

# Education Scholars Program 2004-2006 Report



***EDUCATION SCHOLARS PROGRAM***  
*Anticipating the needs of our learners*

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This University of Toronto program is co-sponsored by the Centre for Faculty Development, Faculty of Medicine at St. Michael's Hospital, and the Research Innovation and Scholarship in Education (RISE) Program, Department of Psychiatry. It has received financial support from the Dean's Excellence Fund for Innovation in Medical Education.

This program meets the accreditation criteria of the College of Family Physicians of Canada and has been accredited for \* Mainpro-M1 credits (please see below for hours per module)

This event is an Accredited Group Learning Activity (Section 1) as defined by the Maintenance of Certification program of the Royal College of Physicians and Surgeons of Canada, approved by [University of Toronto] (please see below for hours per module).

- Module I – September 14-December 14, 2004 (14 sessions; 49 hours)
- Module II – January 11-May 31, 2005 (20 sessions; 70 hours)
- Module III – September 13-December 13, 2005 (14 sessions; 49 hours)
- Module IV – January 10-June 6, 2006 (21 sessions; 73.5 hours)

# Letter from Director

Dear Colleagues,

It is my pleasure to introduce you to the Education Scholars Program (ESP), a recently developed faculty development program designed to facilitate a theoretically informed approach to developing scholarly health professional educators, faculty developers and an inter-professional and multi-departmental collaborative network of health professional educators (a community of practice).



The goals of the program are to:

- Promote the professional development of educators in the health professions and health sciences in the areas of teaching, education scholarship, education leadership and faculty development
- Promote the development of an inter-departmental and inter-professional collaborative network of health professional educators as well as facilitate their integration into the larger community of scholars in health professional education
- Prepare future education leaders in the health professions and health sciences

This 2004-2006 Report outlines the development, implementation and evaluation of the ESP program and reports on short-term outcomes for the first cohort, that has completed the program.

Participants meet Tuesday afternoons for two academic years, focusing on topics that fall under each of the program goals. The program strives to enrich and challenge participants' perspectives and assumptions about their teaching and educational development practices in order to enhance their capabilities as critical, reflective, scholarly and informed health professional educators.

Intended outcomes include an integration of scholarly and reflective approaches to their teaching and educational development practice, increased self-confidence / self-efficacy and professional identity as a teacher, education scholar and faculty leader in the health professions. 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 career development and leadership activity/initiatives. We expect 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.

On October 11, 2006 the 15 Scholars in the first cohort of the program graduated following a poster reception of their scholarly projects. We report here on the achievements of the scholars and the program towards the intended goals and outcomes.

I am pleased to announce that the second class of the program has been enrolled for 2006-2008. 16 faculty members representing health professional and health science educators from within and outside the Faculty of Medicine are enrolled. Recruitment of the next class will begin in the fall of 2007 for the 2008-2010 cohort. I hope that you will consider supporting one or more faculty in your department. If you have any questions about the ESP, please feel free to contact me ([s.lieff@utoronto.ca](mailto:s.lieff@utoronto.ca), 416-864-6060 x6977), the Assistant Director Brenda Mori ([brenda.mori@utoronto.ca](mailto:brenda.mori@utoronto.ca), 416-946-8646), or ESP Administrative Assistant ([Nooranii@smh.toronto.on.ca](mailto:Nooranii@smh.toronto.on.ca), 416-864-6060 x7938); we would be happy to speak with you about this exciting and innovative program.

Sincerely,

A handwritten signature in black ink that reads "Susan Lieff". The signature is fluid and cursive.

Susan J. Lieff MD MEd FRCPC

Director, Education Scholars Program

Centre for Faculty Development at St. Michael's Hospital

Assistant Head, Research, Innovation and Scholarship in Education (RISE) Program, Department of Psychiatry

## Program Staff

### **Susan J. Lieff MD MEd FRCPC, Course Director**

Dr. Susan Lieff is the founding Course Director for the Education Scholars Program. She is an Associate Professor and a clinician-educator in the Department of Psychiatry and has been on faculty for 21 years. She completed her Master of Education degree in Higher Education of Health Professionals at the Ontario Institute for Studies in Education / University of Toronto in 2002. [s.lieff@utoronto.ca](mailto:s.lieff@utoronto.ca) 416-864-6060 x6977

### **Brenda Mori BSc (PT), MSc, Assistant Director**

Ms. Mori is the Director of Clinical Education and Community Affairs at the Department of Physical Therapy at the University of Toronto and leads the clinical education curriculum for the Entry level MScPT degree program. She graduated from U of T with a BScPT degree and an MSc degree with the Graduate Department of Rehabilitation Science. She is a graduate of the Education Scholars program at the Centre for Faculty Development and is now the Assistant Director of the program.

