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On behalf of everyone involved with the Centre for Faculty Development (CFD), I am very pleased to present our 2007-2008 Annual Report. The year has been very eventful with new programs developed through successful provincial and national grant applications, the graduation of the 2nd cohort of Education Scholars, the graduation of our first Fellow at the CFD, expansion of our research program, expansion of our faculty development outreach especially to the Mississauga campus and our new membership program.

I would like to thank several people for their outstanding contributions to the development and expansion of our Centre's programs.

Lori Shanahan, the Manager of the CFD for the past year has ably stepped in for Amy Dionne who has been away on maternity leave. Lori brought her years of experience in staff development at SMH to the CFD. Her expertise in program planning, knowledge of professional development and outstanding management skills made this transition seamless. Lori’s sense of humour and attention to our staff’s needs will be missed. We wish her good luck on her return to the Leadership and Staff Development Department at SMH. We are also looking forward to Amy's return to the CFD in November 2008.

Karen Leslie has led several new initiatives that she outlines in her report on the following page. The CFD’s focus on building capacity in IPE and in the use of simulation in teaching are excellent examples of how a faculty development program can support the education mission and vision of a Faculty of Medicine. The development of our new membership program will assist in solidifying the identity of many committed teachers and educators in the Faculty of Medicine by giving them a “home” for their professional development in education.

Susan Lieff and Brenda Mori have continued to provide outstanding leadership in the Education Scholars Program (ESP). Sixteen more faculty members have graduated from this program and sixteen more have been recruited for the 3rd cohort. I have no doubt that by distributing leaders in education throughout the Faculty of Medicine through the ESP that the standards and practice of teaching and education development have improved. In recognition of Susan's expertise in academic leadership in the Faculty of Medicine, we also adjusted her title to "Director of Academic Leadership Development”. Brenda Mori has also been appointed the Associate Director of ESP.

Scott Reeves, Director of Education Research at the CFD, Lindsay Baker and Eileen Egan-Lee (research associates) have been very busy this year with several projects including the evaluation of the impact of several of our programs, and related projects in IPE in collaboration with Ryerson, the Michener Institute and George Brown College. Congratulations to Scott for his stellar year with grants and publications, especially a new book on IPE.

Thanks to Glen Bandiera and Karen Leslie for leading our Joint Fellowship program with the Wilson Centre. Jerry Maniate is the first graduate of this program. We look forward to his future leadership in medical education. A special welcome to our new fellow, Nishardi Wijeratne from Sri Lanka.

In keeping with the growth and development of the CFD and with the CFD’s mission of fostering professional development in our staff and faculty, two of our staff members have taken on new leadership positions at the CFD. Jackie McCaffrey, the Stepping Stones coordinator has assumed the role of Project Coordinator for the CFD and Stacy Palmer has moved from Administrative Secretary to Coordinator of the ESP. Both of these individuals are outstanding administrators and we wish them well in their new positions.

I also need to thank the many faculty members who sit on our various committees including the Governance Committee, Executive Committee, Education Development Committee, ESP Advisory Committee, Research Committee and the many faculty who teach at the CFD. This important expression of volunteerism is instrumental to the success of our Centre.

A special thank-you to Bob Howard, the Vice-President of Education and Chief Medical Officer at St. Michael’s Hospital and to Cathy Whiteside, Dean of Medicine for their ongoing support of the Centre’s mission and increasing expansion.

At this time, I would like to express my gratitude to St. Michael’s Hospital and the Faculty of Medicine for giving me the opportunity to lead the CFD in its first six years of operation. After some deliberation, I have decided to step down as the Director in 2009. The CFD will have an external review in November, 2008. I am confident that the review will help the CFD redefine and refine its vision and mission for the next five years. I am also confident that there are excellent leaders both internally and externally who can assume the Director’s role.

Educationally yours,

**Ivan Silver**
MD MEd FRCP
Vice-Dean Continuing Education and Professional Development, Director of the Centre for Faculty Development at St. Michael’s Hospital, Professor, Department of Psychiatry
Another year, another annual report! How time goes by… it has been another exhilarating year at the Centre for Faculty Development (CFD) and there are a number of very exciting new initiatives on which to report. The CFD has been fortunate to be able to bring together some amazing groups of people to collaborate on the development and implementation of these projects.

The Faculty Development for Interprofessional Education project received funding support from Health Force Ontario and has a goal of developing individuals and their organizations in order to enhance knowledge and skills relating to both interprofessional education (IPE) and interprofessional collaborative care (IPC). This intensive, longitudinal course, (with almost 40 participants from across the GTA and the province) began in September 2008 and will wrap up in March of 2009.

Our Centre has also been able to bring together an incredible group of scholarly educators for a project that has received funding from the Network of Excellence for Simulation in Clinical Teaching and Learning. Together we will be developing and evaluating a Faculty Development Program to address the needs of those involved in the use of simulation for teaching and learning.

Our Membership Program launched earlier this year, and the CFD will be planning a number of activities and events for both Academic Educators and General Members. This program aims both to provide a formal ‘connection’ for individuals with the CFD, but also to bring together individuals with an interest in teaching and education as a community in their home institutions.

All of this furthers our goal of distributing faculty development outside the walls of the CFD. The CFD is continuing to develop our relationship with the recently established UTM Academy of the Medical School at the University of Toronto Mississauga, and has delivered a number of faculty development sessions to interested staff from Credit Valley Hospital and Trillium Healthcare Centre. The CFD will continue to assess the needs of these, and other teachers in both partially and fully affiliated teaching institutions across the GTA, and to deliver faculty development sessions in ways that address their needs.

The CFD is also continuing our partnership with Sunnybrook for their Education Excellence series and for a Peer Mentoring project, and working with the Department of Medicine to provide faculty development on Mentoring Skills to support their Faculty Mentoring Program.

As I reflect on the CFD accomplishments over the past year, what stands out is that it continues to be about people…people who are passionate about teaching and education and who want to share with and learn from others. Our Centre’s role is to encourage and support new ideas and new activities and to provide leadership in the development of knowledge about Faculty Development.

Karen Leslie MD FRCPC
Associate Director of the Centre for Faculty Development at St. Michael’s Hospital
Staff Paediatrician, Division of Adolescent Medicine
Hospital for Sick Children
Associate Professor, Department of Paediatrics
Faculty of Medicine, University of Toronto
Best Practice in Education Rounds (BPER)

Following a successful year of collaboration with the Wilson Centre, the CFD continued to present BPER Grand Rounds. Each presentation had a faculty development topic and included concept and ideas from other educational angles (i.e., research in education). All presentations originated from St. Michael’s Hospital and were video-cast to 5 external sites – Sunnybrook Health Sciences Centre, Toronto Rehabilitation Institute (University Site) along with 3 new sites: Sick Kids Hospital, Bridgepoint Health and Bloorview Kids Rehab. This year the CFD presented 6 grand rounds sessions as well as 1 special presentation on the Education Scholars Program. With great speakers such as Blye Frank (Dalhousie University), Amitai Ziv (Israel Centre for Medical Simulation) and local faculty, we are pleased to report the highest number of attendees per session thus far.

