

# Education Scholars Program 2006-2008 Report



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

**Proud recipient of the 2007 Helen P. Batty  
Award for Program Excellence**



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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 12 - December 12, 2006 (14 sessions; 49 hours)
- Module II – January 9 - June 5, 2007 (21 sessions; 73.5 hours)
- Module III – September 11 - December 11, 2007 (14 sessions; 49 hours)
- Module IV – January 8 - June 3, 2008 (21 sessions; 73.5 hours)

## Letter from the Directors

Dear Colleagues,

It is our pleasure to share the second program report of the Education Scholars Program in celebration of the graduation of our second cohort. The ESP is a leadership development program for educators of health professionals. 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 we strive to create a foundation for building an inter- and intra-professional and interfaculty community of practice within the program as well as facilitating integration into the greater community of scholars in health professional education both locally and beyond.

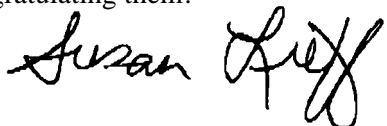
Specifically, our curriculum goals are to create:

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

As the ESP embraces an evolving curriculum design model, each cohort experiences a curriculum that is uniquely designed and adapts to the needs of the Scholars, sponsoring departments and the current educational environment. We are grateful to the more than 60 faculty who have participated in the most recent curriculum program as faculty, peer reviewers, consultants, program committee members and project advisors. These faculty come from a diversity of settings within the Faculty of Medicine (Trainees, Clinical Departments, Discovery Commons, Wilson Centre, Centre for Faculty Development and HPME) as well as OISE/UT, Social Work, the private sector, Ryerson, York/Schulich and international visitors. Their contributions have resulted in outstanding evaluations of classes, teachers and recommendations to repeat a similar curriculum for future cohorts. In 2007, the program was rewarded with receipt of the Faculty of Medicine Helen P. Batty Award for Program Excellence. As we embark with the 2008-2010 class, Scholars will have participated from 19 academic departments from the Faculty of Medicine and the Michener Institute and 17 teaching sites throughout the Greater Toronto Area. The Scholars have advised us that the inter- and intra-professional diversity of the class is a powerful transformational learning tool for exploring their practices and assumptions about education and leadership.

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. 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. This Report outlines the implementation, evaluation and short-term outcomes of the 2006-2008 ESP program as well as reports on our alumni program and outcomes.

On October 15, 2008, sixteen Scholars graduated following a poster reception of their scholarly projects. Please join us in congratulating them!



**Susan J. Lieff MD MEd MMan FRCPC**

Director, Academic Leadership Development  
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



**Brenda Mori BScPT, MSc**

Associate Director, Education Scholars Program  
Centre for Faculty Development  
Director of Clinical Education & Community  
Affairs, Department of Physical Therapy

## A History of the ESP

The idea for an Education Scholars Program was conceived in 2003 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 Dr. Susan Lief which indicated a great need for such a program for a variety of departments within and beyond the Faculty of Medicine. With the support of the Centre for Faculty Development at St Michael's Hospital and the Faculty of Medicine, the first Education Scholars Program (ESP) was designed and implemented in the fall of 2004 to serve the needs of health professional educators.

An extensive needs assessment was conducted to inform the program goals and curriculum design. This included program literature and curricula reviews, interviews with local, national and international experts, interviews with Deans and Vice-Deans, department chairs, clinical chiefs and practice leaders at the University of Toronto. Applicants were interviewed, their CV's reviewed and data synthesized from a faculty on-line needs assessment as well as review of the vision, mission, values and promotion pathways in the Faculty of Medicine. Since then the ESP has developed an evolving curriculum design model in which each cohort experiences a curriculum that is uniquely designed for and adapts to the needs of the Scholars, sponsoring departments and the current educational environment. Informal and formal feedback from both Scholars and sponsors as well as continuous environmental scans are instrumental aspects of our ongoing program design and delivery. In 2006, a second class was enrolled and the course leadership was expanded to include Brenda Mori BScPT, MSc as the Assistant Course Director. A program committee was also created whose current membership includes Ann Fox, Brenda Mori, Glen Bandiera, Glendon Tait, Jeannine Banack, Jerry Maniate, Karen Leslie, Kathryn Parker, Lindsay Baker, Pier Bryden, Risa Freeman, Tamara Bahr and Whitney Berta.

Scholars meet Tuesday afternoons for two academic years. Our curriculum topics are organized according to the themes of teaching, scholarship, curriculum, leadership and faculty development. Active learning methods which are informed by constructivist, behavioural and experiential learning theories enable participants to be able to directly apply what is learned to their educational practice.

Social learning and reflective practice theory encourage the development of a community of health professional educators who continuously learn from each others' practice, collaborate, consult and disseminate what they are learning to their peers and colleagues.

The program strives to enrich and challenge participants' perspectives and assumptions about their practices as teachers, scholars and leaders in education in order to enhance their capabilities as critical, reflective, scholarly and informed health professional educators. We have learned that this also provides them with valuable mentorship and coaching regarding leadership and career development as well as facilitating engagement with the greater community of scholars in health professional education in Toronto and beyond.

Our Alumni continue to meet semi-annually for journal clubs and workshops and have participated as faculty, peer-reviewers and project group facilitators in the subsequent ESP class. They report success in achieving education leadership positions, pursuing and disseminating their scholarship through peer-reviewed meetings and some have already published their scholarship in peer-reviewed publications. The 2006-08 graduates are initiating an alumni program committee to inform and design further alumni activities that will meet the emergent needs of the ESP community within the Centre for Faculty Development. The ESP is also beginning to disseminate the scholarship of the program through presentation and publication. Most recently we have been advised that graduates of the ESP can apply to receive up to four half credits towards for the Masters in Community Health Science – Health Professional Teacher Educators stream graduate degree program.