[Brenda.mori@utoronto.ca](mailto:Brenda.mori@utoronto.ca) 416-946-8646

### **Imran Noorani BCOMM, Administrative Assistant**

Imran Noorani is the Administrative Assistant for the Education Scholars Program. He is responsible for administering and marketing the Education Scholars Program. With a background in marketing consultation and service management, he received his BCOMM from Ryerson University in 2007, with a major in Marketing and a minor in Law. [Noorani@smh.toronto.on.ca](mailto:Noorani@smh.toronto.on.ca) 416-864-6060 x7938

## Course Faculty

**Helena Axler, Helena Axler & Associates**

**Glen Bandiera, BSc, MD, MEd, FRCPC, Dept. of Medicine**

**Helen Batty, MD, CCFP, MEd, FCFP, Dept. of Family & Community Medicine**

**Whitney Berta, PhD, MBA, BSc, Dept. of Health Policy, Management & Evaluation**

**Pam Catton, MD, FRCPC, MHPE, Dept. of Radiation Oncology**

**John Collins, MD, Educational Studies Consultant, University of British Columbia**

**John Cunnington, MD, Division of Respiriology, McMaster University**

**Dianne Delva, MD, CCFP, Dept. of Family & Community Medicine, Queens University**

**Brian Hodges, PhD, MD, MEd, FRCPC, Dept. of Psychiatry**

**Eric Holmboe, MD, Vice President for Evaluation Research, American Board of Internal Medicine**

**Cathy Kelly, BSc, MD, FRCPC, Dept. of Medicine**

**Ferdinand Krauss, BEd, Dept. of Distance Education & Open Learning Program, University of Guelph**

**Marilyn Laiken, PhD, Dept. of Adult Education & Counselling Psychology, Ontario Institute for Studies in Education**

**Ken Leithwood, PhD, Dept. of Theory & Policy Studies in Education, Ontario Institute for Studies in Education**

**Louise Lemieux-Charles, PhD, Dept. of Health Policy, Management & Evaluation**

**Karen Leslie, MD, MEd (cand.) Dept. of Paediatrics**

**Susan Lieff, MD, MEd, FRCPC, Dept. of Psychiatry**

**Geraldine Macdonald, RN, EdD, Med, BScN, Faculty of Nursing**

**Karen Mann, PhD, Division of Medical Education, Dalhousie University**

**John Murnaghan, MD, MA MSc, FRCSC, Dept. of Surgery**

**Danny Panisko, MD, MPH, FRCPC, Dept. of Medicine**

**Jill Parsons, Research Ethics Office, University of Toronto**

**Dan Pratt, PhD, Dept. of Educational Studies, University of British Columbia**

**Glenn Regehr, PhD, Dept. of Surgery, Wilson Centre for Research Education**

**Denyse Richardson, MD, FRCP, MEd, Dept. of Medicine**

**Dean Sharpe, PhD, Research Ethics Office, University of Toronto**

**Rita Shaughnessy, Information Specialist, Dept. of Family & Community Library**

**Ivan Silver, MD, MEd, FRCPC, Dept. of Psychiatry**

**Yvonne Steinert, PhD, Faculty of Medicine, McGill University**

**Susan Wagner, MSc, Reg. CASLPO, S-LP(c), Dept. of Speech Language Pathology**

## Course Sponsors

**Centre for Faculty Development**, Faculty of Medicine, University of Toronto at St. Michael's Hospital

**Research Innovation and Scholarship in Education (RISE)**, Department of Psychiatry, Faculty of Medicine, University of Toronto



