



Family & Community Medicine
UNIVERSITY OF TORONTO

Medical Education in Toronto

Tokyo, Japan

October 2010

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MScCH (HPTE) and Enhanced Clinical Fellowship Program
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Helen P. Batty MD, CCFP, MEd, FCFP

Helen P. Batty is a full Professor and 35 year plus faculty member of the Department of Family and Community Medicine at the University of Toronto.

She is the Founding Director of the Academic Fellowship and the Graduate Studies programs for the Department, including the Clinical Teacher Certificate, INTAPT (Interprofessional Teaching and Learning) Program and the MScCH (Health Practitioner Teacher Education).

In 2005 she won the National Award for Outstanding Contribution to Faculty Development from the Association of Faculties of Medicine of Canada (AFMC).

In May 2010 she shared with one other person the national Ian Hart Award for Distinguished Contribution to Canadian Medical Education from AFMC.

Her goal is to facilitate the professional development of happy Health Professional teachers who will enhance student learning and Health Care system effectiveness.

Thank you
for your kind invitation to visit Japan



University of Toronto Faculty of Medicine 2010



- Over 1500 postgraduate trainees (over 70 programs)
- Over 1000 medical students (4 year program)
- Over 3000 clinical teaching faculty
- “we are #1” Research Publications ranking “Thompson ISI” in peer reviewed citations of all US and Canadian public universities

Faculty Development in UofT Faculty of Medicine



DFCM	Centre for Faculty Development	Dept. of Medicine	OISE	
Contemplated future PhD/DPH			PhD/EdD	
MPH Family and Community Medicine Field (FCM) MScCH Family and Community Medicine Field MScCH Health Practitioner Teacher Education Field (HPTE)	Master's (MScCH) Health Practitioner Teacher Education Field (HPTE)	Master's (MScCH) Wound Prevention Care Field (WPC)	M.Ed/M.A	10 "units SGS equivalent"
Academic Fellowship Enhanced Clinical Fellowship				10 "units CE equivalent"
Diploma Type I of MScCH (FCM, HPTE)	Diploma Type I of MScCH (HPTE)	Diploma Type I of MScCH (WPC)		7 "units SGS equivalent"
Clinical Teachers Certificate	Education Scholars Program	(Master Teacher Program)		4 "units CE equivalent"
CE & SGS courses e.g., INTAPT	Journal Club Monthly Stepping Stones E.D. Certificate			1 or 2 "units CE equivalent"
Workshops (1/2 or 1 day) (UEC, Basics, etc)	Stepping Stones Workshops Other events			

Family Medicine as a Teaching Department at the University of Toronto



When?

It started in 1966

Why?

Canada needed more cost effective family physicians

Because from 1955-65 - specialists increased by 94%; family physicians by 4%

The reason: absence of family physicians as teachers in Canadian medical schools

Result!

Major need for faculty development programs in medical education and teacher training

Department of Family and Community Medicine



- 1253+ faculty
- 26 funded scholars
- 7 Million dollars in Research grant funding (2007-2008)
- 14 fully affiliated hospital teaching centres
- 37 community affiliated centres
- 228 undergraduate students
- 316 postgraduate residents
- 4 remote rural teaching sites

