



EDUCATION SCHOLARS PROGRAM
Anticipating the needs of our learners

Program Report (2008 – 2010)



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

R.I.S.E.
Research Innovation &
Scholarship in Education
Department of Psychiatry



UNIVERSITY OF TORONTO
FACULTY OF MEDICINE



**Centre for Faculty
Development**
Advancing the limits of learning

St. Michael's
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Inspiring Science.

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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 9 - December 16, 2008	(15 sessions; 52.5 hours)
Module II	-	January 13 - June 2, 2009	(20 sessions; 70.0 hours)
Module III	-	September 15 - December 15, 2009	(14 sessions; 49.0 hours)
Module IV	-	January 12 - June 8, 2010	(21 sessions; 73.5 hours)

Letter from the Directors

Dear Colleagues,

It is our pleasure to share our program report of the Education Scholars Program (ESP) in celebration of the graduation of our third 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 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.

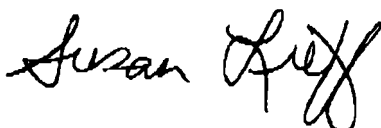
Specifically, our curriculum goals are to create:

- 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, Ryerson, York/Schulich, the private sector, 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 Centre for Faculty Development Helen P. Batty Award for Program Excellence. As we embark with the 2010-2012 class, Scholars will have participated from 16 academic departments from the Faculty of Medicine as well as the Michener Institute and George Brown College. We are delighted that in addition to the fully affiliated teaching hospitals, Trillium Health Centre and St. Joseph's Health Centre are now participating in the program. 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 2008-2010 ESP program as well as reports on our alumni program and outcomes. Throughout the report, you will find comments from our 2008-2010 Scholars' Final Evaluation which we wanted to share.

On October 28, 2010, 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 Lieff 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, and Don Wasylenki, the Chair of Psychiatry, 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 an on-line faculty 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 on-going program design and delivery. In 2006, a second class was enrolled and the course leadership was expanded to include Brenda Mori as the Assistant and now Associate Course Director. A program committee was developed to inform and advise the Directors of the ESP. Current membership includes: Susan Lieff, Brenda Mori, Stacy Palmer, Glen Bandiera, Stacey Bernstein, Jeannine Banack, Pier Bryden, Karen Leslie, Risa Freeman, Lindsay Baker, Risa Freeman, Tamara Bahr, Rick Penciner, Mandy Lowe, Ann Fox, David Latter and Vince Chien.

Scholars meet Tuesday afternoons for two academic years. Our curriculum topics are organized according to the themes of teaching, scholarship and curriculum, leadership and career development 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.

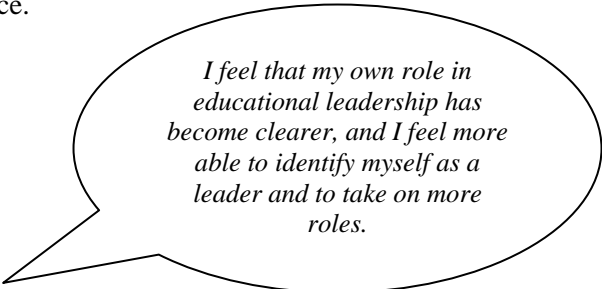
Social learning and reflective practice theory encourage the development of a community of health professional educators who continuously learn from each others' practice, collaborate, consult and disseminate what they are learning to their peers and colleagues.

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 have formed an alumni program committee which annually reviews needs and plans semi-annual meetings for journal clubs, works-in-progress presentations and checking in. They have participated as faculty, program committee members, peer-reviewers and project group facilitators in subsequent ESP classes. They report success in achieving education leadership positions, pursuing and disseminating their scholarship through peer-reviewed meetings, portals and publications. The ESP is also disseminating the scholarship of the program through presentations and publications.

The graduates of the ESP can apply to receive up to four half credits towards the Masters in Community Health Science – Health Professional Teacher Educators stream graduate degree program. And several of our alumni and participants are pursuing this option.

Because of the demand for the program and the outstanding calibre of applicants, we are excited to welcome an even larger class for 2010-12. Our class will engage 21 scholars who represent a great diversity of perspectives and experiences that we know will wonderfully enrich the curriculum experience.



I feel that my own role in educational leadership has become clearer, and I feel more able to identify myself as a leader and to take on more roles.

Program Staff

Susan Lieff, MD, MEd, MMan, FRCPC, Director, Education Scholars Program

Susan Lieff is a Geriatric Psychiatrist and has been a Clinician-Educator in the Department of Psychiatry at the University of Toronto since 1985. Susan is an Associate Professor at the University of Toronto, she is the founding Course Director for the Education Scholars Program, and she is the Associate Director of the Research Innovation and Scholarship in Education Program for the Department of Psychiatry. In 2002, Susan completed her Masters of Education at OISE/UofT and in 2008 she completed her Masters in Management in the International Masters in Health Leadership program at McGill University. She has been recognized for her excellence in teaching, education leadership and program development by a number of institutions such as: the University of Toronto, Faculty of Medicine, the Association of Academic Psychiatry and the American and Canadian Psychiatric Association.