We look to the future to welcome an even greater diversity of participants from other health professional faculties and schools over time.

# Program Staff

## Susan J. Lieff, MD, MEd, MMan, 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 and her International Masters in Health Leadership at McGill in 2008.  
s.lieff@utoronto.ca 416-864-6060 x6977.



## Brenda Mori BSc (PT), MSc, Associate 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 a 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 Associate Director of the program.  
Brenda.mori@utoronto.ca 416-946-8646.



## Stacy Palmer, Business Diploma, Bachelor of Commerce (cand.), Education Program Coordinator

Stacy attended Seneca College where she graduated with Honours from the three year Business Administration Program, specializing in Business Management. She is currently working towards her Bachelor of Commerce (Business Management) degree, at Ryerson University, where she is specializing in Human Resources Management. She has spent the last five years in various administrative and human resources roles assisting senior level management in the broadcasting, telecommunications, property management and healthcare industries.  
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# Course Sponsors



**Centre for Faculty Development (CFD)**, 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.

# Course Faculty

**Mathieu Albert**, PhD, Wilson Centre for Research in Education  
**Helena Axler**, Helena Axler & Associates  
**Tamara Bahr**, BSc, BEd, Dept. of Educational Computing  
**Lindsay Baker**, MEd, Centre for Faculty Development, St. Michael's Hospital  
**Bruce Ballon**, MD, Dept. of Psychiatry  
**Glen Bandiera**, MD, MEd, Dept. of Medicine  
**Tatyana Barankin**, MD, Dept. of Paediatrics  
**Stacey Bernstein**, MD, Dept. of Paediatrics  
**Helen Batty**, MD, CCFP, MEd, Dept. of Family & Community Medicine  
**Marion Bogo**, MSW, AdvDipSW, Faculty of Social Work  
**Pier Bryden**, M.Phil, MD, FRCPC(C), Dept. of Psychiatry  
**Paula Burns**, PhD, RRT, The Michener Institute  
**Eileen Egan-Lee**, MEd, Centre for Faculty Development, St. Michael's Hospital  
**Blye Frank**, PhD, Division of Medical Education, Dalhousie University  
**Raed Hawa**, MD, MSc, Dept. of Psychiatry  
**Brian Hodges**, PhD, MD, FRCPC, Dept. of Psychiatry  
**Tara Kennedy**, MD, MEd, Stan Cassidy Centre for Rehabilitation in Fredericton, Research Fellow at the Wilson Centre  
**Debbie Kwan**, MScPhm, Dept. of Family & Community Medicine  
**Susan Lieff**, MD, MEd, MMan, Dept. of Psychiatry  
**Louise Lemieux-Charles**, PhD, Dept. of Health Policy, Management & Evaluation  
**Karen Leslie**, MD, MEd, Dept. of Paediatrics  
**Lorelei Lingard**, PhD, Dept. of Paediatrics  
**Jenny Moon**, PhD, Bournemouth University  
**Brenda Mori**, BScPT, MSc, Dept. of Physical Therapy  
**Danny Nashman**, MBA, The Potential Group  
**Louise Nasmith**, CCFP, Principal, College of Health Disciplines, UBC  
**Kathryn Parker**, PhD, The Michener Institute  
**Laure Perrier**, MEd, MLIS, Information Specialist, Continuing Education  
**Martha Randall**, BFA, NIA Dance  
**Scott Reeves**, PhD, Director of Research, Centre for Faculty Development, St. Michael's Hospital  
**Glenn Regehr**, PhD, Dept. of Surgery, Wilson Centre for Research Education  
**Denyse Richardson**, MD, MEd, Dept. of Medicine  
**Jay Rosenfield**, MD, MEd, Dept. of Paediatrics  
**Jacqueline Schleifer-Taylor**, MSc, BHSc (PT), Quality, Standards and Performance, Women's College  
**Rita Shaughnessy**, Library & Information Specialist, Dept. of Family & Community Library  
**Ivan Silver**, MD, MEd, FRCPC, Dept. of Psychiatry  
**Joshua Tepper**, MD, MPH, Deputy Minister, Health Human Resources Strategy Division  
**Molly Verrier**, MHSc, Dept. of Physical Therapy  
**Susan Wagner**, BSc, MSc, Dept. of Speech-Language Pathology  
**LuAnn Wilkerson**, EdD, Dept. of Medical Education, University of California, Los Angeles  
**Brenda Zimmerman**, PhD, Schulich School of Business, York University  
**Amitai Ziv**, MD, MHA, Israel Center for Medical Simulation (MSR), Chaim Sheba Medical Center



# The Scholars

Sixteen candidates were selected and supported by their departments to participate in the second iteration of the Education Scholars Program. Participants met on Tuesday afternoons during the academic year from September 2006 to June 2008. The Scholars are:

