Centre for Faculty Development

Advancing the limits of learning

ANNUAL REPORT
2003-2004

CENTRE FOR FACULTY DEVELOPMENT
FACULTY OF MEDICINE, UNIVERSITY OF TORONTO
AT ST. MICHAEL'S HOSPITAL

Leading with Innovation
Serving with Compassion

ST. MICHAEL'S HOSPITAL
A teaching hospital affiliated with the University of Toronto

FACULTY OF MEDICINE
University of Toronto

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INTRODUCTION

In preparation of this report, departments, education committees and academies were asked to provide a list of faculty development activities conducted during the 2003-2004 academic year. Faculty development activities were defined as courses, workshops, seminars, rounds and other activities that enhance instructional development and teacher training; personal, career and professional development; and organizational development of our Faculty. The following report summarizes submissions received to date. Please note that participation numbers have been included if provided.

VISION AND GOALS

To be recognized as a leader in Faculty Development among Health Sciences Faculties around the world.

Goals
- Empower our faculty to be excellent academic, professional, and inter-professional role models
- Assist faculty to achieve their full academic potential
- Support the academic mission of the Faculty of Medicine
- Promote recruitment, well-being, and retention of faculty
- Enhance faculty and student learning
- Enhance faculty research in faculty development
- Promote medical education scholarship and leadership
- Disseminate best practices information related to the development and implementation of faculty development programs in the health professions
- Improve patient care in Ontario, Canada

Methods
- Determine the faculty's learning needs within the Faculty of Medicine, both perceived and unperceived
- Respond to changes in the health professions
- Design, develop, deliver, coordinate and evaluate faculty development activities
- Enable faculty to provide faculty development activities within their own departments, academies, centres, or education committees
- Promote interdepartmental and interprofessional faculty development activities in part by informing faculty of initiatives offered within various departments
- Stay apprised of faculty development innovations developed by other institutions
- Promote innovation and leadership in faculty development
- Promote scholarship in faculty development including research, publications and presentations at academic meetings

Targeted Outcomes
1. Continuous monitoring of the needs of our faculty via formal and informal means (e.g. needs assessments)
2. Implement effective faculty development activities based on determined needs and activity evaluations
3. a. Enhance the number of faculty development activities coordinated by individual departments, academies, centres, and education committees
   b. Enable the appointment of a person within each department responsible for faculty development
4. Enhance the number of interdepartmentally coordinated / attended faculty development activities
5. Create networks, organizations, and structures focused on various aspects of faculty development planning and implementation within the Faculty

6. Disseminate best practices in the development and implementation of faculty development programs via an increase in the number of research projects, publications, and presentations on faculty development

Distal Outcomes

The activities of the Centre for Faculty Development also can be expected to:

- Increase the understanding of faculty development and its scope
- Increase academic scholarship and productivity through recruitment and retention of our faculty
- Enhance the development of academic leaders in the health professions
- Enhance the professional development of our faculty and student learning as defined by the professional competencies of participating health disciplines
- Contribute to building a culture of continual improvement in instruction, inter-departmentalism, inter-professionalism, and Faculty identity
- Increase faculty satisfaction and a feeling of being valued in our their working lives
- Enhance patient care in Ontario, Canada
- Enhance the profile of faculty development in our Faculty, nationally, and internationally

Cycle of Professional Change
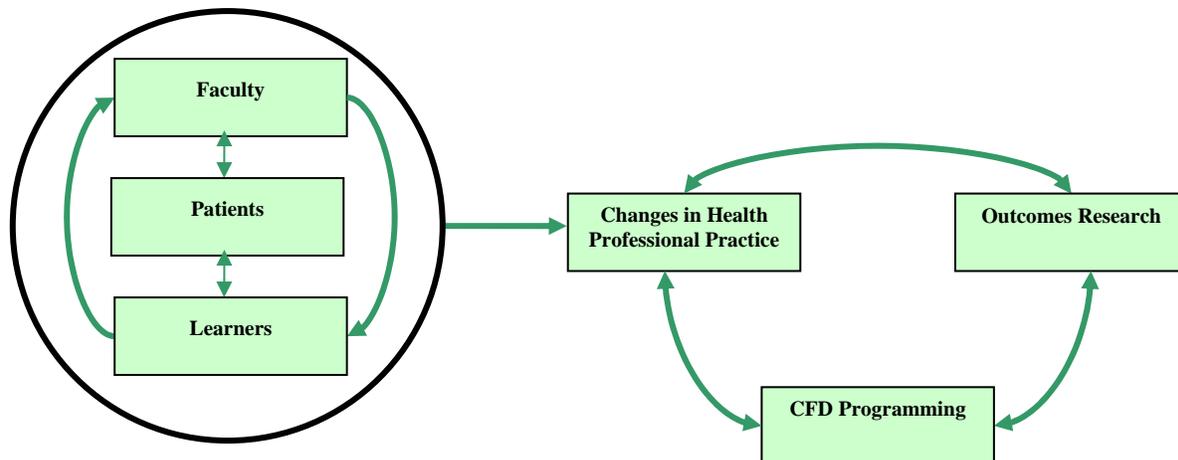
STAFF

Ivan Silver, MD, MEd, FRCP(C)
Director, Centre for Faculty Development
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Dr. Silver is a 1975 graduate of Dalhousie medical school and subsequently specialized in Psychiatry at the University of Toronto, Faculty of Medicine. He joined this faculty in 1979 and later completed a Masters Degree in Education at the Ontario Institute for Studies in Education at the University of Toronto.

His academic career has focused on medical education scholarship and the development of new pedagogy especially the use of games within teaching. He has focused on undergraduate and postgraduate education in the first part of his career; in the past nine years he has concentrated on continuing education and professional development and most recently on faculty development. In his specialty area of psychiatry, he has developed local and national strategies for delivering continuing education to mental health professionals in Toronto and in Canada. He has worked with the Royal College of Physicians and Surgeons of Canada to help develop the Maintenance of Certification program. In October 2002, he was appointed the Director of Faculty Development in the Faculty of Medicine at the University of Toronto. Since then he has initiated several programs to enhance the professional development of faculty. He has academic interests in how students of all ages learn, self-directed learning, how to engage students in learning interactively and developing a culture among faculty that can lead to creative and meaningful career development.

Susan Lieff, MD, MEd, FRCP(C)
Director, Teaching Scholars Program, Centre for Faculty Development
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416-864-6060 x6977

Dr. Susan Lieff is a consulting geriatric psychiatrist to the patients of Baycrest Centre for Geriatric Care. After completing her medical degree in 1981 at the University of Toronto, Dr. Lieff continued her studies and obtained her psychiatry fellowship degree with a subspecialty focus in geriatric psychiatry in 1985. She completed her Masters of Education at the Ontario Institute for Studies in Education /University of Toronto in 2002. At the University of Toronto, she is founding Course Director for the Faculty of Medicine Teaching Scholars Program and an Associate Professor. Dr. Lieff is a clinician-educator who has been recognized for her outstanding contributions in education in psychiatry. She has won the 1999 Robin Hunter Award for Excellence in Postgraduate Teaching in the Department of Psychiatry of the University of Toronto, as well as the Teacher of the Year Award for Canada from the Association for Academic Psychiatry (AAP) in 2000. Dr. Lieff's areas of scholarly activity interest have included recruitment in geriatric psychiatry, faculty and program development in geriatric psychiatric education, outcomes of geriatric psychiatry training and mentorship. She is the founding program director for the Hitchhiker's Guide to Teaching Faculty Development Program at the AAGP annual meeting which is now in its fifth year. She has defined the core competencies for geriatric psychiatry specialty training that have been accepted and adapted for certification by the American Board of Psychiatry and Neurology and will be published in the American Journal of Geriatric Psychiatry this year.

More recently Dr. Lieff has focused primarily on faculty development in psychiatric and medical education. She is Co-chair of the AAP annual meeting, will assume the membership director position for the organization in the fall of 2004, and is founding faculty for the AAP Master Educator Certificate program. Dr. Lieff is currently developing a learning-theory-informed conceptual framework for the evaluation of impact of faculty development programs in education which she presented at the Ottawa Conference in Medical Education in Barcelona in July 2004. Other interests include career-development of clinician educators, educational leadership and innovations in teaching.

Amy Dionne, MEd
Coordinator, Centre for Faculty Development
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Amy joined the Centre for Faculty Development team in March 2003. As the Centre's Coordinator, her primary role is to oversee the general operation of the Centre. This includes assisting in strategic and annual planning processes, report authoring, coordination of the Centre's faculty development activities, management of administrative staff, communication with faculty, in addition to general computer, database, and web support. Amy is a graduate of the Harvard Graduate School of Education with a specialization in Educational Administration and Learning Technologies.

Eileen Egan, MEd
Coordinator, Special Projects, Centre for Faculty Development
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Eileen recently joined the Centre for Faculty Development team as Special Projects Coordinator in May 2004. Currently, she is coordinating the Teaching Scholars Program, a two year program designed to facilitate the development of an inter-professional community of teaching scholars with skills in teaching, educational scholarship and educational leadership. She obtained a Master of Education degree in Curriculum Studies at O.I.S.E./UT.

Dawn Carpenter, BA
Administrative Secretary, Centre for Faculty Development
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Dawn joined the Centre for Faculty Development team in August 2003. She is currently responsible for general office administration, program marketing, contact management, and meeting the needs of the ever growing community of faculty participating in our workshop series and Stepping Stones Teacher Training Certificate program. Dawn comes from a sales and marketing background.