Brenda Mori, BScPT, MSc, Associate Director, Education Scholars Program

Brenda Mori is the Director of Clinical Education and Community Affairs in the Department of Physical Therapy at the University of Toronto, and she leads the clinical education curriculum for the entry-level MScPT degree program. She graduated from UofT with a BScPT degree and a MSc degree from the Graduate Department of Rehabilitation Science. An alumni of the Education Scholars Program, she became the Assistant Director of the ESP in 2006, and was promoted to Associate Director of the program in 2008. Brenda is actively involved in the Centre for Faculty Development particularly with leading the development of the Teaching for Learning and Collaboration Education Program. Brenda started her PhD studies with the Graduate Department of Rehabilitation Sciences in September 2010.



Stacy Palmer, B.Comm, Program Coordinator, Education Scholars Program

Stacy has recently completed her Bachelor of Commerce Degree, at Ryerson University, where she majored in Human Resources Management. She also attended Seneca College in 2003 where she graduated with Honours from the 3 year Business Administration Program. Stacy has spent the last eight years in a number of administrative and project management roles.

Stacy's current responsibilities include: administrative support and event planning for the Education Scholars Program (ESP), as well as, marketing initiatives and event planning for the CFD Membership Program and the Centre for Faculty Development Awards. Stacy will be starting her Project Management Certificate at the University of Toronto in September 2010.



The collegiality of all the participants and their support has been incredible and I truly felt supported by my colleagues and feel that I will be able to reach out to them in the future.

This has been a wonderful, meaningful, profoundly impactful 2 years. Thank You.

Course Faculty

Susan Abbey, MD, FRCPC, Department of Psychiatry
Najma Ahmed, MD, PhD, FACS, Division of General Surgery
Mathieu Albert, PhD, The Wilson Centre
Helena Axler, Helena Axler & Associates
Tamara Bahr, BSc, BEd, Postgraduate Medical Education Office, Faculty of Medicine
Bruce Ballon, MD, Department of Psychiatry
Glen Bandiera, MD, MEd, Department of Medicine
Helen Batty, MD, CCFP, MEd, Department of Family & Community Medicine
Stacey Bernstein, MD, Department of Paediatrics
Sheena Bhimji-Hewitt, MAppSc, RVT, RDMS, CRGS, CRVS, Michener Institute for Applied Health Sciences
Dina Brooks, PhD, MSc, BScPT, Department of Physical Therapy
Pier Bryden, MD, FRCP(C), Department of Psychiatry
Megan Burnet, The Centre for Teaching Support and Innovation, University of Toronto
Jack Butler, Artist
Heather Carnahan, Department of Occupational Science and Occupational Therapy
Eileen Egan-Lee, MEd, Centre for Faculty Development, St. Michael's Hospital
Milena Forte, MD, CCFP, Department of Family and Community Medicine
Ann Fox, MHSc, PhD, RD, Department of Nutritional Sciences
Blye Frank, PhD, Division of Medical Education, Dalhousie University
Richard Frankel, Indiana University, School of Medicine
Risa Freeman, MD, CCFP, MEd, FCFP, Department of Family & Community Medicine
Pam Gravestock, ABD, The Centre for Teaching Support and Innovation, University of Toronto
Elizabeth Hanna, MHSc, Reg.CASLPO, Interprofessional Education Specialist
Raed Hawa, MD, MSc, Department of Psychiatry
Jodi Herold-McIlroy, PhD, Department of Medicine
Brian Hodges, PhD, MD, FRCPC, The Wilson Centre
Ayelet Kuper, MD, DPhil, FRCPC, Division of General Internal Medicine
Debbie Kwan, MScPhm, Department of Family & Community Medicine
Vicki LeBlanc, PhD, Dept of Medicine & Factor-Inwentash Faculty of Social Work
Karen Leslie, MD, MEd, FRCPC, Centre for Faculty Development
Susan Lieff, MD, MEd, MMan, FRCPC, Department of Psychiatry
Kenneth Locke, MD, MSc, FRCPC, Department of Medicine
Tina Martimianakis, MA, MEd, PhD (abd), Department of Paediatrics
Peter McLeod, MD, FRCPC, FACP, McGill University
Filomena Meffe, MD, FRCSC, MSc, Department of Obstetrics and Gynaecology
Brenda Mori, BScPT, MSc, Department of Physical Therapy
Danny Nashman, MBA, The Potential Group
Kathryn Parker, PhD, Michener Institute for Applied Health Sciences
Scott Reeves, PhD, Centre for Faculty Development, The Wilson Centre, Li Ka Shing
Martin Schreiber, MD, FRCP(C), MMedEd, Department of Nephrology
Rita Shaughnessy, Library & Information Specialist, Department of Family & Community Medicine
Jill Shaver, RD, MBA, MSOD, B. J. Shaver Consulting Inc.
Ivan Silver, MD, MEd, FRCPC, Department of Psychiatry
Mindy Solomon, MD, FRCP(C), Department of Paediatrics
Anoo Tamber, MD, CCFP, Palliative Care Consultant
Joshua Tepper, MD, MPH, Deputy Minister, Health Human Resources Strategy Division
Valerie Watt, PhD, Department of Physiology
Ari Zaretsky, MD, FRCPC, Department of Psychiatry