*All initiatives within the Instructional Development theme at the **Centre for Faculty Development** are part of an integrated plan to deliver programming to meet the needs of faculty who have a range of time available for these activities. The Education Scholars Program requires a commitment from participants (one day a week for two academic years). Faculty who are looking for an intensive faculty development experience and are interested in teaching excellence, education scholarship, and education leadership & career development find a home in the Education Scholars Program.*

## The Scholars

Fifteen candidates were selected and supported by their departments to participate in the first iteration of the Education Scholars Program. Participants met on Tuesday afternoons during the academic year from September 2004 to June 2006. The Scholars are:

**Najma Ahmed MD**, Dept. of Surgery, St. Michael's Hospital

**Bruce Ballon MD**, Dept. of Psychiatry, Centre for Addiction and Mental Health

**Stacey Bernstein MD**, Dept. of Paediatrics, Hospital for Sick Children

**Pier Bryden MD**, Dept. of Psychiatry, Hospital for Sick Children

**Milena Forte MD**, Dept. of Family & Community Medicine, Mount Sinai Hospital

**Raed Hawa MD**, Dept. of Psychiatry, UHN – Toronto Western Hospital

**John Klukach MD**, Dept. of Psychiatry, Centre for Addiction and Mental Health

**Debbie Kwan BScPhm, MSc**, Faculty of Pharmacy / Dept. of Family & Community Medicine UHN – TWH

**Rob Madan MD**, Dept. of Psychiatry, Baycrest

**Filomena Meffe MD**, Dept. of Obstetrics & Gynecology, St. Michael's Hospital

**Brenda Mori BScPT, MSc**, Dept. of Physical Therapy

**Harold Spivak MD**, Dept. of Psychiatry, St. Michael's Hospital

**Chris Ulic MD**, Dept. of Psychiatry, Mount Sinai Hospital

**Woody Wells MD**, Dept. of Radiation Oncology, UHN - Princess Margaret Hospital

**Ari Zaretsky MD**, Dept. of Psychiatry, Sunnybrook Health Sciences Centre

## A history of the ESP

The idea for an Education Scholars Program was conceived of by Drs. Brian Hodges and Ivan Silver in their roles as Head and Associate Head of the Research Innovation and Scholarship in Education (RISE) Program in Psychiatry; originally for psychiatry only. An environmental scan was conducted by Susan Lieff which indicated a great need for such a program for a variety of departments in the Faculty of Medicine. With the support of the Center for Faculty Development at St Michael's hospital and the Faculty of Medicine, the first Education Scholars program was designed to serve the needs of health professional faculty in the Faculty of Medicine.

An extensive needs assessment was conducted to inform the program goals and initial curriculum design. This included program literature and curricula reviews, interviews with local, national and international experts, interviews with Education Deans, supporting department chairs and clinical chiefs at the Faculty of Medicine, University of Toronto, interviews and CV reviews of participants, a faculty on-line needs assessment questionnaire as well as review of the vision, mission, values and promotion pathways in the Faculty of Medicine. Additionally, the curriculum has adapted over the two years based on evaluation feedback, continuous environmental scans as well as a variety of needs assessments of participants.

Curriculum goals for the 2 year program include: to develop scholarly health professional educators (teachers, scholars and leaders), scholarly faculty developers and a community of practice. Active learning methods which are informed by constructivist, behavioural and experiential learning theories assist participants in translating what is learned to application in their educational practice. Social learning theory and reflective practice encourage the development of a community of health professional educators who: continuously learn from their and others practice, collaborate and consult, disseminate what they are learning to their peers and colleagues as well as engage with the greater community of scholars in health professional education in Toronto and beyond. Scholars were taught by a diversity of excellent faculty educators representing: the clinical departments in the Faculty of Medicine, Health Policy Management and Evaluation, the Wilson Centre for Research in Education, the Centre for Faculty Development, the Ontario Institute for Studies in Education, the Faculty of Nursing and the private sector.

Education Scholars are expected to complete learning contracts, reflection journals and papers, a lecture and a workshop on an education topic, faculty and peer feedback reports, a career development plan, the Teaching Perspectives Inventory, conflict management and interpersonal styles inventories and a poster presentation of their scholarly project.