- Nurjehan Akbarali, MBBS**, *Dept. of Family and Community Medicine, Scarborough Medical Centre*
- Sammy Barakat, MD**, *Dept. of Psychiatry, Sunnybrook Health Sciences Centre*
- Sheena Bhimji-Hewitt, MAppSc**, *Dept. of Ultrasonography, The Michener Institute for Applied Health Sciences*
- Shelley Brook, MD**, *Dept. of Psychiatry, UHN-Toronto General Hospital*
- Kien Dang, MD**, *Dept. of Psychiatry, St. Michael's Hospital*
- Robyn Davies, MAppSc**, *Dept. of Physical Therapy, Sunnybrook Health Sciences Centre*
- Mary Elizabeth Elliott, MD**, *Dept. of Psychiatry, UHN-Princess Margaret Hospital*
- Ann Fox, PhD**, *Dept. of Nutritional Sciences, University of Toronto*
- Elizabeth Hanna, MHSc**, *Dept. of Speech Language Pathology, Bridgepoint Health*
- Ken Locke, MD**, *Dept. of Medicine, Mount Sinai Hospital*
- Barbara-Ann Millar, MBChB**, *Dept. of Radiation Oncology, UHN-Princess Margaret Hospital*
- Pippi Salle, MD, PhD, FRCSC**, *Dept. of Surgery, Hospital for Sick Children*
- Mindy Solomon, MD**, *Dept. of Respiratory Medicine, Hospital for Sick Children*
- Anoo Tamber, MD**, *Dept. of Family and Community Medicine, Sunnybrook Health Sciences Centre*
- Jennifer Thull-Freedman, MD**, *Dept. of Paediatrics, Hospital for Sick Children*
- Martin Johannes van der Vyver, MBChB**, *Dept. of Anesthesia, Sunnybrook Health Sciences Centre*

## Curriculum

Topics included in the 2006-2008 ESP curriculum were aligned with the program goals and themes: Teaching Excellence, Scholarship and Curriculum, Education Leadership and Faculty Development.

Topics Covered in Year I of the ESP		Topics Covered in Year II of the ESP	
<ul style="list-style-type: none"> <li>- Setting The Educational Climate</li> <li>- Identifying Needs &amp; Setting Goals</li> <li>- Making Learning Stick</li> <li>- Managing The Teaching Session</li> <li>- Checking In</li> <li>- Feedback</li> <li>- The Reflective Practitioner</li> <li>- Interpersonal Styles</li> <li>- Curriculum Design</li> </ul>	<ul style="list-style-type: none"> <li>- Searching The Education Literature</li> <li>- Educational Research Methods</li> <li>- Program Evaluation</li> <li>- Large Group Teaching</li> <li>- Distributed Learning</li> <li>- The “Problem” Learner</li> <li>- Leadership</li> <li>- Education Theory</li> </ul>	<ul style="list-style-type: none"> <li>- Mentorship</li> <li>- Strategy</li> <li>- Outside Thinking</li> <li>- Enabling Change</li> <li>- Educational Consultation</li> <li>- Writing for Publication</li> <li>- Career Planning</li> </ul>	<ul style="list-style-type: none"> <li>- Student Assessment</li> <li>- Dossiers &amp; Promotion</li> <li>- Teams &amp; Collaboration</li> <li>- Educational Organizations</li> </ul>
<b>Hot Topics *</b>			
<ul style="list-style-type: none"> <li>- Multigenerational Challenges</li> <li>- Simulations</li> <li>- Moving Beyond a Celebration Of Diversity</li> <li>- Health Education in 2020</li> <li>- Clinical Oversight: Conceptualizing the Relationship Between Supervision and Safety</li> <li>- Globalization Of Medical Education</li> </ul>			
<p>* ‘Hot Topics’ Sessions occur in the second year of the program and are sessions regarding issues that are popular, invite interest and could be related to political, academic, scholarly or societal issues.</p>			



# Mentoring and Advising

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

- **Najma Ahmed**, MD, PhD, Dept. of Surgery
- **Glen Bandiera**, BSc, MD, MEd, FRCPC, Dept. of Medicine
- **Helen Batty**, MD, MEd, Dept. of Family & Community Medicine
- **Mary Bell**, MD, MSc, FRCPC, Dept. of Medicine
- **Stacey Bernstein**, MD, Dept. of Paediatrics
- **Paula Burns**, PhD, RRT, The Michener Institute
- **Cheryl Cott**, PhD, DipGer, BPT, Dept. of Physical Therapy
- **Risa Freeman**, MD, CCFP, MEd, Dept. of Family & Community Medicine
- **Brian Hodges**, PhD, MD, Dept. of Psychiatry
- **Leila Lax**, BScAAM, MEd, Dept. of Surgery
- **Karen Leslie**, MD, MEd, Dept. of Paediatrics
- **Susan Loeff**, MD, MEd, Dept. of Psychiatry
- **Filomena Meffe**, MD, MSc, Dept. of Obstetrics & Gynaecology
- **Brenda Mori**, BScPT, MSc, Dept. of Physical Therapy
- **Kathryn Parker**, PhD, The Michener Institute
- **Ivan Silver**, MD, MEd, Dept. of Psychiatry
- **Sue Tallett**, MBBS, MEd, FRCPC, Dept. of Paediatrics
- **Ari Zaretsky**, MD, Dept. of Psychiatry

## Assignments

In addition to weekly class preparation, scholars complete assignments over the course of the two year program such as a Scholarly Project, an education lecture, and a workshop.

