

# Education Scholars Program

**Program Report 2010 – 2012**



**EDUCATION *S*CHOLARS *P*ROGRAM**  
*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 sponsored by the Centre for Faculty Development, Faculty of Medicine at St. Michael's Hospital. It has received financial support from the Dean's Excellence Fund for Innovation in Medical Education.

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

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

Module I	- September 14 - December 14, 2010	(14 sessions; 49.0 hours)
Module II	- January 11 - June 14, 2011	(20 sessions; 70.0 hours)
Module III	- September 13 - December 13, 2011	(13 sessions; 45.5 hours)
Module IV	- January 10 - June 12, 2012	(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 fourth 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.

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 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. The faculty comes from a diverse background within the Faculty of Medicine, Wilson Centre, Centre for Faculty Development as well as the Ontario Institute for Studies in Education/University of Toronto (OISE/UT), the private sector, and international faculty from the United Kingdom, New Zealand and the United States. Their contributions have resulted in outstanding evaluations of classes, teachers and recommendations to repeat a similar curriculum for future cohorts.

In January of 2012, Dr. Susan Lieff officially stepped down from her position as Director of the ESP to pursue other academic interests within the Department of Psychiatry. Susan's leadership, wisdom, guidance and direction have been an inspiration to the program. Susan will continue to be actively involved with the program with our Education Leadership curriculum theme.

As we embark with the 2012-2014 class, Scholars will have participated from 18 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, Community Affiliates such as Trillium Health Centre, St. Joseph's Health Centre, Bridgepoint Health and North York General Hospital have also participated 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 2010-2012 ESP program as well as reports on our alumni program and outcomes.

On October 23, 2012, twenty Scholars will graduate following a poster reception of their scholarly projects. Please join us in congratulating them!



**Brenda Mori, BScPT, MSc**  
Director, Education Scholars Program  
Centre for Faculty Development  
Director of Clinical Education & Community Affairs  
Department of Physical Therapy



**Barbara-Ann Millar, MBChB**  
Associate Director, Education Scholars Program  
Centre for Faculty Development  
Program Director for Radiation Oncology Training,  
University of Toronto

## 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, 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 CVs were 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 ongoing program design and delivery. In 2006, a second class was enrolled and the course leadership was expanded to include Brenda Mori as the Assistant, then Associate and now Course Director. A program committee was developed to inform and advise the Directors of the ESP.

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.

The alumni of previous ESP cohorts continue to be involved with the program. Many have participated as faculty, program committee members, peer-reviewers and project group facilitators in subsequent ESP classes. They report their 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 Practitioner Teacher Education stream graduate degree program. Several of our alumni and participants are pursuing this option.

## Program Staff

### **Brenda Mori, BScPT, MSc, 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 Associate Director of the program in 2008. In January 2012 Brenda was appointed Program Director. Brenda is actively involved in the Centre for Faculty Development particularly with the development of the Teaching for Learning and Collaboration Education Program. Brenda is working on her PhD studies with the Graduate Department of Rehabilitation Sciences developing a national tool to assess physical therapy students in clinical education.



### **Barbara-Ann Millar, MBChB (Hons), MRCP, FRCR, FRCPC, Associate Director, Education Scholars Program**

Dr Barbara-Ann Millar is a staff radiation oncologist based at Princess Margaret Hospital and the residency Program Director for Radiation Oncology training at the University of Toronto. Barbara-Ann graduated from the University of Sheffield Medical School and then pursued her internal medicine followed by oncology training in the United Kingdom. She came to Toronto in 2001 for a Fellowship in Radiation Oncology and was then taken on in a staff position in 2004. Having had an active interest in medical education at all levels throughout her career, she enthusiastically enrolled for the second cohort of ESP 2006-2008. During this time period, she also became the Program Director for the residency training program in radiation oncology. Barbara-Ann became the Associate Director of the ESP in February 2011.



### **Jasmine Sheehan , B.Ed, M.Ed (candidate), Education Coordinator, Education Scholars Program**

Jasmine obtained her Bachelor of Education from McGill University 2011. She is currently working on her Master's of Education in Higher Education (with a leadership focus) through UofT's OISE program.

Jasmine currently coordinates a number of educational initiatives including the Education Scholars Program (ESP), Best Practice in Education Rounds (BPER), CFD Membership, Faculty Development Awards, and the Teaching for Learning and Collaboration (TLC) Program.