# Curriculum

*“This has been one of the most impressive, ambitious and well thought out courses that I have ever participated in.”*

*“I particularly liked the sequencing of topics, with many sessions arriving “just in time” when we needed them.... The arc of learning to application, teaching into education, was masterful.”*

Topics included in the 2004-2006 ESP curriculum were aligned with the program themes: Teaching Excellence, Education Scholarship, and Education Leadership & Career Development.

| Topics covered in Year I of the ESP       |                                                           | Topics covered in Year II of the ESP                             |                                |
|-------------------------------------------|-----------------------------------------------------------|------------------------------------------------------------------|--------------------------------|
| Teaching methods (small and large groups) | Searching the literature in health professional education | Organizational change (Identifying need and Implementing change) | Role play techniques & methods |
| The reflective teacher / practioner       | Educational prescriptions                                 | Creativity & innovation                                          | Education leadership           |
| Teaching clinical reasoning               | Stanford Clinical Teaching series                         | Leading high performing teams                                    | Learning organizations         |
| Teaching perspectives                     | Learning theory                                           | Interpersonal styles                                             | Learning styles                |
| Feedback                                  | Education theory                                          | Negotiations                                                     | Hidden curriculum              |
| Assessment                                | Dossiers                                                  | Simulations                                                      | E-Learning                     |
| Evaluation                                | Promotions committees                                     | Mentorship                                                       | Remediation                    |
| Identifying need                          | The "problem" student                                     | Planning your career                                             | Teaching on the fly            |
| Goals & objectives                        | Curriculum design                                         | Faculty development                                              | IPE                            |
|                                           |                                                           | Educational research                                             | PBL                            |
|                                           |                                                           | Program evaluation                                               | Learning theory                |
|                                           |                                                           | Vision and strategy                                              |                                |

# Mentoring & Advising

*“I believe that the mentoring in the ESP has been critical for my career development (the most active ingredient of all). I also see myself playing a much larger and substantial role in the mentoring of residents and junior faculty because of my own recent experience with mentoring (i.e. being a mentee).”*

Mentoring by faculty and peers is encouraged in the Education Scholars Program and is facilitated by curriculum methods. Participants receive formal mentorship from the following educational experts in the development of their Scholarly Projects:

- **Glen Bandiera**, BAsC, MD, MEd, FRCPC, Dept. of Medicine
- **Helen Batty**, MD, CCFP, MEd, FCFP, Dept. of Family & Community Medicine
- **Monica Branigan**, MD, MHSc, Dept. Family & Community Medicine
- **Pam Catton**, MD, FRCPC, MHPE, Dept. of Radiation Oncology
- **Shiphra Ginsburg**, MD, MEd, FRCPC, Dept. of Medicine
- **Brian Hodges**, PhD, MD, MEd, FRCPC, Dept. of Psychiatry
- **Gabrielle Kane**, MB, EdD, FRCPC, Dept. Of Radiation Oncology
- **Susan Loeff**, MD, MEd, FRCPC, Dept. of Psychiatry
- **Louise Nasmith**, MDCM, MEd, CCFP, Dept. of Family & Community Medicine
- **Ivy Oandasan**, MD, MHSc, CCFP, FCFP, Dept. of Family & Community Medicine
- **Ivan Silver**, MD, MEd, FRCPC, Dept. of Psychiatry

# Assignments

*"I love that assignments, projects or other pieces of work done in the course have actually helped me to further my teaching dossier and add to my list of creative professional activities. That is just so practical and rewarding... I have been so productive over the past 2 years."*

Scholars read an average of two articles a week to prepare for class. In addition, they completed assignments over the course of the two year program such as a Scholarly Project, a Grand Rounds / Lecture development and presentation, and the development and presentation of a workshop.

