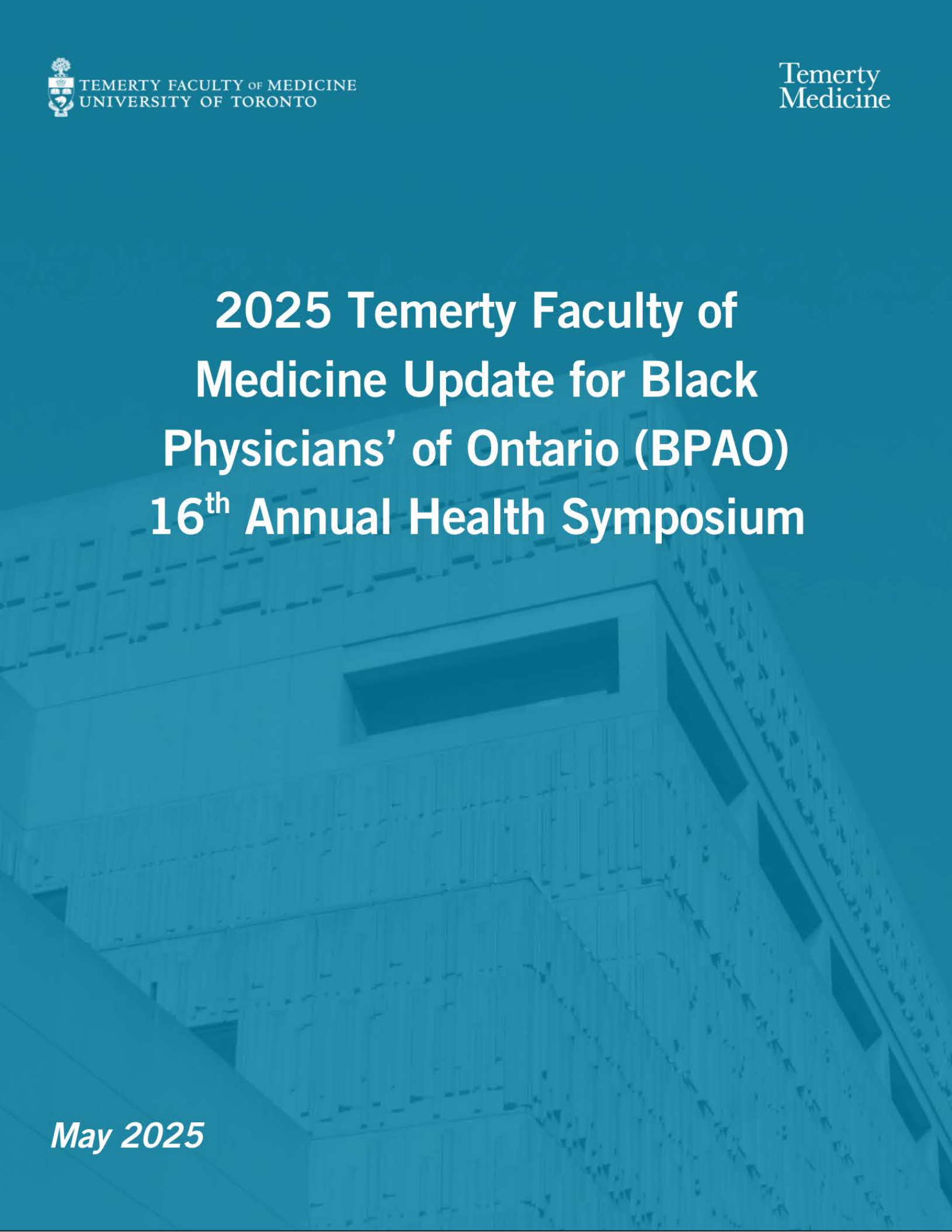
TEMERTY FACULTY OF MEDICINE
UNIVERSITY OF TORONTO

Temerty Medicine

2025 Temerty Faculty of Medicine Update for Black Physicians' of Ontario (BPAO) 16th Annual Health Symposium



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Introduction

On Saturday, February 22, 2025, the Black Physicians' Association of Ontario (BPAO) held its16th Annual Health Symposium, which brought together physicians, residents, medical students and health care professionals. As part of the event, the Deans of Ontario's medical schools came together for a Breakfast Panel hosted by the Network for the Advancement of Black Learners (N-ABL), a BPAO initiative focused on supporting Black medical learners through a six-pillar framework, including curriculum, mentorship, reporting pathways, wellness, data collection and transition from learner to physician. Deans were asked to speak to several of these themes at the breakfast panel in the context of the work underway at their faculties of medicine.

Dr. Lisa Robinson shared the following updates with N-ABL, which highlight the important and necessary work underway to support Black medical learners to thrive and achieve their full potential at Temerty Medicine and beyond.

While much has been accomplished, we continue to work closely with learners, faculty and relevant offices at Temerty Medicine to improve experiences and outcomes for Black community members in medical education and health sciences.

For more information about Temerty Medicine's work to address anti-Black racism and support Black community members, please visit temertymedicine.utoronto.ca/black-temerty

Admissions and Attrition

What steps has the Faculty taken to increase enrolment and reduce attrition rates of Black learners in medical programs, and what data can be shared on both of these areas?

Temerty Medicine has made significant progress in increasing the enrolment of Black medical students over the last seven years.

High School and Undergraduate Outreach

Temerty Medicine's Summer Mentorship Program, which celebrated its 30-year anniversary last year, works to address underrepresentation of Black and Indigenous students in medical education by providing high school students (including about 100 Black students annually) a chance to learn about health sciences at the University of Toronto over four weeks every July.

Other high school outreach programs that support Black students and other students from underrepresented communities to explore health care and research include MedLinx and STEAM Design.