### Scholarly Projects

Each Scholar developed a project whose quality, effectiveness or value would be appreciated beyond the individual scholar with the potential to be disseminated for the enhancement of the teaching enterprise. Each project was self-reflectively designed to have clear goals, methods to yield appropriate findings and be disseminated. Many projects obtained ethics approval and were successful in attaining funding. Scholarly projects developed by this cohort included the following:

- Analysis of an Educational Program for Parents - **Nurjehan Akbarali**
- Needs Assessment for a Faculty Development Initiative in an Academic Department of Psychiatry - **Sammy Barakat**
- The Impact of Interprofessional Education (IPE) Curriculum on Health Care Students' Professional Stereotypical Perceptions of Each Other - **Sheena Bhimji-Hewitt**
- The Toronto Addis Ababa Psychiatry Program (TAAP): Educational Effects of an International Outreach Program on Psychiatry Residents - **Shelley Brook**
- The Faculty Development Teaching Needs of a Department of Psychiatry in an Academic Teaching Hospital - **Kien Dang**
- Physiotherapists' Perceived Benefits & Barriers to Supervising Students in the Clinical Setting - **Robyn Davies & Elizabeth Hanna**
- A Picture Speaks a "Thousand" Outcomes: Use of a Logic Model to Evaluate the PGY4 Psychiatry, Health and Disease Core Curriculum Series - **Mary Elliott**
- Implementation of a New Masters Program in Public Health Nutrition - **Ann Fox**
- Views of Subspecialty Program Directors of Necessary Competencies for Trainees in the Ambulatory Setting - **Ken Locke**

- Barriers to the Teaching of ‘Do Not Resuscitate’ Status between Faculty & Residents in Radiation Oncology - **Barbara-Ann Millar**
- Development and Evaluation of a Multimedia CD-ROM for Teaching Paediatric Urology - **Pippi Salle**
- Cognitive-Behavioral Model for Teaching Communication Skills - **Mindy Solomon**
- Qualitative Evaluation of Expert Facilitated, Collaborative Knowledge Building in an Online End-Of-Life Care Course - **Anoo Tamber**
- Impact of a Clinical Fellowship Program in Paediatric Emergency Medicine - **Jennifer Thull-Freedman**
- Needs Assessment of Department of Anesthesia Regarding Professional Development - **Martin Van Der Vyver**

## ***Education Lecture***

At the conclusion of the 2006/2007 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.

- Reflective Practice - **Nurjehan Akbarali**
- Interactivity in Large Group Teaching - **Sammy Barakat**
- Feedback - **Sheena Bhimji-Hewitt**
- Going Green: Changing the Educational Climate - **Shelley Brook**
- Teaching on the Fly: Tips for Teaching in a Clinical Setting - **Kien Dang**
- Clinical Reasoning - **Robyn Davies**
- National Psychosocial Oncology Education Framework: Why It Includes You! – **Mary Elliott**
- What Do Great Teachers Do? A Discussion of Education in the Department of Nutritional Sciences – **Ann Fox**
- Beyond the Feedback Sandwich - **Elizabeth Hanna**
- Enhancing the Effectiveness of Ambulatory Medical Education with Theory and Practice – **Ken Locke**
- A Spoon Full of Feedback Helps the Learning Go In - **Barbara-Ann Millar**
- Useful Tips to Enhance Teaching - **Pippi Salle**
- Feedback - **Mindy Solomon**
- Facilitating Online Learning in Palliative Care - **Anoo Tamber**
- Teaching in the Emergency Department: Evidence to Inform Your Practice - **Jennifer Thull-Freedman**
- Feedback on the Fly - **Martin Van Der Vyver**

## ***Workshop Preparation & Presentation***

Scholars developed and taught a 1½ 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 from a mid program 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.

- Teaching and Assessing Professionalism - **Nurjehan Akbarali & Sammy Barakat**
- Life Skill – Time Management. Carpe Diem “Seize The Day & Seize The Moment” - **Sheena Bhimji-Hewitt & Mindy Solomon**
- Problem Based Learning – Panacea or Problematic - **Robyn Davies & Kien Dang**
- Interprofessional...Collaboration? Education? Practice? Learning? - **Mary Elliott & Elizabeth Hanna**
- Health Professional Education: Bringing Theory to Practice - **Ann Fox & Martin van der Vyver**
- The Learner in Difficulty - **Pippi Salle & Shelley Brook**
- Use of Technology - **Anoo Tamber & Ken Locke**

## ***Other Coursework***

Other assignments that Scholars completed over the course of the two year program included:

- Maintaining a Reflection Journal
- Reflection Papers
- Personal Learning Contracts
- Teaching Philosophy Statements
- Written Formative Feedback Reports to Faculty Presenters & Peers
- Peer Review of Teaching, Curriculum Design & Scholarly Projects

# What People are Saying About the ESP

## Academic Leaders

*“Congratulations to all who have contributed to the outstanding success of the Education Scholars Program in the Faculty of Medicine. Our Department leadership has recognized the importance of this innovative and excellent offering that has immediately benefited the professional development of our faculty and the education programs in which they teach. The Education Scholars Program was planned and executed by Professor Susan Lieff whose commitment and expertise have guaranteed immediate and positive outcomes. To the graduates of the Education Scholars Program I offer a sincere appreciation on behalf of the University of Toronto for your willingness to engage in this most challenging learning experience. We take great pride in knowing that your learning will be reflected in enhanced teaching of our students and trainees. Advanced education is a core mission of our Faculty and the Education Scholars Program is having a major impact in achieving excellence in teaching and learning of our health professions.”*

**Catharine Whiteside, MD PhD  
Dean, Faculty of Medicine**

*“I am delighted to support the ESP program. This innovative developmental curriculum has produced terrific leaders in education who have benefited from the networking and cohesiveness which has naturally ensued with its alumni. We have seen many key education scholars burst forth from the ESP; award winners and change agents. In this time of tremendous opportunity, the ESP offers departments a ready made talent management program, and individuals a customized, evidence based curriculum in leadership and career development. I encourage you to consider this important option only available at U of T.”*