## The Scholars

Twenty candidates were selected and supported by their departments to participate in the fourth iteration of the Education Scholars Program. Participants met on Tuesday afternoons during the academic year from September 2010 to June 2012. The Scholars are:

**Lori Albert, MD, FRCPC(C)**, *Dept. of Medicine, UHN- Toronto Western Hospital*  
**Beverly Bulmer, BScPT**, *Professional Practice, St. Michael's Hospital*  
**Shelly Dev, MD FRCPC(C)**, *Dept. of Critical Care Medicine, Sunnybrook Health Sciences Centre*  
**Robert Dinniwel, MD, MSc, FRCPC CIP**, *Dept. of Radiation Oncology, UHN-Princess Margaret Hospital*  
**Daniel Gorman, MD, FRCPC**, *Dept. of Psychiatry, The Hospital for Sick Children*  
**Cindy Grief, MD FRCPC MSc**, *Dept. of Psychiatry, Baycrest*  
**Gary Kapelus, MBA, DSP**, *Academic Excellence – Program Review, George Brown College*  
**Anne Kawamura, MD, FRCPC(C)**, *Division of Developmental Paediatrics, Holland Bloorview Kids Rehabilitation Hospital*  
**Briseida Mema, MD, FRCPC**, *Dept. of Critical Care Medicine, Hospital for Sick Children*  
**Kim Miller, MD, FRCPC**, *Dept. of Psychiatry, UHN-Princess Margaret Hospital*  
**Farah Moid, MD, FRCPC**, *Dept. of Pathology and Laboratory Medicine, St. Joseph's Health Centre*  
**Kim Moody, MEd, BHSc PT**, *Dept of Physical Therapy, Holland Bloorview Kids Rehabilitation Hospital*  
**Umberin Najeeb, MD, FRCPC, FCPS**, *Dept. of Medicine, Sunnybrook Health Sciences Centre*  
**Linda Probyn, BScPT, MD, FRCPC**, *Dept. of Medical Imaging, Sunnybrook Health Sciences Centre*  
**Jennifer Riley, MD, FRCPC**, *Dept. of Medicine, St. Michael's Hospital*  
**Jennifer Russell, MD, FRCPC**, *Dept. of Paediatrics, The Hospital for Sick Children*  
**Shirley Tse, MD FRCPC**, *Dept. of Paediatrics, Division of Rheumatology, The Hospital for Sick Children*  
**Priya Watson, MSc, MD, FRCPC**, *Dept. of Psychiatry, Centre for Addiction and Mental Health*  
**Christiane Werneck, MD, RVT**, *Dept. of Surgery, Trillium Health Centre & Credit Valley Hospital*  
**Suzanne Wong, MD, FACOG, FRCS(C), RDMS**, *Dept. of Obstetrics and Gynecology, St. Joseph's Health Centre*

## ESP Program Committee

**Brenda Mori, BScPT, MSc**, Director, Education Scholars Program  
**Barbara-Ann Millar, MBChB (Hons), MRCP, FRCR, FRCPC**, Associate Director, Education Scholars Program  
**Susan Lieff, MD, MEd, MMan, FRCPC**, Director, Academic Leadership Development  
**Karen Leslie, MD, FRCPC, Med**, Director, Centre for Faculty Development  
**Jeannine Banack, MEd**, Ontario Institute for Studies in Education  
**Glen Bandiera, MD, MEd, FRCPC**, Department of Medicine  
**Stacey Bernstein, MD**, Department of Paediatrics  
**Pier Bryden, MD, FRCPC**, Department of Psychiatry  
**Vincent Chien, MD**, Department of Medicine  
**Ann Fox, MHSc, PhD, RD**, Department of Nutritional Sciences and The Dalla Lana School of Public Health  
**Risa Freeman, MD, CCFP, MEd, FCFP**, Department of Family & Community Medicine  
**David Latter, MD, CM, FRCSC, FACS**, Department of Surgery  
**Mandy Lowe, MSc, OT Reg(Ont)**, Department of Occupational Science and Occupational Therapy  
**Rick Penciner, MD**, Department of Family and Community Medicine