## **Scholarly projects**

- Effectiveness of a faculty development program on interprofessional education: a randomized controlled trial -**Debbie Kwan**
- Piloting the relative ranking scale in a Family Practice setting - **Milena Forte**
- Enhancing evaluation of CanMEDS competencies - **Ari Zaretsky**
- Teaching Residents to Teach - **Harold Spivak**
- Identifying barriers to and opportunities for effective interprofessional education of third year medical students in labour and delivery care - **Filomena Meffe**
- Impact of an Electronic Reflective Practice Exercise on Self-Directed Learning Among Physical Therapy Students - **Brenda Mori**
- CanMEDS in radiation oncology training—curriculum and evaluation - **Woody Wells**
- Professing professionalism: Clinical teaching faculty's perceived needs and attitudes towards teaching professionalism - **Pier Bryden, Najma Ahmed**
- A needs driven psychopharmacology curriculum for psychiatry residents - **Chris Ulic**
- Basic Essential Education Principles (BEEP) program: A brief faculty Development course for medical teachers -**Raed Hawa, Rob Madan, Stacey Bernstein, Bruce Ballon**

## **Grand Rounds / lecture preparation and presentation**

At the conclusion of the 2004/2005 academic year, all Scholars developed and presented a grand rounds / lecture on an educational topic to their home department. Each Scholar is encouraged to present this topic in the future in other contexts.

- The Medical Specialist: The 7 Roles – **Najma Ahmed**
- Reflections on Reflection - Reflection Techniques for Enhancing Education - **Bruce Ballon**
- Feedback: This won't hurt a bit - **Stacey Bernstein**
- The Art of Self Assessing: "How do you think you're doing?" – **Milena Forte**
- Control of Session: Tuning the Tone in a Clinical Setting – **Raed Hawa**
- Empathy and Medical Education: Reflections on the State of the Art – **John Klukach**
- Effective teaching in ambulatory care; Learning through ESP – **Debbie Kwan**
- Making a big impact in small group teaching – **Filomena Meffe**
- Reflective practice: Using e-learning portfolios to inspire reflective practice – **Brenda Mori**
- Professing Professionalism: Opportunities and challenges – **Pier Bryden**
- Giving effective feedback – **Rob Madan**
- 6 Stages of Feedback: a primer in how to give feedback to students – **Harold Spivak**
- Scholarship in Teaching–**Chris Ulic**
- It's 2005-The Year of Einstein, Professionalism & Practice; Rethinking the PGY2 Curriculum-**Woody Wells**
- A vision of the future for postgraduate education – **Ari Zaretsky**

## **Workshop Preparation & Presentation**

Scholars developed and taught a one and one-half hour workshop during the Year II curriculum. Their classmates subsequently provided a verbal and written peer review. Topics were chosen by the Scholars from a list that was developed out of a mid program Delphi needs assessment of the class. These workshops and their materials were designed so that they could also be presented in their home department or other settings to foster the faculty development of their colleagues.

- Learning Styles - **Brenda Mori & John Klukach**
- Inter-professional Education - **Debbie Kwan & Woody Wells**
- Remediation - **Milena Forte & Pier Bryden**
- Creativity & Innovation - **Bruce Ballon, Stacey Bernstein & Najma Ahmed**
- Learning Theories - **Harold Spivak & Raed Hawa**
- Simulations - **Rob Madan & Chris Ulic**
- Role Play Techniques & Methods - **Ari Zaretsky & Filomena Meffe**

## **Other coursework**

Other assignments that Scholars completed over the course of the two year program included: maintaining a reflection journal, reflection papers and personal learning contracts, written formative feedback reports to faculty presenters, completing the teaching perspectives inventory, peer review of teaching and curriculum design, written formative feedback reports to peers, teaching practica, online asynchronous small group discussions, presentation and discussion of “hot topics” literature.

## **What the Scholars are saying about the ESP**

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*“I now have the language to discuss educational issues with more clarity and depth.”*

*“I feel my confidence and ability to teach and provide input about educational initiatives has increased. I’m more systematic in my approach to education, and try to find evidence or theory to support.”*

*“I have developed the identity of an educator because of my involvement in the ESP.”*

*“Being part of a learning community, I have made excellent contacts – both personal and professional – in different faculties at the University of Toronto.”*

*“My understanding of education leadership is dramatically changed. I am more aware of the importance of recognizing how my preferred leadership style (and personality) might impact on the group/team I am trying to lead.”*

*“I understand that there are so many different aspects to [education scholarship] and that educational scholarship can be accomplished in various ways. I feel I have a better understanding of how the university sees educational scholarship and I think this will help me align my goals with those of the university organization.”*

## What education leaders are saying about the ESP

Select education leaders were asked to provide comments reflecting their perception of the impact of the ESP on the Scholars or their department / program.