We also have a Community of Support Program that provides hundreds of Black undergraduate and graduate students, as well as other underrepresented community members, with admissions and application support for Temerty Medicine's academic programs.

Admissions

In close partnership with Temerty Medicine's Black Medical Students Association (BMSA), Black Learner Experience Working Group, Office of Access and Outreach, Office of Inclusion and Diversity, Office of Learner Affairs, and Undergraduate Medical Education Enrolment Services, we strive to promote and provide a welcoming and safe environment for Black applicants and students,

At the admissions stage, these groups collaborate to organize two community-building events: **post-interview social** and **post-offer calling campaign**. These events allow Black applicants to engage and build informal networks with their peers and near-peers from the start and establish a sense of belonging in Temerty Medicine. In school, these groups work together to organize integrated programs and services, including mentorship programs and educational workshops, and advocate for Black students via the Black Learner Experience Working Group.

We are also committed to creating and growing dedicated opportunities and resources for Black students, including through the **Black Student Application Program (BSAP)**. Since the

program's launch in 2017, Temerty Medicine has admitted 139 and graduated 55 Black medical students. BSAP has now expanded to many other medical schools across Canada, including all Ontario medical schools, Dalhousie University, University of British Columbia, University of Alberta, and McGill University.

To better support our growing community of Black medical students and graduates, we have fundraised and created 10 dedicated awards and grants for Black medical students totalling $37,900 over the last five years.

Given the recent attacks on EDI across the US, can you guarantee that your Faculty's enrolment initiatives (i.e. BSAP) and Black learner support initiatives will be preserved over the next four years?

Despite shifting landscapes, Temerty Medicine continues to be committed to our strategic goal of Excellence Through Equity, which includes increasing recruitment and retention of learners, faculty and staff that reflect the diversity of Canadian society. Our admissions supports for Black learners have proven to be a crucial and successful component of achieving this goal.

Learner Support and CaRMS

What steps has the Faculty taken to support Black learners in clerkship and the CaRMS process, and what data can be shared on both of these areas?