## Course Faculty

**Lindsay Baker**, MEd, Centre for Faculty Development, St. Michael's Hospital  
**Bruce Ballon**, MD, Department of Psychiatry  
**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  
**Katherine Boydell**, PhD, Department of Psychiatry  
**Pier Bryden**, MD, FRCPC, Department of Psychiatry  
**Melanie Carr**, MD, FRCPC, Department of Psychiatry  
**Vivien Cook**, MA EdD, Centre for Medical Education, Barts and the London School of Medicine and Dentistry  
**Eileen Egan-Lee**, MEd, Centre for Faculty Development, St. Michael's Hospital  
**Peter Ferguson**, MD, MSc, FRCSC, Department of Surgery  
**Milena Forte**, MD, CCFP, Department of Family and Community Medicine  
**Richard Frankel**, Indiana University, School of Medicine  
**Risa Freeman**, MD, CCFP, MEd, FCFP, Department of Family & Community Medicine  
**Michael Fullen**, PhD, Ontario Institute for Studies in Education (OISE)  
**Shiphra Ginsburg**, MD, MEd, FRCPC, Department of Medicine  
**Avrum Gotlieb**, BSc, FRCPC, MD, Department of Laboratory Medicine and Pathobiology  
**Raed Hawa**, MD, MSc, Department of Psychiatry  
**Jodi Herold**, PhD, Department of Medicine  
**Brian Hodges**, PhD, MD, FRCPC, The Wilson Centre  
**Simon Kitto**, PhD, Department of Surgery  
**Debbie Kwan**, MScPhm, Department of Family & Community Medicine  
**Marcus Law**, MBA, CCFP, Department of Family and Community Medicine  
**Karen Leslie**, MD, MEd, FRCPC, Department of Paediatrics  
**Wendy Levinson**, MD, Department of Medicine  
**Susan Lieff**, MD, Med, MMan, FRCPC, Department of Psychiatry  
**Kenneth Locke**, MD, MSc, FRCPC, Department of Medicine  
**Mandy Lowe**, MSc, OT Reg(Ont), Department of Occupational Science and Occupational Therapy  
**Larissa Matukas**, MD, FRCPC, Department of Laboratory Medicine  
**Judy McKimm**, MBA, MA (Ed), BA (Hons), CertEd, DipH&SW, SFHEA, FacadMed, Medical Education, Wales, UK  
**Barbara-Ann Millar**, MBChB (Hons), MRCP, FRCR, FRCPC, Department of Radiation Oncology  
**Brenda Mori**, BScPT, MSc, Department of Physical Therapy  
**Dante Morra**, MD, MBA, FRCP(C), Department of Medicine  
**Danny Nashman**, MBA, The Potential Group  
**Kathryn Parker**, MA, PhD, Centre for Interprofessional Education  
**Rick Penciner**, MD, Department of Family and Community Medicine  
**Scott Reeves**, PhD, MSc, PGCE, Center for Innovation in Interprofessional Healthcare Education, University of California – San Francisco  
**Steve Selchen**, MD, FRCPC, Department of Psychiatry  
**Rita Shaughnessy**, Library & Information Specialist, Department of Family & Community Medicine  
**Ivan Silver**, MD, MEd, FRCPC, Department of Psychiatry  
**Mindy Solomon**, MD, FRCP(C), Department of Paediatrics  
**Adrienne Tan**, MD, FRCPC, Department of Psychiatry  
**John Teshima**, MD, MEd, FRCPC, Department of Psychiatry  
**Brian Wong**, MD, FRCPC, Department of Medicine  
**Paul Yip**, PhD, FCACB, DABCC, Department of Laboratory Medicine and Pathobiology



# Curriculum

Topics included in the 2010-2012 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"> <li>▪ The Reflective Practitioner</li> <li>▪ Setting the Educational Climate</li> <li>▪ What is Scholarship?</li> <li>▪ Searching Literature in the Library</li> <li>▪ Curriculum Design</li> <li>▪ Identifying Learner Needs &amp; Setting Objectives</li> <li>▪ Managing the Teaching Session &amp; Small Group Facilitation</li> <li>▪ Time Management</li> <li>▪ Creating an Innovative Scholarly Project</li> <li>▪ Checking in</li> </ul>	<ul style="list-style-type: none"> <li>▪ Educational Technology</li> <li>▪ Making Learning Stick</li> <li>▪ Program Evaluation</li> <li>▪ Qualitative Methods in Educational Research</li> <li>▪ Quantitative Methods in Health Professional Education</li> <li>▪ Feedback</li> <li>▪ Educational Leadership</li> <li>▪ Feedback on Unprofessional Behaviour</li> </ul>	<ul style="list-style-type: none"> <li>▪ Large Group Teaching</li> <li>▪ Promotions</li> <li>▪ Learner Assessment</li> <li>▪ Student in Difficulty</li> <li>▪ Leadership Lenses</li> <li>▪ Feedback &amp; Self-Assessment</li> <li>▪ Submitting an Ethics Application</li> <li>▪ Authentic Leadership</li> </ul>
Topics Covered in Year II of the ESP		
<ul style="list-style-type: none"> <li>▪ Interpersonal Styles</li> <li>▪ Relational Mindset</li> <li>▪ What is Quality in Education?</li> <li>▪ Complexity</li> <li>▪ Appreciative Inquiry</li> <li>▪ Change</li> <li>▪ Using Dance to Disseminate Qualitative Research</li> <li>▪ Mentorship</li> <li>▪ The Hidden Curriculum in Medical Education</li> </ul>	<ul style="list-style-type: none"> <li>▪ Motion Leadership</li> <li>▪ Strategy</li> <li>▪ At the Precipice of Radical Curricular Reform in Orthopaedic Training</li> <li>▪ Career Planning</li> <li>▪ Facilitating Workplace Learning</li> <li>▪ Innovation and Failure</li> </ul>	<ul style="list-style-type: none"> <li>▪ Managing Oneself</li> <li>▪ Organizations</li> <li>▪ Technology Enhanced Learning</li> <li>▪ Writing for Publication</li> <li>▪ Grant Writing</li> <li>▪ Outside Thinking</li> <li>▪ Educational Consultation</li> </ul>