Major Programs



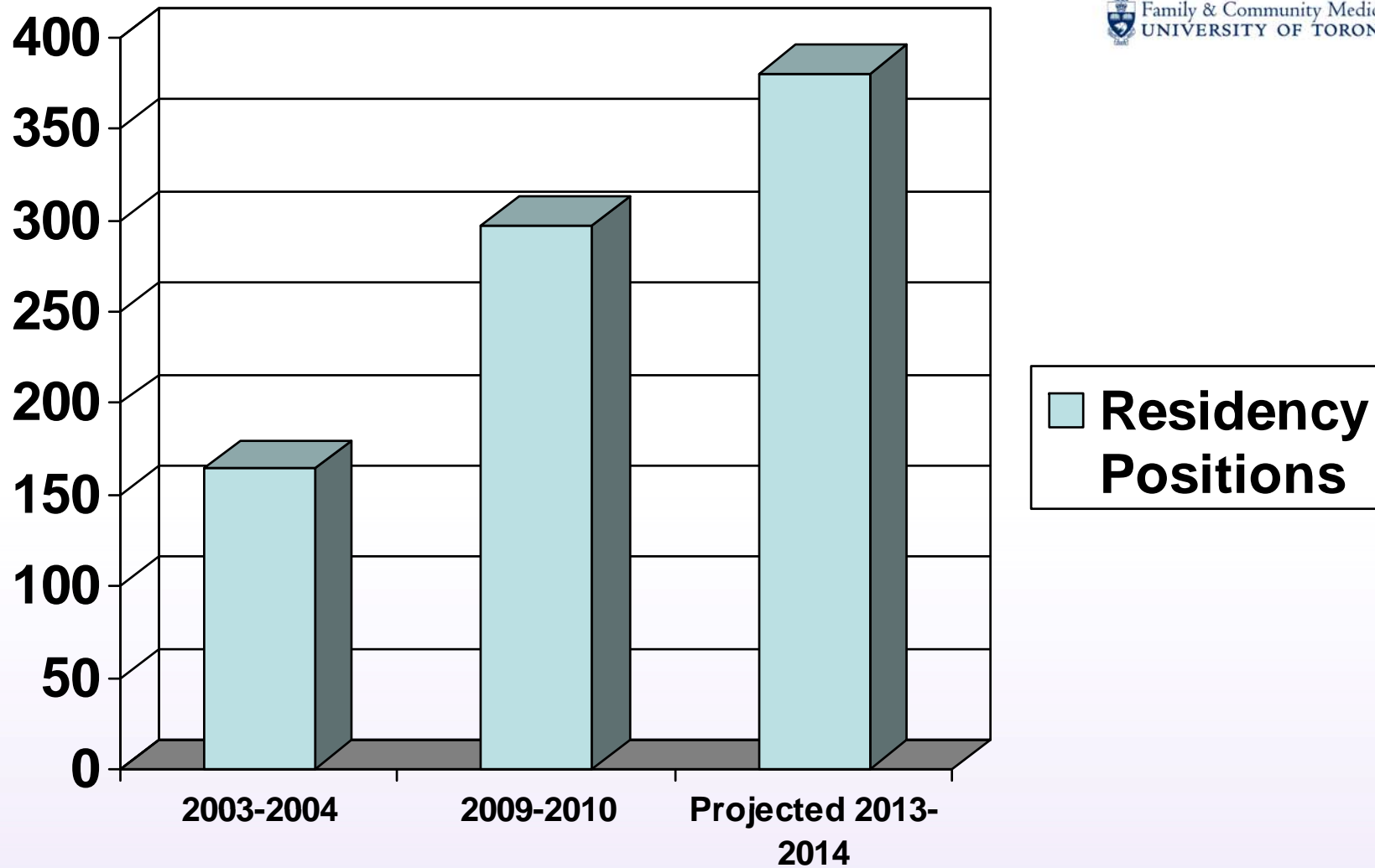
- Residency
- Undergraduate
- Research
- Academic Fellowship and Graduate Studies
- Professional Development
- Global Health

Residency (Postgraduate) Program



- Department of Family and Community Medicine is Canada's largest Family Medicine training program
- Over the past decade, the DFCM has trained 35% of all family physicians graduating in Ontario
- The DFCM is now midway through a major expansion that will more than double its residency positions in less than a decade due to a Ministry of Health initiative

Growth in the Residency (Postgraduate) Program



Undergraduate Program



- All medical students must complete a six week rotation with Family Medicine as part of 3rd year clerkship. Teaching is clinical 1:1 basis
- Family Medicine also involved with 1st and 2nd year undergraduate teaching of clinical skills
- Longitudinal elective in Family Medicine based in community practices required for all first year medical students

Research Program



- *Quality and Effective Practice* has been identified as the priority research theme to guide future activity
- DFCM has one of the largest Family Medicine Research Scholars Program in North America and continues to grow
- 2007-2009 DFCM researchers have published close to 150 articles of original research as well as books, book chapters, and reviews
- DFCM also recently launched a PGY3 fellowship in research to train residents interested in a research career

Global Health

International Program



- Our Global Health (International) Program attempts to respond to the:
 - need to introduce primary care, including family Medicine, as an efficient and cost-effective model for delivering care in low to middle income areas of the world
 - Growing demand in Canada for training in global health and resource-poor settings
- The International Program's efforts to build primary care capacity in Latin America continue to expand and new opportunities for collaboration are being explored in Africa.
- DFCM recently launched a new Global Health/Resource-Poor Fellowship Program in partnership with hospitals in Malawi and Zimbabwe

Professional Development Program



- DFCM supports excellence in the quality of its faculty by way of the Professional Development Program which is focused on providing the knowledge and skills to help all faculty members become outstanding teachers and clinicians
- PD Program is shaped and supported by a strong committee made up of professional development representatives from each of the Teaching Units, Teaching practices, and the Divisions of Emergency Medicine and Palliative Care
- Participation ensures that the Department's professional development programs are responsive to the needs of the faculty

Academic Fellowship and Graduate Studies



DFCM has provided faculty development for academic family physicians across Canada for more than 20 years

International Faculty Development programs growing over past 15 years

Health Professions Teacher Education for clinicians in Toronto, Canada



Over the last 15 years we have created a choice of part-time programs to suit different levels of interest.