**Sarita Verma, LLB, MD, CCFP, FCFP  
Deputy Dean, Faculty of Medicine, Vice Dean, Postgraduate Medical Education**

*“The ESP program has heightened awareness and importance of educational scholarship within the Department. Tenure stream and clinician faculty have always valued good teaching in the professional program. Participants of the ESP program have facilitated a higher level of discussion related to educational issues and educational scholarship. They have been successful in the competition for the Education Development Fund and have stimulated other faculty to apply for funding as well as interest in an informal educational scholarship interest group. ESP graduates have taken additional leadership roles relating to education. Thus, participation has opened career paths for the PT graduates of ESP and has benefited the department overall.”*

**Katherine Berg, PhD PT  
Chair, Department of Physical Therapy and Graduate Department of Rehabilitation Science**

*“The ESP has allowed members of our faculty to take time out from their usually hectic schedules not only to reflect on their own approaches to medical education and improve their effectiveness, but also to think about the bigger picture. I believe that the performance and thinking of a number of our faculty are informed by the theories and practice that they have learned in the course. They think more deeply about educational topics, utilizing a variety of models and have an appetite for more education.*

*“Stacey Bernstein, our first ESP graduate, has taken on the role of Director of UGME in our Department and is doing a superb job at this. She has taken our UGME office way beyond where it was before her. She also won an Aiken Award this year. Mindy Solomon is headed to a Masters degree and a bigger role in education within our Transplant Centre. We have been very pleased with the impact that the ESP has had on the 4 faculty that we have supported thus far and look forward to 2 more beginning in the class of 2008.”*

**Denis Daneman, MB BCh FRCPC  
Chair, Department of Paediatrics - University of Toronto, Pediatrician-in-Chief – The Hospital for Sick  
Children RS McLaughlin Foundation Chair in Paediatrics**

*“In my mind, the Education Scholars Program is a transformative experience. I can think of several scholars 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 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 grants, but they developed scholarly projects that will have a lasting impact on our faculty. I have greatly enjoyed working with Scholars as they develop their projects. It is clear to me that this program provides our brightest educators the opportunity to develop skills that naturally take them into leadership positions.”*

**Brian Hodges, PhD MD FRCPC  
Director of the Faculty of Medicine, Donald R. Wilson Centre for Research in Education,  
University Health Network**

*“The Education Scholars Program is a terrific example of continuing education in action. It brings the considerable talent of the Centre to bear in assisting faculty to improve their skills in educational scholarship. Over the last few years the Department of Surgery has had two individuals take this program, both of whom realized terrific benefit. For Najma Ahmed, a general surgeon specializing in trauma and critical care, the program has been catalytic to her career, yielding augmented scholarship in terms of peer-reviewed funding, published papers and national presentations. Importantly, Najma was the successful candidate to take over as Program Director for General Surgery at U of T. She now administers a training program which supervises in excess of 60 trainees and has brought a spirit of innovation and change to the program.*

*Joao Pippi-Salle, a world renowned pediatric urologist travels throughout the world lecturing to his colleagues about surgical innovations in the realm of complex reconstruction for pediatric urologic anomalies. He has "invented" two operations which have gained fame world-wide. During his scholars program, Pippi has developed a video atlas of urologic operations that will inform and teach urological trainees throughout the world. He was appointed as the head of our Department's CME portfolio and was recently appointed as Chief of Urology at the Hospital for Sick Children.*

*For both Najma and Pippi, the ESP has been invaluable in assisting them to become educational leaders in their fields. It has provided the Department with a tremendous resource, which is individuals who are performing educational functions and who have the added skill of understanding the fundamentals of educational scholarship. Our involvement in this program will continue. It has proven to be a very small investment for the return of huge dividends.”*

**Richard K. Reznick, MD, MEd, FRCSC, FACS  
R.S. McLaughlin Professor & Chair, Dept. of Surgery, University of Toronto  
Vice-President of Education, University Health Network**

*“From the Chair's point of view I think that the program has had a very positive impact on the department. It has raised the profile of teaching excellence and has encouraged a number of educators and teachers in the department to improve their skills. It also has resulted in a developing emphasis on scholarship in education as many of the scholars have undertaken important projects. Also, Susan's splendid leadership of the program has contributed to the leadership role our department has assumed in the Faculty with regards to scholarship in education and faculty development. With regard to individual participants, I am aware of a number of individuals who clearly have benefited. From St. Mikes point of view, the candidates have been Harold Spivak and Kien Dang. Harold has taken on a very important leadership role in organizing psychotherapy training, and Kien is now our coordinator of undergraduate medical education. I believe both individuals developed both educational and leadership skills in the program.”*

**Don Wasylenki, MD, FRCPC  
Chair, Dept of Psychiatry, University of Toronto**

## **What people are saying about the ESP cont'd...**

### **Graduating Scholars**

#### **...on Teaching Excellence:**

*"I now have a better theoretical basis for my work, and have been able to implement changes and see results. I have much greater confidence in my ability as a teacher, and how to appraise others' teaching."*

#### **...on Education Leadership:**

*"I have a much greater understanding of the nature of education leadership, and how to be effective. I have been able to identify my own strengths as a leader and use them to improve the results of my efforts. Furthermore, I have also been able to mentor others on their leadership skills."*

*"Since being in this program I've taken on a couple of positions that I wouldn't necessarily have embraced in the same way. I feel like I actually am competent in my ability to do those positions."*

*"I've had comments about how I now react in meetings or how I lead projects. Whereas before I would have taken a back seat on something ...I tend to now, take more of a lead than I would have just because I now know that there are some things I can manage and have the ability to do."*

#### **...on Education Scholarship**

*"I think previously I would have seen education scholarship as education research, and I now define it much more broadly. This definition has assisted me in seeing myself as an educator. It has made me think much more deeply... makes me question... and helped me see the significance of education evaluation and research."*