# 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:

- **Ryan Brydges**, PhD, Dept. of Medicine
- **Pamela Catton**, MHPE, FRCPC, MD, Dept. of Radiation Oncology
- **Tamara Bahr**, MScCH, Post Graduate Medical Education
- **Sagar Parikh**, MD, FRCPC, Dept. of Psychiatry
- **Many Lowe**, MSc, OT Reg(Ont), Dept. of Occupational Science and Occupational Therapy
- **Sherry Espin**, RN, PhD, Daphne Cockwell School of Nursing
- **Maria Mylopoulos**, PhD, Dept. of Paediatrics
- **Adam Dubrowski**, PhD, Dept. of Paediatrics
- **Brian Simmons**, BSc(Hons), BM, FRCPC, FAAP, Dept. of Paediatrics
- **Jerry Maniate**, MD, M.Ed, FRCPC, Dept. of Medicine
- **Ayelet Kuper**, MD, DPhil, FRCPC, Dept. of Medicine
- **Glen Bandiera**, MD, MEd, FRCPC, Dept. of Medicine
- **Susan Wagner**, BSc (SPA) MSc (CD) Reg. CASLPA S-LP(C), Centre for Interprofessional Education
- **Tina Martimianakis**, MA, MEd, PhD, Dept. of Paediatrics
- **Pier Bryden**, M.Phil, MD, FRCP(C), Dept. of Psychiatry
- **Douglas Wooster**, MD, FACS, FRCSC, RVT, Dept. of Surgery
- **Filomena Meffe**, MD, FRCSC, MSc, Dept. Obstetrics and Gynecology

# 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:

- Factors Influencing Pre-clerkship Medical Student Engagement in Learning - **Lori Albert**
- Development of “D&D” Rounds to Enhance Knowledge, Attitudes, and Comfort Level of Clinical Educators Managing Challenging Teaching Situations - **Bev Bulmer and Kim Moody**
- Is Social Media More Effective than Conventional Methods for Improving Hand Hygiene Practices in Postgraduate Medical Trainees? - **Shelly Dev**
- NoDAL AID: A Novel Dynamic Anatomic Learning Atlas for Improving Delineation in Radiotherapy Treatment Planning - **Robert Dinniwel**
- Evaluation of Child Psychopharmacology Training for General Psychiatry Residents: Knowledge, Clinical Experience, and Attitudes - **Daniel Gorman**
- Creating an Interprofessional Learning Environment on a Geriatric Palliative Care Unit - **Cindy Grief**
- Investigating the Peer Teaching Role in Interprofessional Peer-Assisted Learning - **Gary Kapelus**
- Case Formulation in Developmental Pediatrics: Seeing the Process Through the Eyes of the Expert - **Anne Kawamura**
- In search of the optimal bronchoscopy training: Evaluating the use of a novel, low cost, virtual tool for pre-training novice learners - **Briseida Mema**
- The Human Touch: Improving Communication Skills through Experiential Learning - **Kim Miller**
- To Assess the Potential Value of Community Hospitals in Anatomical Pathology Residency Training - **Farah Moid**
- Supporting International Medical Graduates Throughout Residency: Moving Beyond Orientations - **Umberin Najeeb**
- Multisource Feedback and Self-Assessment of the Communicator, Collaborator and Professional CanMEDs Roles for Diagnostic Radiology Residents - **Linda Probyn**
- A Qualitative Study of Emergency Department Health Care Professionals to Explore Opportunities for Inter-professional Collective Learning from Patient Care Experiences - **Jennifer Riley**
- Development of a Multisource Feedback Evaluation of the Communicator, Collaborator, and Professional Roles for the Paediatric Cardiology Training Program - **Jennifer Russell**
- To Determine the Validity of POINTER in Teaching Pediatric Rheumatology to Medical Trainees - **Shirley Tse**
- Essential Elements in Child and Adolescent Psychotherapy Training - **Priya Watson**
- Value of Low Fidelity Simulation in IPE Education in the Vascular Operating Room - **Christiane Werneck**
- Resident Ultrasound Education Project: Is the Current Level of GYN Ultrasound Training Meeting the Needs of Residents? - **Suzanne Wong**

## Education Lecture

At the conclusion of the 2010/2011 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.

