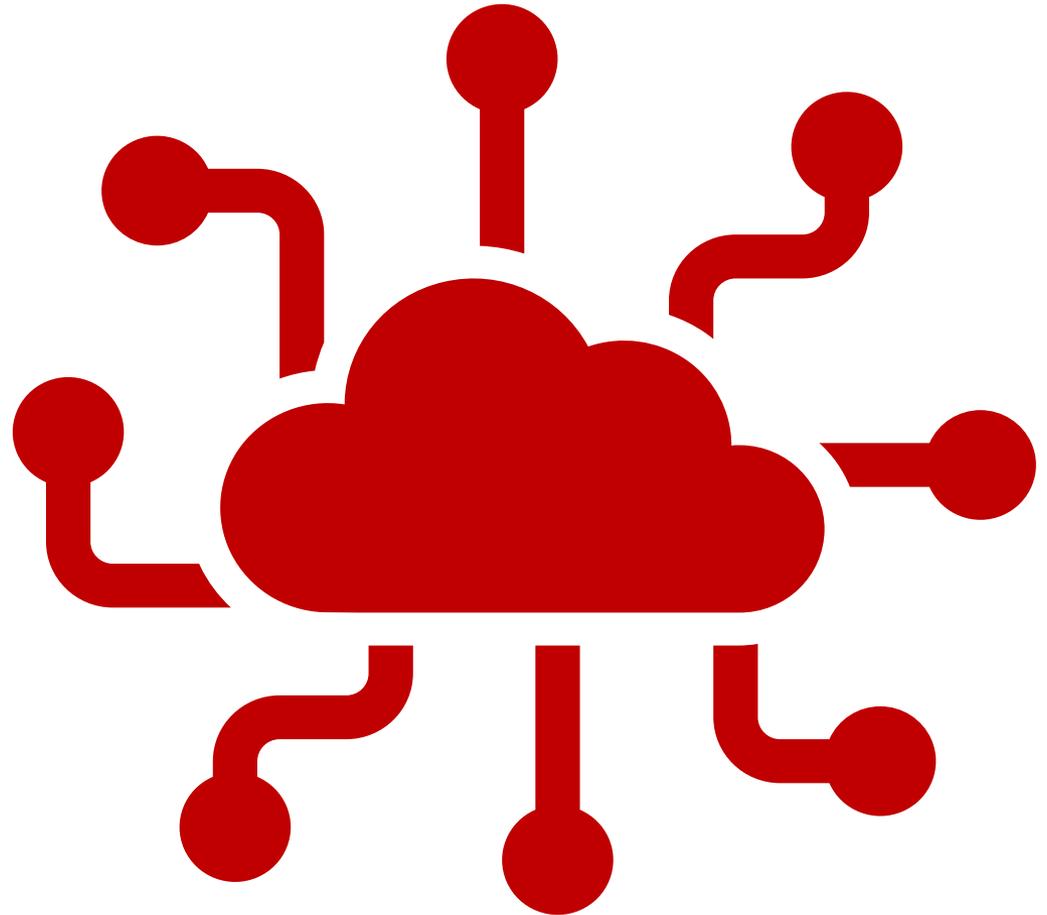
# Small Group Breakout 1

Introduce yourselves to one another

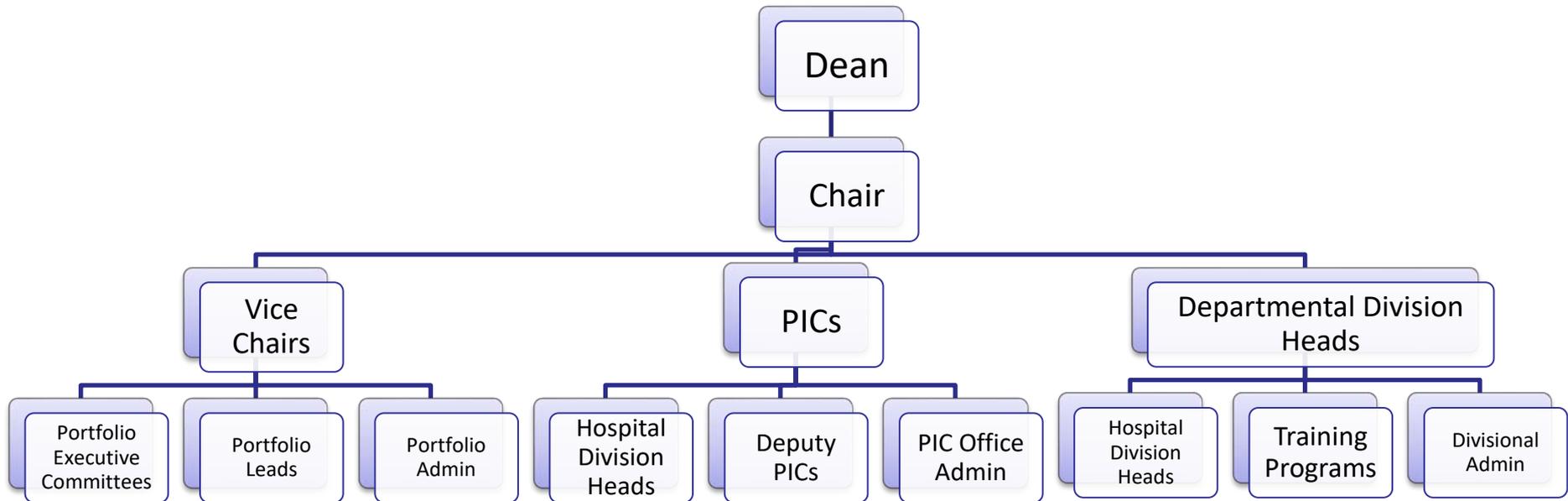


# How things work

New Faculty Orientation 2021



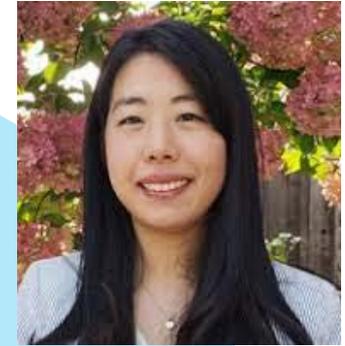
# DoM Structure



# Vice Chairs



Culture & Inclusion  
New Search Fall 2021  
Education  
A. Kumagai



[Lilian Belknap](mailto:Lilian.Belknap@utoronto.ca)  
[Dom.cultureandinclusion@utoronto.ca](mailto:Dom.cultureandinclusion@utoronto.ca)