GOVERNANCE STRUCTURE
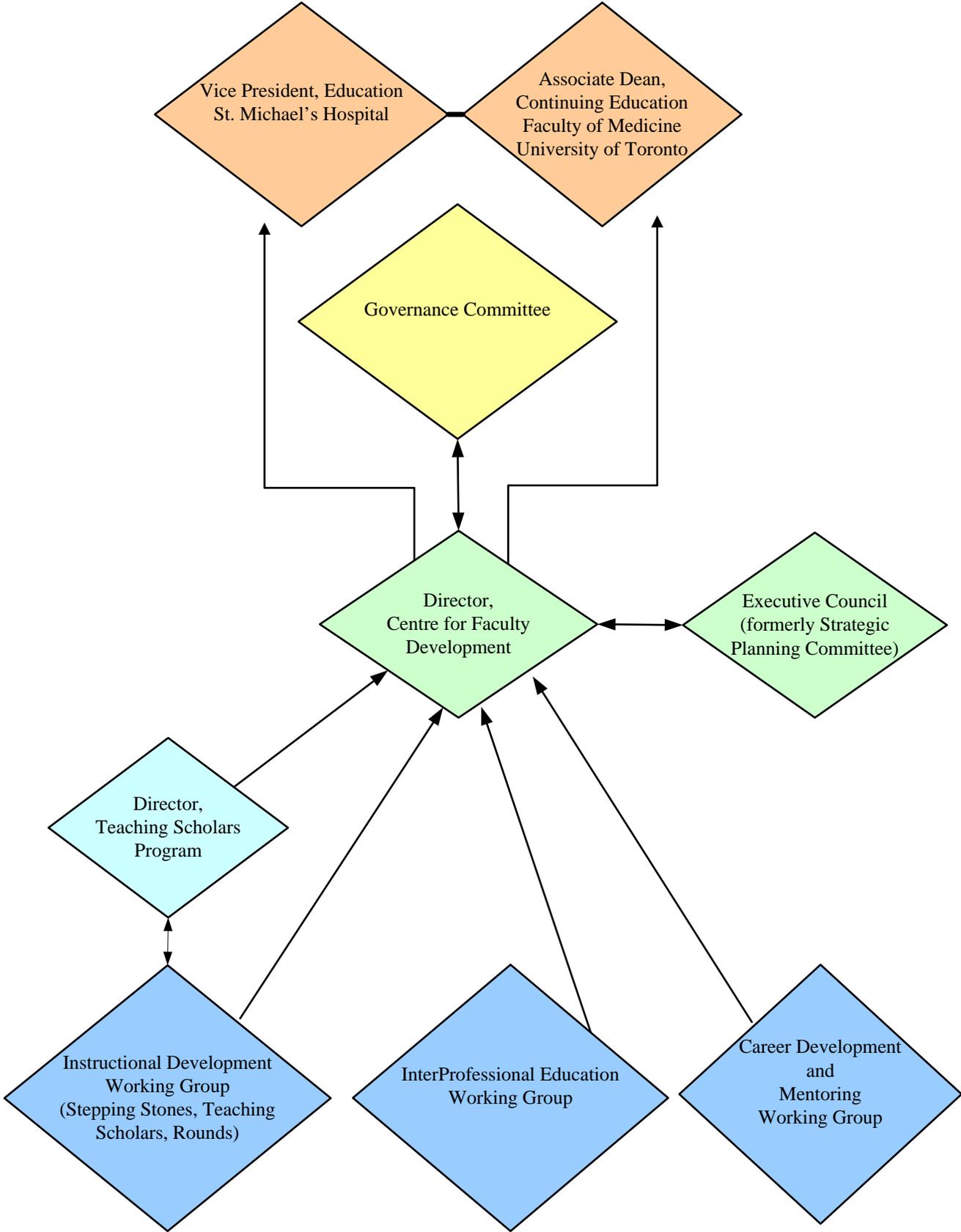
COMMITTEE / WORKING GROUP MEMBERSHIP AND INSTRUCTIONAL DEVELOPMENT FACULTY

Governance Committee

The Governance Committee (1) ensures that the Centre has a vibrant and relevant strategic plan, (2) reviews the performance of the Centre in light of its strategic plan, (3) monitors the quality of provided educational experiences, (4) ensures that appropriate communication takes place between St. Michael's Hospital, the University of Toronto, other University of Toronto Teaching Hospitals and relevant University and Hospital faculty / staff, and (5) ensures that the Centre functions in a fashion consistent with the mission, values and ethics of St. Michael's and the University of Toronto.

Dave Davis, MD, CCFP, FCFP
Associate Dean, Continuing Education
Professor, Department of Health Policy, Management, &
Evaluation and Department of Family & Community Medicine

Robert Howard, MD, FRCPC, FACC, MBA
Executive Vice President Programs, Education and CMO
St. Michael's Hospital

Wendy Levinson, MD
Chair, Department of Medicine
Faculty of Medicine, University of Toronto
Associate Director, Research; Acting Director,
Inner City Health Research Unit, St. Michael's Hospital

Peeter Poldre, MD, EdD, FRCPC
Associate Professor, Department of Medicine
Faculty of Medicine, University of Toronto
Director, Peters-Boyd Academy
Vice President Education
Sunnybrook and Women's Health Sciences Centre

Richard Reznick, MD, MEd, FRCSC, FACS
Professor and Chair, Department of Surgery
Faculty of Medicine, University of Toronto
Vice President Education, UHN

Art Slutsky, MD
Vice President, Research
St. Michael's Hospital
Professor, Departments of Medicine, Surgery and
Biomedical Engineering
Director, Inter-Departmental Division of Critical Care Medicine

Catharine Whiteside, MD, PhD
Associate Dean, Graduate and Inter-Faculty Affairs
Faculty of Medicine, University of Toronto

Executive Council

The Executive Council - (1) provides advice and support to the Director, (2) assists in strategic planning, (3) assists in defining resource and funding objectives, (4) assists in identifying and recruiting academic faculty, and (5) recommends cross appointments to the Centre.

Glen Bandiera, BASc, MD, MEd, FRCPC
Staff Emergency Physician, Trauma Team Leader
St. Michael's Hospital
Assistant Professor and Clinician Educator
Division of Emergency Medicine, Department of Medicine
Program Director, FRCP EM Residency Training Program
Faculty of Medicine, University of Toronto

Cathy Evans, BSc (PT), MSc
Assistant Professor, Department of Physical Therapy
Faculty of Medicine, University of Toronto

Brian Hodges, MD, MEd, FRCPC
Associate Professor, Department of Psychiatry
Faculty of Medicine, University of Toronto
Director, Donald R. Wilson Centre for
Research in Education
University Health Network

Karen Leslie, MD, MEd
Staff Pediatrician, Division of Adolescent Medicine
Hospital for Sick Children
Associate Professor, Department of Pediatrics
Faculty of Medicine, University of Toronto

Jamie Meuser, MD, CCFP, FCFP
Director, Professional Development
Department of Family and Community Medicine
Faculty of Medicine, University of Toronto

Helene Polatajko, PhD, OT Reg. (Ont), OT(C), FCAOT
Professor and Chair, Department of Occupational Therapy
Faculty of Medicine, University of Toronto

Jay Rosenfield, MD, MEd., FRCP (C), FAAP
Director, Admissions and Awards
Director, Curriculum Undergraduate Education
Associate Professor, Department of Paediatrics
Faculty of Medicine, University of Toronto

Instructional Development Working Group

The Instructional Development Working Group helps to plan, coordinate and deliver innovative instructional development activities for our faculty, as well as develop evaluation methods for instructional development (i.e. Stepping Stones Workshop Series).

Helen Batty, MD,CCFP, MEd, FCFP
Director, Graduate Studies and Academic Fellowship Programs
Department of Family and Community Medicine
Faculty of Medicine, University of Toronto

Doreen Cleave-Hogg, PhD
Associate Director, Medical Education, Department of Anesthesia
Faculty of Medicine, University of Toronto

Susan Lieff, MD, MEd, FRCPC
Associate Professor, Department of Psychiatry
Director, Teaching Scholars Program, Centre for Faculty Development
Faculty of Medicine, University of Toronto
Postgraduate Ed. Coordinator, Division of Geriatric Psychiatry
Baycrest Hospital

Eva Mocarski, MD, FRCPC, MEd
Lecturer, Department of Obstetrics & Gynaecology
Faculty of Medicine, University of Toronto

John Murnaghan, MD, MA, MSc., FRCSC
Assistant Professor, Department of Surgery
Faculty of Medicine, University of Toronto

Danny Panisko, MD, MPH, FRCPC
Associate Professor and Clinician Educator
Department of Medicine
Faculty of Medicine, University of Toronto
University Health Network
Co-Director
Department of Medicine, Master Teacher Program
Faculty of Medicine, University of Toronto

Denyse Richardson, MD, FRCPC, MEd (cand.)
Lecturer and Clinician Educator; Director, Faculty
Development Program
Department of Medicine, Division of Physiatry
Faculty of Medicine, University of Toronto

Susan Wagner, M.Sc., Reg. CASLPO, S-LP(C)
Coordinator of Clinical Education
Academy Associate - FitzGerald and Wightman-Berris Academies
Senior Lecturer, Grad. Department of Speech-Language Pathology
Faculty of Medicine, University of Toronto

Career Development and Mentoring Working Group

The Career Development and Mentoring Working Group are planning faculty wide programs on career advancement (i.e. new faculty orientations, rounds, workshops, and consultation services related to gender issues, 'mid-career' faculty issues, mentoring, etc.;)

Janet Bodley, MD, MEd (cand.)
Assistant Professor, Obstetrics & Gynaecology
Faculty of Medicine, University of Toronto