Rounds topics included:

• Moving Beyond the Celebration of Diversity: Taking Difference into Account in Medical/Health Education – Blye Frank
• From Expert Practice to Practicing Scholarship – Glen Bandiera & Maria Mylopoulos
• Collective Competence? Rethinking Competence in the Context of Teamwork – Lorelei Lingard
• Simulation-Based Health Professional Education: From Vision to Reality – Amitai Ziv
• Stress and Performance: The Good, the Bad, the Ugly, and Their Implications for Health Profession Education – Vicky LeBlanc
• A Holistic, Collaborative Approach to Student and Faculty Support – Cleo Boyd

Average Number of Attendees Per Rounds

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Number of Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006–2007</td>
<td>48</td>
</tr>
<tr>
<td>2007–2008</td>
<td>50</td>
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Workshops

Last year the CFD focused on adding new workshop topics to complement our great core workshops. We also continued to implement new workshops and programs with a focus on career development and scholarship in education. Workshop topics included (*designates new workshop):

• Teaching 101 Part 1 and 2
• Teaching for Learning and Collaboration Program (6 modules)*
• Educating for Cultural Awareness: Taking Difference into Account in Medical/Health Education*
• Best Practices in Continuing Education Program (3 modules)*
• A Valuable Educational Tool: Learning to Incorporate the Mini-CEX into Your Clinical teaching*
• Advanced PowerPoint Skills
• Recognizing Excellence: Scholarship in Education
• Introduction to Performance-Based Assessment
• Understanding Learning Styles: The Road to More Effective Teaching
• How Did I Miss That?! Online Search Strategies for Health Science Librarians*
• Moving Your Career Ahead in Medical/Health Education
• RefWorks*
• Developing Skills as a Mentor
• Focus on Feedback
• Writing Clear Abstracts & Articles for Education Journals
• Teaching Dossiers
• The Proliferation of Performance-Based Exams: Ethical, Educational or Excessive?*
• Tips and Tools for Teaching in Ambulatory Care*
• Large Group Teaching - Interactive Lecturing
• Dealing with Conflict in Health Professional Education
• Small Group Teaching
• Developing Effective Mentoring Initiatives*

What Are Workshop Participants Saying?

“Amazing workshop. Very practical and will definitely change my practice. Many thanks”
– Participant from Recognizing Excellence: Scholarship in Education Workshop

“This is by far the BEST workshop that I have attended this year in the Stepping Stones Program. It truly was a journey of self-discovery that will undoubtedly help me understand my learners and hopefully become a better teacher.”
– Participant from Understanding Learning Styles: The Road to More Effective Teaching Workshop

“Amazing workshop and extremely relevant to current situation. Appreciated practical aspects (reviewing literature examples etc).”
– Participant for Writing Clear Abstracts and Articles for Education Journals Workshop

This year the CFD noted an increase in participants from last year, as well as our highest rated workshop series.
Distributed Faculty Development Activities

The Centre has continued to develop ways to distribute faculty development across the University and affiliated teaching hospitals. This is in addition to the faculty development offered in relation to the expansion of the Medical School at the University of Toronto Mississauga campus.

Over the past year, the CFD has continued to collaborate with Sunnybrook Hospital staff, in developing and delivering the Educational Excellence series, consisting of four sessions provided to Sunnybrook physicians and tailored to the needs of this group. In addition, a peer mentoring program was developed and piloted with a group of Sunnybrook faculty. This group will be ongoing and a formal evaluation of the program will take place in the next academic year.

Distributed faculty development was also provided at The Hospital for Sick Children to a group of sub specialty clinical teachers, and to faculty in the Department of Medicine's mentoring program. In partnership with the Undergraduate Medical Education program, Problem Based Learning tutor training sessions were provided, and in partnership with the Postgraduate Medical Education program, a workshop focusing on Teaching Internationally Trained Medical Graduates was provided to program directors.
Stepping Stones Certificate Program

Our program offers faculty the opportunity to develop and enhance their skills by completing 40 hours of programming which includes 26 hours of our workshops and 14 hours of participation in one of our journal clubs. This year, the CFD was fortunate to have all 3 of our outstanding journal club leaders’ return: Dr. Robert Hilliard (Paediatrics), Dr. Lee Manchul (Radiation Oncology) and Dr. John Teshima (Psychiatry). The CFD was also pleased to have Lynne Sinclair (Physical Therapy) co-facilitate with Lee Manchul at Princess Margaret Hospital.

As in past years, the CFD continued to offer 3 spots in the Stepping Stones program to other health science faculties at the University of Toronto and 3 spots to health disciplines staff at St. Michael’s Hospital. For the first time the CFD also offered 3 spots in our program to staff involved in teaching at the Michener Institute.

The following 28 people graduated from the program in 2007/2008:

Cathy Babiak
Yvonne Bergmans
Douglas Chisholm
Christinne Duclos
Jacinda Frazer
Tahany Gadalla
Melissa Heidebrecht
Lisa Isaac
Doris Kalamut
Mary Keith
Shari Kirsh
Diana Kijkenak
Kerry Knickle
Stephane Laframboise
Jerry Maniate
Roberto Mendoza
Melinda Musgrave
Ellen Newbold
Leonard Barry Seltz
Mruna Shah
Giovanna Sirianni
Katharine Taylor
Peta Turner
Chantal Vaidyanath
Bil Whiteside
Patricia Windrim
Herbert Wong
Lesia Wynnychuk

The Michener Institute
Dept of Psychiatry
Dept of Obstetrics and Gynaecology
Faculty of Pharmacy
SMH - Dept. of Nephrology
Facuity of Social Work
SMH – OT Mobility Clinic
Dept of Anaesthesia
Faculty of Pharmacy
Dept of Nutritional Sciences
Dept of Psychiatry
Dept of Psychiatry
Dept of Obstetrics and Gynaecology
Joint Fellow – Centre for Faculty Development & Wilson Centre
Dept of Paediatrics
Dept of Surgery
Dept of Physical Therapy
Fellow – Sick Kids Hospital
Dept of Family and Community Medicine
Dept of Family and Community Medicine
Dept of Anaesthesia
Dept of Physical Therapy
Dept of Physical Therapy
Dept of Radiation Oncology
Dept of Family and Community Medicine
Dept of Obstetrics and Gynaecology
Dept of Family and Community Medicine
DIRECTOR’S REPORT

Education Scholars Program

The ESP is a leadership development program for educators of health professionals lead by Susan Lieff (Director) and Brenda Mori (Associate Director). Our theoretically informed approach is designed to support and enable the success of health professional and health science faculty in their roles as scholarly educators, education leaders and teachers as well as faculty developers who support their colleagues in their educational work. Additionally, the CFD strives to create a foundation for building an inter and intra - professional and interfaculty community of practice within the program, as well as facilitating their integration into the greater community of scholars in health professional education both locally and beyond.