- Pre-clerkship Teaching: "Where is the Love?" - **Lori Albert**
- The Millennial Learner- Are they Really that Different? - **Bev Bulmer**
- Little Brother is Watching: Understanding the Hidden Curriculum - **Shelly Dev**
- If Superman was a Radiation Oncologist... Anatomy Education in the 21<sup>st</sup> Century - **Robert Dinniwel**
- "Wax On, Wax Off": Optimizing Resident Education in Child Psychopharmacology - **Daniel Gorman**
- Interprofessional Education: What Does it Mean and Why is it Important - **Cindy Grief**
- Understanding Disabilities: Something We Can Learn Together - **Gary Kapelus**
- Efficient Teaching: Strategies for the Busy Clinical Teacher - **Anne Kawamura**
- Procedures in Medical Education ... beyond "see one, do one, kill one!" - **Briseida Mema**
- Communication Skills: Teaching and Assessment - **Kim Miller**
- Self Assessment and Feedback - **Farah Moid**
- Reflection as a Tool for Clinical Educators - **Kim Moody**
- The Art and Science of Re-training in Medicine - **Umberin Najeeb**
- Giving Feedback: *This won't hurt a bit* - **Linda Probyn**
- Debriefing Simulation - **Jennifer Riley**
- How to Improve Trainee Evaluation in Paediatric Cardiology - **Jennifer Russell**
- Moving Forward with Technology to Teach Rheumatology - **Shirley Tse**
- Teaching How to Be Child-like: the Complex Task of Training Clinicians How to Mentalize in Child and Adolescent Psychiatry - **Priya Watson**
- Teaching in the OR - **Christiane Werneck**
- A Picture is Worth a Thousand Words: Using Ultrasound to Enhance the Diagnosis and Management of GYN Pathology - **Suzanne Wong**

## 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 Professionalism - **Linda Probyn & Beverley Bulmer**
- Helping the Learner in Difficulty - **Daniel Gorman & Umberin Najeeb**
- Teaching the Millennial Learner - Is there an app for that? - **Rob Dinniwel & Christiane Werneck**
- Professional Responsibilities as an Educator - **Suzanne Wong & Kim Moody**
- Stimulating Critical Thinking - **Lori Albert & Anne Kawamura**
- The Teaching Dossier: An Educator's Tale - **Briseida Mema & Shelly Dev**
- Cultural Considerations in Teaching - **Gary Kapelus & Priya Watson**
- Communication Skills: Teaching and Assessment - **Farah Moid & Kim Miller**
- Giving Difficult Feedback - **Cindy Grief & Jennifer Russell**
- Mobile Learning: Integrating Mobile Technology in Clinical Education - **Shirley Tse & Jennifer Riley**

# 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...

Our classes and faculty are consistently rated very well:

- Average score for all classes (1=Unsatisfactory, 5 = Excellent) 4.41 (Range 2.78 – 5.00)
- Average score for all faculty teachers (1=Unsatisfactory, 5 = Excellent) 4.53 (Range 3.75 – 5.00)

## Educational Achievements during ESP

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

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

We are proud to share some of our Scholars' individual accomplishments achieved during the ESP.

### Lori Albert

- Appointed as the Mechanisms, Manifestations and Management of Disease (MMMD) Course Director in 2010

### Bev Bulmer

- Appointed as the Director, Health Disciplines Practice & Education at St. Michael's Hospital (2011)
- Completing the Master of Science in Community Health – Health Practitioner Teacher Education in the Dalla Lana School of Public Health, UofT
- A member of the Student Experience Team at SMH who was awarded the Excellence in Interprofessional Education Teaching award from the Centre for IPE (2012)

### Shelly Dev

- Appointed Co-Director, Fellowship Program at Sunnybrook (January, 2012)
- Awarded the 'PBL-DOCH II-Brain and Behaviour Teaching Award' by Peter's Boyd Academy
- Received local hospital funding for development of educational materials; \$10,000.00
- Presented 'What's New In Critical Care' locally at Critical Care Nursing Education

### Robert Dinniwell

- Became part of the Residency Program Committee, UofT, Department of Radiation Oncology (July, 2012)
- Awarded the 'Princess Margaret Hospital Education Innovation Award' (June, 2012)
- Nominated for the "PAIRO Resident Teaching Award" (February, 2012)
- Presented 'Anatomy for Radiotherapy Treatment Planning' nationally at Canadian Association of Radiation Oncologists & internationally at the Association for Medical Education in Europe (AMEE)
- Completing the Master of Science in Community Health – Health Practitioner Teacher Education in the Dalla Lana School of Public Health, UofT