Mike Evans, MD, CCFP
Assistant Professor and Research Scholar, Department of Family
and Community Medicine
Principal Investigator, Knowledge Translation Program
Director, Mini-Med School / Director, Health Knowledge Central
Faculty of Medicine, University of Toronto

Karen Leslie, MD, MEd
Associate Professor, Department of Pediatrics
Faculty of Medicine, University of Toronto

Susan Lieff, MD, MEd, FRCPC
Associate Professor, Department of Psychiatry
Director, Teaching Scholars Program, Centre for Faculty Development
Faculty of Medicine, University of Toronto
Postgraduate Education Coordinator, Division of Geriatric Psychiatry
Baycrest Hospital

John Marshall, MD, FRCSC, FACS
Professor of Surgery, Department of Surgery
Director of Critical Care Research, Interdepartmental
Division of Critical Care Medicine
Faculty of Medicine, University of Toronto
Interim Head, Division of Clinical Investigation and Human
Physiology, Toronto General Research Institute
University Health Network

Janice Miyasaki, MD, FRCPC, Med
Assistant Professor, Department of Medicine
Faculty of Medicine, University of Toronto
Associate Clinical Director, The Movement Disorders Centre
Toronto Western Hospital, University Health Network
Director, Clinical Services and Education, Division of Neurology
University Health Network and Mt. Sinai Hospital

Instructional Development Faculty

Several of our faculty have generously given their time and expertise to our Teacher Training workshop series as either workshop leaders or small group facilitators. This impressive list includes:

Glen Bandiera, BASc, MD, MEd, FRCPC
Assistant Professor and Clinician Educator
Division of Emergency Medicine, Department of Medicine
Program Director, FRCP EM Residency Training Program
Faculty of Medicine, University of Toronto

Helen Batty, MD,CCFP,MEd,FCFP
Director, Graduate Studies and Academic Fellowship Programs
Department of Family and Community Medicine
Faculty of Medicine, University of Toronto

Doreen Cleave-Hogg, PhD
Associate Director, Medical Education, Department of Anesthesia
Faculty of Medicine, University of Toronto

Cathy Evans, BSc (PT), MSc
Assistant Professor, Department of Physical Therapy
Faculty of Medicine, University of Toronto

John Flannery
Assistant Professor, Department of Medicine
Faculty of Medicine, University of Toronto

Jeannette Goguen, MD MEd FRCP (C)
Assistant Professor Department of Medicine, Division of Endocrinology
St. Michael's Hospital / Faculty of Medicine, University of Toronto

Stan J. Hamstra, PhD
Director, Office of Surgical Education
Associate Professor, Department of Surgery
Faculty of Medicine, University of Toronto

Brian Hodges, MD, MEd, FRCPC
Associate Professor, Department of Psychiatry
University of Toronto, Faculty of Medicine
Director, Donald R. Wilson Centre for Research in Education
University Health Network

Eva Mocarski, MD, FRCPC, MEd
Assistant Professor, Department of Obstetrics & Gynaecology
Faculty of Medicine, University of Toronto

John Murnaghan, MD, MA, MSc., FRCSC
Assistant Professor, Department of Surgery
Faculty of Medicine, University of Toronto

Louise Nasmith, MDCM, MEd, CCFP, FCFP
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Faculty of Medicine, University of Toronto

Danny Panisko, MD, MPH, FRCPC
Associate Professor and Clinician Educator, Department of Medicine
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University Health Network
Co-Director, Master Teacher Program, Department of Medicine
Faculty of Medicine, University of Toronto

Richard Pittini, MD, MEd, FRCSC
Assistant Professor of Obstetrics & Gynecology
Chair, Examination and Student Assessment Committee
Faculty of Medicine, University of Toronto
Director of Education, WCACC
Associate Director, Peters-Boyd Academy

Helene J. Polatajko, Ph.D., OT Reg. (Ont.), OT(C), FCAOT
Professor and Chair, Department of Occupational Therapy
Professor, Graduate Departments of Rehabilitation Sciences and Public Health Sciences
Faculty of Medicine, University of Toronto

Denyse Richardson, MD, FRCPC, MEd (cand.)
Lecturer and Clinician Educator; Director, Faculty Development Program
Department of Medicine, Division of Physiatry
Faculty of Medicine, University of Toronto

Warren Rubenstein, MD, FCFP
Assistant Professor, Department of Family & Community Medicine
Faculty of Medicine, University of Toronto

Martin Schreiber, MD, FRCPC, MEd
Associate Professor, Department of Medicine
Director, Undergraduate Education, Department of Medicine
Course Director, Foundations of Medical Practice
Faculty of Medicine, University of Toronto

Robert Silver, MD, FRCPC
Professor, Division of Endocrinology, Department of Medicine
Faculty of Medicine, University of Toronto

Sharon Switzer McIntyre, BPE, BScPT, MEd, PhD (cand.)
Assistant Professor, Department of Physical Therapy
Faculty of Medicine, University of Toronto

Yves Talbot, MD
Professor and Director of International Programs, Department of Family and Community Medicine Faculty of Medicine,
Faculty of Medicine, University of Toronto

Ian Taylor, M.B., Ch.B.
Professor, Department of Surgery
Preclerkship Director
Course Director, Structure and Function
Undergraduate Education
Faculty of Medicine, University of Toronto

Susan Wagner, M.Sc., Reg. CASLPO, S-LP(C)
Coordinator of Clinical Education
Academy Associate - FitzGerald and Wightman-Berris Academies
Senior Lecturer, Grad. Department of Speech-Language Pathology
Faculty of Medicine, University of Toronto

DIRECTOR'S LETTER

In October 2002, I was appointed Director of the newly established Centre for Faculty Development (CFD), a unique partnership between St. Michael's Hospital and the Faculty of Medicine. My first several months were spent meeting with individuals and groups, working with a strategic planning committee, hiring our support staff, conducting a programmatic needs assessment and forming working groups. These working groups coincide with the five themes of the CFD as identified through the programmatic needs assessment– instructional development, career development, the enhancement of inter-professionalism and professionalism and health professional leadership. These groups represent nearly all of the clinical departments, including strong representation from the Rehabilitation Sciences, and are helping to develop theme-based faculty programs.

In the fall of 2003, we moved into our renovated offices in the new Bond Wing Education area within St. Michael's Hospital (SMH). Within months of moving in, we realized we were quickly outgrowing our space. With the support of SMH and the Faculty of Medicine, we are currently exploring new space in an adjoining building near SMH where we can integrate our administrative offices with our own designated teaching space.

During the 2003-2004 academic year, we concentrated much of our efforts on creating instructional development programs for faculty, including grand rounds, workshops, and a teaching certificate program. These programs were oversubscribed and the feedback from participants, overwhelmingly positive. We were also involved in helping initiate a new applied joint Masters in Education between the Department of Public Health Sciences in the Faculty of Medicine and the Ontario Institute for Studies in Education. We believe that this multi-layered program, when fully developed, will be unique among medical schools in North America.

We are very excited about our 2004-2005 menu of instructional development options. Three exciting programs will be added: Teaching Scholars Program; Molecular Medicine Program; and InterProfessional Education Leaders Pilot Project. Through a partnership with the Department of Psychiatry, additional clinical departments and the Dean's Excellence Fund, we have developed a **Teaching Scholars Program** – a 2 year intensive course to prepare clinical educators to assume leadership positions within their respective departments. The McLaughlin Centre is providing funding for a 3-year pilot project – **Molecular Medicine Program** – to enhance the teaching skills of molecular medicine teachers in the undergraduate curriculum. In collaboration with the Department of Family and Community Medicine and the under the leadership of Dr. Ivy Oandason, we were successful in securing a grant from the Royal College of Physicians and Surgeons of Canada to prepare health professionals to assume leadership positions in inter-professional education – **InterProfessional Education Leaders Pilot Project**.

A strength of the CFD is its contribution to increased networking within the Faculty that has occurred since we opened in 2002. I am happy to report that several vital alliances have been established over the last year: Education Deans and their committees (www.library.utoronto.ca/medicine/edudeans), the Wilson Centre (www.cre.med.utoronto.ca), Knowledge Translation Program (www.ktp.utoronto.ca), Continuing Education Office (www.cme.utoronto.ca), Office of Teaching Advancement (www.utoronto.ca/ota), and the Michener Institute. We have also initiated conversations with the Inter-faculty Deans and have been exploring inter-health sciences faculty development opportunities.

The most enjoyable part of my job has been meeting and getting to know scores of dedicated faculty who share a mission to enhance academic life for both our students and faculty. I have said that part of my job is to act as the Faculty "yenta" (i.e. the person in the [university] "village" who knows everybody's business).

I have derived much satisfaction from linking individuals from different departments together who have similar interests in our Centre's five themes. I am not sure these kinds of linkages were possible before the Centre started.

I am also very encouraged by the increasing numbers of Faculty Development initiatives within Departments, academies and Divisions in the past year. One of my goals is to create a "culture" of Faculty development, where faculty feel acknowledged, valued, and nurtured.

Finally, we spent some time working with a communications company to help "brand" our Centre. This is the first publication that contains our new logo. The logo consists of a face in statue form, contained in a triangle. The statue form is a nod to our St. Michael's origins and it's "Urban Angel". The triangle is one of our Center's symbols, depicting growth and development. The statement, "Advancing the limits of learning" connotes our desire to enhance learning at all levels in the health care academic environment including our faculty, our students and our patients.

We look forward to an exciting 2004-2005 academic year!