Specifically, our curriculum goals are to create:

- Scholarly health professional educators
- Faculty developers
- A community of practice and link to existing communities of educators

Intended outcomes include an integration of scholarly and reflective approaches to their educational practice, increased self-confidence / self-efficacy and professional identity as a leader, scholar and teacher in health professional education. More specific outcomes include: increased knowledge of effective teaching practices, creation of educational scholarly ‘products’ that could be presented, published or disseminated as well as increased leadership activity/initiatives. The CFD expects that Scholars will develop educational consultation and group facilitation skills, be identified as resources for their colleagues in educational areas and identify and collaborate with an educational community of practice that includes Education Scholars Program participants as well as educators in the health professions at the University of Toronto and beyond. Our graduates are eligible for as many as 4 graduate credits in the new Masters in Community Health Science, Health Professional Teacher Education Field at the University of Toronto.

On October 15, 2008, 16 ESP 2006-2008 Scholars graduated following a poster reception of their scholarly projects. The CFD welcomed 16 new Scholars to the ESP in September 2008 to embark on their 2 year educational experience. Our current Scholars are listed on the next page.

What Are Stepping Stones Graduates Saying?

“The major strength of this program was the Workshops and Journal clubs which allowed networking and exchange of ideas between participants from different disciplines at very different points in their career paths.”

“...I have told them [colleagues] it is an excellent resource or starting point for people interested in education and have recommended it as a precursor to masters in education at U of T. I have also recommended the stepping stones sessions to other health care professionals as a great resource for learning to be an effective teacher and gaining practical ideas for dealing with more difficult teaching situations.”
Our Alumni program is also establishing itself. Alumni scholars have met for journal clubs and workshops and plan to continue doing so on a semi-annual basis.

The CFD is excitedly disseminating our curriculum development experience and has presented related work at conferences such as: The 13th Ottawa International Conference on Clinical Competence in Australia, The Association of Medical Education of Europe in Prague and The Association for Academic Psychiatry in Santa Fe. Additionally, Dr. Lieff recently had a manuscript accepted in Academic Medicine entitled: Evolving Curriculum Design: A Novel Framework for Continuous, Timely and Relevant Curriculum Adaptation in Faculty Development.

The CFD looks forward to disseminating our program evaluation data in the future.

What Are ESP Graduates Saying?

“... this program has been an amazing opportunity which has had so many benefits. I think having a cohort, developing together; watching peers succeed is something that has been extremely valuable. I do not think a graduate program with people taking all kinds of electives would have provided the ability to learn in a community of practice setting, there was something very unique about moving forward together.” – ESP class of 2006-2008 graduate
Joint Centre for Faculty Development/Wilson Centre for Research in Education (CFD/WCRE) Fellowship

This 2-year fellowship, co-directed by Drs. Karen Leslie and Glen Bandiera, is in its second year. The fellowship is designed to allow fellows to take advantage of the education research community and programs offered by the WCRE yet develop an academic interest and track record in faculty development through the CFD. Fellows are also required to complete a graduate degree related to education. Dr. Jerry Maniate, a medical oncologist, was the first fellow enrolled in the program and concurrently pursued a Master’s of Education through the Ontario Institute for Studies in Education. In July, the CFD welcomed our second fellow, Dr. Nishardi Wijeratne from Sri Lanka, who will undertake a Masters degree in collaboration with the Joint Centre for Bioethics. Fellow research projects are supervised by CFD faculty members or co-supervised by faculty at both the WCRE and CFD. Developments over the past year include the revision of the formal curriculum, greater involvement of fellows in core CFD activities such as Stepping Stones, and refinement of the eligibility criteria and application procedures.

Interprofessional Education Faculty Development Project

This project was funded by HealthForceOntario’s 2007-08 Interprofessional Care / Education Fund. The concept for the project was based on an identified need to enhance the capacity of the current education system to further disseminate concepts, skills and practices relating to Interprofessional Education (IPE) and Interprofessional Care (IPC) in order to support existing and developing initiatives in IPE and IPC.

The Project Steering Committee is made up of individuals representing: The Office of IPE, Bridgepoint Health, The Michener Institute, the Department of Speech and Language Pathology, The Centre for Faculty Development, Toronto Rehabilitation Institute and St. Michael’s Hospital.

The overall program goal is to prepare participants for being a faculty/staff developer for IPE. The outcomes for participants include being able to:

1) Provide leadership in faculty/staff development for IPE in the organization and/or the broader community
2) Design, develop and deliver best practices faculty/staff development
3) Transfer, clarify and reinforce key concepts of IPE and IPC
4) Integrate and align IPE faculty/staff development into what is happening in the organization with reference to the broader IPE community, to promote success and sustainability
5) Measure outcomes of faculty/staff development interventions
6) Actively participate and contribute as a member of a community of IPE faculty/staff developers

Over 40 individuals applied for this longitudinal program and the program is set to launch in the fall of 2008, with the last session occurring March 2009. The curriculum will consist of five face-to-face education sessions accompanied by inter-session on-line work by participants. The program sessions consist of the following content: introduction to faculty development, IPC, IPE, curriculum design; planning for success and sustainability; facilitation of IPE; conducting needs assessments; curriculum design, development and delivery of faculty development; learner assessment and program evaluation.
Helen P. Batty Awards in Faculty Development

The CFD established two awards in faculty development in 2005 which recognize excellence in faculty development programming and teaching in the Faculty of Medicine, University of Toronto. Nominations were open to all faculty in the Faculty of Medicine and an adjudication committee was charged with the difficult task of selecting the winners from a large number of excellent nominees. The 2008 ‘Teaching Performance Award’ for sustained excellence in teaching faculty was a tie once again this year and went to joint winners: Dr. Karen Leslie (Department of Paediatrics) and Lynne Sinclair (Department of Physical Therapy). All winners were announced at the 2008 Faculty of Medicine Educational Achievement Event.