Alongside our initiatives to increase Black student enrolment, Temerty Medicine has developed several resources and programs for current Black MD students, supported by a foundational accountability back to the community as exemplified through our Black at Temerty initiative.

In 2020, a Black Learner Experience Working Group was established to help ensure the ongoing development of culturally proficient spaces and effective supports and co-curricular opportunities for Black medical students. The Working Group is co-chaired by the **Office of Inclusion and Diversity** and the **Black Medical Students Association** and includes representation from several offices across the Faculty, including **Learner Affairs**, **Enrolment Services** and the **MD Program**.

The Office of Learner Affairs (OLA) at Temerty Medicine provides staffing and programmatic support to Black learners:

- OLA staff include Learner Life Specialists, who provide mental health and learning environment supports through needs assessments, navigation, and case management with connections to long-term supports. Currently two of the Learner Life Specialists identify as Black, and all Learner Life Specialists are required to have familiarity and experience with trauma-informed and anti-racist approaches.

- Black learners can access mentorship supports through the Diversity Mentorship Program (DMP), which connects Temerty Medicine MD students and first year residents from structurally minoritized groups to faculty mentors. Twenty to thirty Black learners have participated In the DMP each year since 2020.

We have also focused departmental supports for Black MD students entering into residency, including **Black learner pathways** in our General Internal Medicine, Psychiatry and Obstetrics & Gynecology residency programs.

Additionally, data gathered from the previous CaRMS cycle noted that Black students tended to utilize supports from known/trusted Black physicians and mentors over CaRMS supports offered to all students. In order to support Black mentors and students through the CaRMS process, the Office of Learner Affairs, in partnership with Black learners, created and filled the position of Faculty Career Lead for Black Learners in 2024.

What support exists for Black learners facing disciplinary actions or dismissal?

Black learners facing disciplinary actions can access the Office of Learner Affairs, Learner Experience Unit for support and counselling. Last year, the LEU and the Office of Inclusion and Diversity piloted a **Support Persons** initiative, which identified faculty members from diverse backgrounds to be volunteer support people for learners experiencing mistreatment, discrimination or harm — three of twelve faculty volunteers identify as Black.

How do you ensure assessments are objective and free from discrimination?

Training and resources are provided to faculty to support assessments that are free from discrimination:

- The MD Program Office of Faculty Development provides programming and resources that are targeted, tailored to each teaching role and focused on supporting the delivery of the MD Program curriculum. Faculty development sessions and resources have content related to EDIIA, sensitive exams, allyship and learner mistreatment.
- All Objective Structured Clinical Examination (OSCE) examiners are required to complete **unconscious bias training**. Discussion of unconscious bias and the impact on assessment is incorporated into training of all OSCE examiners across the MD Program curriculum.

Are there surveys among Black medical learners to see their perspectives on enhancing their experience in the learning environment?

- The Voices Surveys at Temerty Medicine aim to identify, measure and track key factors that influence the overall educational, training and work experience of MD students, residents and clinical fellows. The surveys are conducted every two years, and results from the Surveys are instrumental in guiding future initiatives and measuring the impact of existing programs.
- The Black Health Theme Lead, MD Program has been advising the Black Medical Student Association on a survey for BMSA membership, which would help assess Black health curriculum needs and gaps.

Racism Reporting

How does the Faculty address racism and mistreatment of students and residents in: (a) hospitals (from patients and staff), (b) communities where they have been sent for learning and (c) the school (from peers and staff)?