[Sarah.jung@utoronto.ca](mailto:Sarah.jung@utoronto.ca)



Research  
M. Farkouh

Quality &  
Innovation  
K. Shojania



Kristian Galberg  
[dom.research@utoronto.ca](mailto:dom.research@utoronto.ca)



[Christian.base@utoronto.ca](mailto: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)

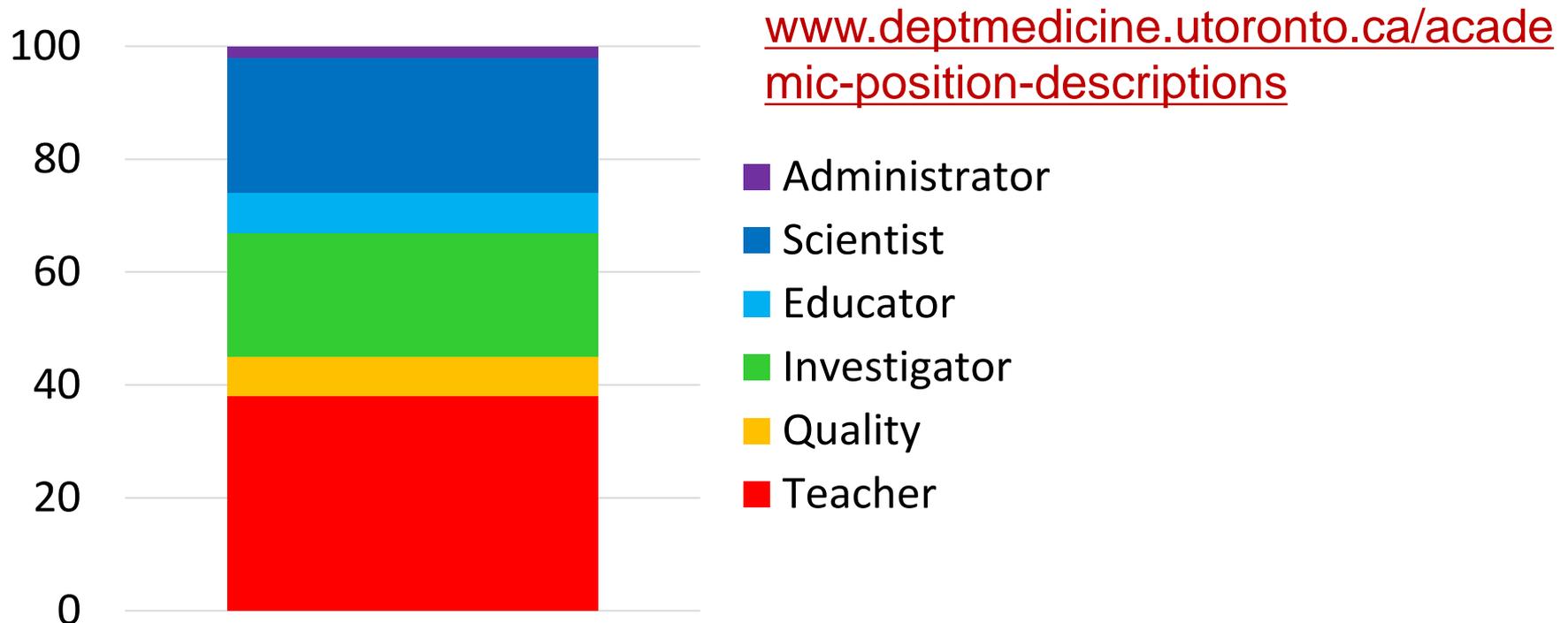
- Wilson Centre for Research in Education
- Institute for Medical Sciences (IMS) in Faculty of Medicine
  - Basic & Translational Sciences
- Institute for Health Policy, Management & Evaluation (IHPME) @ Dalla Lana School of Public Health
  - Clinical Epidemiology & Health Care Research
  - Quality Improvement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



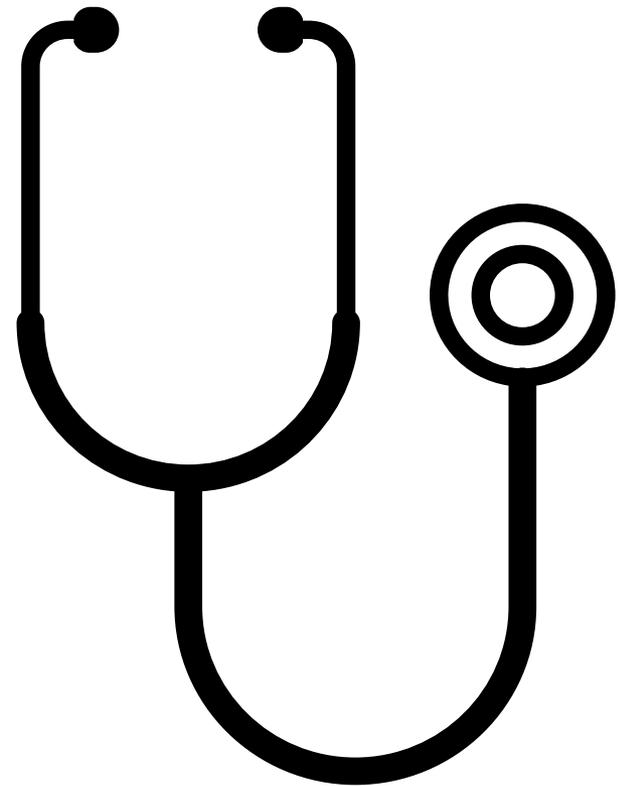
- Academic Position Description
- Formal mentor
- Key stakeholders' support (PIC, DDD, VP Res, etc.)
- Roles & responsibilities for next 3-5 years
- Goals for next 3-5 years (what you *hope* to accomplish by CFAR)

**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



Margaret Mah [margaret.mah@utoronto.ca](mailto:margaret.mah@utoronto.ca)  
Business & Admin Director, DOM  
\$\$\$



Jen Levi & Caroline Song  
Appointments & Junior  
Promotion  
[dom.academicappts@utoronto.ca](mailto:dom.academicappts@utoronto.ca)  
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Rose Langford

- Chair's Admin [dom.chair@utoronto.ca](mailto:dom.chair@utoronto.ca)



