

Equity and Social Justice Education (ESJE) Working Group
Terms of Reference
General Psychiatry Residency Program

Background

The social and structural determinants of health are recognized as major factors that shape the lives of everyone in our communities. Inequities in health and mental health occur as a result of and are perpetuated by these social factors. To be able to practice psychiatry with excellence, compassion, and justice, general psychiatry residency program graduates must be able to identify and respond to inequity as clinicians working with individual patients, as members and leaders of health programs, and as members and leaders of their communities.

Aligned with Health Advocate and Leader CanMEDS roles and competencies (see Royal College of Physicians and Surgeons of Canada [Psychiatry Competencies](#) for details) future generations of psychiatrists should be empowered and equipped to identify and address systemic inequities at the micro, meso, and macro levels to improve psychiatric care. As such, future psychiatrists should be: 1) skilled in advocacy and critical thinking; 2) have the knowledge base to navigate system transformation; and 3) be skilled in providing population specific and equity-based care to equity-seeking and marginalized groups.

Mandate and Scope

The core mandate of the Equity and Social Justice Education (ESJE) Working Group (WG) is to support the Equity and Social Justice Lead, General Psychiatry Residency Program, in the creation and integration of equity and social justice education within the residency program. The General Psychiatry Residency Program aligns with the [Temerty Faculty of Medicine's Commitment to Equity, Diversity and Inclusion](#), and will ensure that “our curricula prepare our graduates to meet the needs of the diverse communities they will serve in their careers in Canada and around the world”.

This Working Group, in collaboration with the PRPC and its [subcommittees](#) (Curriculum, Assessment, etc.), as well as with the Indigenous Stream leadership, will support the development of a unified, integrated and strong vision and plan for social justice education across the general residency program, that reflects EDIIA (Equity, Diversity, Inclusion, Indigeneity, Accessibility) principles.

This WG will ensure alignment with other EDIIA initiatives within the Department of Psychiatry, through collaboration with the Associate Director, EDI Education and Training.

Outputs of the ESJE WG move forward as recommendations to the PRPC for further consideration regarding implementation. The Chair of the WG will work with the Program Director or delegate annually on setting priorities for the WG which will be brought forward to PRPC for input and regular review.

Principles and Values

The overarching approach for this committee is one of inclusive collaboration in the design and implementation of equity and social justice educational initiatives. Our guiding principles are:

- Accountability
- Commitment to Reconciliation
- Solidarity
- Commitment to Justice
- Respect for Service User knowledge

As a working group of the General Psychiatry Residency Program, the working group also aligns with the values of the program and Department of Psychiatry including:

- Excellence (academic and operational)
- Transparency and accountability (principle-based approaches within the governance structures of residency training)

Membership

- Social Justice and Equity Lead, General Psychiatry Residency Program (Chair)
- Associate Director, EDI Training, Department of Psychiatry
- Lead/Co-Leads of the Underserved/Marginalized Populations Selective
- UofT Indigenous Stream Site Lead
- Assistant Director, Curriculum & Assessment, or delegate
- At least 4 resident representatives with interest or experience in EDIIA initiatives, and with preference from different developmental stages of training (e.g. FOD and COD/TTP)
- Department of Psychiatry Faculty psychiatrists representing various domains affecting or offering important perspectives on EDIIA education, including but not limited to:
 - Educators involved in equity education
 - Early career psychiatrist (within first 5 years of graduating from residency)
 - Hospital training sites (PG site director or psychotherapy site coordinator)
 - Community sites
 - Psychiatry subspecialty residency programs
- Service users/ lived experience educators

Service Users/PWLE (people with lived experience) have made significant contributions to the residency program over a number of years, including the ESJE WG. Whilst the residency program awaits Departmental guidance on inclusion of PWLE/lived experience educators, the program agrees to continue with the current membership of the ESJE WG, and will review inclusion of PWLE/lived experience educators across key WGs and SCs once Departmental guidelines are available.