*“I have been very impressed with the quality of graduates from the ESP program. In addition to being a formative experience, the developmental growth of these individuals as leaders in education is apparent. For example, the Psychiatry Residency Program Director, Ari Zaretsky has blossomed in this learning environment, sharing best evidence practices with the large PGE constituency and innovations in pedagogy that have durable impact in residency education. I highly recommend the ESP for educators who are seeking to enhance their academic careers in the educator track.”*

Sarita Verma LLB, MD, CCFP, FCFP  
Vice Dean, Postgraduate Medical Education

*“With Bruce Ballon, I feel that the ESP experience has catalyzed his capacity to produce education scholarship in the form of innovative methods of teaching, faculty development and particularly his use of education theory to inform both of these areas. There is no question that Bruce has been profoundly affected by the ESP program.”*

Ivan Silver MD MEd FRCPC(C)  
Vice-Dean, Continuing Education and Professional Development  
Director, Centre for Faculty Development at St. Michael's Hospital

*“In my mind several of the Education Scholars underwent a remarkable transformation. I can think of two in particular who began as keen teachers but emerged 2 years later as new leaders in education. I don't think their careers could have taken off as they did without the scholars program. The Education Scholars Program is a transformative experience. The Faculty of Medicine has sought for years ways of simultaneously valuing education and equipping faculty with new skills in education. The scholars not only won a large proportion of Dean's Excellence Fund grants, but they developed scholarly projects that will have lasting impact on our faculty.”*

Brian Hodges MD MEd FRCPC  
Director of the Faculty of Medicine Donald R. Wilson Centre for Research in Education

*“The quality of the Education Scholars Program is exceptional. It maintained a practical focus and the leaders made sure every session was relevant to the Scholars.... the participants were challenged with assignments designed to deepen their knowledge, understanding and skills in teaching and educational endeavours.... educators participating in this program have been exposed to an enriching and substantial faculty development program.”*

Sue Tallett MB,BS FRCPC  
Associate Chair of Paediatrics (Education)

*“The Department of Surgery has supported enthusiastically and benefited from our involvement with the CFD and its programs.... Our first graduated Education Scholar, Dr. Najma Ahmed, gained profoundly from the program, having achieved peer reviewed funding for education research, and developed curriculum in undergrad, postgrad and at national specialty society levels. Our department's investment has paid off greatly, and will continue to as the program evolves.”*

John M A Bohnen MD, FRCSC, FACS  
Professor & Vice Chair, Dept of Surgery, University of Toronto

# Program evaluation

*“I have acquired the knowledge/skills/attitude to help me to have more confidence in seeking leadership positions and scholarship opportunities.”*

A variety of research methods are being used to evaluate the effectiveness and long term impact of the Education Scholars Program, including focus groups, questionnaires, and self-assessment and efficacy measures. Analysis of initial data are currently underway, but early findings suggest that program outcomes are being met, and that participants perceive a positive impact on their teaching.

## ***Achievements attributed to the ESP***

The Scholars have experienced a number of successes to date, which they attribute to their participation in the program:

- 10 are involved in grant funded educational projects
- 7 have won teaching awards, 2 nominations
- 9 have acquired new education leadership positions

### **Najma Ahmed, Surgery**

- Fitzgerald Academy Outstanding PBL tutor award
- Chair of Committee on Education for the Trauma Association of Canada
- DEF Grant Recipient (2005-2006)