Lilian Belknap

- Senior Promotion [dom.srpromotion@utoronto.ca](mailto:dom.srpromotion@utoronto.ca)
- Culture & Inclusion [dom.cultureandinclusion@utoronto.ca](mailto:dom.cultureandinclusion@utoronto.ca)



Brianne Tulk

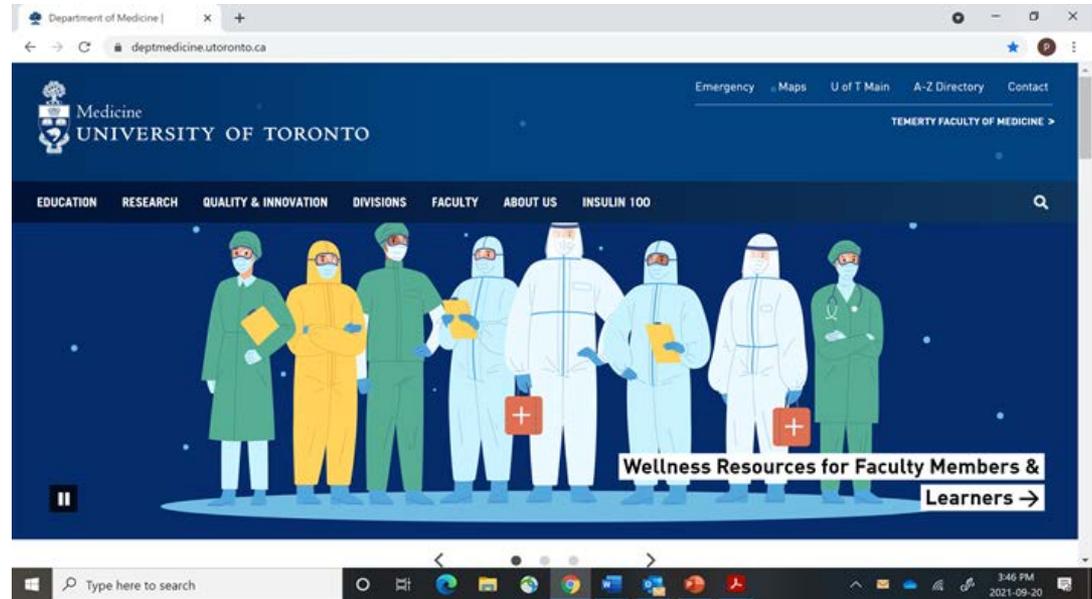
- Communications (website, newsletters, media)  
[dom.communications@utoronto.ca](mailto:dom.communications@utoronto.ca)



# DoM Website

Under renovation

Look there before asking



# 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](mailto:dom.academicappointments@utoronto.ca)



# WebCV

Indications for Total Hip and Kne x | WELCOME TO THE FACULTY OF 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](mailto:dom.academicappointments@utoronto.ca)