The ESJE-WG will endeavour to consult with a variety of diversely situated constituencies, partners and stakeholders with attention to intersectional identities. Guests may be invited to present and contribute to ESJE-WG discussions and deliberations, at the direction of the Chair.

Reporting

The ESJE-WG reports to the Psychiatry Residency Program Committee (PRPC) and Director, General Psychiatry Residency Program. The Chair of the working group is a member of the PRPC and PEAC

and Curriculum Subcommittee and represents the General Psychiatry Residency Program on Departmental Committees related to EDIIA. The working group may also be asked by the Program Director or PRPC to provide recommendations to relevant or related subcommittees or working groups of the General Psychiatry Residency Program with regards to the design, development, implementation, and evaluation of educational initiatives in the residency program relating to equity, social justice, anti-oppression, and advocacy.

Meetings

The ESJE-WG meets once/month, either in person or virtually.

Attendance

Active participation (attendance and engagement) in meetings is expected of all members. Members can contribute to group discussions via email if attendance at any one particular meeting is not possible. Members are expected to contribute to project work of the WG in between meetings.

2023-24 Goals

1. Curriculum mapping of EDIIA curriculum in academic half-days across the residency program from Transition to Discipline to Transition to Practice (PGY1-5).
2. Creation of a PGY4/5 TTD EDIIA curriculum in collaboration with Departmental EDIIA leadership (e.g. Assistant Program Director and UofT Site Lead, Indigenous Stream amongst many others)
3. Program evaluation of TTD and FOD (PGY1/2) EDIIA curriculum, focusing on equity and social justice curriculum in PGY1 and PGY2.

The above will either be presented at PRPC, PEAC or the annual PG Retreat.

Administrative Support

Administrative support is available to support the working group via the General Psychiatry Residency Program. This support involves:

- sending Zoom links, as needed, for WG meetings with meeting dates sent to program administrators by the Equity and Social Justice Lead
- sharing any residency program curriculum documents that may be needed with the WG and sharing WG documents with the PRPC/PEAC

Created by: ESJE Lead with the ESJE-WG, with input from Associate PD and PD

Reviewed at PRPC: October 16, 2023

Next review: Annually for each academic year

Appendix I: Opportunities for ESJE WG input

- To support the work of the Equity and Social Justice Lead
- To support the work of the Underserved/Marginalized Populations Selective (U/MPS) Lead(s), and curriculum development for the U/MPS
- To support the coordination, development, delivery and evaluation of curriculum related to equity and social justice education within the residency program on topics including, but not limited to Advocacy, Cultural Psychiatry, Social and Structural Determinants of Health, Poverty, Homelessness, Gender, Discrimination, Sexuality, Identity, Anti-Oppression, Indigenous Mental Health (in collaboration with the Assistant PD, Indigenous Stream), Black Mental Health
- To support and include education, curriculum and critical thinking within the residency program that integrates analysis and knowledge generated by mental health services users' experience
- To advise and assist rotation leads on the development and integration of equity and social justice content within their formal (core teaching) and workplace-based curriculum (clinical rotations)
- To provide a venue for educators to liaise and coordinate, with the goal of creating an integrated PGY1-5 equity and social justice curriculum
- To create a space for the discussion of challenges and solutions around complex equity and social justice education issues
- To consider evaluation strategies, and develop and promote best practices in education scholarship in equity education
- To support equity and social justice within the Department of Psychiatry, including providing mentorship to trainees and educators
- To advise the Curriculum Subcommittee and PRPC on equity education
- To identify overlooked and under-addressed structural-institutional issues and populations within medical education
- To inform strategic and operational planning on equity and social justice topics across the postgraduate medical education portfolio
- To foster collaboration across a variety of medical education portfolios within and beyond the Department of Psychiatry relating to EDI education initiatives within the Department of Psychiatry
- To support learners and teachers in creating safe spaces for the discussion of challenges and solutions around complex equity and social justice education issues, in collaboration with the Safety and Resident Wellbeing subcommittees