CFD Membership

In November 2007, The Centre for Faculty Development announced the Membership Program. This program is designed to provide support to teachers and educators to promote excellence in teaching, research, education scholarship and leadership. The three membership categories are Academic Educator, General Member and Honorary Member.

The Academic Educator category was the first category to launch in February 2008. Eligible participants are University of Toronto Health Sciences faculty members who have demonstrated accomplishments in educational scholarship and leadership which could include curriculum planning, program development, program evaluation, teaching /supervision innovation, and/or faculty development.

The General Member, launched in June 2008, is a faculty member committed to the teaching and supervision of learners. Eligible participants are UofT Health Sciences faculty members who have demonstrated a minimum of 100 teaching / supervision hours per year (or equivalent) in undergrad, post-grad, graduate, continuing education, or faculty development.

Through formal affiliation, CFD Membership offers opportunities and benefits such as:

- A platform for networking with colleagues in the areas of teaching, education scholarship, education leadership and faculty development
- Mentoring and career development
- Enhancing identity and recognition within home department
- Opportunities to participate in working groups and committees
- Invitations to attend all Centre sponsored events
- Invitations to attend special members only events
- Access to CFD educational resources
CFD Communication Strategies

CFD Website

The Centre has recently re-designed its website (www.cfd.med.utoronto.ca) to be more visually engaging and user friendly. With the assistance of a web designer at the Information Commons, UofT, we have a space that provides a wealth of information for visitors. The website information is organized in 4 main categories: Programs & Activities, Research, Resources and About Us.

Programs and Activities
Information on the Stepping Stones Teacher Development Program, Education Scholars Program, Workshops, Rounds (including videos of our past rounds), Awards Program, Fellowship and Consultations is found here.

Research
Included in this section is our research perspective and themes, conference and grant information and CFD researcher bios and CV’s.

Resources
Selected readings on faculty development/teaching topics, scholarship resources including information on where to publish, tips for creating ethics proposals, information on how to create a poster, downloadable copies of our evaluation tools and links to other faculty development offices is housed here.

About Us
This section includes bios on our instructors and staff along with information on our reporting structure, committees, annual reports and membership program.

In 2007-2008 the CFD website received over 100 visits from individuals representing each of these countries.


countries with 100 or more hits to our website

| Australia | Israel |
| Brazil   | Italy  |
| Bulgaria | Japan  |
| Canada   | Netherlands |
| Chile    | New Zealand |
| China    | Saudi Arabia |
| Denmark  | Singapore |
| Ethiopia | South Africa |
| France   | South Korea |
| Germany  | Spain  |
| Great Britain | Sri Lanka |
| Greece   | Taiwan |
| Hong Kong| South Korea |
| Thailand | Turkey |
| India    | United Arab Emirates |
| Iran     | US |
| Ireland  | Yemen |
Communication Tools

In the age of web-based learning and electronic social networking the Centre strives to provide tools for learner interaction and the sharing and dissemination of information and materials.

Google Groups
Beginning this academic year, the Centre is using Google Groups for our Teaching 101 workshop series. A requirement of this series is the submission of a homework assignment which is then read by workshop instructors and feedback is given which is intended for all participants to be able to access and read. Through the use of Google Groups, the administrator is able to easily create a group for each iteration of the workshop, exclusively invite workshop leaders and participants and participants are in turn able to upload their assignments and view leader feedback.

ERes – Electronic Reserve System at University of Toronto
Through the University of Toronto, the CFD have been able to use the password protected, web based system which has the ability to house a large number of materials. The CFD currently uses this system for two of our programs; Stepping Stones Journal Club and our Train the Trainer Program.

Train the Trainer
This site houses the Tips and Tools handout package created for the Train the Trainer participants, notes from the day, helpful articles and resources, links and teaching videos.

BlackBoard at University of Toronto
The Education Scholars Program uses the BlackBoard online forum throughout the 2 year program. The forum is divided by session date and each page outlines the session topic, leaders, pre-reading/work instructions and access to any advance materials where necessary. There is also a discussion board which can be accessed and used by all scholars.

LinkHealth Pro
This online networking website is designed specifically to link healthcare professionals both locally and globally for the purposes of sharing ideas and expertise, asking questions, contributing to discussion forums and building community through their online interactions.

The IPE/IPC Faculty Development Program, funded by the HealthForceOntario's 2007-08 Interprofessional Care/Education grant, is using this collaborative knowledge network as a means of disseminating best practices in IPE/IPC and expanding the cohort of health care professionals. This program’s goal is to prepare participants to become faculty/staff developers of IPC and IPE within their respective healthcare facilities. This technology is enabling them to reach these goals.
On Monday, January 21, 2008, the Center for Faculty Development (CFD) celebrated its 5th year as a vibrant meeting place for faculty interested in enhancing the quality of teaching, education scholarship and career development in the Health Sciences.

Guests, colleagues, and faculty members were treated to an afternoon of refreshments, live music, and past, present and future presentations highlighting the CFD’s humble beginnings, its successes to-date and the exciting future that lays ahead!

Heartening words about the CFD’s success were given by Bob Howard, Executive Vice President & CMO, St. Michael’s Hospital, Vivek Goel, Vice President and Provost, University of Toronto, Catherine Whiteside, Dean, Faculty of Medicine, University of Toronto and Ivan Silver, Director, Centre for Faculty Development at St. Michael’s Hospital, Faculty of Medicine, University of Toronto. Associate Director Karen Leslie emceed the event.

The celebration ended with a rousing chorus of “Happy Birthday” as the staff at the CFD blew out the candles and cut the cake!

Professional Development Day for Faculty Developers

A Professional Development Day for Faculty Developers was held in Montreal this past May as an Association for Faculties of Medicine in Canada (AFMC) post-conference day. The planning committee for this event was co-chaired by Amy Dionne and Karen Leslie from the CFD, with representation of faculty developers from several other universities across Canada.

The goals of this day were:
1. To provide professional development for faculty developers
2. To build capacity in faculty development
3. To provide opportunities for networking and future collaborations

Approximately 60 faculty developers from across Canada attended the day, making it a huge success.

The morning focused on two key topics: Establishing a Research and Scholarship Agenda in Faculty Development, and Innovations in Faculty Development. The innovations session offered faculty the opportunity to share with other participants some of the ideas and programs they have developed at their university.

The second part of the day focused on ‘Strategies to Bring Faculty Development to Those Who Need it Most’ and discussed best practices, and utilized both a panel presentation and small group format.