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Show all

Type here to search



# 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

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

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UNIVERSITY OF TORONTO

11:05 AM  
2021-09-08

9/20/2021

# @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/>





New Faculty Orientation

**BREAK (10 MINS)**

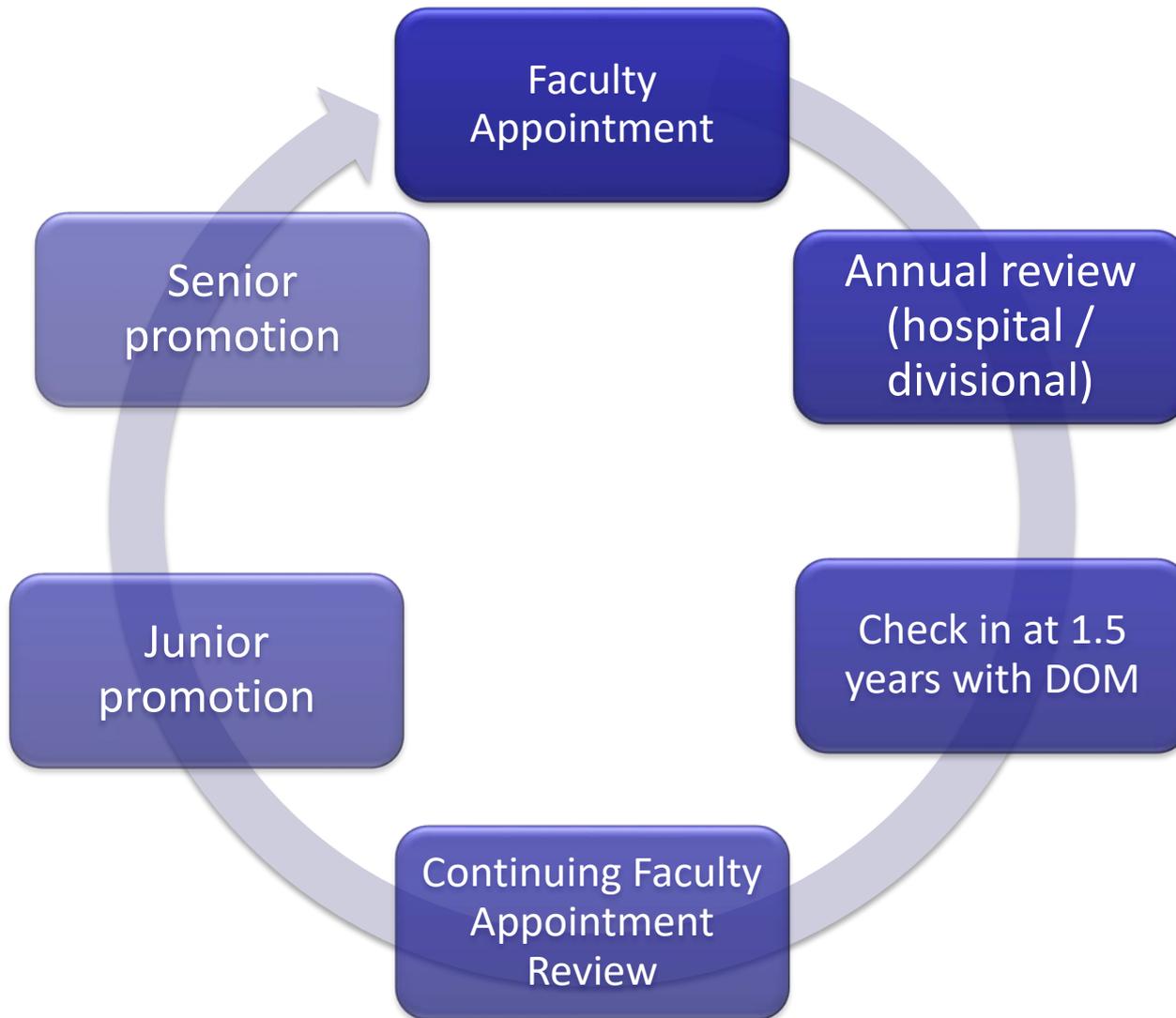




New Faculty Orientation

# 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>

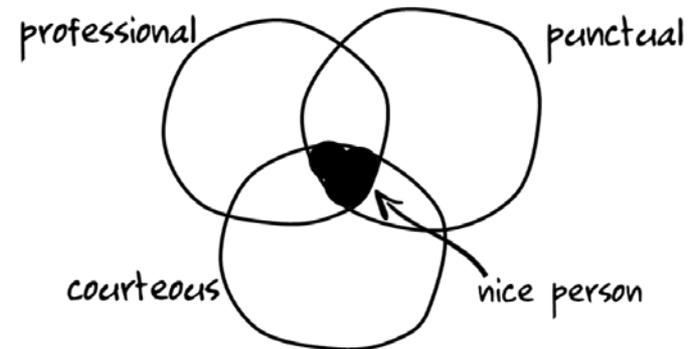


# What are we looking for?

- 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?*



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



# 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





<https://curio.ca/en/collection/the-covid-19-pandemic-in-canada-2784/>





# Teaching Essentials

Dr. Arno Kumagai, Vice Chair, Education



# Learner Levels

- Pre-clerkship
- Clerkship
- Post-graduate residents
- Post-residency fellows



# Faculty Expectations & Code of Conduct

- *Dept of Med Professionalism/Code of Conduct*
  - On DoM website under *Faculty*
- *Temerty Faculty of Medicine Guidelines (revised April 2020)*
- *CPSO's Professional Responsibilities in Medical Education (June 2021)*



# The Learning Climate

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



# Expectations – Teaching

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

- Provide appropriate level of clinical & procedural supervision to ensure safe patient care
  - **Limit other activities (procedures, meetings, etc.) when in-patient attending**
- Answer calls / pages promptly / be available
- Assume primary care for patients when clinical workload exceeds what learners can safely manage
- Provide constructive, timely feedback
- Address learners with difficulties
- Adhere to PARO rules & policies, e.g. duty hour restrictions, end-of-shift/end-of-day dismissal



# Teaching Evaluations

- Teachers evaluating Learners
  - Through **MEDSIS** for UGME (e.g., clerkships and electives)
    - Access through [medsis.ume@utoronto.ca](mailto:medsis.ume@utoronto.ca) via PIN and password from TFoM
  - Through **POWER** for PGME
    - ITERS and ITARS (evaluations of stage-, context-specific performance or performance in CanMEDS roles separate from EPAs)
    - Access through [power.help@utoronto.ca](mailto:power.help@utoronto.ca) via PIN and Password received from PGME
  - Elentra currently used for Competence By Design only



# Teacher Evaluations

## Learners evaluating Faculty Teaching

<https://www.deptmedicine.utoronto.ca/teaching-evaluation-scores>

System in flux: Development of **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.
- Seek feedback on your teaching
  - Review your evaluations (scores, comments)
  - Appeal mechanism if you feel the evaluation is retaliatory or otherwise unfair
    - To appeal, contact VCE (Arno Kumagai)
  - Seek help if consistent pattern of feedback indicating need for improvement

Give learners time at rotation end to evaluate you...

Ensure you give yourself time to evaluate them



# New 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



# New Faculty Lead, Faculty Development in Ambulatory & 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 & innovation.



# Competence by Design (CBD)

## Focus of Assessment

- Direct observations in the workplace
- Assignment of ***Entrustable Professional Activities (EPAs)***



## Nature of Assessment

- More feedback & coaching



# Three things for new faculty to know about CBD

- Your role in EPA assessments
- Accessing Elentra
- Documenting CBD activities in your Teaching Portfolio



# EPAs are...

- Snapshot in time of resident ability
  - An observation of a specific activity
  - Formative (opportunity to provide & document feedback)
  - Usually initiated by the resident
  - Best done in real time (or close to it....)



# EPA Completion

- Which EPA? (usually resident driven)
- How to incorporate EPA completion into the workflow? (usually faculty led, e.g., end of day, morning report, end of clinic)



# Documenting EPAs on Elentra

Go to the Elentra website <https://meded.utoronto.ca/>  
Login using your UTORid & password.



Usually resident will send you a link, but faculty can initiate

- Done in “real time” or via email—sooner the better.



# EPA Completion

- The assessor provides **feedback & comments**
  - 2 – 3 Strengths
  - 2 – 3 Areas for Improvement
- The assessor enters an **overall entrustment score.**
  - How well did the resident do on the task
  - Entrustment decision – can the resident do this task without supervision?



# Internal Medicine (IM) Accreditation Task Force (AC Task Force)



Co-Chairs AC Task Force

Prof. Kevin Imrie (Hematology SBK) & Michael Elfassy (PGY2 IM)



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Post MD Education  
UNIVERSITY OF TORONTO

# Teaching Resources

Resident in Difficulty Process Map

<http://www.deptmedicine.utoronto.ca/policies-guidelines>

PARO policies: <http://www.myparo.ca/your-contract/>

Teaching expectations for each APD:

<http://www.deptmedicine.utoronto.ca/teaching-educational-expectations>

CBD:

<http://www.deptmedicine.utoronto.ca/competency-based-medical-education>

<https://medicine.utoronto.ca/about-faculty-medicine/education-vice-deans-medical-education-related-policies>



# Get Involved!



E. Kyeyune *The Conversation*, 1963

Arno Kumagai, MD

[arno.kumagai@utoronto.ca](mailto:arno.kumagai@utoronto.ca)





# Culture and Inclusion @ DOM

Equity: Dr. Umberin Najeeb  
Mentorship: Dr. Catherine Yu  
Wellness: Dr. Simron Singh



# Culture & Inclusion @ DoM



Excellence through  
*Equity*

U. Najeeb



Achieving Professional  
Fulfillment  
(*Mentorship*)

C. Yu



Achieving Balance &  
*Wellbeing*

S. Singh

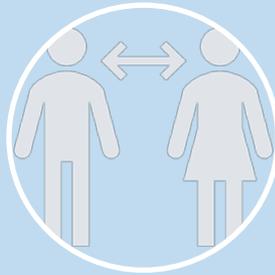


# Culture & Inclusion @ DoM



Excellence through  
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U. Najeeb