Ivan Silver MD MEd FRCP(C)
Professor, Dept. of Psychiatry
Director of the Centre for Faculty Development
at St. Michaels Hospital
Faculty of Medicine, University of Toronto

1.0 Centre for Faculty Development

In October 2002, St. Michael's Hospital in collaboration with the Faculty of Medicine established the Centre for Faculty Development (CFD), Faculty of Medicine, University of Toronto at St. Michael's Hospital. The CFD is committed to providing international leadership in developing innovative instructional development programs and other professional initiatives for health professional faculty.
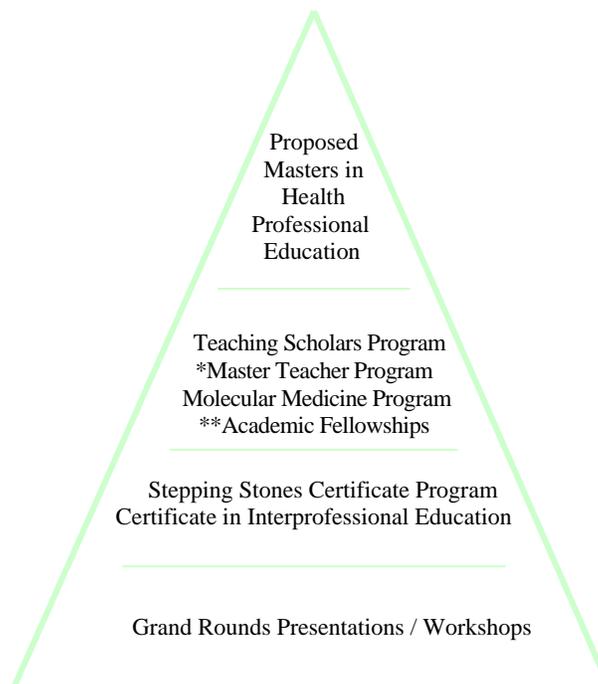
Through a systematic needs assessment, the Centre has identified five program themes. Each of these thematic areas is being addressed in an integrated and collaborative fashion:

- Instructional Development
- Career Development and Mentoring
- Professionalism
- Interprofessionalism
- Health Professional Leadership

Instructional Development

Prior to the creation of the Centre for Faculty Development, the responsibility for instructional skills development fell to education committees, departments, hospitals and academies. The Centre has been active in consulting with individual departments to identify their instructional development needs so as to provide inter-departmental programs such as grand rounds, workshops, certificate programs, and more intensive teaching / scholarship programming. These initiatives are part of an integrated plan to deliver instructional development to meet the needs of differently committed faculty (see Figure 1).

Figure 1
Integrated Instructional Development/Teaching Scholarship Model

Proposed
Masters in
Health
Professional
Education

Teaching Scholars Program
*Master Teacher Program
Molecular Medicine Program
**Academic Fellowships

Stepping Stones Certificate Program
Certificate in Interprofessional Education

Grand Rounds Presentations / Workshops

(organized through Dept. of Medicine)*
*(**organized through Department of Family and Community Medicine)*

~ Faculty Development Grand Rounds ~

Monthly Grand Rounds in Faculty Development are held on the first Tuesday of each month during the academic year. These sessions encompass all five aforementioned themes. To facilitate maximum faculty participation, rounds are held at a different teaching hospital each month. The Centre is currently experimenting with web-casting and video-casting capabilities so as to maximize faculty participation. 2003-2004 grand rounds topics included:

- Seven Criteria for Quality Teaching – The American Academy of Cardiology Experience
- Mentoring: Myths and Models (32)
- A Practical Approach to the Non-Promotion of Students (29)
- Advocacy in Medicine: Action, Teaching, and Perhaps Evaluation (41)
- Flying by the Seat of Your Pants: The Impact of Change on a Medical Practice (15)
- Interprofessional Education: Mission Impossible? (52)
- Teaching as a Social Practice (25)
- Challenges in Teaching Professionalism (45)

~ Workshops ~

10+ half day workshops are conducted throughout the academic year. Each workshop is free and generally 3-4 hours in length. They are each offered twice, led by multiple instructors from varying disciplines, and held at varying locales in order to accommodate faculty. Workshops are targeted to junior faculty from all health care disciplines within the Faculty of Medicine (e.g. Occupational Therapy, Speech Language Pathology, etc.). Nonetheless, all interested faculty are welcome to attend.

Faculty members from the Faculty of Medicine are given registration priority. However, non-faculty members who are active in the teaching of health professionals at the University of Toronto can attend sessions that are of particular interest to them if space is available three weeks in advance of a scheduled course date.

2003-2004 workshops included:

- Dealing with Conflict in the Teacher-Student Relationship (50)
- Giving and Receiving Feedback (52)
- Developing Clinical Reasoning Skills: Strategies to Help Learners (50)
- Large Group Teaching: Interactive Lecturing (41)
- Introduction to Performance-Based Assessment in the Health Professions (37)
- Teaching in the Ambulatory Setting (21)
- TIPS: Teaching Improvement Project Systems (9)
- IPE: Implementation and Rationale (61)
- Teaching Technical Skills (15)
- Small Group Teaching (46)
- E-Learning Workshop (16)
- Divergent Case Based Teaching Method (42)

~ Stepping Stones Certificate Program ~

For those who would prefer a more in depth immersion in teacher training, the Centre offers a certificate which combines 26 hours of workshop participation with at least 14 hours of an organized journal club focusing on teaching and learning theory as applied to practice. The program enrollment fee is $300.

After participating in the Stepping Stones Certificate Program, participants should be able to:

- describe several evidence-based strategies for teaching in a variety of clinical contexts
- describe some of the theoretical basis for clinical teaching strategies
- demonstrate new acquired teaching skills
- demonstrate enhanced critical appraisal skills of the medical education literature
- acquire a positive attitude towards implementing and initiating change in clinical teaching

Upon fulfilling program requirements, participants receive a certificate of completion and possibly advanced standing towards courses in the proposed Masters in Health Professional Education (discussed in later part of this document).

The Centre has been awarded a grant to support the program evaluation of the Stepping Stones Certificate and will soon hire a part-time education researcher to assist in additional program evaluation and other related CFD research.

During the 2003-2004 academic year, this program was open only to faculty from the Faculty of Medicine. Currently the CFD is collaborating with other faculties (i.e. Nursing, Pharmacy, Physical Education, Social Work) interested in faculty development programming. Three out of the 45 available spots in the 2004-2005 Stepping Stones Program have been reserved for faculty from Pharmacy, Physical Education and Social Work. These individuals will be required to pay $500 as opposed to the $300 charged to our faculty. This unsubsidized fee will cover accrued costs.

~ *Teaching Scholars Program (TSP)* ~

The Teaching Scholars Program is co-sponsored by the Centre for Faculty Development and the newly created R.I.S.E. program (Research, Innovation and Scholarship in Education) in the Department of Psychiatry. Dr. Susan Lieff, Director of the Teaching Scholars Program has designed an outstanding program which will lead to the development of an inter-professional community of teaching scholars with **skills in teaching, educational scholarship** and **educational leadership**. Using a multiplier model, teaching scholars will help boost the skills of other faculty and residents through collaboration, curricular development, innovation and faculty development. All participants will develop a foundation of excellence in teaching skills. In addition, they will build on these skills to develop skills in scholarship and leadership.

Fifteen candidates have been selected by their departments to participate in the inaugural Teaching Scholars Program; they will meet on Tuesday afternoons for two academic years beginning September 2004. The curriculum will include three thematic tracks. Teaching excellence and reflective practice in teaching will be the foundation track and the predominant emphasis in the first year of the program. These skills will be developed through workshops, practica and review of relevant literature. The two supplementary tracks will include educational scholarship and leadership. Beginning in the first year and developed further in the second year, scholars will become familiar with issues of relevance in medical education and conceptual frameworks for the development of education scholarship. Skills for career development and leadership in medical education will be introduced in the second year of the program. These supplementary themes will be addressed through workshops, assignments and development of their own scholarly ideas and projects assisted by peers and faculty.

Required work for the course will include: grand rounds presentations on teaching, qualitative faculty development feedback reports, reflection journals, opinion papers, seminar development for the course, development of teaching dossiers and a scholarly project.

Expected outcomes of the program may include improved teaching evaluations, increased scholarly activity in education, local faculty development, and enhanced career development and leadership skills as well as creating a collaborative community of inter-professional teaching scholars.

Scholars will be expected to participate in the evaluation of the program. Evaluation methods being considered include satisfaction surveys, teaching evaluations, self-assessment and self-efficacy measures, qualitative analysis of interviews and reflection papers and CV and dossier analysis.

The CFD and R.I.S.E do intend to have more than one Teaching Scholars Program. The first class will complete the entire two year program before enrollment opens up for a 2006-2008 class. Annual enrollment will be considered in two years time, provided there is a demand.

Certificate in Interprofessional Education
In collaboration with Ivy Oandasan, an interprofessional education certificate option will be added to the menu of faculty development programs. The program is slated to begin in the spring of 2005.

Molecular Medicine Program
The Centre is partnering with Stanford University, one of North America's leaders in faculty development, in creating, evaluating and disseminating a faculty development program to enhance the quality of teaching in the basic sciences. Project monies have been secured through The McLaughlin Centre. Drs. Mel Silverman, Wendy Levinson, and Ivan Silver will soon embark on a strategic planning process.

Additional Intradepartmental Instructional Development Programs – Outside of CFD
The CFD is also providing leadership in coordinating the integration of other intradepartmental instructional development and leadership programs such as the Master Teacher Program in the Department of Medicine which serves as 2 year advanced training program in teaching and education. The Centre will help coordinate workshops and recruitment of faculty instructors for such programs in order to minimize repetition and to encourage cross-departmental/discipline instructional development.