### **Daniel Gorman**

- Awarded the ‘Robin Hunter Award for Postgraduate Teaching in Psychiatry’ from Department of Psychiatry, UofT
- Presented ‘Evolution of a New Curriculum: Advanced Child Psychopharmacology’ at the National 30th Annual Conference of the Canadian Academy of Child and Adolescent Psychiatry
- Presented ‘Development of a Child Psychopharmacology Curriculum for Psychiatry Residents at UofT’ internationally at the Joint Annual Meeting of the American and Canadian Academies of Child and Adolescent Psychiatry (October, 2011)
- Presented ‘An Effective Model for Postgraduate Training in Child Psychopharmacology’ internationally at the 14th International Congress of the European Society for Child and Adolescent Psychiatry

### **Cindy Grief**

- Appointed Postgraduate Education Coordinator, Baycrest (June, 2012)
- Appointed Medical Program Director, Baycrest's Mood and Related Disorders Clinic (June, 2012)
- Awarded “Baycrest's Annual Teaching Award for Outstanding Contribution to Medical Education” from Baycrest's Medical Advisory Committee
- Received multiple funding grants as both primary investigator and co-intestigator from AHSC AFP for a total of \$75,000
- Presented “Developing a Geriatric Mental Health Videoconference Educational Series” nationally at the Canadian Coalition of Seniors Mental Health/ Canadian Association of Geriatric Psychiatry 2012
- Presenting “Enhancing Dignity in End of Life Care: A Collaborative Approach” internationally at the American Association for Geriatric Psychiatry 2013

### **Gary Kapelus**

- Appointed to Chair of Academic Excellence at George Brown College (July, 2012)
- Received internal research seed funding; \$7500 for two research projects involving peer-assisted learning. From the Office of Applied Research and Innovation at George Brown College (June 2011-March 2012)
- Presented “Interprofessional Education and Collaborative Practice” at the local annual conference of the Association of Hearing Instrument Practitioners (May, 2011)
- Presented “Investigating an Integrated Interprofessional Diabetes Curriculum” at the Research and Innovation Rounds at George Brown College (March, 2011)
- Presented “Interprofessional Peer Assisted Learning” at the IPE Ontario conference (January, 2011)
- Presented “Understanding Disabilities - Something We Can Learn Together” at the IPE-IPC Community of Practice (June, 2011)

### **Anne Kawamura**

- Received the Royal College of Physicians and Surgeons of Canada Medical Education Research Grant; \$5628
- Awarded the Hospital for Sick Children Paediatrics Consultants Medical Education Research Grant; \$4878
- Started the Master of Health Professions Education program at University of Illinois at Chicago (2012)

### **Briseida Mema**

- Promoted to Assistant Professor, UofT (June, 2012)
- Awarded the Harry Bain Award for Excellence in Clinical Teaching in the Department of Paediatrics
- Started the Master of Health Professions Education program at University of Illinois at Chicago (2012)

### **Kim Miller**

- Promoted to Assistant Professor at UofT (August 2011)
- Presented ‘The Human Touch: Improving Communication Skills Through Experiential Learning’ at the 2012 Richard Reznick Wilson Research Day

### **Farah Moid**

- Appointed to Site Representative, Residency Training Committee, Department of Laboratory Medicine and Pathobiology, UofT (June, 2012)
- Appointed as Member, Medical Education Committee, St. Joseph Hospital, Toronto (June, 2012)

### **Kim Moody**

- Appointed Education Lead for International Projects at Holland Bloorview Kids Rehabilitation Hospital (April, 2012)
- Involved in teaching in Qatar on the PT management of children involved in Early Intervention programs and those with Spina Bifida, Spinal Cord Injury and Brain Injury.

### **Umberin Najeeb**

- Appointed coordinator - PGY4 year, Core Internal Medicine Program, Uof T (July, 2012)
- Appointed co-lead for PGY 3 core Internal Medicine Academic Half Day (July, 2012)
- Member of CaRMS (IMG selection) committee
- Awarded a Part Time Teaching Award by the Dept of Medicine, Sunnybrook Health Sciences Centre (2010)
- Presented “Supporting International Medical Graduate Throughout Residency moving Beyond orientations” nationally at CCME 2011 & internationally at ICRE 2011
- Conceptualised and co-facilitated workshops on communication, feedback and education technology for Internationally Trained Health care professionals working in Sunnybrook Health Sciences Centre (2011)

