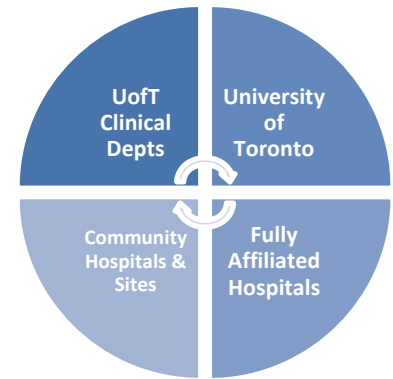


Message from the Deputy Dean, Dr. Sarita Verma:

U of T's programs and initiatives reflect a health human resources partnership between the university and government, a partnership that aims to align academic responsibility with social responsibility. Integral to that academic mission is the role of our 9 fully affiliated hospitals and 18 community affiliates as well as independent community practitioners, public health sites, community centers and offices where our learners attend for hands-on clinical education. The intent of the Toronto Integrated Medical Education (T-IME) Project has been to establish a sustainable framework for integrated medical education that puts the University's programs at the forefront of producing health care professionals who meet the needs of society. Some of the key activities of T-IME are to:



- Establish a sustainable framework for integrated medical education that puts the University's programs at the forefront of producing health care professionals who meet the needs of society.
- Expand MD teaching and learning to meet new standards for accreditation, teaching capacity and delivery of patient centered, inter-professional, evidence based health care, in urban, suburban and community settings.
- Enhance learners' access to clinical teaching for all programs along the continuum of medical education.
- Align the clinical departments' education programs with the Mission and Vision of the Faculty of Medicine, while enabling our clinical adjunct and part-time faculty to benefit from the resources, academic excellence and innovation of the University.
- Develop an accountability framework for the payment of clinical teachers to support integrated MD education.
- Monitor resource utilization for accountability and quality improvement.

The work of the Office of Integrated Medical Education (OIME) has been to complement the efforts of the Hospital University Education Committee (HUEC) and the education portfolios in undergraduate medical education, postgraduate medical education and our clinical departments.

The Faculty's size and structural complexity provides both opportunities and challenges in the delivery of accredited programs as well with the communication and coordination of education goals, objectives, policies and the evaluation of our students. A key platform that the Toronto Integrated Medical Education Project provides, through the OIME, is the ability to harness the many strengths, experiences and networks of the Faculty to achieve quality education, optimize the talent of our faculty members, and to facilitate a seamless, smooth, educational experience for our students across the network of teaching sites. Indeed, coordination and organization across this vast network is a major challenge and in a short two-year time frame, T-IME has risen to meet this with tremendous success, by responding strategically to the new system for payment of clinical preceptors; addressing gaps in policies and procedures; managing rapid growth in undergraduate and postgraduate positions; linking appointments of new faculty to faculty development and teacher support including a Tool Kit for academic promotions.