- We are committed to continuing to optimize a harmonized approach to preventing and addressing learner mistreatment across the continuum of medical education and at all clinical sites, which is a strategic initiative identified in the Medical Education Strategic Plan.
- To address racism, our Temerty Medicine Learner Mistreatment Guideline includes discrimination and discriminatory harassment as a general category of mistreatment, grounded in the Ontario Human Rights Code.
- Operationalization of our Learner Mistreatment Guideline is overseen and supported by a dedicated Learner Experience Unit in the Office of Learner Affairs. This unit is at arms' length from learners' clinical training programs and hospitals and does not adjudicate concerns; its role is to support learners in navigating their options to Discuss, Disclose or Report mistreatment concerns.
- Once the LEU receives a report, it enables and supports escalation to the appropriately accountable Temerty Medicine or hospital leader in a respondent-driven manner.

What tools does the Faculty use to overcome barriers like fear of reprisal?

- Tools used by Temerty Medicine to help overcome the fear of reprisal include the option to submit concerns anonymously, to de-identify a report or to stagger the timing of the escalation of a report.
- Temerty Medicine's Standards of Professional Behaviour for Clinical (MD) Faculty explicitly name acts of retribution toward complainants as an inappropriate behaviour.

How are anti-discrimination interventions enforced, and what systems ensure faculty accountability for mistreatment of Black medical learners?

- There is a range of possible outcomes resulting from a substantiated learner discrimination report, from expectation-setting conversations to coaching to more

disciplinary measures. Information in a secure and confidential electronic case management system contributes to our ability to initiate a progressive escalation in consequences, informed by prior interventions.

- The LEU publishes Annual Learner Experience Reports that serve as a tool for accountability to learners and the Temerty Medicine community by reporting on the types of mistreatment, types of respondents and types of outcomes. Our annual Learner Experience Reports also outline systems-level initiatives being taken to prevent and address mistreatment.

- Additionally, new clinical faculty in the Toronto Academic Health Science Network are required to complete a Professional Values Module (PVM) as part of their hospital appointment and faculty orientation, with continuing faculty required to complete the module on a three-year cycle.

- The PVM was revised in 2023 to educate faculty members regarding the central role played by the Temerty Medicine Learner Experience Unit in supporting learners who have experienced or witnessed mistreatment.

Learner to Physician

What supports are currently in place to support and guide Black medical learners emerging from residencies and fellowships?

- The Career Advising Team in the Temerty Medicine Office of Learner Affairs supports Black learners with transitions of all types (between residencies with transition application support, with transition to subspecialty fellowship and with transition to practice). This support is provided through large group sessions that are available to all learners, through one-on-one meetings with faculty and career counsellors, through networking and supporting with sponsorship where possible and through consultations with residency programs to help support them in career advising and transitions within their particular disciplines.

- Last November, the Office of Learner Affairs appointed Dr. Osman Kahiye as the inaugural **Faculty Career Lead for Black Learners**. Having Dr. Kahiye as part of the Career Advising Team has and will be of great value to Black residents and fellows, including through their collaboration with the BPAO and efforts to develop a larger formal network of Black faculty.

- Additionally, last July, the PGME Office appointed Dr. Jamal Depradine as the inaugural **PMGE Faculty Lead, Black Health**. In addition to providing support to PGME programs with respect to equitable admissions practices and Black Health curricular content, Dr. Depradine's responsibilities include being available as a resource to Black residents and fellows.

Can we identify areas and opportunities where we can strengthen these supports?

The Office of Learner Affairs at Temerty Medicine has recently convened the Temerty Medicine Mentorship Advisory Committee, which will advise on strategic initiatives for awareness and alignment of mentorship programs. The overarching goals of this Committee include assessing and strengthening current mentorship offerings, which could potentially include expansion and/or creation of focused mentorship opportunities for more senior learners looking to transition into practice.

Temerty Medicine would also be interested in a more systems-level approach to learner-to-physician mentorship, with collaboration and resource sharing across medical schools.

For more information, please contact:

Saba Khan
Manager, Office of Inclusion and Diversity

Temerty Faculty of Medicine
University of Toronto
1 King's College Circle
Toronto, Ontario, M5S 1A8
sab.khan@utoronto.ca
temertymedicine.utoronto.ca