The Scholars

Sixteen candidates were selected and supported by their departments to participate in the third iteration of the Education Scholars Program. Participants met on Tuesday afternoons during the academic year from September 2008 to June 2010. The Scholars are:

- Sherese Ali, MD, FRCPC**, *Dept. of Psychiatry, UHN-Toronto Western Hospital*
Adelle Atkinson, MD, FRCPC, *Dept. of Paediatrics, Hospital for Sick Children*
Jean-Pierre Bissonnette, PhD, MCCPM, *Dept. of Radiation Oncology, UHN-Princess Margaret Hospital*
Pablo Diaz, MD, FRCPC, *Dept. of Psychiatry, Centre for Addiction and Mental Health*
Darlene Hubley, BScOT, OT Reg., *Dept. of Occupational Science & Occupational Therapy, Bloorview Kids Rehab*
Mandy Lowe, MSc, BScOT, *Dept. of Occupational Science & Occupational Therapy, Toronto Rehabilitation Institute*
Larissa Matukas, MD, MSc, FRCPC, *Dept. of Laboratory Medicine, St. Michael's Hospital*
George Oreopoulos, MD, MSc, FRCSC, *Dept. of Surgery, UHN-Toronto General Hospital*
Rick Penciner, MD, CCFP (EM), FCFP, *Dept. of Family & Community Medicine (Emergency), NYGH*
Terry Smith, MD, *Dept. of Anaesthesiology, Sunnybrook Health Sciences Centre*
Adrienne Tan, MD, FRCPC, *Dept. of Psychiatry, UHN- Toronto General Hospital*
Rahim Valani, MD, CCFP (EM), FRCPC, MMedEd, *Dept. of Emergency, Sunnybrook Health Sciences Centre*
Shelly Weiss, MD, FRCPC, *Dept. of Paediatric, Hospital for Sick Children*
Brian Wong, MD, FRCPC, *Dept. of Internal Medicine, Sunnybrook Health Sciences Centre*
Vincent Woo, MD, PhD, FRCPC, *Dept. of Psychiatry, Centre for Addiction and Mental Health*
Paul Yip, PhD, FCACB, DABCC, *Dept. of Pathology, UHN-Toronto General Hospital*

Curriculum

Topics included in the 2008-2010 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		
<ul style="list-style-type: none"> ▪ The Reflective Practitioner ▪ Setting the Educational Climate ▪ Identifying Learner Needs & Setting Objectives ▪ What is Scholarship? ▪ Searching Literature in the Library ▪ Educational Technology ▪ Making Learning Stick ▪ Managing the Teaching Session ▪ Creating an Innovative Scholarly Project ▪ Submitting an Ethics Application 	<ul style="list-style-type: none"> ▪ Program Evaluation ▪ Qualitative Methods in Educational Research ▪ Large Group Teaching ▪ Dossiers & Promotion ▪ Learner Assessment ▪ Authentic Leadership ▪ Curriculum Design ▪ Research Methods in Health Professional Education 	<ul style="list-style-type: none"> ▪ Mentorship ▪ Pedagogy ▪ Time Management ▪ Student in Difficulty ▪ Checking in ▪ Feedback ▪ Professional Education ▪ Feedback & Self-Assessment
Topics Covered in Year II of the ESP		
<ul style="list-style-type: none"> ▪ Effective Cont. Health Professional Education ▪ Teaching & Assessing Technical Skills ▪ Remediation of the Difficult Learner ▪ Faculty Development - Educational Consultation ▪ Enhancing Teaching & Learning with Educational Technology ▪ Qualitative Data Analysis ▪ Fostering Teaching Excellence in Others ▪ Generational Differences in Education 	<ul style="list-style-type: none"> ▪ Organizations ▪ Outside Thinking ▪ Change ▪ Career Planning ▪ Grant Writing ▪ Managing Oneself ▪ Interpersonal Styles ▪ Relational Mindset 	<ul style="list-style-type: none"> ▪ Educational Leadership ▪ Creativity & Innovation in Education ▪ Balance & Academic Careers ▪ Strategy ▪ Complexity ▪ Appreciative Inquiry ▪ Writing for Publication
Hot Topics		
<ul style="list-style-type: none"> ▪ Simulation ▪ Teaching Professionalism ▪ Moving Beyond a Celebration of Diversity: Taking Difference into Account in our Learning and Teaching ▪ How Art Can Inform Health Professional Learning ▪ How Changing Conversations Can Transform Organizational Culture: A Longitudinal Case Study ▪ The Role of Health Human Resources and Social Responsibility in Health Professional Education <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 received formal advising from the following educational experts in the development of their Scholarly Projects:

- **Najma Ahmed**, MD, PhD, FRCSC, Division of General Surgery
- **Glen Bandiera**, MD, MEd, FRCPC, Dept. of Medicine
- **Helen Batty**, MD, CCFP, M.Ed, FCFP, Dept. of Family and Community Medicine
- **Dina Brooks**, PhD, MSc, BScPT, Dept. of Physical Therapy
- **Heather Carnahan**, Dept. of Occupational Science and Occupational Therapy
- **Ann Fox**, M.H.Sc., PhD, R.D., Dept. of Nutritional Sciences
- **Risa Freeman**, MD, CCFP, MEd, FCFP, Dept. of Family and Community Medicine
- **Ayelet Kuper**, MD DPhil FRCPC, Dept. of Medicine
- **Karen Leslie**, MD, MEd, FRCPC, Dept. of Paediatrics
- **Susan Lieff**, MD, Med, Mman, FRCPC, Dept. of Psychiatry
- **Tina Martimianakis**, MA, MEd, PhD(abd), Dept. of Paediatrics
- **Jodi Herold-McIlroy**, PhD, Department of Medicine
- **Filomena Meffe**, MD, FRCSC, MSc, Dept. of Obstetrics and Gynaecology
- **Kathryn Parker**, PhD, Learning Institute at the Hospital for Sick Children
- **Martin Schreiber**, MD, FRCPC(C), MMedEd, Dept. of Medicine
- **Ivan Silver**, MD, MEd, FRCPC, 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 to be disseminated. Many projects obtained ethics approval and were successful in attaining funding. Scholarly projects developed by this cohort included the following:

- Does a Deeper Biological Understanding of Psychiatric Disorders Enhance Clinical Competence & Knowledge in Psychiatry Residents? - **Sherese Ali**
- Choosing International Medical Graduates (IMG's) for Canadian Pediatric Residency Programs: Predictors of Success - **Adelle Atkinson**
- Planning & Evaluating a Pilot of a Simulation Environment to Change Attitudes & Behaviors Around Errors in Radiation Therapy - **Jean-Pierre Bissonnette**
- What is the Impact on Readiness to Change & Subsequent Behaviour Change of Primary Care Clinicians Who Received Competency-Based Training on Motivational Interviewing? A Subjective/Self-Report Study Before & After the Training for Primary Care Clinicians in Six Primary Care Health Teams in Ontario - **Pablo Diaz**
- Coaching Reflection on Collaborative Care – The Development & Evaluation of a New Interprofessional Education Faculty Development Workshop - **Darlene Hubley**
- Understanding Curriculum Design in Continuing Education. What are the Actual Processes of Designing, Implementing & Evaluating a CE Course as Experienced by CE Course Faculty? - **Mandy Lowe**
- Building an Interprofessional Education Program with Simulation for Post Graduate Medical Microbiology Residents & Microbiology Medical Laboratory Technologist Trainees - **Larissa Matukas**
- Surgical Simulation Training in Vascular Surgery: A Feasibility Study - **George Oreopoulos**
- Emergency Medicine Clerkship Core Competencies: A Canadian Consensus Project - **Rick Penciner**
- Evaluation of the Effect of a Self-Directed Learning Exercise Guided by Directed Self-Assessment in Past-Fellowship Critical Care Trainees - **Terry Smith**

Scholarly Projects cont'd ...

- Designing a Curriculum for a Consultation-Liaison Psychiatry Fellowship - **Adrienne Tan**
- Impact of the International Pediatric Emergency Medicine Elective - **Rahim Valani**
- Attitudes, Experiences & Perceptions of Faculty with a Revisal Curriculum Incorporating the CanMEDS Competencies - **Shelly Weiss**
- Computerized Physician Order Entry Systems & Medical Education: Balancing Educational Safety & Opportunity - **Brian Wong**
- What is the Effect of Shifting from a Localized to Centralized Curriculum Teaching Delivery System on the MCQ & OSCE Scores of Medical Students in Psychiatry Clerkship Rotations? - **Vincent Woo**
- The 21st Century Lab - An Integrated Curriculum in Core Clinical Chemistry Incorporating Analytical, Clinical & Quality Competencies - **Paul Yip**

Education Lecture

At the conclusion of the 2008/2009 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.