### **Linda Probyn**

- Awarded the ‘Outstanding Teacher in Residency Program’ by the Department of Medical Imaging, UofT
- Awarded the Canadian Radiologic Foundation grant; \$5000 matched grant (\$5000 from the CRF and \$5000 from the Department of Medical Imaging)
- Presented ‘Best Practices in Remediation’ nationally at CCME 2012
- Presented ‘Learning Styles in Radiology’ nationally at the Canadian Association of Radiologists annual meeting (2012)

### **Jennifer Riley**

- Started the Master of Science in Community Health – Health Practitioner Teacher Education in the Dalla Lana School of Public Health, UofT

### **Jennifer Russell**

- Promoted to Associate Professor, Department of Paediatrics, UofT (July, 2012)

### **Shirley Tse**

- Promoted to Associate Professor, UofT (July, 2011)
- Appointed to the Rheumatology Education Day Committee as a Physician Representative (January, 2011)
- Received the “Department of Pediatrics POWER Teaching Award” from the Department of Pediatrics at UofT (2012)

### **Priya Watson**

- Appointed to Academic Curriculum Committee for Division of Child and Adolescent Psychiatry (2011)
- Appointed to Department of Psychiatry Education Development Fund review committee
- Received an Education Development Fund award for research in psychotherapy education for (\$7250)
- Second author for a book entitled ‘IPT To Go’ (publication date 2013 by Norton)

### **Christiane Werneck**

- Appointed to Education Lead for the Department of Surgery, Trillium Health Centre (April, 2011)

### **Suzanne Wong**

- Appointed to Lead of GYN Ultrasound Education (July, 2011)
- Presented “Teaching in the Operating Room” locally at the Faculty Development Conference, U of T Mississauga Campus

## What our Scholars tell us...

We wanted to share some comments from our Program Evaluation survey.

### ...on Teaching Excellence...

...my understanding of teaching excellence has evolved. The knowledge gained through TLC sessions has enhanced my understanding of the concepts of teaching excellence which have worked well for me and I plan to integrate these concepts into my educational and teaching activities. I have also learned immensely from the teaching methods used and modeled by faculty during ESP sessions.

...my ability to recognize teaching excellence in others, and in myself has advanced significantly since starting the course. I have no expectation of being the "best" teacher, but I can actually see, how I can improve each time I do something.

...it's an integrated and complex process involving understanding the needs of the learners, establishment of a safe learning environment, expanding teaching to involve higher levels, teaching through collaboration, and sharing the teaching methods and principles with others.

### ...on Education Leadership...

...I've become more knowledgeable about different leadership styles, and have had an opportunity to reflect on my own tendencies in this regard. I've also learned to appreciate the importance of incorporating different leadership styles depending on the circumstances.

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

...I did not previously appreciate the importance of making my work count in a meaningful way- both for my own advancement and to inform others of experiences I have had that might be useful to them. This course helped me see different ways in which my work can become scholarly, and how to ensure it is recognized that way.

### ...on Professional Identity...

...I view myself as an educator - increased confidence in curriculum development and evaluation

...my professional identity has changed completely since starting the course. I identify myself first as an educator rather than as a clinician. I have come to recognize that much of my career, even my clinical career, has focused on the power of education and sharing knowledge for myself, peers and students.

...I feel far more confident in my role as an educator. I have a better sense of how I can fit in to my organization, and I can actually see how I might create an important niche for myself in various settings. I feel more confident in my ability to let my supervisors know what it is that I do, and how I can help them. It has helped me to move beyond just feeling like an administrator, and to look for the important educational underpinnings or opportunities in the daily grind work. I have also learned that having an educational impact isn't always about giving an important lecture but can come from a simple, well-run one-on-one encounter with a trainee or colleague.

### ...beyond the curriculum...

...the modeling of leadership and teaching excellence by the course leaders and instructors has been very influential for me

...one of the most important aspects of the course is the opportunity to network both within the class and the expanded ESP graduate and instructor network. Finding like minded people strengthens ones identity and facilitates further projects and personal development.

...the course leaders, by their example, have demonstrated all that an educator can be and how an educator can be valued in our system. They've shown us the scholarly side and the human side, the importance of networking and collegiality...the social aspect of the course has also been very important in making me feel connected, around the city, to other like-minded people who are now friends- again, this has really helped to develop a feeling of being special and valuable.

...to be in a room with other people who are passionate about education, change, the psychology of the learner and curriculum is incredibly gratifying and stimulating. It's so, so nice to belong to a community, finally.

### ...other thoughts...

...ESP has given me the framework and the confidence to markedly increase my education scholarship, take on more leadership, and identify as someone with an education focus.