Career Development and Mentoring - Interest Group
The CFD has formed a working group in Career Development and Mentoring. The group hosted a workshop in February on this topic for 32 faculty members representing different departments. At this workshop, several suggestions were made in relation to the need for a faculty orientation and development for new faculty. Thereafter, interest group members conducted interviews with new faculty and department heads so as to gather more detailed information on new faculty orientation needs. This information has been provided to the Education Dean's for purposes of program planning.

The Career Development and Mentoring Group is now in the process of planning and offering faculty wide programs around career advancement (i.e. Mentoring Rounds, a Mentoring consultation service fostering scholarly inquiry into models of mentoring in a health professional context, etc.).

Inter-Professionalism - IPE Committee Membership
Dr. Silver has also established working relationships with the Allied Health Professional "Educating the Educators" group at UHN, the multi-professional health education leaders group at SMH, and educators at the Michener Institute. Dr. Silver is part of a planning committee focused on the establishment of an interdisciplinary simulation centre at the Michener Institute.

He is also collaborating with the IPE Committee of the Council of Health Science and Social Work Deans (CHSSWD) which has provided unique opportunities for collaboration on special projects to enhance IPE practice and education which include:

- A Health Canada research grant proposal (planning stages) to study inter-professional practice and teaching interventions in multiple working environments (i.e., teaching hospitals and related health care units affiliated with the University of Toronto).

- A successful grant application to the Royal College of Physicians and Surgeons of Canada (led by faculty from Department of Family and Community Medicine) to create a curriculum for a certificate level course in Inter-Professional Education. This course will be incorporated into the Health Canada Research proposal as a part of the curriculum for interprofessional teams.

Professionalism

In collaboration with Dr. Monica Branigan, the Centre is in the process of establishing a Professionalism Working Group with the intention of identifying faculty development needs related to professionalism and implementing education programs to enhance the teaching, evaluation and the practice of professionalism.

Health Professional Leadership

Health Professional Leadership has been recently added to the Centre's thrust and mission. The CFD plans to offer a Health Professional Leadership stream within its Stepping Stones Certificate Program in the near future. This will be coordinated with the HPME Executive Physician Leadership program and co-directed by the HPME (Health Policy Management and Evaluation) department.

2.0 Council of Education Deans

The Council of Education Deans operates through the authority of and reports to the Dean, Faculty of Medicine. The Council's mandate is to advise the Dean in all matters relating to education for the Faculty of Medicine, and to implement initiatives in support of the mission and goals of the Faculty of Medicine.

Educational Awards Program

The Educational Awards Program was developed by the Council of Education Deans to identify, recognize and reward faculty for excellence in teaching. Established awards were reviewed and new awards developed to provide broad-based recognition of outstanding contributions made by our teachers. A dedicated infrastructure to support the program has been established along with an annual faculty-wide forum, the Educational Achievement Event, to celebrate, recognize and reward excellence in teaching.

Dean's Excellence Fund

The Council provides leadership and governance of the Dean's Excellence Fund that was introduced in 2001 to nurture and support excellence and innovation in education and faculty development. $248,963 was awarded in 2003-2004 funding 11 educational programs.

Educational Achievement Event

The Educational Achievement Event is an annual, Faculty-wide, forum to celebrate, showcase and reward excellence in teaching. The program features an invited keynote address, poster presentations of projects supported by the Dean's Excellence Fund and the presentation of prestigious awards.

3.0 Continuing Education Committee

The Office of Continuing Education is dedicated to Canadian and international multiprofessional education and related research. Using innovative, evidence-based educational activities the office develops, provides and evaluates learning opportunities and resources for health professionals.

Continuing Education Research & Development Awards

The Office of Continuing Education offers funding of up to $5,000.00 for small studies and pilot projects in continuing education, knowledge translation, and faculty development. Four awards were granted in 2003-2004.

4.0 Knowledge Translation Program

The Knowledge Translation Program was founded in the year 2000 by the Departments of Medicine, Family and Community Medicine, Health Policy Management and Evaluation, and Public Health Sciences, through funding from the Academic Priorities Fund, University of Toronto.

The program was developed in response to the gap between research evidence and clinical practice and the need to focus on the processes through which knowledge is effectively translated into changed practices. Since 2000, it has grown to involve members of virtually every department of the Faculty of Medicine and has attracted considerable research support. The KTP is thus pursuing both models of effective 'KT' and the development of a research agenda in this innovative and trans-disciplinary field.

The Knowledge Translation Program is committed to the development, testing, and implementation of educational, administrative and organizational interventions that improve the process by which evidence is made available to and adopted by all potential users of health information.

Knowledge Translation Rounds
Knowledge Translation Rounds (KTP Rounds) are generally held every second Monday of the month. 2003-2004 KTP rounds related to faculty development included:

- Exploring the Gap Between Knowledge and Performance: A Qualitative Study of Clinician Action Following an Educational Intervention
- Organizational Factors that Influence Faculty Involvement in University-Based KT Activities
- Better Prescribing through Small Group Learning? – a RCT using educational modules and prescribing profiles to change physician behaviour
- Clinical Interfaces: The Role of Iterative Design and Usability Testing. The UHN Health Net Experience and Beyond
- Factors that Impact the Transfer of Clinical Practice Guidelines in Long-Term Care Facilities in ON
- Establishing a culture of patient education research in oncology: a programmatic approach

5.0 The Wilson Centre for Research in Education

The Wilson Centre is dedicated to research with a particular emphasis on improving the quality of future physicians and health care providers.

OMEN Rounds
A key feature of the Wilson Centre's activities is the presentation of 10 educational rounds per annum, in collaboration with all of the other Ontario Medical Schools. These rounds are focused on major educational issues that are of interest to all hospital and health professions academic faculty. 2003-2004 presentations included:

- Medical Student Career Choice: Should we be worried?
- The SARS Experience: Balancing Risk and Need in Medical Education
- Assessment across the Continuum of Medical Education: Widen the vision and do the Doable!
- Developing a curriculum for teaching and evaluating health advocacy
- What Virtue in Virtual Reality
- The Assessment and Selection of International Medical Graduates in Ontario
- Curriculum Renewal - Two approaches for capturing the view from the students
- Just in Time Information: Evidence and Educational Opportunities to Improve Health Care Opportunities

Research in Education Rounds

The objectives of these rounds are (1) to provide a form for educational researchers to present completed research work or work in progress, (2) to provide presentation opportunities for graduate degree candidates and academic fellows with respect to their program research requirements, and (3) to improve the quality of educational research in our faculty. 2003-2004 presentations included:

- TIPPs 2 - A Randomised Controlled Trial of a Simulator Based Curriculum for Teaching Intrauterine Fetal Blood Testing and Transfusion
- Junior Faculty Experiences with Informal Mentoring
- Evaluation of Senior Anesthesia Residents: Patient Simulator versus Oral Exam?
- Determining the Factors that Influence Medical Students to Choose or Not to Choose Internal Medicine Residency
- Evaluating the CanMEDS roles
- Negotiating inter-professional cultures: The experience of pharmacists who become physicians
- Time for a nap? Assessing the effects of sleep deprivation on resident surgeon psychomotor skills
- Why are women deterred from general surgery training? A study of career choice patterns in Canada
- Judgmental policy capturing: understanding expert judges' evaluations in a multidimensional context
- Challenging the optimal challenge point mode
- A knowledge translation dilemma: exploring obstacles to proper timing of prophylactic antibiotics for surgical site infections
- Error in surgery: a study of operating room team members' perceptions
- Assessing medical error disclosure using two communication media

6.0 Undergraduate Education Office

Workshop

The undergraduate education office, in conjunction with the Centre for Faculty Development, coordinated and sponsored a two part workshop for undergraduate course directors – TIPS. This intensive workshop focused on essential elements of effective large group teaching.

7.0 Postgraduate Education Office

Presentations at Postgraduate Medical Education Advisory Committee (PGMEAC)
Mentoring in Postgraduate Medical Education – 2 sessions

Best 2003-2004 Faculty Development Achievement
Establishing faculty-wide awards for Teaching Excellence in Postgraduate Medical Education.

8.0 Peters-Boyd Academy

Workshops
In 2003-2004, the Peters-Boyd Academy hosted a series of Enhancing Educational Excellence workshops. These are 2.5 hours in length. All workshops have a multi-professional teaching faculty and a multi-professional audience:

- Clinician -Patient Communication to Enhance Health Outcomes Part 1
- Clinician -Patient Communication to Enhance Health Outcomes Part 2

- Teaching in the Health Professional: An Educational Framework Part 1
- Teaching in the Health Professional: An Educational Framework Part 2
- Tools for Teaching Interprofessional Practice: Experiences from Surgery, Family Medicine and Community & Mental Health

9.0 Wightman-Berris Academy

Workshops
- ASCM I&II (26)
- DOCH I (10)
- DOCH II Tutor Training (12)
- FMP /PBL Tutor training (12)
- FMP/PBL Tutor Training (6)

10.0 Office of Educational Computing

Workshops
The Office of Educational Computing offered a series of 4 technical workshops (each 2 hours in length) to train faculty how to administer and deliver their online course in Blackboard (communication tools, creating online content, online assessment, user management). Ferdinand Krauss has met with faculty one-on-one on an as-needed basis for general BlackBoard training and user account set up.

11.0 Miscellaneous - Degrees

Masters Degree in Higher Education with Specialization in Health Professional Education
Higher Education Group, Department of Theory and Policy Study in Education, Ontario Institute for Studies in Education of the University of Toronto in cooperation with the University of Toronto Faculty of Medicine, Wilson Centre for Research in Education at the University Health Network.