A summary of the proceedings has been prepared and recommendations from this day have been communicated to the AFMC Special Committee on Faculty Development.
CFD Strategic Planning

In January 2006 Dr. Yvonne Steinert, McGill University, lead a program review of the Centre for Faculty Development (CFD). Following the review an 18 month Strategic Plan was developed to address the increasing need for faculty development in the Faculty of Medicine, University of Toronto. These needs translated into six strategic directions that included:

1. Advance skills and expertise of health professional teachers and educators.
2. Facilitate and promote research in faculty and educational development.
3. Support professional and leadership development throughout all stages of academic career.
4. Foster scholarship in creative professional education & innovation in health science education.
5. Extend faculty development activities & build capacity locally, regionally & internationally.
6. Enhance CFD funding, infrastructure and profile.

Since the establishment of this plan in February 2007, 80% of the strategic activities were achieved as of August 2008. At this historic juncture, it has become apparent that some of the CFD’s original goals are evolving in both reach and impact within the local, national and global arena of faculty development. Leadership roles and areas of expertise within the Centre are beginning to change meriting adjustments to areas of programmatic and scholarly accountability. This season of change will be influenced further by the final report from the CFD’s Five Year Review coupled with the appointment of a new Director at the CFD and the appointment of the new VP of Education at St. Michael’s Hospital. The CFD’s strategic plan will assuredly evolve anew to meet the growing needs of faculty development in the Faculty of Medicine, University of Toronto, St. Michael’s Hospital and other partner institutions.
CFD Five Year Review

In November 2008 the Centre for Faculty Development will undergo a Five Year Review. Reviewers, Dr. Blye Frank, PhD, Professor & Head, Division of Medical Education, Faculty of Medicine, Dalhousie University, Halifax, and Dr. LuAnn Wilkerson, Ed.D. Professor Medicine, Senior Associate Dean for Medical Education, University of California, Los Angeles, David Geffen School of Medicine will meet with numerous CFD stakeholder groups. The outcomes of this review will inform the Centre’s strategic thrusts; from the leadership of the Centre to the new strategic directions of the Centre.

Inter-Health Sciences Council for Faculty Developers

In 2005, the Centre for Faculty Development was awarded monies from the University of Toronto via the Academic Incentive Fund (AIF) process to increase its capacity to provide faculty development to teachers and educators in the Faculty of Medicine (FoM). Included in the 5-year plan for this AIF was a proposal to create a Faculty Development Health Sciences Council that would explore opportunities for further collaboration and coordination of faculty development between the various Health Science Faculties at the University of Toronto (Dentistry, Nursing, Pharmacy, Physical Education and Health, and Social Work).

In October of 2008, this Council will meet for the purposes of coordinating and delivering faculty development activities to health science educators and teachers and to foster scholarship in faculty development across the Health Sciences at the University of Toronto and affiliated partners, including The Michener Institute, Ryerson University and George Brown College.

Chair in Faculty Development

As part of St. Michael’s Hospital (SMH) strategic plan, there is a desire to increase the hospital’s number of chairs from 7 to 14. Working with the SMH Foundation, the CFD is proposing a Chair in Faculty Development Scholarship that would enable the CFD to further develop the conceptual and theoretical bases that underpin faculty development as an educational, social, knowledge translation and interprofessional activity.

International Faculty Development Conference 2011

In April 2011, the Centre for Faculty Development will host the first international conference in faculty development in partnership with The Association of Faculties of Medicine of Canada (AFMC) Canadian Association for Medical Education (CAME), Associations of American Medical Colleges (AAMC), The Association of International Physicians and Surgeons of Ontario (AIPSO) and Association for Medical Education in Europe (AMEE). It will be held in conjunction with the opening of the Li Ka Shing International Centre for Health Care Education in late 2010.
Li Ka Shing Knowledge Institute

The Li Ka Shing Knowledge Institute (LKSFI) plans to open its doors in late 2010 and will house the Keenan Research Centre and the Li Ka Shing International Centre for Health Care Education. By combining research, education and clinical care, the LKSFI will serve as a model for other hospitals in the country and will be the first of its kind in Canada.

The Keenan Research Centre will be home to research programs in inner city health, critical care, global health and knowledge translation, while the Li Ka Shing International Centre in Health Care Education will house the Hospital’s educational programs. Once completed, the Centre for Faculty Development will relocate to the LKSFI which will further connect the CFD’s research programs to initiatives in educational knowledge translation particularly in the areas of interprofessional education, collaborative care and best practices in teaching and faculty development.
Introduction

An important part of the CFD’s scholarly activities is our research and evaluation work. The Centre is currently building a research program and infrastructure focused on a small number of focused themes, such as leadership, mentorship and interprofessionalism using a range of both qualitative and quantitative methods. In creating and advancing knowledge in these areas the CFD aims to disseminate findings through presentations at national and international conferences and through publications in peer reviewed journals, textbooks and book chapters.

To support this work, the CFD actively participates in various grants and collaborations with colleagues based at St Michael’s Hospital, in other health sciences departments across the University and at other institutes in this country and abroad. The CFD has had some noteworthy successes in grant capture this year, including monies from the Ministry of Health and Long-Term Care to develop, deliver and evaluate a faculty/staff development program for interprofessional facilitators, and monies from the Simulation Excellence Network to undertake a needs assessment for simulation across the locality.

As well as advancing a faculty development research program, the CFD also evaluates all of our programs for both quality assurance purposes (to refine and enhance their quality) and to understand their impact on the learners and facilitators.

Key to our research and evaluation work this year have been our Education Research Associates, Lindsay Baker and Eileen Egan-Lee, who work collaboratively with a variety of faculty and staff on a range of projects.

Outlined below are our key research outputs achieved during the 2007-2008 academic year.

GRANTS

1. Bennett J, Vincent L, Daub S, Reeves S. Optimizing use of health provider’s competencies: meeting the needs of the elderly in acute care centres ($250,000) Health Force Ontario, 2008-2010


6. Espin S, Reeves S. A longitudinal study exploring the impact of an interprofessional education course on collaborative practice ($3,500) Learning and Teaching Fund, Ryerson University, 2008


12. **Maniate J**, Hodges B. Evaluating the impact of a smoking cessation curriculum on oncologists ($4,500) Training Enhancement in Applied Cessation Counselling and Health (TEACH) Project at the Centre for Addiction and Mental Health (CAMH), 2007-2008

13. MacNeill H, Hanna E, **Reeves S**. Does learning disease specific content in an interactive online process help foster collaborative practice and improved interprofessional attitudes for post-licensure learners? Online application of the build-a-case technique ($10,000) University of Toronto/Bridgepoint Hospital, 2008-2009


18. **Reeves S**. An environmental scan and literature review on interprofessional collaborative practice settings ($25,000) Health Policy, Health Canada, 2008