Achieving Professional  
Fulfillment  
(*Mentorship*)

C. Yu

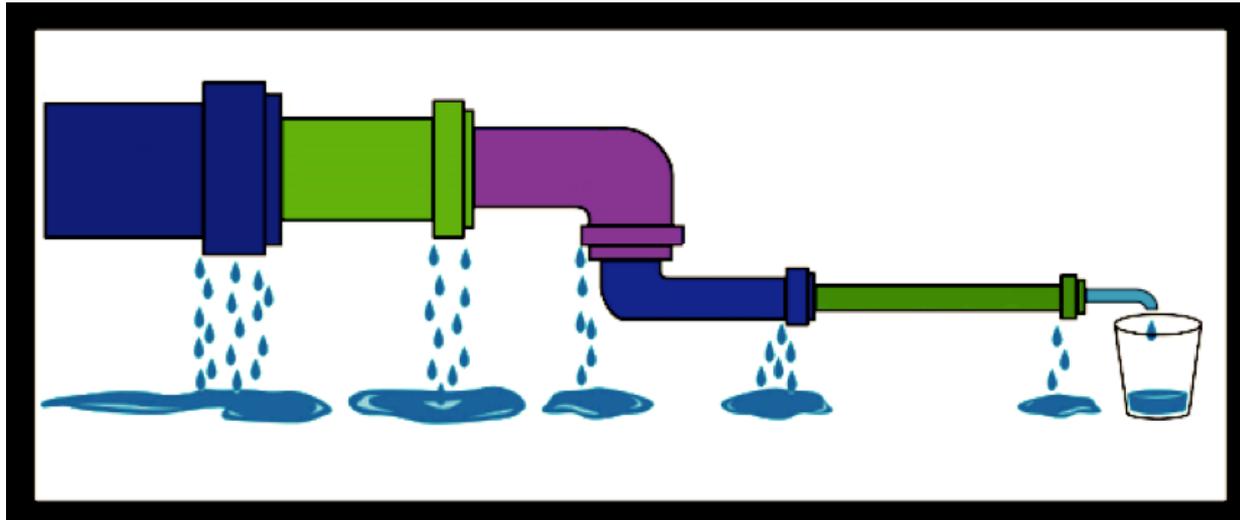


Achieving Balance &  
*Wellbeing*

S. Singh



# Why does EDI matter?



# Why does EDI matter ?

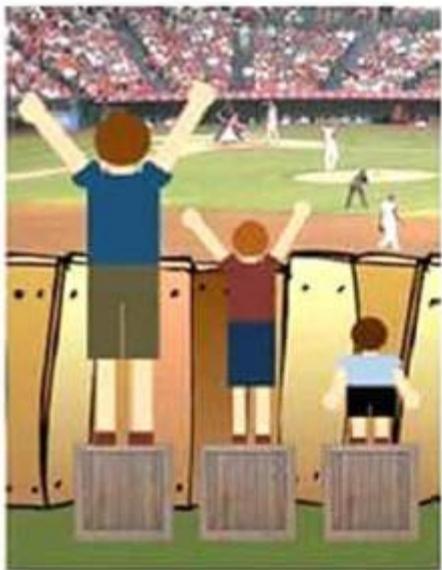
- Proportion of women decrease with increase in academic rank
- Diversity (race and ethnicity) decrease with increase in academic rank
- Minority Tax and power relations

Daniels, A.H., Flexman, A.M. & Lorello, G.R. Intersection of gender, race, and academic rank in anesthesiology. *Can J Anesth/J Can Anesth* (2020).  
<https://doi.org/10.1007/s12630-020-01862-7>





## EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



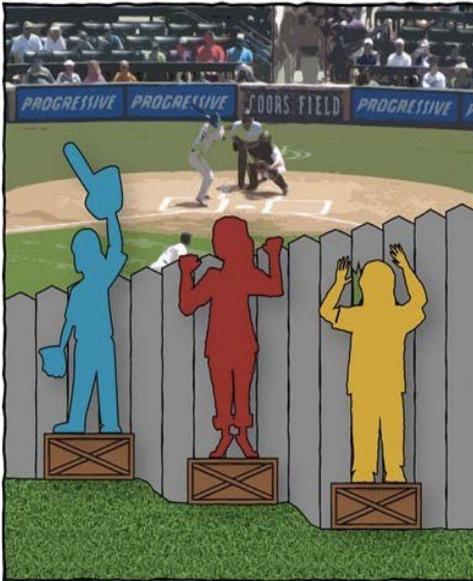
In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.