### **Bruce Ballon, Psychiatry**

- Nominated for Paul Garfinkel Award for psychiatry fellowship supervisor (2005 and 2006);
- Nominated for the Robyn Hunter Award for Best Postgraduate Supervisor in Psychiatry (2006)
- Nominated for Paul Steinhauer Fellowship Supervisor Award for the Division of Child Psychiatry
- UBC adopts his PGY1 Addiction Psychiatry curriculum (2005)
- Association for Academic Psychiatry Junior Faculty Development award (2004-2005)
- Recipient of the AFMC / Glaxo-SmithKline Young Educators award (2006)
- Grants: a) Information Technology Courseware Development Fund recipient (2006); b) Team Optimize Pilot Grant from Toronto Rehabilitation Program (2006); c) Canadian Medical Association Innovation Fund (2006); d) Dean's Excellence Fund (2005); SAGE research grant (2005). Other: Problem Gambling Project Seed Fund grant (2006)
- PAIRO travel award recipient (for training at the Center for Medical Simulations at MIT)
- Inaugural Chair of the Innovations in Teaching Methods for the Association of Academic Psychiatry (2005)
- Associate Researcher for SAGE (Simulation and Gaming Environments (SAGE) for Learning) Simon Fraser University
- Specific medical education publications: 3 peer reviewed journal articles, 3 peer reviewed articles in press, 1 submitted peer review article, 1 book chapter, 1 manual
- DEF Grant Recipient (2005-2006)

### **Stacey Bernstein, Paediatrics**

- Appointed Director, Paediatric Undergraduate Medical Education (effective January 2007)
- Appointed Director of Education, Division of Paediatric Medicine (2005)
- Appointed Pediatric Co-ordinator of Foundations of Medical Practice course (manager for pediatric weeks) (2005)
- DEF Grant Recipient (2005-2006)

**Pier Bryden, Psychiatry**

- Paul Steinhauer Teaching Award for the Division of Child Psychiatry (2005)
- DEF Grant Recipient (2005-2006)

**Milena Forte, Family & Community Medicine**

- Department of Family and Community Medicine—Award for postgraduate clinical teaching in the category Excellence in Teaching (2006)
- DFCM Professional Development grant recipient (2005)

**Raed Hawa, Psychiatry**

- Appointed University Health Network Undergraduate Psychiatry Coordinator (2005)
- Nominated for the Abe Miller Undergraduate Teaching Award, Department of Psychiatry (2006)
- DEF Grant Recipient (2005-2006)

**John Klukach, Psychiatry**

- Appointed Art and Science of Clinical Medicine Year II psychiatry coordinator (2005)
- Multiple Choice Questions Examination Coordinator for Psychiatry (2005)

**Debbie Kwan, Pharmacy / Family & Community Medicine**

- Appointed co-lead for Professional Development, Family Health Centre, Toronto Western Hospital (2005)
- Appointed, Chair, Education Committee, Family Health Centre, Toronto Western Hospital (2005)
- Department of Family and Community Medicine—Award for Excellence in Faculty Development (2006)
- DEF Grant Recipient (2005-2006)

**Filomena Meffe, OB/GYN**

- DEF Grant Recipient (2005-2006)

**Rob Madan, Psychiatry**

- Appointed Chair of Medical Education at Baycrest
- DEF Grant Recipient (2005-2006)

**Brenda Mori, Physical Therapy**

- Appointed Director of Clinical Education and Community Affairs - first such position in Canada (2005)
- Recipient of the Department of Physical Therapy Exceptional Achievement Award: Academic for 2005.
- Appointed Assistant Director of the Education Scholars Program at the Centre for Faculty Development at St. Michael's Hospital (2006)
- DEF Grant Recipient (2005-2006)

**Woody Wells, Radiation Oncology**

- Recipient of the Postgraduate Classroom Teaching Award for the Department of Radiation Oncology (2005)
- Recipient of the Postgraduate Advocacy and Mentorship Award (2006)

**Ari Zaretsky, Psychiatry**

- Appointed Postgraduate Education Director for the Department of Psychiatry (2005)
- Nominated for the Harry Whitaker award for excellence in undergraduate teaching for his lecture on depression
- American Psychiatric Association Distinguished Fellow (2006)
- Recipient of the Irma Bland Award for Excellence in Postgraduate Teaching (2006)

## **On average...**

Scholars attended 87.54% of all classes (Range 80.43% to 93.17%)

*“I think that this topic should be repeated for the next cohort”*

(1= “Strongly disagree” and 5 = “Strongly agree”)

Average score for all topics 4.37 / 5 Range: 3.00 to 4.92

*“As a result of this course, I am more knowledgeable about this topic than when I started”*

(1 = “Strongly disagree” and 5 = “Strongly agree”)

Average score for all topics 4.16 / 5 Range: 3.46 to 4.79)

*“Overall I found this session to be...”*

(1 = Unsatisfactory and 5 = Excellent)

Average score for all sessions 4.09 / 5 Range: 2.44 – 4.92

## **Graduation**

On October 11, 2006, hospital chiefs, department chairs, friends, family, program sponsors and supporters celebrated the graduation of all 15 Scholars from the 2004-2006 ESP.