MHSc Professional Research Degree Program: Family & Community Medicine Stream
To prepare prospective and established faculty in Family Medicine to become effective academic leaders. Upon completion students should understand, respond to and/or apply: the social political and economic factors affecting health care: the philosophical principles underlying the academic discipline of family medicine; and, the design and effective application of educational and research programs in the clinical family medicine setting. In addition, students will build upon their personal academic interests and appreciate the principles of leadership and management.

Proposal for a new Masters in Health Professional Education
Under the leadership of Cathy Whiteside, a new Masters degree/diploma programme has been proposed that will provide opportunities in applied education skills. Program implementation is planned for 2005-2006.

12.0 University Wide Resources

Faculty Association Services
Consultation on dossier development and promotions; Annual funding for all members of the University of Toronto Faculty Association for research and teaching pro-rated individually based on FTE value; Faculty Orientation Day: Information Sessions on Research, the Faculty, etc.

Libraries
All libraries run research and basic computer access classes. The complete listing of resources organized specifically for faulty can be seen at http://www.library.utoronto.ca/services/faculty/services.html

Office of Teaching Advancement
Its mandate is to assist University of Toronto faculty in the development of instructional skills, recognize teaching excellence and ensure that an effective balance is established between teaching and research. Several workshops were conducted over the 2003-2004 year. For a complete listing please visit http://www.utoronto.ca/ota/pastevents.html

Resource Centre for Academic Technology
Located in Robarts Library, the mandate of the Resource Centre for Academic Technology (RCAT) is to facilitate development of effective teaching, learning and research strategies based on emerging computer technologies. Over the course of the 2003-2004 academic year, RCAT offered numerous workshops related to online teaching methods and resources including, but not limited to: Introduction to WebCT, WebCT Quizzes and Surveys, and Teaching Online.

1.0 Biochemistry

Mentoring
Senior faculty members are assigned as mentors for new faculty. It is an informal initiative but does involve a review of grant applications.

2.0 Family and Community Medicine

Graduate Courses
- Teaching and Learning by the Health Professions: Principles and Theories
  This course is designed to provide participants with a broad introductory overview of teaching and learning issues in health professional training as a field of scholarly inquiry and research. This course will also examine the major topics which are important in developing educational programs for health sciences and will introduce students to some of the important literature in the field of teaching and learning including as it is applied to practicum/field supervision (15).

- Teaching and Learning by the Health Professions: Practical Issues and Approaches
  This course is designed to provide participants with opportunities to develop a scholarly and practical approach to teaching with generous use of case studies and in working in small groups and multidisciplinary teams (15).

- Continuing Education in the Health Professions
  The purpose of this course is to provide learners with a comprehensive and working knowledge of the field of continuing health professional education. This is an expanding area of higher education and professional practice to which relatively little academic attention has been directed. It is meant to provide both a theoretical and practical base for professional application (20-25).

- Human Development Issues in Family Medicine
  The course is designed around the Human Life Cycle with emphasis on the Erickson Model of development. Other models such as Freud, Piaget and social learning theory will be discussed, evaluated and critically appraised. The importance of developmental psychology, dynamic psychiatry and medicine begins to influence the thinking in this course. Transition points in the life cycle are given more attention and include the expertise of visiting guest faculty. The course includes formulation, assessment and evaluation of health care models of delivery in Family Medicine including the influence of the doctor/patient relationship, ethical issues and teaching strategies for learners at all levels (10).

Workshops
- Teaching Practices, Postgraduate Education
  The Spring Workshop is an annual day long educational event that attracts faculty from both urban and rural settings. The Teaching Practice Division Faculty are involved in providing community practice experiences for Residents in the second year of their residency in Family Medicine. The division also has a responsibility for providing experience and teaching in the broad area of practice management, which includes office information systems. The Spring Workshop is an event whose primary focus is faculty development.

- Undergraduate Education Faculty Development Workshop
  Annual Undergraduate Education Faculty Development Workshop "GET WIRED! Information Technology and Teaching from A to Z"

- Working Faster and Smarter on the Net (various sessions)
  This class is a fast-paced mix of lectures, demonstration, and some limited hands-on practice time. Course includes: licensed resources at the University of Toronto, finding and using the right tool, Cochrane database, choosing and using search engines, top starting points for finding medical information, efficiency tips for working smarter and faster on the Web.

Lectures

- Leadership
- CFPC Leadership
- Academic Leadership
- Managerial Skills Development
- Constructing a Teaching Portfolio for UofT Promotion Process Workshop

Programs

- National 5-Weekend Fellowship
  The overall goal of the Fellowship Program is to develop a team of leaders in Family Medicine who will influence education, research, and public policy for the well-being of Canadians and cost-effective health care. The Fellowship Program is offered as a series of five weekends over the course of one year.

- Academic Fellowship
  The purpose of this program is to prepare new and community Family Medicine (FM) faculty for academic careers in FM and to provide faculty development and sabbatical opportunities for experienced FM Faculty with emphasis on teaching, leadership and research. 12 months full time or part time equivalent.

Best 2003-2004 Faculty Development Achievement

Inauguration of the DFCM Professional Development Committee with representation from all teaching sites and rural teaching practice with a broad mandate to oversee and nurture faculty development and continuing education activities within teaching units and across the Department. Terms of Reference and PD Committee role description attached.

3.0 Health Policy, Management, and Evaluation

Physician Leadership Program

The Physician Leadership Program focuses on developing the knowledge and skills that are required by today's physician leaders. It builds their understanding of the fundamentals of health leadership and management in order to effect change. Drawing from leading research and educational practices, the program will explore emerging leadership strategies and apply them to the health context. The program includes post-program mentoring opportunities and several sessions covering specific managerial topics.

The target audience includes physicians in leadership roles or aspiring to leadership positions: academic leaders, chiefs-of-staff, presidents and members of medical advisory committees, department and division heads, program managers and other medical leaders. Program outcomes are as follows:

- Understanding leadership styles and behaviors
- Clarifying personal strengths and developmental needs
- Understanding the link between individual impact and effectiveness with that of the organization
- Strengthening analytical tools and managerial approaches
- Skills in negotiation and conflict management
- Approaches for leading change; building teams and motivating others
- Enhanced capacity in systems thinking and conveying vision

This is a 6 day on-campus program. The registration fee is $4,205.

4.0 Immunology

Women in Academia Presentation
In April, 2004 a lunch for women faculty and students was coordinated in the context of the Women at U of T celebration. Invited guest speaker, Dr. Gillian Wu, Dean of Science at York University spoke about "Women in Academia." Approximately 60 faculty and students were in attendance.

5.0 Medical Imaging

Plans for 2004-2005
The Department of Medical Imaging did not coordinate faculty development initiatives during the 2003-2004 academic year. However, the department will be initiating the following during 2004-2005:

- New Faculty Orientation. (Summer and Fall). A 3-4 hour program designed to provide guidance to new faculty members. This program will be continued on an annual basis.

- Mentoring for junior faculty. This program includes assigning mentors and developing annual specific objectives for career development.

6.0 Medicine

Continuation of the Master Teacher Program
The program is a two year advanced training course designed to enhance the teaching skills of teachers. The initial cohort included 11 faculty members who graduated in May 2004. A second cohort also includes 12 faculty members entering their second year. A third cohort has been enrolled (13 individuals). To date the program is considered highly successful based on evaluations and enrolment beyond space available.

Grand Rounds on the Master Teacher Program at all Hospitals

Teaching Consult Service

The Master Teacher cohort has developed a teaching consultation service. This was initially funded by the Royal College of Physicians and Surgeons and the group has conducted approximately 25 teaching consultations to date.

New Faculty Orientation

A full-day program designed to provide guidance to new faculty members was developed and implemented by the Department of Medicine. This program will be continued on an annual basis.

Mentoring for Junior Faculty

This program includes assigning mentors and developing annual specific objectives for career development.

7.0 Obstetrics and Gynaecology

Workshop

Promotions - Interactive presentation and discussion of promotions process, with an emphasis on educational dossier preparation (50)

Dinners / Guest Speakers
- Celebration of Education Excellence (September) – Special presentation on "Giving and Receiving Feedback"
- Celebration of Education Excellence (May) – Special presentation on "Mentoring"

Leadership Council Meetings – Special Presentations
- Teaching in the Ambulatory Care Setting
- Academic Planning
- Harassment and Intimidation
- Professionalism Policy

Best 2003-2004 Faculty Development Achievement

The institution of a Departmental Programme in Faculty Development, including the promotions workshop, Educational Celebration and the Leadership Council events, with more events planned for the coming year.

8.0 Occupational Therapy

Divergent Case Based Teaching Method (DCM) Lunch / Workshop

Faculty had opportunity to discuss and share information related to Divergent Case method teaching (20).

Web-Based Learning

On-line learning environment for faculty regarding DCM (5).

Best 2003-2004 Faculty Development Achievement

Increased interest in Divergent Case Method within the Faculty of Medicine.

9.0 Ophthalmology

Grand Rounds
Under the doctor umbrella: ethical and legal dilemmas in delegation to medical trainees and others

10.0 Paediatrics

Workshops / Retreats
- Feedback - Interactive session for community paediatric teachers on giving feedback. Use of standardized student for skill development (10). Three similar sessions were provided throughout Metro Toronto to community pediatricians.

- New Faculty Retreat - ½ day session for new/junior faculty (35)

- Medical Education Day - ½ day consisting of Paediatric Grand Rounds speaker, following by an interactive workshop and educational research presentations (150 rounds; 53 workshop)

- Teaching Dossiers - Practical session for faculty on creation and development of a teaching dossier for the annual Career Development and Compensation Program process (20)

- Faculty Development session for Mentees - Workshop for junior faculty who are mentees in the department's mentorship program for clinician specialist, educators or teachers. Aimed at enhancing the mentor-mentor relationship and activities within the mentoring program (10).