A 10 day program [worth two credits] divided into two five-day sections with several months to complete homework in between is often the first step, and is open to all health professionals.

Some participants find this such a benefit for their academic career and personal motivation that they go on to complete the full Clinical Teacher Certificate program [four credits].

Health Professions Teacher Education for clinicians in Toronto, Canada



This year over 30 people have been accepted for our Masters degree [MScCH] Health Practitioner Teacher Education [HPTE] field [10 credits] which is designed as a part-time program accessible from anywhere in the world.

It is a professional degree with practical fieldwork replacing a thesis or final exam.

We use a combination of face-to-face classroom time and online learning.

Professional Development Program



Interprofessional Practical Applied Teaching and Learning in the Health Professions [INTAPT]

Course Director: Dr. Helen Batty

broad introductory overview of clinical education, teaching and learning issues in health professional training as a field of scholarly inquiry and research.

Clinical Teacher Certificate

Director: Dr. Helen Batty

This four credit program's goal is to provide advanced training in Health Professions Education for Health Sciences faculty members who want to increase their teaching, education and academic effectiveness

Academic Fellowship Program

Director: Dr. Curtis Handford

A rigorous ten credit, two-year continuing education program to prepare prospective faculty, entry level faculty as well as experienced health professionals to become more effective and scholarly leaders of Family Medicine and primary care

Enhanced Clinical Fellowship Program For Future Faculty

Director: Dr. Helen Batty

A two-year combined program offered by the Faculty of Medicine, Postgraduate Medical Education Office and the DFCM intended to strengthen physician trainees by developing their leadership, medical education, teaching and research skills. The fellowship aims to provide a foundation for meeting the CanMeds competencies

Interprofessional Practical Applied Teaching and Learning in the Health Professions [INTAPT]



Broad introductory overview of clinical education

Teaching and learning issues in health professional training as a field of scholarly inquiry and research

Interprofessional Applied Teaching and Learning

<http://dfcm.utoronto.ca> under Learners > Fellows & Graduate Students > Programs

Clinical Teacher Certificate Program - Step 1

Interprofessional Applied Practical Teaching and Learning in the Health Professions

October 21-25, 2010 and April 07-11, 2011

Toronto, Canada

Sunnybrook and Women's College Health Sciences Centre
Women's College Hospital - Cummings Auditorium
76 Grenville Street, Toronto, ON

April 2012
(TBA)



October 2011
(TBA)

Presented by the Department of Public Health Sciences, University of Toronto

Residential Program Schedule

October 21-25, 2010

Sessions will run from 8:00 a.m. to 6:00 p.m. each day and a light breakfast and lunch will be provided.

Monday 7:15 a.m. Registration
(Women's College Hospital, 2nd Floor Boardroom)
Introduction/Qualities of Best Teachers
Adult Learning
Welcome Supper

Tuesday Small Group Principles and Theory
Feedback and Reflection

Course Description

and large group interactive sessions. Students are expected to complete assigned readings and individual and group projects.

Required Learning Activities and Projects

- Learning Contract
- Scholarly reviews (3) of books/educational website of choice
- Audio-visual taping and analysis of own teaching
- Teaching log/journal and reflection report
- Major academic paper with poster summary (topic of choice)

Clinical Teacher Certificate



This four credit program's goal is to provide advanced training in Health Professions Education for Health Sciences faculty members who want to increase their teaching, education and academic effectiveness

Clinical Teacher Certificate

<http://dfcm.utoronto.ca> under Learners > Fellows & Graduate Students > Programs



Clinical Teacher Certificate

Application Deadlines

March 15

June 15

August 1

December 1

PART TIME and DISTANCE ACCESSIBLE

The **Clinical Teacher Certificate** provides advanced training in Health Professions Education for current and future faculty members who want to increase their teaching effectiveness. This program is suitable for full and part-time teachers at all career levels – new, mid career and seasoned postgraduate residents clinical fellows – and is comprised of three steps:

Step 1 Two required courses that examine the theoretical base and current issues in clinical education and applications to real life teaching.

Teaching and Learning in the Health Professions

- Principles and Theories
- Practical Issues and Approaches

Academic Fellowship Program



A rigorous ten credit, two-year continuing education program to prepare prospective faculty, entry level faculty as well as experienced health professionals to become more effective and scholarly leaders of Family Medicine and primary care

Academic Fellowship Program



Academic Fellowship

Academic training and preparation for faculty of Family Medicine, with an emphasis on teaching, professional leadership, and critical appraisal of research.