During a wine and cheese reception prior to the ceremony, each Scholar presented the project they worked on as a major component of the course.

The Scholars has been encouraged to contact their hospital chief and / or department chair to discuss future plans and on-going support for their scholarly activities in education. Support in the form of protected time will facilitate their continued success and dissemination of learnings to colleagues.

Please join us in congratulating the 2004-2006 Education Scholars!

## **Community of Practice**

Several plans have been initiated to ensure the continuation of the vibrant community of practice that has developed for the 2006 ESP Alumni. Strategies were informed by a Scholar driven Delphi needs assessment process and the following initiatives were chosen by the Scholars to continue their development as health professional educators. Each initiative will be organized by the scholars and supported by the Centre for Faculty Development.

- Quarterly journal club meetings
- Biannual workshops
- Bi-monthly peer mentorship groups including 2004-2006 ESP Alumni and 2006-2008 Scholars that will take place near their workplace.

## Program Scholarship

The following grants were obtained to support the scholarship of developing the program:

2003-2004. S. Lieff (Principal Investigator), I. Silver, B. Hodges from the Dean's Excellence Fund, University of Toronto, Faculty of Medicine - The Teaching Scholars Program (\$20,000)

2005-2006. S. Lieff (Principal Investigator), M. Albert. from the Continuing Education Research and Development Fund, University of Toronto, Faculty of Medicine Can we identify core competencies for education leadership in a faculty of medicine? (\$5,020)

2005-2006. S. Lieff (Principal Investigator), Eileen Egan, Vincent Chien, Shelly Dev, Helen Batty, Debbie Kwan, Brenda Mori, Raed Hawa from the University of Toronto Dean's Excellence Fund. A Microteaching program for clinical teaching skills (\$6,513)

2005-2006. S. Lieff (Principal Investigator), I. Silver, B. Hodges from the Dean's Excellence Fund, University of Toronto, Faculty of Medicine. Education Scholars Program Education Leadership Curriculum. (\$5,805)

### ***Dissemination of Program Scholarship to date***

Educational Achievement Event, Faculty of Medicine, University of Toronto. Poster Presentation May 2004, Toronto, Canada.

Ottawa Conference in Medical Education. July 7, 2004, Barcelona, Spain.

Harvard Macy Institute for Education in the Health Professions, May 18, 2005

Educational Achievement Event, Faculty of Medicine, University of Toronto. Poster presentation. May 9, 2005, Toronto, Canada.

Association of American Medical Colleges Annual Meeting. November 7, 2005, Washington, D.C.



**EDUCATION SCHOLARS PROGRAM**  
*Anticipating the needs of our learners*

## **Enrolling for the 2008-2010 class & for more information...**

We are pleased to announce that the second class of the program has been enrolled for 2006-2008. 16 faculty members representing health professional and health science educators from within and outside the Faculty of Medicine are enrolled. Recruitment of the next class will begin in the fall of 2007 for the 2008-2010 cohort. We hope that you will consider supporting one or more faculty in your department.

Applications will be accepted from faculty in the Faculty of Medicine's clinical, community health, basic science and rehabilitation departments and a select number of faculty in Nursing, Psychology, Social Work, Pharmacy, Dentistry, and Theology.

Questions about the program, the application process or program fees can be directed to Dr. Susan Lieff, Director, Education Scholars Program ([s.lieff@utoronto.ca](mailto:s.lieff@utoronto.ca), 416-864-6060 x6977), Ms. Brenda Mori, Assistant Director beginning July 2006 ([brenda.mori@utoronto.ca](mailto:brenda.mori@utoronto.ca)) or Eileen Egan-Lee, Coordinator ([eganei@smh.toronto.on.ca](mailto:eganei@smh.toronto.on.ca), 416-864-6060 x3409).