#### **...on Identity**

*"I feel much more confident in general and more organized. I self-identify much more confidently as a medical educator and see the effects of this course in how I am seen by my peers in the education field."*

*"I feel I've learned a new language, a discourse, I can use when speaking to other people who have similar interests, and I find that it helps me connect with other people in the education community."*

#### **... on the Community**

*"When I came into the program I thought 'how am I going to fit in'? ... through the reflection process and discussions I found that we shared similar issues...It was so powerful for me."*

*"If I have ever needed something, or will in the future, I know who to contact ...as people are very willing to share their skills... I'll have sixteen people who have expertise, and I have stuff to offer too."*

*"I think one of the big bright stars in this program is the people that have come and presented to us. I doubt there's any other course out there that can have that much different expertise come in and share their knowledge".*

*"We have been given a really great resource and network of phenomenal people and contacts... all who have come through the door have graciously offered their expertise."*

#### **...Overall**

*"It certainly gave us a new language and more insight into the world of education, as well as a little bit into ourselves."*

*"I developed the courage to incorporate things I wouldn't have even thought of trying before."*

## **What people are saying about the ESP cont'd...**

### **Alumni**

*“To me, ESP has meant: a stronger connection to the University; a better understanding of the role of an academic physician; a wonderful opportunity to meet other academic physicians and health professionals; precipitated my first foray into educational research - which has afforded me the opportunity to present my work locally and internationally; a HUGE impact on my career development- provided vision, some credentials, affiliations and opportunities.”*

**Milena Forte, MD CCFP**  
**Education Coordinator, Dept of Family and Community Medicine, Mount Sinai Hospital**

*“Although it's been a few years since I finished the ESP, I am still learning from my experiences in this program. The ESP has exposed me to experts and colleagues from all facets of healthcare and has really forced me to think "outside the box". The program has stimulated thought and ideas about "what next" - how can I continue to improve my abilities and understanding as an educator and research scholar.*

*The program has enabled my appointment as co-lead for professional development as well as Chair of the Education Committee of the Family Health Centre at TWH. It also provided me with the knowledge and skills to assist in the development of a city-wide faculty development course on IPE as well as a program on teaching skills entitled Teaching for Learning and Collaboration which I did with ESP colleagues.”*

**Debbie Kwan, B.Sc.Ph., M.Sc.**  
**Co-lead for Professional Development & Chair, Education Committee, TWH Family Health Centre**

*“ESP has opened my eyes to the opportunities in medical education scholarship. The program has helped me mature and develop as a clinician educator and was invaluable.”*

**Rob Madan, MD FRCPC**  
**Postgraduate Education Coordinator, Division of Geriatric Psychiatry, Dept of Psychiatry, University of Toronto, Baycrest Hospital**

*“I would say that the ESP has profoundly transformed my professional career trajectory. I am now a very busy Clinician-Educator with the opportunity to have a significant impact on education within my residency training program and beyond. It is inconceivable that this outcome would have occurred but for the intensive two year experience within the ESP. The generous mentoring I received and the training in leadership skills that was provided through the ESP has been immensely valuable. I now must apply these leadership skills on an almost daily basis.”*

**Ari Zaretsky, MD FRCPC**  
**Director, Postgraduate Education and Associate Professor, Department of Psychiatry, University of Toronto Head, Mood Disorders Clinic and Medical Education, Centre for Addiction and Mental Health**

# Program Evaluation

A variety of research methods are used to evaluate the effectiveness and long term impact of the Education Scholars Program. Current findings indicate that program outcomes on professional development are being met and that scholars are highly satisfied and perceive a positive impact.

## On Average...

Scholars attended 88.8% of all classes (Range 71.4% to 98.6%)

Average score for all classes

1 = Unsatisfactory, 5 = Excellent  
4.47 (Range 3.38– 5.00)

Average score for all faculty teachers

4.52 (Range 3.25 – 5.00)

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

Average score for all topics  
4.37 (Range 3.00 to 4.92)

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

4.25 (Range 3.44 to 4.93)

1 = Strongly disagree, 5 = Strongly agree

## Achievements Attributed to ESP

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

- 13 have acquired new education leadership roles in health professional education committees or organizations (4 hospital, 3 departmental, 2 national)
- 16 are contributing members of health professional education committees or organizations
- 11 have developed and implemented educational products, curricula or innovations
- 10 have been involved in faculty development activities
- 8 grants for educational scholarship
- 5 have presented education scholarship at peer-reviewed meetings
- 2 have submitted a manuscript for peer-review
- 2 have received a teaching or education-related award
- 4 have been promoted

### Nurjehan Akbarali

- Leadership position community volunteer corps

### Sammy Barakat

- Postgraduate Education Coordinator, Department of Psychiatry, Sunnybrook Health Sciences Centre
- Education Leader, Department of Psychiatry, Sunnybrook Health Sciences Centre
- New PGY2 general psychiatry year experience for Sunnybrook Health Sciences Centre

### Sheena Bimji-Hewitt

- Board of Directors for the Ontario Society for Diagnostic Medical Sonographers Co-author - “Learning is in the Facilitation: An Innovative Interprofessional Curriculum within a Canadian Applied Health Sciences Educational Institution” presented nationally and internationally “Interprofessional Collaboration In Healthcare: Exploring the Labyrinth of Teamwork for the Medical Radiation Sciences Curriculum” - presented both nationally and internationally
- Courses co-developed at Michener - Collaborative Research Course (RMIP 230), online Leadership in Health Care (LSIP 250), Interprofessional in Collaboration 1 (BAIP 111)
- Faculty position in the Centre for Learning and Innovation at the Michener Institute for Applied Health Sciences
- Interprofessional Collaboration in Health Care Module workshop for clinical educators