19. **Richardson D**, Glover Takahashi S, Abner E, Chow C. Resident as collaborative practitioner, PGME core curriculum web initiative, University of Toronto Instructional Technology Course Development Fund, 2008


PEER-REVIEWED PUBLICATIONS


Peer-Reviewed Publications

Data gathered from CFD Annual Reports
CONFERENCES PRESENTATIONS

1. **Baker L, Egan-Lee E, Reeves S, Silver I.** The ties that bind: a network approach to creating a program in faculty development. Association of Medical Education in Europe (AMEE), Prague, Czech Republic, August 2008

2. **Cameron A, Reeves S.** Introductory interprofessional learning for 1000 health care students: reflections on planning, delivery and outcomes. Collaborating Across the Borders, University of Minnesota, US, October 2007


6. **Leslie K, Silver I, Richardson D, McCaffrey J, Wagner S, Dionne A, Reeves S.** Creating a certificate course in health professional teaching and education. Association of Medical Education in Europe (AMEE), Prague, Czech Republic, August 2008

7. **Lieff S, Albert M.** The analytic mindset of medical education leaders; how do they conceive their work. Ozzawa Conference in Medical Education, Melbourne, Australia, March 2008

8. **Lieff S, Albert M.** How do effective medical education leaders perceive their practice? Association of Medical Education of Europe Meeting, Prague, Czechoslovakia, August 2008


11. **Martimianakis, M.** Faculty development as a vehicle of transformative learning. Panel presentation at Wilson Centre for Research in Education Research Day. Toronto, October 2007


14. **Martimianakis, M., Dewa, C., Yip, A., Hodges, B.** Improving the science content in clinical teaching. Association for Medical Education in Europe. Prague, August 2008


17. Piquette D, Reeves S, LeBlanc V. Stress during ICU medical crises: when a lot is too much. Association of Medical Education in Europe (AMEE), Prague, Czech Republic, August 2008


20. Richardson D, Wagner S. Effectiveness of a faculty development program on interprofessional education: a randomized controlled trial. Collaborating Across Borders, University of Minnesota, US, October 2007


26. Silver I, Banfield V. Competency-based interprofessional education facilitation. Canadian Association of Continuing Health Education Conference, Quebec City, Quebec, October 2007

27. Silver I, Kirby F. Building and sustaining individual partnerships. Canadian Association of Continuing Health Education Conference, Quebec City, Quebec, October 2007


29. Silver I. Fostering interprofessional collaborative care. Canadian Association of Continuing Health Education Conference, Quebec City, Quebec, October 2007


32. **Silver I.** Creating communities of practice for interprofessional collaboration: the ehpic leadership project. CME Congress, Vancouver, British Columbia, May 2008


34. Simmons B, Jefferies A, **Reeves S.** The role of a utility approach in the assessment and evaluation of interprofessional education. Association of Medical Education in Europe (AMEE), Prague, Czech Republic, August 2008

35. Sockalingam S, Stergiopoulos V, Maggi J, **Lieff S.** Manager by the bedside. Canadian Psychiatric Association annual meeting, Montreal, Quebec, November 2007


**CONFERENCE POSTERS**

1. **Egan-Lee E**, Hollenberg E, Dematteo D, Tobin S, **Reeves S.** If I knew then what I know now: The importance of faculty development for interprofessional education facilitators. AFMC Conference on Medical Education, Montreal, May 2008


3. **Leslie K,** Lingard L. The development of professional academic identity: mentoring faculty in the rules of the academic game. Canadian Medical Education Conference, May 2008 [awarded honorable mention in poster competition]

4. **Lieff S,** Mori, B. Mission possible: Designing relevant faculty development programs for your local educators. Ozzawa Conference in Medical Education. Melbourne, Australia, March 2008


8. **Maniate J.M.** Creating CAIR’s pre-accreditation survey questionnaire. 2008 University of Toronto, Department of Medicine Annual Research Day, Toronto, Ontario, May 2008


12. Mori B, Lieff S. TLC-Teaching for learning and collaboration: a Multi-professional teaching skills faculty development program. The Ozzawa Conference in Medical Education, Melbourne, Australia, March 2008


16. Silver I, Dionne A, Richardson D. Evaluation of new implementation strategies, program effectiveness and dissemination of new pedagogical knowledge: Centre for Faculty Development’s Stepping Stones teaching certificate program. Fifth Annual CPD Accredited Providers Conference, September 2007

17. Wagner S, Kwan D, Barker K. Effectiveness of a faculty development program on interprofessional education: a randomized controlled trial. All Together Better Health IV Conference, Stockholm, Sweden, June 2008

CONFERENCE WORKSHOPS


**Peer-Reviewed Conference Presentations, Posters and Workshops**

![Data gathered from CFD Annual Reports](image)
What are three contributors to your success as a faculty development educator?

1. Learning to be brave (or stupid) enough to take risks in presenting new ideas and techniques in education. No risk, no discoveries.

2. Having an excellent mentor group and friends in the medical education world. Without collaboration and a warm learning climate, I’d have withered long ago!

3. Magic!

What advice do you have for junior faculty interested in pursuing a career in faculty development?

Just do it! If you have an interest, fan the spark into a flame and start learning and doing. One of the best things I did was enroll in Stepping Stones and now I’m having an exciting time and feeling great! What is the worse case scenario not to do so? Being a better educator is the same as learning how to be a better leader, better facilitator and better human being - because you have to learn about yourself to be able to learn and thus be able to teach!

Describe one “ah-ha” moment you experienced during a faculty development session, course or personal time of reflection.

When I first met Ivan Silver at a conference far away from Toronto, where of course you finally get a chance to talk to a colleague - and after we started talking, I went “AH-HA (HA!) I can actually blend my love of the arts, humanities, theatre, games, and other wild interests into education and it can be academically valid! Wowsa!”

If you could meet anyone (dead or alive) who would it be and why?

Already met her - my wife Anna! If I didn’t meet her, I wouldn’t have my two little angels, Sofia and Simone!

What is one of your favourite quotes or aphorisms?

“Man is least himself when he talks in his own person. Give him a mask, and he will tell you the truth.” - Oscar Wilde
Denyse Richardson
Assistant Professor and Clinician Educator  
Director, Faculty Development Program, Department of Medicine, Division of Physiatry  
Faculty of Medicine, University of Toronto  

Denyse is a member of our Education Development Committee, leads a research initiative looking at outcomes and long term impact of the Stepping Stones Program and has led CFD workshops.

What are three contributors to your success as a faculty development educator?