- Faculty Development session for Mentors - workshop for mentors in the department's mentorship program for clinician specialist, educators or teachers. Aimed at enhancing the mentor-mentor relationship and enhancing the mentoring and coaching skills of mentors.

Best 2003-2004 Faculty Development Achievement
Medical Education Day which was very successful and well evaluated by those who participated.

11.0 Psychiatry

The Pedagogical Partnership Program
The Pedagogical Partnership Program (PPP) modeled on principals of collaborative learning and designed to identify and resolve barriers to basic science teaching in the Department of Psychiatry. The PPP brought together ten clinical teachers and ten basic scientists in a six part faculty development program for a period of one year. Participants were partnered one basic scientist with one clinical teacher. At each session participants were exposed to a new educational theme and given resource material for additional study. Partners worked together in assigned groups on various educational tasks such as developing new curriculum materials for case-based and beside teaching, and examinations. Partners also met outside the faculty development sessions, participated in each other's teaching and used a diary to reflect on these experiences. Pre and post surveys were used to evaluate the effectiveness of the program. Qualitative methods were used to analyze observations and notes from the faculty development sessions and participant journal entries.

Part 1 – Faculty Development Program (Dec. 2002 – July 2003)

Session 1 – December 2002
Introduction to basic science and medical education

Session 2 – January 2003
Basic science education and problem based teaching

Session 3 – February 2003
Basic science education and clinical teaching

Session 4 – March 2003
Basic Science Education and Student Assessment

Session 5&6 combined– May 2003
Basic science education & the Department of Psychiatry

Part 2 – Reflective Period (August 2003 – December 2003)
The second part of the program was unstructured. Participants were encouraged to meet with their partners, inform each other's teaching activities and to reflect on these interactions using their program diaries.

12.0 Physical Therapy and Rehabilitation Sciences

Workshops / Orientation
- Feedback Workshop: Workshop based on research project with information on the student's perspective on giving and receiving feedback (65).

- Small Group Facilitation Session: 90 minute session provided to small group facilitators for year 1 students (16).

- Collaborative Learning Session: 30-60 minute sessions provided to PTs interested in trialing a collaborative learning internship. Held at various hospital sites in the GTA (10-12 at each site).

- Department of Physical Therapy Curriculum Orientation (30).

13.0 Speech Language Pathology

Workshops
Clinical faculty development: 4 times per year, pre-clinical placement workshops are organized for clinical faculty who will be supervision professional students. Topics include optimal supervisory skills and models, giving student feedback, conflict resolution, etc.

Meetings
Integrated Learning Experience meetings: academic leaders for each of our 9 academic units meet throughout the academic year to discuss new and innovative approaches for integrated learning experiences for professional students. In addition to greater coordination among the various ILEs from

the student perspective, these meetings also serve as an educational environment to improve on didactic skills for the instructors.

Mentoring
Junior faculty members are encouraged to participate in all training activities organized by the university and the faculty. In addition, each junior faculty member is assigned a senior faculty mentor in the department who meets regularly to discuss teaching, research progress, grant opportunities, and general issues related to developing an academic career (mandatory until tenure – optional afterwards).

Best 2003-2004 Faculty Development Achievement
Clinical Faculty Development Workshops

14.0 Surgery

New Faculty Orientation
A full-day program which provides information related to research, teaching and administration to new faculty members within the Department (25).

Resident as Teacher Day
A full-day program which provides information to residents in regard to teaching clinical clerks (30).

Surgical Skills Centre at Mount Sinai Hospital
Opportunities for faculty to update their surgical skills.

Surgical Education Fellowship
To date 23 residents have completed the program

FACULTY DEVELOPMENT GRANTS / AWARDS

Centre for Faculty Development

Continuing Education Research & Development Award - $5,000
Evaluation of new implementation strategies, program effectiveness, and dissemination of new pedagogical knowledge: Centre for Faculty Development's 'Stepping Stones' teaching certificate program (Eva Mocarski and Denyse Richardson).

Dean's Excellence Fund - $20,000
Funding for inaugural year of the Teaching Scholars Program – an intensive, two year faculty development program intended to enhance faculty skills in teaching, education scholarship, and educational leadership (Susan Lieff).

McLaughlin Centre - **$100,000 x 3 years** (in collaboration with the Department of Medicine) To establish a teacher training program for basic scientists in collaboration with Stanford and Indiana Universities.

Family and Community Medicine

Royal College - **$25,000**
To establish a pilot program for interprofessional education leaders (Ivy Oandasan, Ivan Silver, Lynne Sinclair, Molyn Leszcz, Anja Robb, Denyse Richardson, Debbie Kwan, Azadeh Moaveni, Keegan Barker)

Other
The Department of Family and Community Medicine has established several grants and awards related to faculty development.

- Family and Community Medicine Professional Development Fund - Awarded twice annually to support professional development by DFCM faculty.

- Awards for Excellence - To recognize and formally reward outstanding contributions by DFCM faculty, and acknowledge sustained leadership, the DFCM receives annual nominations of individuals in the following categories related to faculty development:
    - Award for excellence in teaching
    - Award for excellence in course/program development and co-ordination
    - Award for excellence in creative professional activity
    - Award for excellence in leadership
    - Award for excellence in development and use of innovative instructional methods

- Undergraduate Teaching Awards - Categories include:
    - Teaching in the pre-clerkship curriculum (The Elizabeth Anne Beattie Award)
    - Hospital base core clerkship teaching
    - Community based core clerkship teaching
    - Electives teaching

Medicine

Royal College of Physicians and Surgeons - $5,000
Support for a teaching consultation service within the Department of Medicine.

Occupational Therapy

McGraw-Hill Ryerson Teaching Technology Integration Fund - $1,980
Funding to support the development of a web-based faculty curriculum resource related to Divergent Case based Teaching and research related to teaching.

Paediatrics

Renewal of Dean's Excellence Funding
Feedback to Community Teachers (Robert Hilliard, Karen Leslie et al)

Physical Therapy

Associated Medical Services - $4,500
Development of a Faculty Development Workshop - Effective Feedback in the Clinical Environment: A Workshop for Health Professional Educators (Cathy Evans)

Radiation Oncology

Dean's Excellence Funding
Pedagogical Double Agents: Virtual and Real Coaching in Inter-professional, Case-Based Learning Modules (Gabrielle Kane, David Wiljer, Pamela Catton, Cathryne Palmer)

Surgery

Dean's Excellence Funding
Teaching and evaluating communication skills in a surgical education program

Due to the complexity of gathering detailed publication and presentation information from such a large faculty, please note that the following information is incomplete. Our intent is to provide more comprehensive information in future iterations of this report.

PUBLICATIONS

Centre for Faculty Development

Ballon, B., Silver, I. (2004). Submitted to Medical Teacher: Context is Key: An Interactive Experiential and Content Frame Game. (in press).

Bennett, N., Lockyer, J., Mann, K., Rethans, J., Silver, I., Batty, H., LaForet, K. (2004). Submitted to The Journal of Continuing Education in the Health Professions. The Hidden Curriculum in Continuing Medical Education.

Obstetrics and Gynaecology

Wise MR, Shapiro H, Bodley J, Pittini R, McKay D, Willan A, Hannah ME. (2004). Factors affecting academic promotion in obstetrics and gynaecology in Canada. J Obstet Gynaecol Can. Feb;26(2):127-36.

Paediatrics

Leslie, K. Lingard, L., Whyte, S. (2004). Submitted to Medical Teacher: Junior Faculty Experiences with Informal Mentoring.

Psychiatry

Lieff, S. (Fall 2003). Balanced Living: Intertwining career, family and personal priorities. Academic Psychiatry, 27: 3: 207-208.

Speech Language Pathology

Wagner, S. J. (2004). Adventures in clinical education. Communique, 18(2), 6-7.

Wagner, S.J. (2003). Adventures in clinical education. The OSLA Connection, 29(3), 4-7.

Wilson Centre for Research in Education

Ginsburg S, Regehr G, Lingard, L. To Be and Not To Be: The Paradox of the Emerging Professional Stance. *Medical Education 2003;37(4):350-357* (Senior Responsible)

Ginsburg, S, Lingard, L, Regehr, G. The Disavowed Curriculum: What Motivates Students to Act in Professionally Challenging Situations *J Gen Int Med* 2003;18(12):1015-22(Senior Responsible)

Ginsburg S, Stern DT. The Professionalism Movement: Behaviours are the Key to Progress. *American Journal of Bioethics* 2004;4(2):14-15 (Senior Responsible)

Ginsburg S, Kachan N, Lingard L. Before the White Coat: Perceptions of Professionalism in the Pre-clerkship *(Accepted for publication, Medical Education)* (Senior Responsible)

Lavine, E, Regehr, G, Ginsburg, S. It's Why and When, Not What: Supervisors' Perceptions of Clerks' Behaviours *(In press, Teaching and Learning in Medicine)* (Senior Responsible)

Ginsburg, S, Regehr G, Lingard L. Basing the Evaluation of Professionalism on Observable Behaviours: A Cautionary Tale. *(In press, Academic Medicine October supplement)* (Senior Responsible)

Book Chapter
Using Reflection and Rhetoric to Understand Professional Behaviours. For "Measuring Professionalism in Medical Education". Stern DT, Arnold L, Ed's. Oxford University Press (scheduled publication date January 2005)

PRESENTATIONS

Items listed in the Centre for Faculty Development category are in addition to our organized workshop series and certificate program.