### **Shelley Brook**

- Education Development Fund, University of Toronto grant recipient
- Innovation project for enhancing morale, improving interprofessional team work and improving patient care on inpatient unit

### **Kien Dang**

- Undergraduate Site Coordinator – Department of Psychiatry, St. Michael's Hospital
- Canadian Psychiatric Association 2007 Workshops – “Teaching on the Fly”, “Size Matters”, “The Road to Independent Practice” Teaching to Teach Workshop Poster – American Psychiatric Association 2007 annual meeting

### **Robyn Davies**

- External assessor of education systems for the International Federation of Manipulative Therapists (IFOMT)
- IPE Project Coordinator at Sunnybrook 2008
- Research to Practice Grant (Sunnybrook Health Sciences Centre)
- Educational Development Fund, University of Toronto grant recipient
- Sunnybrook Professional Advisory Committee Interprofessional Education - Ambulatory
- Rehabilitation Services Group Award (2006-2007)
- Rising Star Award – Department of Physical Therapy, University of Toronto

### **Mary Elliott**

- Educating the Education System “Just-in-Time”: A Web-Based Module for School Teachers, Counsellors, Nurses and Administrators when Cancer Strikes Families grant recipient
- Faculty for the Interprofessional Psychosocial Oncology Distance Education (IPODE) graduate and CE course offered at a number of graduate schools nationally
- Co-author of the MOH funded National Psychosocial Oncology Education Framework Proposal
- Ivan L. Silver Award for Excellence in Continuing Mental Health Education (awarded June 2007) of the U of T Dept of Psychiatry
- Lead Core Consultation Liaison Seminar Redevelopment, U of T Dept of Psychiatry

### **Ann Fox**

- New MScCH in Community Health Nutrition
- New graduate on-line courses – Nutrition Programs and Strategies, Integrated Nutrition Metabolism
- Guest faculty – EU Summer School, Germany; Griffith University, Australia; Karolinska Institute, Sweden
- Academic representative on Public Health Nutrition Task Force, Public Health Agency of Canada – workforce mandate

### **Elizabeth Hanna**

- Research to Practice (Sunnybrook Health Sciences Centre) grant recipient
- U of T Educational Development fund grant recipient
- U of T Instructional Technology Courseware Development fund grant

### **Ken Locke**

- Curriculum re-design of of ambulatory education, Department of Internal Medicine
- CanMEDs core curriculum revision, Department of Internal Medicine

### **Barbara-Ann Millar**

- Director of Residency Training, Radiation Oncology, University of Toronto

### **Joao Pippi-Salle**

- Chief, Division of Urology, Hospital for Sick Children
- Chair, Annual Pediatric Urology Symposium
- Chair of the 3rd International Congress of the ISHID – Nov 2009
- Developed a Multimedia CD-ROM for teaching Pediatric Urology Surgery

### **Mindy Solomon**

- Hospital for Sick Children's Transplant Centre Education Chair
- HSC Transplant Centre Education Rounds Leader
- OSCE examiner IMG Ontario

### **Anoo Tamber**

- Examiner for the University of Toronto Palliative Medicine Program in 2007 and 2008
- Sunnybrook Odette Cancer Centre Palliative Care Clinic Education Lead and Student Coordinator
- Ministry of Health and Long Term Care End of Life Care Program Committee
- Palliative care curriculum revision for Sunnybrook Odette Cancer Centre
- Revision and dissemination of the Sunnybrook pain card
- Developed a facilitation manual, trained further facilitators, and contributed to ongoing iterative modification of the online End of Life Care Workshop & Video Conference, Continuing Medical Education curriculum

### **Jennifer Thull-Freedman**

- "Preparing for Research and Evidence-Based Practice" course for new Paediatric Emergency Medicine fellows
- Evidence-Based Medicine Workshop at the SickKids Pediatric Emergency Medicine Conference
- How to Teach Evidence-Based Clinical Practice workshop tutor – McMaster University

### **Martin van der Vyer**

- Continuing Education Committee of the Canadian Anesthesia Society

## **Grants**

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).

## ESP Presentations and Publications

**Lieff S.** Evolving Curriculum Design: A Novel Framework for Continuous, Timely and Relevant Curriculum Adaptation in Faculty Development. *Academic Medicine*. 84(1):127-134, 2009.

**Lieff S, Mori B.** Evolving Curriculum Design: A Novel Framework for Continuous, Timely and Relevant Curriculum Adaptation in Faculty Development. The Association for Academic Psychiatry meeting. Santa Fe, New Mexico. Sept 26, 2008. (Poster Presentation).

**Lieff S, Albert M.** How Do Effective Medical Education Leaders Perceive Their Practice? The Association of Medical Education of Europe. Prague. Czechoslovakia, Sept 2, 2008. (Research Podium Presentation).

**Lieff S, Albert M.** The Analytic Mindset of Medical Education Leaders; How Do They Conceive Their Work? University of Toronto Dept of Psychiatry Research Day. June 17, 2008. (Podium Presentation).

**Lieff S, Albert M.** The Analytic Mindset of Medical Education Leaders: How Do They Perceive Their Practice? The 13th Ottawa International Conference on Clinical Competence, March 8, 2008. (Podium Presentation).

**Lieff S, Mori B.** Mission Possible: Designing Relevant Faculty Development Programs for Your Local Educators. The 13th Ottawa International Conference on Clinical Competence, March 2008. (Poster Presentation).

**Lieff S, Silver I, Hodges B.** Education Scholars Program Education Leadership Curriculum. Faculty of Medicine Education Achievement Day. April 30, 2007. (Poster Presentation).