- Cognitive Stages of Learning & Their Biological Correlates - **Sherese Ali**
- Teaching on the Fly: A Guide to Teaching Immunology/Allergy in an Ambulatory Setting - **Adelle Atkinson**
- Cognitive Psychology & Implications for Physics Education - **Jean-Pierre Bissonnette**
- Inter-Professional Training of Primary Care Clinicians to Strengthen Mental Health & Addictions in Brazil, Chile & Mexico. Lessons Learned & Applied in Ontario - **Pablo Diaz**
- Making it Happen: Interprofessional Education Teaching Strategies in Practice - **Darlene Hubley**
- Educating for Patient-Centred Goal Setting - **Mandy Lowe**
- Monkey See, Monkey Do - **Larissa Matukas**
- Technical Skills Teaching: The New Paradigm - **George Oreopoulos**
- The Lecture is Not Dead: Interactive Lecturing & Other Techniques to Resuscitate your Presentation - **Rick Penciner**
- Scholarly Analysis of Active vs. Passive Teaching - **Terry Smith**
- I Think Therefore I Am: Reflection & Reflective Practice in Health Professional Development - **Adrienne Tan**
- Feedback in the Clinical Setting - **Rahim Valani**
- How to Provide Effective Feedback in the Clinical Setting - **Shelly Weiss**
- Educating for a Safer Future - **Brian Wong**
- Updates in Undergraduate Medical Education - **Vincent Woo**
- Evolving Paradigms in Clinical Chemistry Training - **Paul Yip**

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.

- Balance & Academic Careers - **Sherese Ali & Jean-Pierre Bissonnette**
- Generational Differences in Health Professional Education - **Adelle Atkinson & Darlene Hubley**
- Using Technology to Enhance Teaching & Learning - **Brian Wong & Larissa Matukas**
- Creativity & Innovation in Education - **Pablo Diaz & Mandy Lowe**
- Teaching Procedural & Technical Skills in the Health Professions Beyond See One, Do One, Teach One - **Rick Penciner & George Oreopoulos**
- Faculty Development: Fostering Teaching Excellence in Others & Colleagues - **Adrienne Tan & Paul Yip**
- Remediation of the Difficult Learner - **Shelly Weiss & Vincent Woo**
- Effective Continuing Health Professional Education - **Terry Smith & Rahim Valani**

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% of all classes (Range 74% to 95%)

1 = Unsatisfactory, 5 = Excellent

Average score for all classes

4.34 (Range 3.55 – 5.00)

Average score for all faculty teachers

4.38 (Range 3.47 – 4.93)

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

Average score for all topics

4.25 (Range 3.14 – 4.79)

As a result of this course, I am more knowledgeable about this topic

4.15 (Range 3.29 – 4.53)

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:

- 12 have acquired new education leadership roles in health professional education committees or organizations (3 hospital, 4 departmental, 7 national)
- 10 are contributing members of health professional education committees or organizations
- 6 have developed and implemented educational products, curricula or innovations
- 10 have been involved in faculty development activities
- 3 have received grants for educational scholarship
- 7 have presented education scholarship at peer-reviewed meetings
- 4 have submitted a manuscript for peer-review
- 5 have received a teaching or education-related award
- 4 have been promoted

Here are some individual accomplishments our Scholars achieved during the ESP.

Sherese Ali

- Promoted to Assistant Professor
- Renewing the neuropsychiatry curriculum for the psychiatry residency program

Adelle Atkinson

- Appointed to the examination board of the RCPSC Paediatrics (Spring 2009)
- Presented “No Time to teach? – Learn how to teach on the fly and provide effective feedback” at the Canadian Paediatric Society’s annual meeting with Dr. Shelly Weiss (June 2010)
- Contributor in the implementation of new subspecialty match (Spring 2010)
- Received the 2010 “Sarita Verma Award” for mentorship, advocacy & social responsibility in Medical Education

Jean-Pierre Bissonnette

- Nominated Physics Education Director, Department of Radiation Oncology, University of Toronto
- Chair of the Teaching Effectiveness Committee, Department of Radiation Oncology, University of Toronto
- Contributed to the curriculum and educational format for the first inaugural Winter School of the Canadian Organization of Medical Physicists (February 2010)
- Created curriculae for several physics residency modules

Pablo Diaz

- Adviser of Inteprofessional Education activities at the National Institute of Psychiatry in Mexico
- Received the 2008 “Best Undergraduate Teaching Award” from the Centre for Addiction and Mental Health

Achievements Attributed to ESP cont'd ...