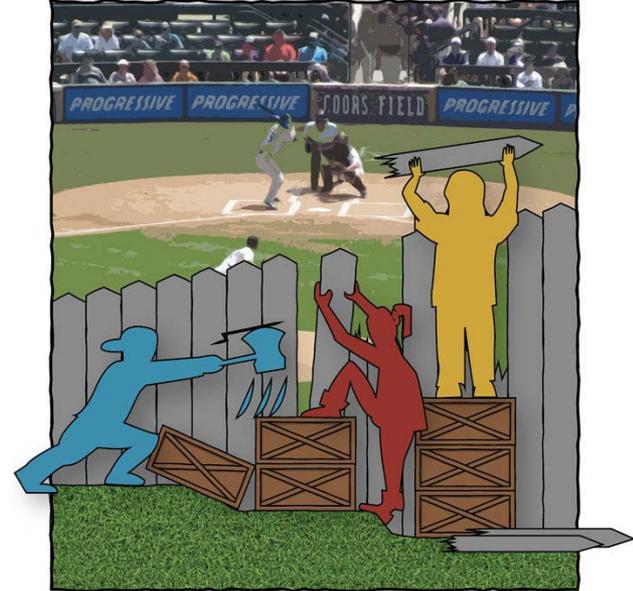
## Equality



## Equity



## JUSTICE



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



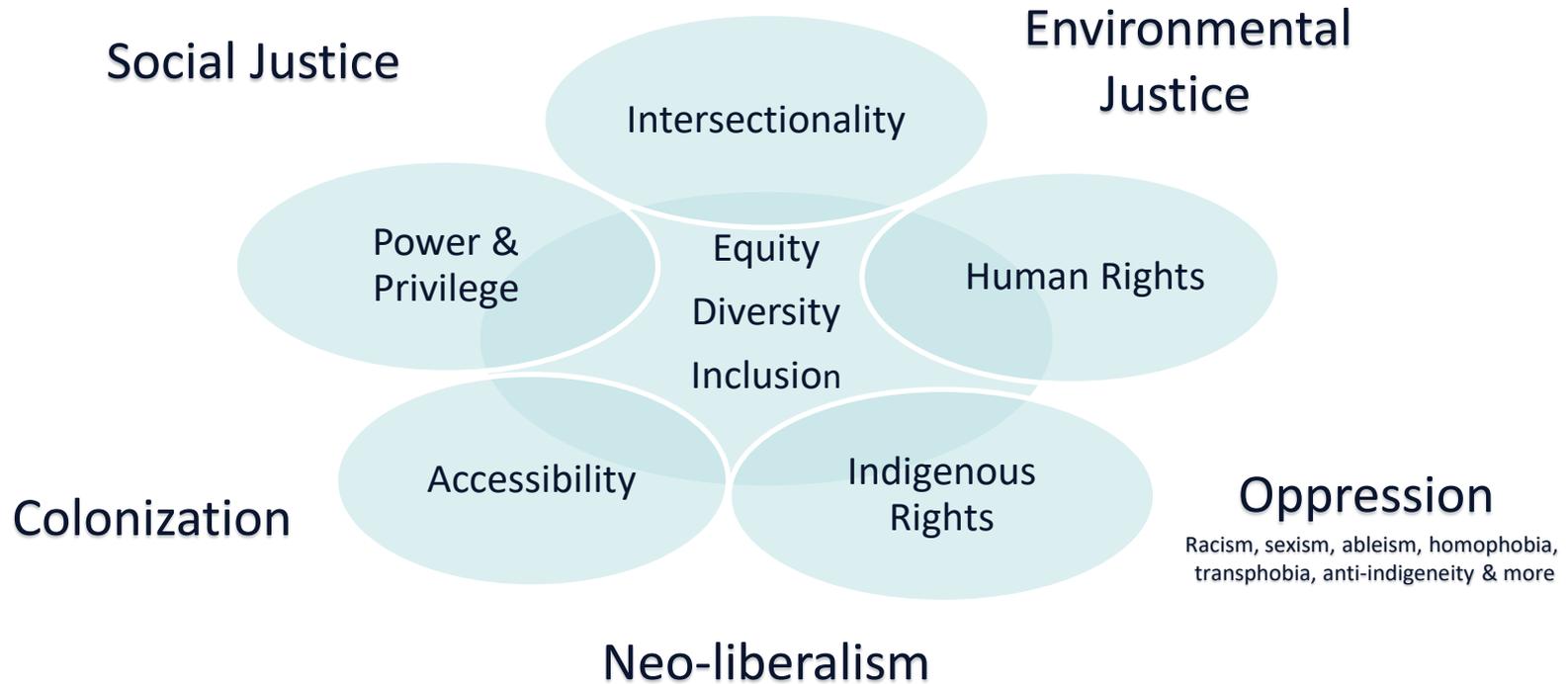


## Race, Metaphor, and Myth in Academic Medicine

Nicolás E. Barceló & Sonya Shadravan, *Academic Psychiatry* <https://doi.org/10.1007/s40596-020-01331-9>



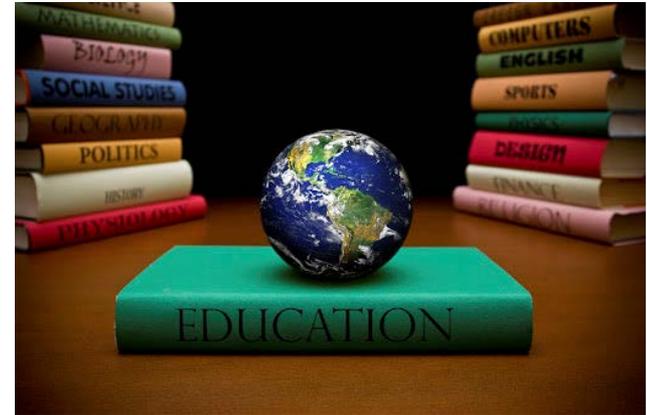
# Going Beyond “EDI”



# What resources are available?

Education Resources to enhance knowledge:

- in terms of health equity
- around various forms of discrimination



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

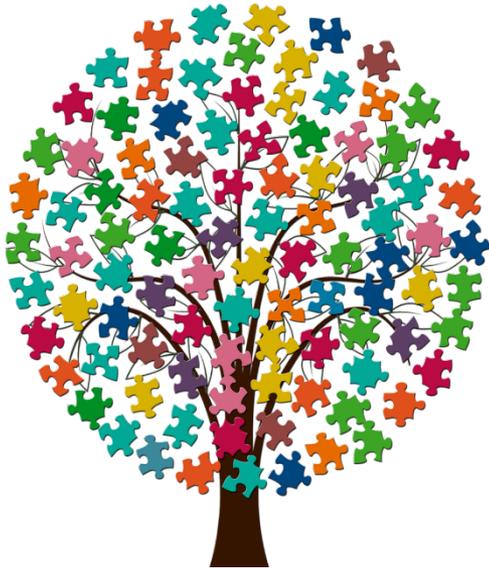
<https://www.emergencymedicine.utoronto.ca/glossary-terms-equity-diversity-inclusion>



# How can I contribute?

## Self Identity Survey

- Demographics Data



# How can I contribute?

- Equity Working Group
- Affinity Groups





[Umberin.Najeeb@sunnybrook.ca](mailto:Umberin.Najeeb@sunnybrook.ca)  
[@UmberinNajeeb](#)



New Faculty Orientation

**BREAK (10 MINS)**



# 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





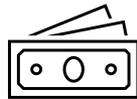
1) Why does  
mentorship  
matter?