**Mori B, Kwan D, Hawa R, Egan-Lee E, Chien V, Dev S, Batty H, Panisko D, Lieff S.** TLC-Teaching for Learning and Collaboration: A Clinical Teaching Skills Faculty Development Program.

- 13<sup>th</sup> Ottawa International Conference on Clinical Competence, Melbourne, Australia. March 5 – 8, 2008 (Poster Presentation).
- Canadian Physiotherapy Association Congress 2008, Ottawa, Canada, May 29 – June 1, 2008 (Podium Presentation).
- Wilson Centre for Research in Education Research Day, October 26, 2007 (Poster Presentation).
- University of Toronto Teaching and Learning Symposium, October 25, 2007 (Poster Presentation).

## Alumni News

We ask Alumni to keep us informed of their activities by sending us their CV's or notifying us informally. Here are some of the highlights of their activities since their graduation in 2006.

**Najma Ahmed** became the Residency Training Program Director, General Surgery, University of Toronto in 2008, and a Clinician-Educator-Researcher in the Wilson Centre for Research in Education. She has has 5 peer reviewed presentations in education and 3 educational research papers in peer-reviewed publications.

**Bruce Ballon** became the Director of the Psychiatry Simulation Innovation (P.S.I.) Centre (Joint University / Simulation Network for Excellent / Mount Sinai Hospital Education Centre) in 2008. At Mt Sinai Hospital he is an Education and Simulations Scholar at the Reitman Centre for Alzheimer's Disease Education. He received the 2007 Association of Academic Psychiatry Award for Teacher of the Year for Canada. He is involved in several locally and nationally grant funded educational development projects.

**Pier Bryden** has been appointed to the position of Faculty Lead for Ethics and Professionalism within Undergraduate Medical Education (UGME) at the University of Toronto effective January 2009.

Alumni News cont'd...

**Raed Hawa** was awarded the American Psychiatric Association 2008 Irma Bland Award for Excellence in Resident Teaching, the University of Toronto, Department of Psychiatry 2007 Robin Hunter Award for the best postgraduate teacher, the 2007 Wrightman-Berris Academy Award for the individual Postgraduate Teaching Excellence and was nominated for the Abe Miller Award for the best undergraduate teacher in the Department of Psychiatry at the University of Toronto, in 2006 and 2007. He has presented several workshops on education topics at local and international meetings.

**Debbie Kwan** was the project lead on the EHPIC Leadership project funded by the HealthForce Ontario Interprofessional Mentorship and Coaching Fund, Ministry of Health and Long-Term Care for \$3.4 million in 2007 and was appointed a 2008 Fellow, Canadian Society of Hospital Pharmacists in recognition of her work in education. She has presented several poster and papers related to her education research and program development of the Creating Communities of Practice for Interprofessional Collaboration project.

**Rob Madan** received an Education Development fund grant to study the status of direct observation in postgraduate medical education in the Department of Psychiatry, University of Toronto and had several poster presentations related to the Basic Essential Education Principles (BEEP) faculty development program. He continues to run a successful monthly teaching group in the Department of Psychiatry at Baycrest.

**Filomena Meffe** was promoted to Associate Professor, awarded the APOG 2006 Educator of the Year award and became Chair of the Undergraduate Medical Education Committee for APOG. In the past 2 years, she has received 2 grants totalling more than \$490,000 as the principal investigator of two studies of interprofessional education in maternity care.

**Brenda Mori's** scholarly project was recently published in Medical Teacher. She has had 7 poster presentations on her educational work in teaching skills, program development and reflective practice at local national and international meetings. She has been invited to do several workshops locally and nationally in these subject areas. She has been the project lead on the Teaching for Learning and Collaboration Teaching Skills program whose findings have been presented locally, nationally and internationally. She became Associate Director of the Education Scholars Program in 2008.

**Woody Wells** was nominated for the Radiation Medicine Program Clinical Teacher Award, in 2006 and won the Postgraduate Advocacy and Mentorship Award that year. He was appointed to the Board of Medical Assessors, University of Toronto in 2007 and became Associate Director of Faculty Development, Postgraduate Medical Education for the Department of Radiation Oncology in 2007.

**Ari Zaretsky** was appointed the Director, Medical Education, Centre for Addiction and Mental Health and now serves on the Faculty of Medicines Internal Review and Quota Allocation Committees. He received the University of Toronto Department of Psychiatry Psychotherapy Award in 2008. He is a co-investigator in a 2 year RCPSC grant which is looking at how psychiatry residents and faculty describe the hidden curriculum in bioethics and has published 3 educational research articles in peer-reviewed journals.



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

## **Enrolling for the 2010-2012 class & for more information...**

We are pleased to announce that the third cohort of the program has been enrolled for 2008-2010. Sixteen faculty members representing health professional and health science educators from 9 academic departments of the Faculty of Medicine and 10 different teaching sites are enrolled. They reflect a rich diversity of roles, experience and educational contexts. Recruitment of the next class will begin in the fall of 2009 for the 2010-2012 cohort. We welcome you to consider applying or supporting one or more faculty in your department for this unique inter- and intra-professional faculty development program.

Additional information about the program, the application process and program fees can be found at <http://www.cfd.med.utoronto.ca/programs/education-scholars.html> or directed to Dr. Susan Lieff, Director, Education Scholars Program (s.lieff@utoronto.ca, 416-864-6060 x 6977) or Brenda Mori, Associate Director (brenda.mori@utoronto.ca, 416-946-8646) or Stacy Palmer, Education Program Coordinator (palmers@smh.toronto.on.ca, 416-864-6060 x 7938).