Centre for Faculty Development

Nasmith, L.; Silver., I. (2003 June / 2004 May). (2 times) *Workshop on Interactive Lecturing*. Presented to the Masters in Public Health Science course participants, DFCM, Faculty of Medicine, University of Toronto, Toronto, Ontario.

Silver, I. (2003 September). *Giving Effective Feedback*. One hour session presented at the Annual Awards Dinner for the Department of Obstetrics and Gynecology, Faculty of Medicine, University of Toronto, Toronto, Ontario.

Campbell, C.; Silver, I. (2003 September). *Personal Learning Projects*. Workshop presented at the annual 2003 RCPSC (Royal College of Physicians and Surgeons of Canada) meeting, Halifax, Nova Scotia.

Silver, I. (2003 June / September / November, 2004 January). *Hall of Mirrors Lecture - What constitutes effective teaching? Different metaphors that help define your approach to teaching and your personal autobiography of teaching*. (5 times). Presented twice at the Michener Institute of Applied Health Sciences, Toronto, Ontario (Professional Development Day); twice at UHN, Occupational Therapy Group, Toronto, Ontario, once at the Department of Radiation Oncology Grand Rounds, Princess Margaret Hospital, Toronto, Ontario.

Silver, I. (2003 October). *Learning Contracts: and infrastructure for teaching and learning in a clinical setting*. Workshop presented at the AAP (Association for Academic Psychiatry) 2003 annual meeting - Courtyard Marriott, Philadelphia, Pennsylvania.

Silver, I. (2003 October). *Enhance Your Use of Humor in Teaching*. Workshop presented at the POD (Professional and Organizational Development) Network 2003 annual meeting - Denver Marriott Tech Centre, Denver, Colorado.

Silver, I. (2003 October). *Identifying Issues of Community Responsibility – How can Faculty Development make a difference?* Talk presented to CPAC (the Community Programs Advisory Committee) Faculty of Medicine, University of Toronto, Toronto, Ontario.

Silver, I. (2003 December). *Discussion about opportunities for Rehab faculty development*. Talk given at a monthly HUEC meeting (Hospital and University Education Committee), Rehabilitation Sciences Sector Subcommittee, Faculty of Medicine, University of Toronto, Toronto, Ontario.

Silver, I. (2003 December). *Talk on the 'Centre for Faculty Development (Faculty of Medicine, University of Toronto) – Mission and Themes*. (3 times). Presented once to the Medical Advisory Council; once to the Critical Care Team; once at the Postgraduate meeting, St. Michael's Hospital, Toronto, Ontario.

Bartlett, K.; Silver, I. (2003 December). *Talk on Teaching and Learning in a Dentistry Context*. Presented at a Seminar to the Faculty of Dentistry, University of Toronto, Toronto, Ontario.

Silver, I.; Silver, R. (2004 January). *Workshop on Large Group Teaching*. (2 times) Presented once to the 2nd year Master Teacher Group, once to the 1st year Master Teacher Group at UHN (University Health Network), Department of Medicine, Faculty of Medicine, University of Toronto, Toronto, Ontario.

Silver, I. (2004 February – April). *Teaching Consultation* – Shadowing, mentoring and providing feedback to 3-4 Attending Psychiatrists who supervise Residents and Medical Students at the Department of Medical Psychiatry, St. Michael's Hospital, Toronto, Ontario.

Silver, I. (2004 February). *Talk on Interactive Lecturing*. Presented at Medical Education Day 2004, the Hospital for Sick Children, Toronto, Ontario.

D'Eon, M.; Silver, I. (2004 February). *Co-lead workshop on TIPS presentation skills – Part 1.* Presented primarily to Clerkship course Directors from the Faculty of Medicine, University of Toronto, Toronto, Ontario.

Silver, I. (2004 April). *Top Ten Reasons to Pursue Faculty Development*. Talk given at a staff dinner for the Department of Surgery, St. Michael's Hospital, Toronto, Ontario.

Silver, I. (2004 April). *Learning Contracts Can Set the Stage for Effective Feedback*. Workshop presented at the annual 2004 ACMC (Association of Canadian Medical Colleges) / CAME (Canadian Association of Medical Education) conference, Halifax, Nova Scotia.

Hodges, B.; Lieff, S.; Silver, I. (2004 May). *Teaching Scholars Program Overview*. Poster presented at the 2004 Educational Achievement Awards Ceremony, hosted by the Edu-Deans, Faculty of Medicine, University of Toronto, Toronto, Ontario.

Ballon, B.; Richardson, D.; Silver, I. (2004 May). *Does Interactivity in CE Teaching Aid Learning?* Workshop presented at the 2004 CME Congress meeting, Toronto, Ontario.

Silver, I. (2004 June). *Faculty Development Workshop on Planning, Evaluation and Outcome for CE Events*. Workshop presented to the CMHE (Continuing Mental Health Education Committee), Department of Psychiatry, Faculty of Medicine, University of Toronto, Toronto, Ontario.

Silver, I. (2004 June) *Reflections on Teaching Scholarship*. Talk given at the 30th annual Harvey Stancer Research day, Department of Psychiatry, Faculty of Medicine, University of Toronto, Toronto, Ontario.

Lieff, S.; Silver, I. (2004 July). *Faculty Educational Development Programs – How do you measure success*? Workshop presented at the 2004 annual Ottawa conference in Medical Education, Barcelona, Spain.

Obstetrics and Gynaecology

Wise, M. Factors Affecting Academic Promotion in Obstetrics and Gynecology (May 2002 / June 2003). U of T Research Day (preliminary data) and SOGC AGM.

Paediatrics

Jefferies, A,. Hilliard, R., Leslie, K. (May 2004) Workshop at the Paediatric Academic Societies Meeting, San Francisco. Three hour session on 'Enhancing your career as a Clinician Educator.' (45).

Psychiatry

Martimianakis, T., Hodges, B., Wasylenki, D. (June 2004). Harvey Stancer Research Day. Identifying and Resolving Barriers to Integrating Basic Science and Clinical Teaching: Outcomes from the Pedagogical Partnership Program. Department of Psychiatry, Faculty of Medicine, University of Toronto, Toronto, Ontario.

S. Lieff, P. Muskin, J. Cheong (May 2004). Mirror, mirror on the wall; Ambition and the psychiatric teacher. Abstract. American Psychiatric Association Annual meeting, New York, New York.

J. Cheong, S. Lieff, M. Andrew (Feb 2004). Hitchhikers Guide to Teaching: Interactive Teaching Methods. Abstract published in the proceedings of the American Association for Geriatric Psychiatry Annual Meeting, Baltimore, Maryland.

R. Yudkowsky, S. Lieff (Oct 2003). AAP Master Educator Certificate Program. Assessment workshop. Association for Academic Psychiatry Annual Meeting. Philadelphia, Pennsylvania.

Speech Language Pathology

Wagner, S.J. & Switzer-McIntyre, S. (2003, October). Achieving excellence in clinical education: Dealing with conflict. Inaugural Half-Day Workshop presented for the Stepping Stones Teacher Training Program, Centre for Faculty Development, Faculty of Medicine, University of Toronto, Toronto, Ontario.

Aziza E., Farrow S., Gibson B.E., O'Brien K., & Wagner S.J. (2003, November). Interprofessional education across the health science curriculum. Poster presented at the American Speech-Language-Hearing Association Annual Conference, Chicago, Illinois. (Refereed)

O'Brien K., Gibson B.E., Aziza E., Fourt A., & Wagner, S.J. (2003, November). Interprofessional education: An innovative teaching model. Poster presented at the American Speech-Language-Hearing Association Annual Conference, Chicago, Illinois. (Refereed)

Wagner, S.J., Farrow S., Langlois S., & Aziza E. (2003, November). Interprofessional health science education: A five-year journey. Poster presented at the American Speech-Language-Hearing Association Annual Conference, Chicago, Illinois. (Refereed)

Silaj, E., Wagner, S.J. & Mori, B. (2004, April). How to talk so students will listen and listen so students will talk. Lunch 'n Learn Interprofessional Clinical Education Workshop presented for the Sunnybrook and Women's Health Sciences Centre Interprofessional Education Committee, Toronto, Ontario.

Wilson Centre for Research in Education

Ginsburg, S. Evaluating Professionalism in Health Professions Education; invited visiting professor and plenary speaker for McMaster University's annual Health Sciences Education Committee day; McMaster University, June 17, 2004

Ginsburg, S, Regehr G, Lingard L, Underwood K. Knowing When to Bend the Rules: Faculty's Reasoning about Medical Students' Professionalism; Oral abstract, Research in Medical Education, Boston MA, October 2004

Ginsburg, S. Evaluating Professionalism: Promises and Pitfalls; a two-hour invited seminar for the Master Teachers Program, Dept. of Medicine, University of Toronto. January 2004

Ginsburg, S. Evaluating Professionalism in Education; Invited one-hour talk at the Association of Professors of Obstetrics and Gynecology Annual Meeting, Toronto, Ontario Dec. 2003

Ginsburg, S. Evaluating Professionalism in Education: Taking Context, Conflict and Resolution into Account; Invited talk at the College of Physicians and Surgeons of Ontario as part of a day-long workshop on dealing with Doctors with Disruptive Behaviours. College of Physicians and Surgeons of Ontario, Nov. 2003

Ginsburg, S. Evaluating Professionalism: Where do We Begin?; Visiting Speaker for Inaugural Grand Rounds as part of "University Day" at the University of Medicine and Dentistry, New Jersey, Newark NJ, Sept. 2003

Ginsburg, S. Controversial Issues in the Assessment of Medical Students' Humanism; Arnold P. Gold Foundation for Humanism in Medicine, New York, NY; a "Point-Counterpoint debate" with Dr. David Stern, Jan 2003