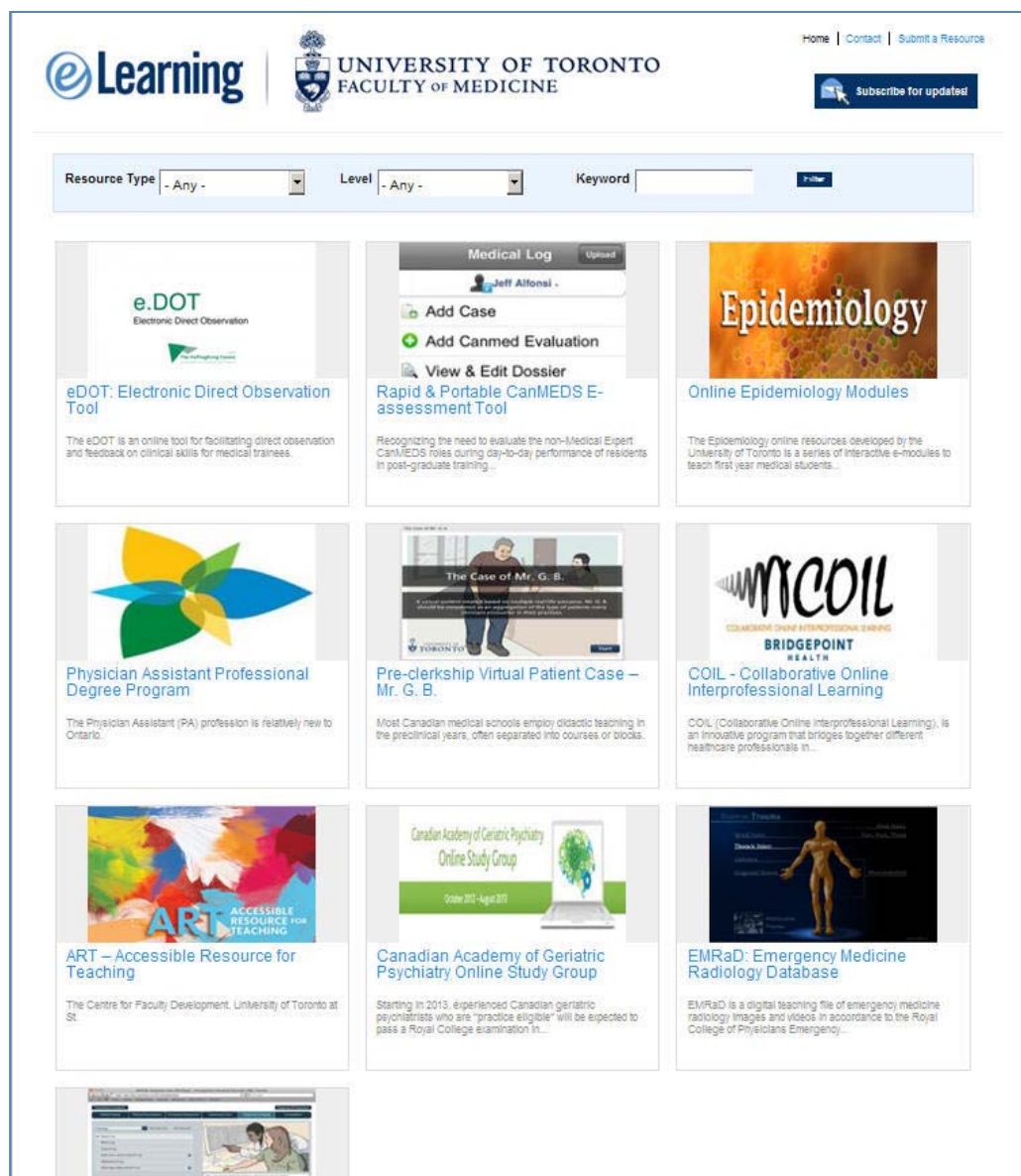
Our performance indicators within our first annual report speak loudly to this success, and I would invite you to view this report available on the OIME's website at www.oime.utoronto.ca. As the only coordinator and support across our teaching sites, T-IME is truly an integrator. During this period, we have seen an overall increase of 120% in faculty appointments in our community-affiliated hospitals with significantly higher growth in some U of T clinical departments and community hospitals; the full alignment of 156 education-related policies and procedures; and the enhancement of faculty development with numerous outreach programs. The Office of Integrated Medical Education has processed clinical preceptor payments for 106,996 learner days (totaling almost \$3.7 million dollars in 2011-2012) in the community hospitals. While the first OIME summit was focused on charting a roadmap for the future of IME in the context of the Future of Medical Education (FMEC) project, the 2012 summit of OIME (our second) will be dedicated to an emerging need, namely the evolution of education technology and the remarkable innovations in pedagogy using new platforms, applications, and teaching skills.

Thanks to all of you, our partners and the incredible work of offices of medical education across our affiliated hospitals, for making this project a major asset to the Faculty of Medicine and our collective academic enterprise.

Sincerely,



Sarita Verma LLB, MD, CCFP
 Professor of Family Medicine
 Deputy Dean, Faculty of
 Medicine
 Associate Vice Provost, Health
 Professions Education



The screenshot shows the eLearning website for the University of Toronto Faculty of Medicine. At the top, there is a navigation bar with links for Home, Contact, and Submit a Resource, along with a 'Subscribe for updates!' button. Below the navigation bar is a search bar with filters for Resource Type (set to '- Any -'), Level (set to '- Any -'), and a Keyword field. The main content area displays a grid of resource cards. Each card includes a title, a brief description, and a small image. The resources shown are:

- e.DOT: Electronic Direct Observation Tool**: An online tool for facilitating direct observation and feedback on clinical skills for medical trainees.
- Medical Log**: A tool for tracking performance, with options to 'Add Case', 'Add Canmed Evaluation', and 'View & Edit Dossier'.
- Online Epidemiology Modules**: A series of interactive e-modules to teach first year medical students.
- Physician Assistant Professional Degree Program**: Information about the PA profession in Ontario.
- Pre-clerkship Virtual Patient Case - Mr. G. B.**: A case-based learning tool for pre-clerkship years.
- COIL - Collaborative Online Interprofessional Learning**: A program that bridges together different healthcare professionals.
- ART - Accessible Resource for Teaching**: An accessible resource for teaching, provided by the Centre for Faculty Development.
- Canadian Academy of Geriatric Psychiatry Online Study Group**: An online study group for geriatric psychiatry, starting in 2013.
- EMRaD: Emergency Medicine Radiology Database**: A digital teaching file of emergency medicine radiology images and videos.