1. Sincere and genuine belief in the value of and enthusiasm for lifelong learning
2. My understanding of educational theory and practice that was formalized by completing my Masters in Education, even though I wouldn’t do the same program if I were to do it again
3. Mentorship by many

What advice do you have for junior faculty interested in pursuing a career in faculty development?

• Define YOUR “practice” utopia and revisit and revise this definition as you progress though your career.
• Recognize the value of generalism in education early in your career but balance that with identifying key area(s) of interest as you progress through your educationalist career.
• Identify and develop “multiple” mentors and be open to learn from “multiple” sources, including other healthcare professionals and educators

Describe one “ah-ha” moment you experienced during a faculty development session, course or personal time of reflection.

One pivotal development for me was the time at which I recognized that I had developed a true comfort with the role of being a facilitator of learning and turning to the expertise and experience that is always present in the participants. Facilitation skills are evolutionary and I continue to look forward to learning more.

If you could meet anyone (dead or alive) who would it be and why?

There are many but one person I would like to talk to in the realm of teaching is Wendy Kopp, founder and leader of Teach for America.

What is one of your favourite quotes or aphorisms?

One of my favourite quotes is “Friends are like stars.....even though you can’t always see them, they are always there.”
What are three contributors to your success as a faculty development educator?

1. Support and encouragement from colleagues, across the university and beyond, engaged in faculty development and, most importantly, from the Centre for Faculty Development.
2. Making time for what I see as an important and enjoyable role and purposefully developing it through ongoing reflection and planning.
3. Challenging myself to move beyond my comfort zone as a faculty development educator and take advantage of opportunities that allow my ongoing growth and development.

What advice do you have for junior faculty interested in pursuing a career in faculty development?

Express your interest to colleagues engaged in faculty development and explore possibilities to get involved in your context and through the Centre for Faculty Development, Office of Teaching Advancement and beyond. The Stepping Stones Workshops and the Certificate Program (that includes a journal club) through the Centre for Faculty Development is a great way to obtain foundational knowledge, skills, behaviours and attitudes and to add to your existing repertoire in this area. In this way you can begin to develop a network of like-minded individuals or a community of practice that serve to foster your continued growth and development. And there is nothing like jumping right into it – just do it!

Describe one “ah-ha” moment you experienced during a faculty development session, course or personal time of reflection.

It always strikes me, when I am facilitating a faculty development session, that the wisdom and skill in the room is vast and that each participant brings wonderfully unique experiences and perspectives to the session. I find that I learn as much or more from them, as I feel I impart to them. It is truly a two-way street that continues the conversation of faculty development and promotes my lifelong learning.

If you could meet anyone (dead or alive) who would it be and why?

I would love to meet my grandfather, George Cleveland Wagner, who passed away before I was born. Hank, as he was known by all (Honus Wagner was a popular baseball star at the time and took his nickname from him), was a medical graduate from the University of Western Ontario, Class of 1912. He was a great athlete, playing hockey on the London Arrows, baseball in Western Canadian, golf and curling (our family inherited his personalized rocks!) and by the accounts of his many patients, even to this day, a great relational-centred country doctor. He practiced in Central Alberta, travelling far and wide in his 1928 Chevrolet, Annabelle, and was a physician who truly practiced interprofessionally before it was even a concept. I would love to talk with him now about his secrets of success and enjoyment of his profession.

What is one of your favourite quotes or aphorisms?

“If one advances confidently in the direction of his dreams, and endeavours to live the life which he has imagined, he will meet with a success unexpected in common hours.” - Henry David Thoreau
Governance Committee

The CFD 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.

Katherine Berg
Chair and Associate Professor, Department of Physical Therapy
Faculty of Medicine, University of Toronto

Ella Ferris
Executive Vice President and Chief Nursing Executive
St. Michael’s Hospital

Yves Gadler
Vice President, Major and Planned Gifts
St. Michael’s Hospital

Robert Howard
Executive Vice President Programs, Education and Chief Medical Officer
St. Michael’s Hospital

Ronald Laxer
Vice President, Medical and Academic Affairs
The Hospital for Sick Children
Professor of Paediatrics and Medicine
Faculty of Medicine, University of Toronto

Helene Polatajko (recently stepped down)
Professor and Chair, Department of Occupational Therapy
and Graduate Department of Rehab Science
Faculty of Medicine, University of Toronto

Peeter Poldre
Vice President, Education and Medical Affairs
Sunnybrook and Women’s Health Sciences Centre
Professor, Department of Medicine
Faculty of Medicine, University of Toronto

Richard Reznick (recently stepped down)
Vice President Education
University Health Network
Professor and Chair, Department of Surgery
Faculty of Medicine, University of Toronto
Jay Rosenfield
Vice-Dean, Undergraduate Medical Education
Professor, Department of Paediatrics
Faculty of Medicine, University of Toronto

Ivan Silver
Vice-Dean, Continuing Education and Professional Development
Director, Centre for Faculty Development at St. Michael’s Hospital
Professor, Department of Psychiatry
Faculty of Medicine, University of Toronto

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

The CFD wants to publicly thank Helene Polatajko and Richard Reznick for their outstanding contributions to the Governance Committee over the past years.

Executive Committee

The Executive Committee (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
Chief, Emergency Medicine, St. Michael’s Hospital
Director, Postgraduate Medical Education
Associate Professor and Clinician Educator
Division of Emergency Medicine, Department of Medicine
Director of Postgraduate Programs in Medicine
Faculty of Medicine, University of Toronto

Paula Burns (recently stepped down)
Vice Provost
The Michener Institute

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

Karen Leslie
Associate Director, Centre for Faculty Development at St. Michael’s Hospital
Staff Paediatrician, Division of Adolescent Medicine
Hospital for Sick Children
Associate Professor, Department of Paediatrics
Faculty of Medicine, University of Toronto

Jamie Meuser
Director, Professional Development
Assistant Professor, Department of Family and Community Medicine
Faculty of Medicine, University of Toronto

Ivy Oandasan
Director, Office of Interprofessional Education, University of Toronto
Assistant Professor, Department of Family and Community Medicine
Faculty of Medicine, University of Toronto

Ann Russell
Director, Centre for Learning and Innovation
Michener Institute for Applied Health Sciences

Martin Schreiber
Director, Pre-Clerkship
Course Director, Foundations of Medical Practice
Associate Professor, Department of Medicine
Faculty of Medicine, University of Toronto

Ivan Silver
Vice-Dean, Continuing Education and Professional Development
Director, Centre for Faculty Development at St. Michael’s Hospital
Professor, Department of Psychiatry
Faculty of Medicine, University of Toronto
**Education Development Committee**

The Education Development Committee helps to plan, coordinate and deliver innovative instructional development activities for our faculty, assists in developing evaluation methods for instructional development, as well as serves as a sounding board for our numerous education endeavours – including but not limited to, the Helen P. Batty Awards, CFD membership, workshop and rounds planning.