Darlene Hubley

- Co-chair of the Interprofessional Collaboration Community of Practice which is co-sponsored by the Centres for Interprofessional Education and Continuing Education and Professional Development, University of Toronto (January 2009 to May 2010)
- Planning committee member for the International Centre for Disability and Rehabilitation (ICDR) symposium (January 2010)

Mandy Lowe

- Member of the Canadian Association of Occupational Therapist's Scientific Committee
- Course Director of "Clinical Practice Guidelines and OT Practice (2009-2010)
- Co-Course Director of the "IPE Faculty Development Course" (2009-2010)
- Peer-reviewed workshop "Leading OT Practice through Guidelines: Reviewing, Developing, Implementing and Evaluating for Best Practice. Pre-conference full day workshop, Canadian Association of Occupational Therapists Annual Conference. Co-facilitated in Halifax (May 2010)
- Co-investigator for "Building Community in Collaborative Online Interprofessional Learning: An examination of facilitation in online synchronous interprofessional education. Received \$4,425.00 for the Continuing Education Research and Development Award, Faculty of Medicine, University of Toronto (2010)

Larissa Matukas

- Medical Microbiology Resident Coordinator at St. Michael's Hospital
- Presented "Envisioning a Successful Simulation Interprofessional Education Model Partnering Postgraduate Microbiology Residents and Microbiology Medical Laboratory Technologist Trainees Together" at ICRE (September 2010)
- Received the "Arthur Vandenbroucke Award" for Teaching to the Laboratory Technologists, Department of Laboratory Medicine at St. Michael's Hospital's Education Achievement Day (June 2009)

George Oreopoulos

- Member of Surgical Education Directorate at the University Health Network
- Vascular Surgery Residency education committee member
- Recommended for ongoing clinical appointment within the Department of Surgery, University of Toronto

Rick Penciner

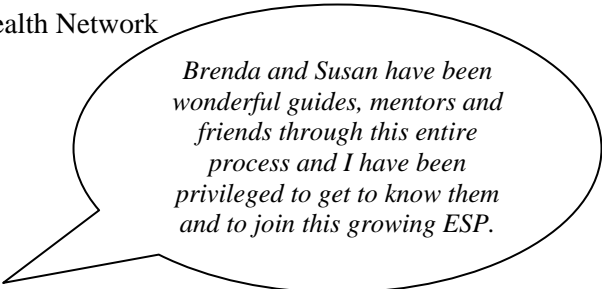
- Director of Medical Education at North York General Hospital (February 2010 – Present)
- Faculty Co-Lead for Faculty and Professional Development, Division of Emergency Medicine, Department of Family & Community Medicine, University of Toronto
- Peer-reviewed article "Emergency medicine preclerkship observerships: evaluation of a structured experience" was published in the Canadian Journal of Emergency Medicine. 2009; 11(3): 235-239
- Development of the Emergency Medicine Clerkship Curriculum (September 2010)
- Promoted to Associate Professor within the Department of Family & Community Medicine, University of Toronto (July 2009)

Terry Smith

- Asked to continue his Self-Directed Learning project for Fellows
- Appointed Coordinator of the Interprofessional group on long term ICU patients

Adrienne Tan

- Member of the Academy of Psychosomatic Medicine Fellowship Subcommittee
- Promoted to Psychotherapy Site Coordinator at the University Health Network



Brenda and Susan have been wonderful guides, mentors and friends through this entire process and I have been privileged to get to know them and to join this growing ESP.

Achievements Attributed to ESP cont'd...

Rahim Valani

- Co-author of “Development of a National Pediatric Trauma Curriculum”. This paper was accepted for publication in Medical Teacher (2009)
- Co-author of “Designing International Health Electives using the CanMEDS Core Competencies” which was accepted for publication in Medical Teacher (2009)
- “Enabling Change in Attitudes among Medical Students during a Pediatric Emergency Medicine Elective” was accepted for publication in the Israeli Journal of Emergency Medicine (2009)
- Nominated for the 2010 “Teaching Award” for University of Toronto’s Emergency Medicine Program

Shelly Weiss

- Director of Faculty Development in the Department of Pediatrics at the Hospital for Sick Children (July 2010)
- Chair of the Hospital for Sick Children’s “Annual Medical Education Day” Committee
- Co-presenter of “Delivering Effective Feedback; in the IMG’s World” for Divisions of Neurology and Neuroradiology at the Hospital for Sick Children (Feb 2010)

Brian Wong

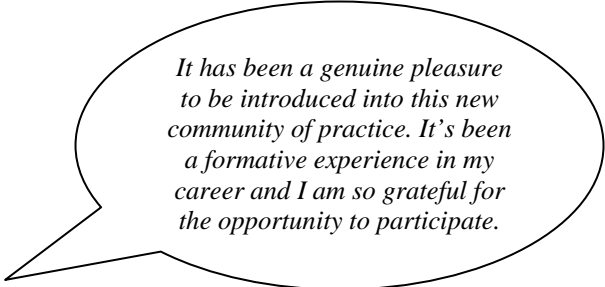
- Received the 2009-2010 Faculty of Medicine Education Development Fund for “Characterizing Facilitators and Barriers in Order to Promote the Successful Implementation of A Quality Improvement and Patient Safety Curriculum for Postgraduate Trainees and Medical Students”
- Deputy Site Residency Program Director at Sunnybrook Hospital
- Core Resident Integrated Scholarly Program, Educational Coordinator for Patient Safety Theme
- Recommended by the Department of Medicine at the University of Toronto for promotion to Assistant Professor (effective July 2010)
- Received the Department of Medicine Part-time Teaching Award at Sunnybrook (2008)