> career satisfaction



> protected time for scholarly  
activities



> grants & publications



promoted more quickly

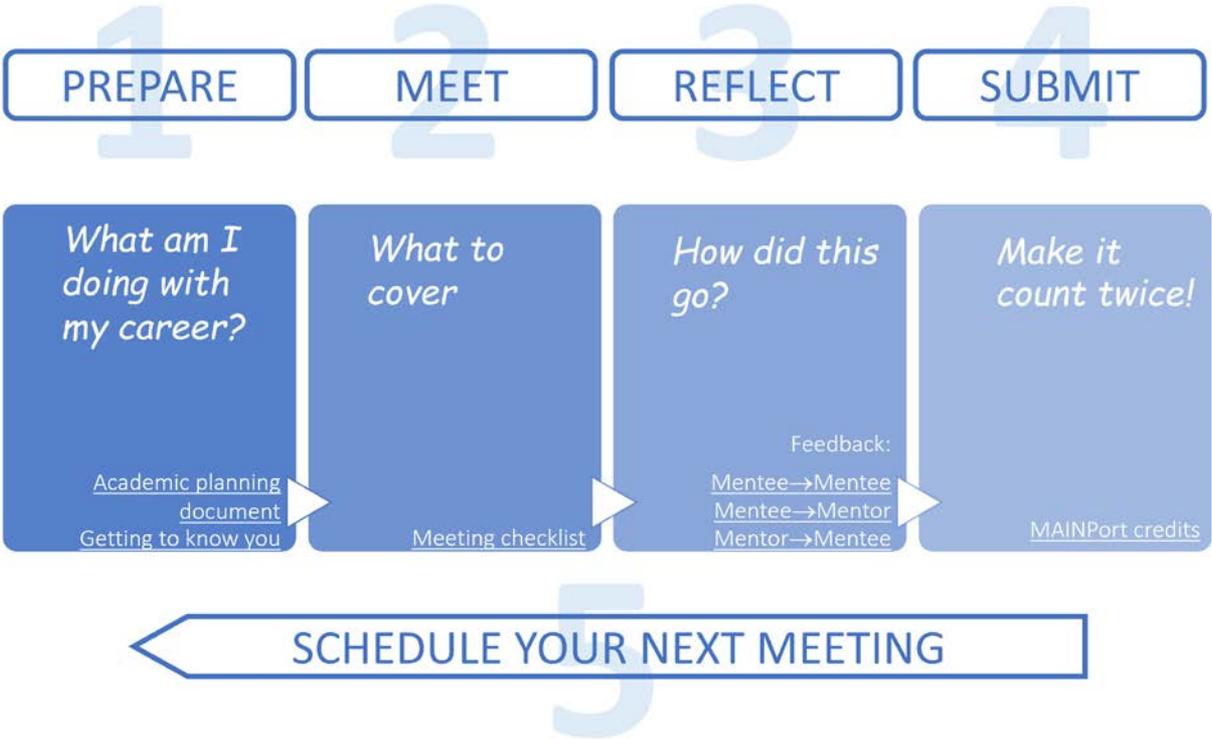


> likely to stay at academic  
institutions

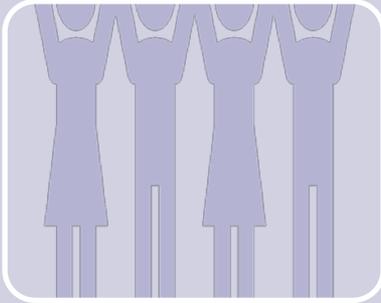
Acad Med 2004;79:865-72  
J Gen Int Med 2007;22:210-4  
JAMA 2006;296:1103-15  
BMC Med Educ 2011;11:13



2) How do I make the most of mentorship?



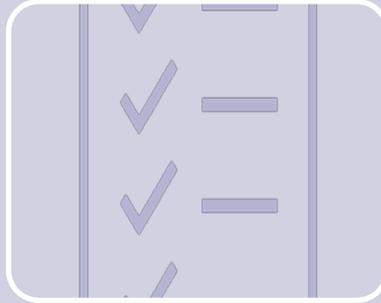
3) What resources are available to me?