**Helen Batty**  
Director, Graduate Studies and Academic Fellowship Programs  
Professor, Department of Family and Community Medicine  
Faculty of Medicine, University of Toronto

**Sheena Bhimji-Hewitt** (recently stepped down)  
Professor, Center for Learning & Innovation  
The Michener Institute

**Amy Dionne**  
Manager  
Centre for Faculty Development at St. Michael’s Hospital  
Faculty of Medicine, University of Toronto

**Karen Leslie**  
Associate Director  
Centre for Faculty Development at St. Michael’s Hospital  
Staff Paediatrician, Division of Adolescent Medicine  
Hospital for Sick Children  
Associate Professor, Department of Paediatrics  
Faculty of Medicine, University of Toronto

**Susan Lieff**  
Director, Education Scholars Program  
Director, Academic Leadership Development  
Centre for Faculty Development at St. Michael’s Hospital  
Associate Professor, Department of Psychiatry  
Faculty of Medicine, University of Toronto

**Jackie McCaffrey**  
CFD Project Coordinator  
Centre for Faculty Development at St. Michael’s Hospital  
Faculty of Medicine, University of Toronto

**Brenda Mori**  
Associate Director, Education Scholars Program  
Centre for Faculty Development at St. Michael’s Hospital  
Lecturer and Director of Clinical Education, Department of Physical Therapy  
Faculty of Medicine, University of Toronto

**John Murnaghan**  
Assistant Professor, Department of Surgery  
Faculty of Medicine, University of Toronto  
Orthopaedic Surgeon  
Sunnybrook and Women’s College Health Sciences Centre  
Orthopaedic and Arthritic Institute Campus

**Danny Panisko**  
Co-Director, Master Teacher Program  
Associate Professor and Clinician Educator  
Department of Medicine  
Faculty of Medicine, University of Toronto

**Denyse Richardson**  
Assistant Professor and Clinician Educator  
Director, Faculty Development Program  
Department of Medicine, Division ofPhysiatry  
Faculty of Medicine, University of Toronto

**Lori Shanahan**  
Manager - Interim  
Centre for Faculty Development at St. Michael’s Hospital  
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**Ivan Silver**  
Vice-Dean, Continuing Education and Professional Development  
Director, Centre for Faculty Development at St. Michael’s Hospital  
Professor, Department of Psychiatry  
Faculty of Medicine, University of Toronto

**Susan Wagner**  
Coordinator of Clinical Education  
Academy Associate - Fitzgerald and Wightman-Berris Academies  
Senior Lecturer, Graduate Department of Speech-Language Pathology  
Faculty of Medicine, University of Toronto  
Faculty Lead – Curriculum and Placements  
Office of Interprofessional Education, University of Toronto

**Euson Yeung**  
Coordinator, Clinical Training and Development,  
Toronto Western Hospital, Department of Physical Therapy  
Faculty of Medicine, University of Toronto
Program Faculty

169 individuals have served as faculty in our development initiatives as of 2007/2008. All are from the Faculty of Medicine, University of Saskatchewan unless otherwise noted.

Mathieu Albert Donald R. Wilson Centre for Research in Education
Viola Antao Family and Community Medicine
Mike Atkinson Psychology, University of Western Ontario
Zubin Austin Faculty of Pharmacy, Donald R. Wilson Centre for Research in Education
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Tamara Bahr Academic Computing
Lindsay Baker Centre for Faculty Development
Bruce Ballon Psychiatry
Glen Bandiera Medicine
Tatyana Barankin Psychiatry
Helen Batty Family and Community Medicine
Erlin Bearss Family and Community Medicine
Mary Bell Medicine
David Berbrayer Medicine
Philip Berger Family and Community Medicine
Stacey Bernstein Paediatrics
Whitney Blair Berta Health Policy, Management and Evaluation
Janet Bodley Obstetrics & Gynecology
Marion Bogo Faculty of Social Work
John Bohnen Surgery
Risa Bordman Family and Community Medicine
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Monica Branigan Family and Community Medicine
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David Cook Faculty of Medicine and Dentistry, University of Alberta
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Dave Davis Family and Community Medicine; Health Policy, Management and Evaluation
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Dianne Delva School of Medicine, Queens University
Eileen Egan-Lee Centre for Faculty Development
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Lynn Ellwood Speech Language Pathology
Debbie Elman Family and Community Medicine
Sherry Espin Nursing, Ryerson University
Kevin Eva Faculty of Health Sciences, McMaster University
Cathy Evans Physical Therapy
John Flannery Medicine
Milena Forte Family and Community Medicine
Bob Fox Adult and Higher Education, University of Oklahoma
Byle Frank Faculty Development Office, Dalhousie University
Risa Freeman Family & Community Medicine
Shipra Ginsburg Medicine
Tina Goertz Resource Centre for Academic Technology, University of Toronto
Jeannette Goguen Medicine
Maureen Gottesman Family and Community Medicine
Rajesh Gupta Medicine
Carla Hagstrom Gerstein Library
Stan Hamstra (formerly) Surgery and Donald R. Wilson Centre for Research in Education
Raed Hawa Psychiatry
Debbie Hebert Occupational Therapy
Jodi Herold-McIroy Medicine
Robert Hilliard Paediatrics
Brian Hodges Psychiatry and Donald R. Wilson Centre for Research in Education
Eric Holmboe Evaluation Research, American Board of Internal Medicine
Jacqueline James Medicine
Richard Jay Medicine
Ann Jefferies Paediatrics
Gabrielle Kane Radiation Oncology
Catherine Kelly Medicine
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Jay Keystone Medicine
Ferdinand Krauss (formerly) Academic Computing
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Sandra Langlands Gerstein Library
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Shunne Leung Surgical Skills Centre
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Keith Loukes Family and Community Medicine
Jody MacDonald Nursing
Rob Madan Psychiatry
Lee Manchul Radiation Oncology
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Sharon Marr Medicine
Dawn Martin Family and Community Medicine
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Filomena Meffe Obstetrics & Gynecology
Sanjay Mehta Paediatrics
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Ivy Oandasan Family and Community Medicine
Danny Panisko Medicine
Sagar Parikh Psychiatry
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Laure Perrier Continuing Education
Richard Pittini Obstetrics & Gynecology
Helene Polatajko Occupational Therapy
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Anita Rachlis Medicine
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Denyse Richardson Medicine
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