Vincent Woo

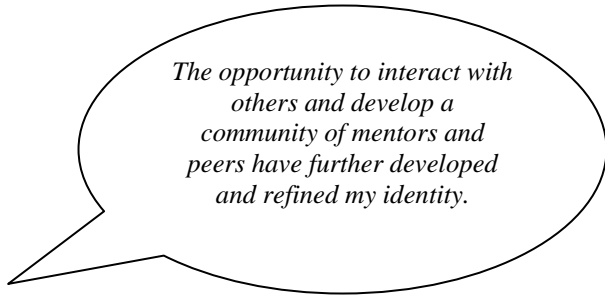
- Promoted to Assistant Professor
- Appointed the new Postgraduate Coordinator for the Geriatric Mental Health Program at CAMH
- Creative Consultations Lead for of the Undergraduate Medical Education Committee for the Department of Psychiatry

Paul Yip

- Member of the Accreditation Committee at the Canadian Academy of Clinical Biochemistry
- Member of the Clinical Chemistry Postdoctoral Program Coordinating Committee, within the department of Laboratory Medicine and Pathobiology at the University of Toronto
- Member of the Postgraduate Advisory Council at the University Health Network
- Member of the Undergraduate Medical Education Committee within the department of Laboratory Medicine and Pathobiology at the University of Toronto
- Peer-reviewed roundtable presentation titled “Evolution of Clinical Chemistry Education” at the 2010 Annual Meeting of the Canadian Society of Clinical Chemists (June 2010)
- Promoted to Assistant Professor within the department of Laboratory Medicine and Pathobiology (December 2008)



It has been a genuine pleasure to be introduced into this new community of practice. It's been a formative experience in my career and I am so grateful for the opportunity to participate.



The opportunity to interact with others and develop a community of mentors and peers have further developed and refined my identity.

ESP Presentations and Publications

S. Lieff, Evolving curriculum design: A novel framework for continuous, timely and relevant curriculum adaptation in faculty development. Academic Medicine 2009; 84:127–134.

S. Lieff, Perspective: The Missing Link in Academic Career Planning and Development: Pursuit of Meaningful and Aligned Work. Academic Medicine 2009; 84(10): 1383-1388.

S. Lieff, M. Albert. The Mindsets of Medical Education Leaders: How Do They Conceive of Their Work? Academic Medicine 2010; 85(1): 57-62.

S. Lieff, Faculty Development: Yesterday, Today and Tomorrow: Guide Supplement 33.2 – Viewpoint. Medical Teacher 2010; 3; 5: 429-431.

S. Lieff, M. Albert. Medical Education Leader Mindsets, How do they perceive their work? Podium presentation. Research in Medical Education Association of American Medical Colleges Annual Meeting. November 5, 2008. San Antonio, Texas.

S. Lieff, M. Albert. The Analytic Mindset of Medical Education Leaders: How do they perceive their work? Podium presentation Canadian Conference on Medical Education. May 4, 2009 Edmonton, Alberta.

S Lieff, L Baker, B Mori, K Chin, S Reeves. The Personal, Relational and Contextual – Key Factors in the Academic Identity of Health Professional Educators. Podium presentation Canadian Conference on Medical Education. St John's, Newfoundland. May 4, 2010. Runner up for Best Oral Presentation at the Canadian Conference on Medical Education.

S. Lieff, M. Albert. Learning Needs, Capabilities and Strategies of Medical Education Leaders. Poster presentation. American Association of Medical Colleges Group for Faculty Affairs Annual Meeting. Toronto, Ontario. August 7, 2010.

S. Lieff, J. Banack, T. Martiniakis, S. Verma, C. Whiteside, S. Reeves. The University Department Chair Experience; An Exploration of Work, Motivation, Challenges and Needs. Poster presentation. American Association of Medical Colleges Group for Faculty Affairs Annual Meeting. Toronto, Ontario. August 8, 2010.

S Lieff, L Baker, B Mori, K Chin, S Reeves. The Personal, Relational and Contextual – Key Factors in the Academic Identity of Health Professional Educators. Poster presentation Association of Medical Education of Europe Annual Meeting. Glasgow, Scotland. September 4, 2010.

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 graduating from the 2004-2006 and 2006-2008 ESP Cohorts.

Najma Ahmed received the 2009-2010 Faculty of Medicine Education Development Fund for “Team Training for Trauma (3T): Developing an interdisciplinary, simulation-based human factors training curriculum for general surgery residents”. Najma’s scholarly project “Professing Professionalism: Are we our own worst enemy? faculty members’ experiences of teaching & evaluating professionalism in medical education at ones school” was published in the journal of Academic Medicine in June 2010. The co-authors for this article are: Pier Bryden, MD, MPhil, Shiphra Ginsburg, MD, MEd, Bochra Kurabi, and Najma Ahmed, MD, PhD.