## People

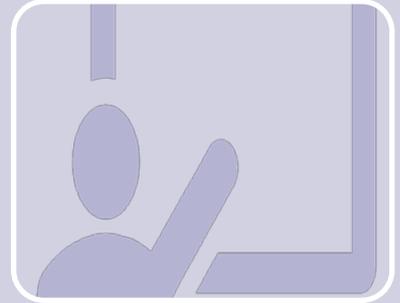
Me  
Site /  
Divisional  
Director

+



## “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?



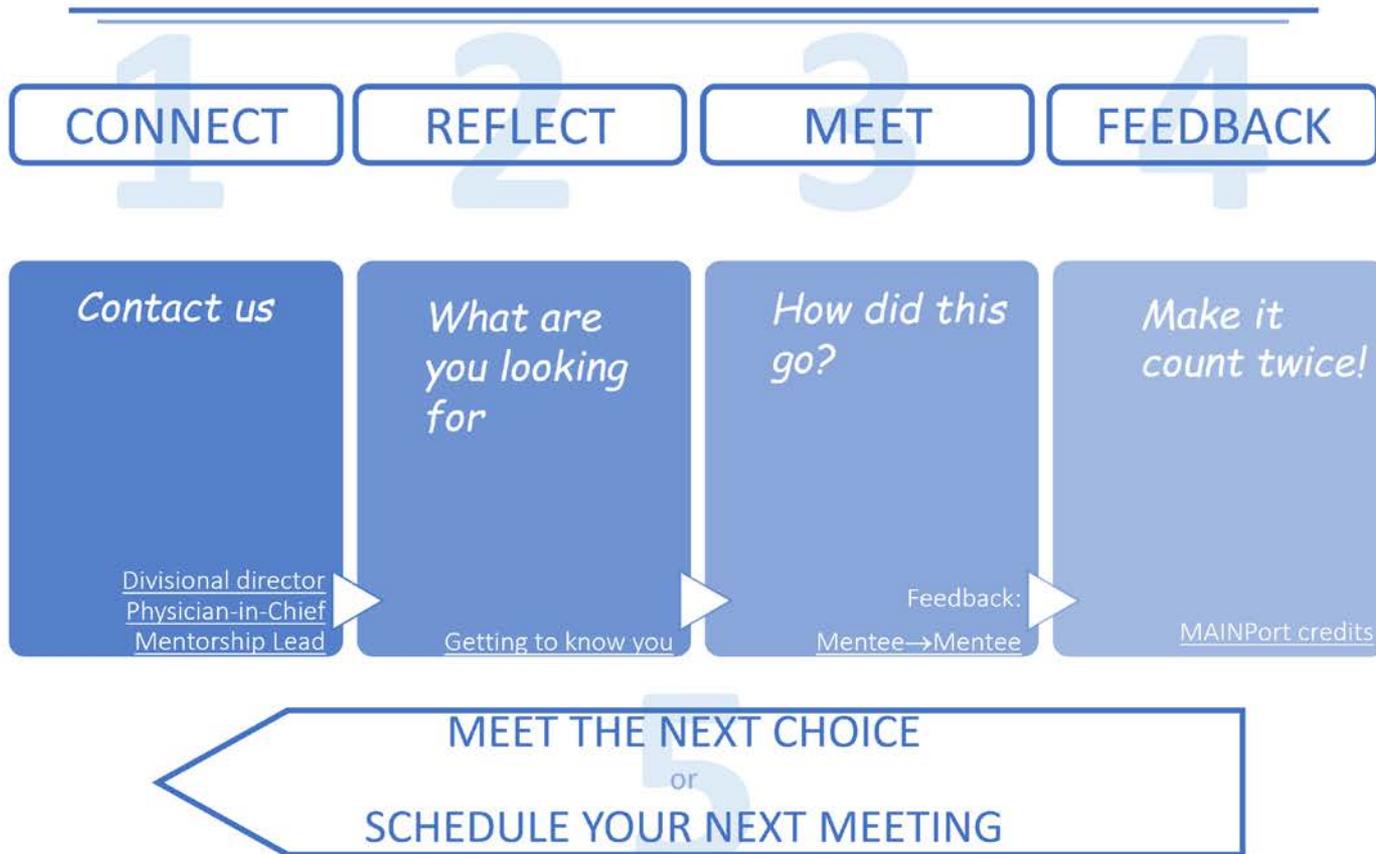


4) What  
if...?

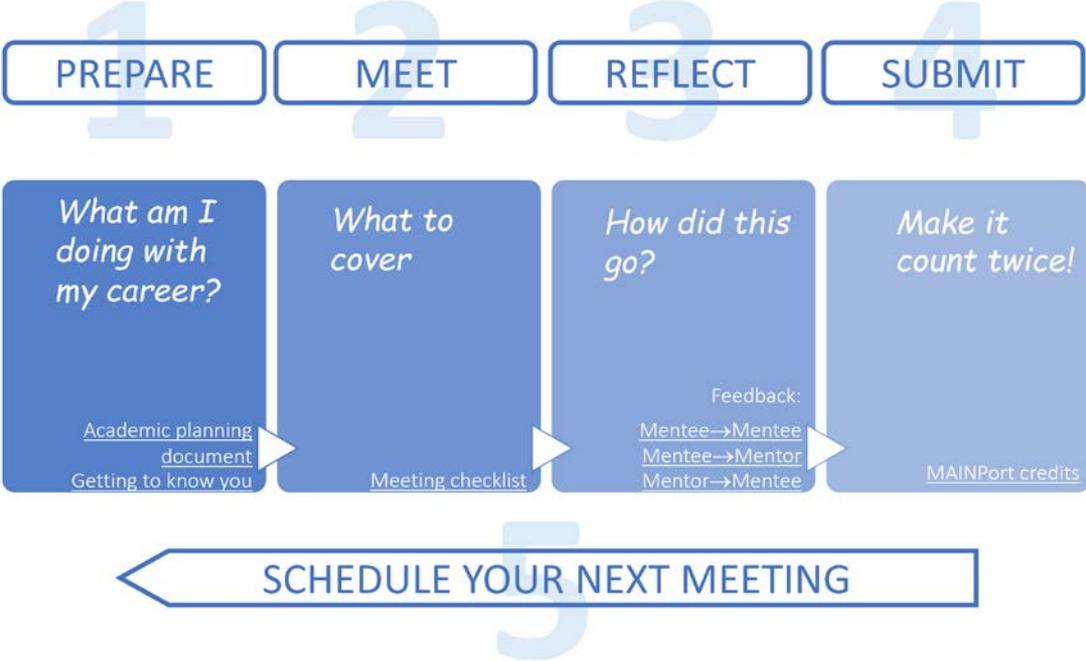
- ... I can't get in touch with my mentor?
- ... I don't "jive" with my mentor?
- ... I don't think I'm getting the support I need?



# 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](mailto:dom.cultureandinclusion@utoronto.ca)
  - Resources?
  - Workshops?

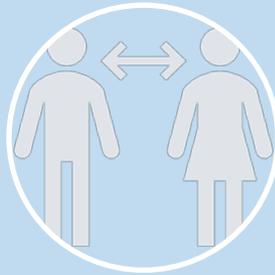


# Diversity and Inclusion @ DoM



Excellence through  
*Equity*

U. Najeeb



Achieving Professional  
Fulfillment  
(*Mentorship*)

C. Yu



Achieving Balance &  
*Wellbeing*

S. Singh



# What is wellness?

Stress

Joy In Work

Moral Injury

Resiliency

Burnout

Wellness



# Is wellness/burnout and issue?

- **30%** of Canadian physicians experience burnout
  - CMA National Physician Health Survey 2017
- **65.4%** burnout in physicians in cardiovascular centers in Toronto
  - Barry Rubin et al, CMAJ 2021
- **73%** of oncologists in Ontario
  - Singh et al, JCO 2021
- **30% of our faculty according to 2019 survey**



# What is Burnout?

- A Syndrome of:
  - Loss of enthusiasm for work (**emotional exhaustion**)
  - Feeling of cynicism (**depersonalization**)
  - Low sense of **personal accomplishment**
- Burnout affects not only you but **the care of your patients**

Maslach C, Jackson SE. The measurement of experienced burnout. Journal of organizational behavior. 1981 Apr;2(2):99-113.



# But I'm just starting my career....

- Burnout can affect early faculty at 2X rate
  - Trying to get a career off the ground
  - Finances
  - Childcare/family
  - Navigating a “space” for yourself
  
- Early career females may be at higher risk



Myers, et al Nature Human Behavior. July 15, 2020.  
Hoff, Lee Med Care 2021 Aug 1  
Shanafelt T, Annals J Med, 2003 April 15





**Same storm, different boats**



# 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



# 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](mailto:simron.singh@sunnybrook.ca)



# Small Group Breakout 3

New faculty orientation



# Early Faculty Leads *DoM Executive Committee*



**Bourne Auguste**  
CQI Nephrology SBK



**Alanna Weisman**  
CS Endocrinology Sinai

**Next Early Faculty  
Virtual Town Hall**



***Oct 12 at 12PM***



# 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



[g.hawker@utoronto.ca](mailto:g.hawker@utoronto.ca)

[dom.chair@utoronto.ca](mailto:dom.chair@utoronto.ca)

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[simron.singh@sunnybrook.ca](mailto:simron.singh@sunnybrook.ca)

[dom.cultureandinclusion@utoronto.ca](mailto:dom.cultureandinclusion@utoronto.ca)



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