2010-2011

www.dfcm.utoronto.ca

Under Learners

- > Fellows & Graduate Students
- > Programs
- > Academic Fellowships

Professional Development Program



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MScCH (HPTE) - Curriculum Requirements



Required (3.5 FCE)					
CHL5607 (0.5 FCE)	Teaching & Learning (A): Principles and Theories	CHL5609 (0.5 FCE)	Continuing Education in Health Professions or approved alternate	CHL5004 (0.5 FCE)	Introduction to Public Health Sciences
CHL5608 (0.5 FCE)	Teaching & Learning (B): Practical Issues & Approaches	CHL5611 (0.5 FCE)	CE – Planning Management & Evaluation in Health Professions or approved alternate	HAD5010 (0.5 FCE)	Canada's Health System & Health Policy
Practicum				or	
CHL5690* (0.5 FCE)	Required Medical Education Practicum*			CHL5300 (0.5 FCE)	Public Health Policy
Optional Courses (1.5 half FCE)					
DFCM	Any course from the DFCM Graduate Studies course menu (subject to availability)				
CHL7001*	Directed Reading in an Approved Field of Community Health				
CHL7002*	Approved Research Project in an Approved Field of Community Health				
Other Public Health Science Courses* http://www.phs.utoronto.ca/courses2/index.aspx					
Other UofT SGS Courses http://www.sgs.utoronto.ca/informationfor/students.htm					
Approved Courses at other Universities					

Master of Science in Community Health (MScCH)



University of Toronto

Dalla Lana School of Public Health

Brief for the assessment of a proposal for a new
Master of Science in Community Health (MScCH)
in Health Practitioner Teacher Education

Submitted to the Ontario Council on Graduate Studies
Approved August 2007

MScCH - General Degree Requirements



- Equals well-known degrees:
 - M.Ed OISE/UT, Dundee, Chicago
 - MPH Harvard/Johns Hopkins
London School of Hygiene

MScCH - Executive Summary



This proposal for a distinct new program in the Graduate Department of Public Health Sciences, addresses a critical training need in the health professions.

The Master of Science in Community Health (MScCH) is intended for practicing health professionals, who already have, or plan to assume, teaching and leadership positions within their professional practice fields.

Two complementary trends within the health professions underscore the need for this degree:

- In the regulated health professions, continuous upgrading of individual's knowledge and practice as a condition of licensure and/or accreditation, requires an enlarging cadre of expert teachers.
- The emphasis on evidence-based practice necessitates that timely transmission of emerging knowledge from research findings to practitioners in the field.

MScCH - Applicants



Applicants will come from a wide range of health sciences disciplines and professions, and must meet the same graduate admission standards as the other degree programs.

Since it is a unique program with few competitors, the program is expected to attract students from across Canada and internationally.

Initially, four fields were approved for the MScCH:

- Health Practitioner Teacher Education
- Family and Community Medicine
- Wound Prevention and Care
- Community Nutrition

MScCH - Completion Requirements



The MScCH program requires the completion of 5.0 full course credit equivalents (FCE), including one or two supervised field placements or practica.

A Diploma option will consist of 3.5 FCEs including a practicum and a specified subset of required courses.

The MScCH is designed to be completed in 12 consecutive months; however, its structure and schedule also permit students to complete the degree requirements in a maximum of 5 years.

MScCH - Completion Requirements



Many of the courses combine a brief period (usually 5 days) of intense "on campus" activities and an extended "off campus" period, during which participants are expected to complete readings and research assignments, as well as interact with fellow students and faculty.

The practica or "fieldwork" may run concurrently with the formal course work.

In some cases, students who have achieved high academic standards in specified Continuing Education courses may receive advanced standing for previous class attendance toward courses in the degree program.

MScCH - General Degree Requirements



Required Courses (3.5 FCE)

- Public Health Core Part 1 & 2 1.0 FCE
- Field Specific Required Courses 2.0 FCE
- Required Practicum 0.5 FCE

Optional Courses (1.5 FCE)

- Field Specific Optional Courses 1.0-1.5 FCE
- Field Specific Optional Practicum 0.5 FCE

Total: 5.0 FCE

MScCH (Health Practitioner Teacher Education) - General Degree Requirements



Required Courses (3.5 FCE)

- Public Health Core Part 1 & 2 1.0 FCE
- Teaching and Learning in the Health Professions 1.0 FCE
 - Principles and Theories (Part 1: CHL5607H)
 - Practical Approaches and Issues (Part 2: CHL5608H)
- Continuing Education in the Health Professions 1.0 FCE
(or substitute pair)
- Required Practicum in Health Professional Education 0.5 FCE

Optional Courses (1.5 FCE)

- Field Specific Optional Courses 1.0-1.5 FCE
- Field Specific Optional Practicum 0.5 FCE

Total: 5.0 FCE

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