Bruce Ballon was appointed Associate Director of Education Scholarship in Simulation for the Network of Excellence in Simulation for Clinical Teaching and Learning (2010). In 2009, he was promoted to Innovation & Teaching & Simulations Advisor for the Association of Academic Psychiatry.

Alumni news cont'd...

Stacey Bernstein was appointed Interim Clerkship Director, University of Toronto.

Sheena Bhimji-Hewitt & Melinda Solomon presented a workshop on Time Management to the Oncology and Medical Physicists Residents at Princess Margaret Hospital in January 2009.

Pier Bryden was appointed Co-Chair of the Professionalism Resource Group for the Association of Faculties of Medicine of Canada (AFMC) in 2010.

Kien Dang was a selected recipient for the 2010 "Association of Academic Psychiatry Junior Faculty Development Award". In 2009, he received the "Abe Miller Award", from the Department of Psychiatry for excellence in Undergraduate Education", and the "St. Michael's Hospital Department of Psychiatry Undergraduate Teaching Award". Kien was the first author of "Teaching to Teach: The Toronto Experience" which has been accepted for publication in Academic Psychiatry.

Robyn Davies received the 2008 Special Award for Education from the Ontario Physiotherapy Association. Robyn and Elizabeth Hanna's scholarly project "Physical Therapists' Perceived Benefits and Barriers to Supervising Students in the Clinical Setting" won an award for best poster at the first annual Health Services Sciences Symposium in October 2008 at Sunnybrook Health Sciences Centre.

Elizabeth Hanna was promoted from a "Status only Instructor to a Status only Lecturer" within the department of SLP at the University of Toronto. She was also awarded a CEPD Grant: Building Community in COIL. Elizabeth (and Robyn Davies) will have "They put you on your toes: Physical Therapists' Perceived Benefits from and Barriers to Supervising Students in the Clinical Setting" published in Physiotherapy Canada in the spring of 2011.

Raed Hawa was promoted to Associate Professor in 2010. He also received the 2010 "Abraham Miller Award" for best undergraduate teacher within the Department of Psychiatry, and the 2010 "Association for Academic Psychiatry Junior Faculty Development Award". Raed also received the 2009 "Helen Batty Award" for the Teaching for Learning and Collaboration Program.

Debbie Kwan was appointed to the position of Assistant Director, Educational Development for the Centre for Faculty Development at St. Michael's Hospital (as of March 2010). Debbie received the 2009 "Helen Batty Award" for the Teaching for Learning and Collaboration Program.

Ken Locke was appointed Undergraduate Lead for the Portfolio & Transition to Residency Program, within the Faculty of Medicine at the University of Toronto in 2010. His article "Beyond Paging: Building a Web-based Communication Tool for Nurses and Physicians" was published in the Journal of General Internal Medicine in 2009. Ken also presented his scholarly project, "Implementing Change in Ambulatory Education in a Large Core Internal Medicine Residency Program" at the 2010 Canadian Conference on Medical Education in Edmonton.

Rob Madan received a 2008 Education Development Fund to study the status of direct observation in postgraduate medical education within the Department of Psychiatry at the University of Toronto. Rob also runs a successful monthly teaching group for health professional educators at Baycrest.

Brenda Mori was awarded the 2010 "Special Award for Education" by the Ontario Physiotherapy Association. She received the 2009 "Helen Batty Award" for the Teaching for Learning and Collaboration Program, and in 2009 she was promoted to Senior Lecturer.

Anoo Tamber's scholarly project "Complementing Pre/Post - Test Course Evaluation Using Qualitative Analysis" was presented at the 2009 Canadian Conference on Medical Education in Edmonton.

Martin van der Vyver was appointed Director of Faculty Development for the Department of Anesthesia at the University of Toronto (effective July 2010). In 2009, he began a three year term as Chair of the Continuing Education Professional Development Committee at the Canadian Anesthesiology Society. Since 2009, Martin has co-organized an Annual Faculty Development Day for staff and fellows within the Department of Anesthesia at the University of Toronto.



EDUCATION SCHOLARS PROGRAM
Anticipating the needs of our learners

Enrolling for the 2012-2014 class & for more information...

We are pleased to announce that the fourth cohort of the program has been selected for 2010-2012. Twenty-one faculty members representing health professional and health science educators from 16 academic departments of the Faculty of Medicine and 11 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 2011 for the 2012-2014 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 www.cfd.med.utoronto.ca/programs/education-scholars.html or directed to Dr. Susan Lieff, Director, (s.lieff@utoronto.ca, 416-864-6060 ext. 77413) or Ms. Brenda Mori, Associate Director, (brenda.mori@utoronto.ca, 416-946-8646) or Ms. Stacy Palmer, Program Coordinator (palmers@smh.ca, 416-864-6060 ext. 77419).