...participation in ESP has increased my confidence in my skills and knowledge as an educator. This in and of itself has been a benefit as I am more like to apply for a position for which I previously would have thought myself not qualified... this confidence has clearly become evident to my managers...As a result there is a plan to create positions for me.



## ESP Presentations and Publications

### *Publications:*

**S. Lieff (PA)**, M. Albert. What do we do? Practices and learning strategies of medical education leaders. Medical Teacher 2012; 34:312-319

**S. Lieff (PA)**, Baker L, **Mori B**, Chin K, Reeves S. Who am I? Key influences on the formation of academic identity within a faculty development program. Medical Teacher 2012; 34: e208-e215

**S. Lieff (PA)**. Faculty Development: Yesterday, Today and Tomorrow: Guide Supplement 33.2 - Viewpoint. Medical Teacher 2010; 32(5): 429-431

### *Presentations:*

**S Lieff**, L Baker, **B Mori**, K Chin, S Reeves. Who am I? Factors Contributing to the Formation of Academic Identity within a Faculty Development Program. Podium presentation 1st International Conference on Faculty Development. Toronto, Ontario, May 2011

**S Lieff**, M Albert. Leadership in Medical Education: What do they do and how do they learn. Podium presentation 1st International Conference on Faculty Development. Toronto, Ontario, May 2011

**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.

**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**. A leadership tune-up: paradigms and practices of medical education leaders. Association for Academic Psychiatry. September 24, 2011. Scottsdale, Arizona.

## Alumni News

We ask ESP 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, 2006-2008, 2008-2010 ESP Cohorts.

**Najma Ahmed** completed a qualitative study which is in press with Academic Medicine titled 'Career Satisfaction Among General Surgeons in Canada: A Qualitative Study of Enablers and Barriers to Improve Recruitment and Retention in General Surgery'. Najma was also promoted to Associate Professor in 2010.

**Adelle Atkinson** received the UofT, Faculty of Medicine Sarita Verma Award for Advocacy and Mentorship in Postgraduate Medicine in 2010.

**Bruce Ballon** is the Director of Education for SIM-one (Simulation Ontario Network of Excellence) that encompasses all the health centres and training programs in Ontario. He is also the Director of the Psychiatry Simulation Innovation (P.S.I.) Centre for UofT based at the Mount Sinai Hospital. Bruce was promoted to Associate Professor in 2011.

**Stacey Bernstein** was appointed in 2012 as overall Clerkship Director for the Undergraduate Medical Education (UME) Program for UofT's Faculty of Medicine.

**Sheena Bhimji-Hewitt** was given the Individual Award of Merit in September 2012 for Excellence in Interprofessional Education Teaching by the Centre for Interprofessional Education, UofT. Sheena also had two publications: 'Learning is in the facilitation: faculty experiences with facilitated teaching – findings from informal discussions' (Journal of Allied Health, 2011); 'Teaching Collaboration: A Retrospective Look at Incorporating Teamwork into an Interprofessional Curriculum' (JMIRS, 2011).

**Jean-Pierre Bissonette** was promoted to Associate Professor in 2012.

**Milena Forte** received the 2012 Faculty and Staff Achievement award in Educational Achievement Innovation (Postgraduate Education Program) from Family and Community Medicine. Milena was also the co-lead on a commissioned paper on 'Innovations in Teaching and Learning in the Clinical Setting for Postgraduate Medical Education' (2011).

**Ann Fox** published 'Inside the Actors' Studio: Exploring Dietetics Education Practices Through Dialogical Inquiry' in Qualitative Inquiry (2012).

**Elizabeth Hanna** received the Award of Merit for Excellence in Interprofessional Teaching in 2011 by the Office of IPE at UofT. In February 2012, Elizabeth received the Department of Physical Therapy (UofT) Recognition Award in the category of Centre Coordinator of Clinical Education.

**Raed Hawa** was appointed the Director of Undergraduate Medical Education for the Department of Psychiatry at the UofT. Raed was also promoted to Associate Professor in 2010.

**Darlene Hubley** presented 'Enhancing the learning environment in a clinical setting by inviting patients/clients and families to be IPE facilitators' at Collaboration Across Borders (Arizona, 2011).

**Debbie Kwan** received the 2012 Excellence in Continuing Education, Professional Development Program Award from Family and Community Medicine at UofT, which recognizes contributions in Primary Care Today Planning Committee.

**Mandy Lowe** became the Associate Director for the Centre for Interprofessional Education in September 2011. In February 2011, Mandy took on the Director of Education and Professional Development position at the University Health Network.

**Larissa Matukas** was appointed Head of the Division of Microbiology, Department of Laboratory Medicine, at St. Michael's Hospital in June 2012. Larissa received the 2012 Bernadette Garvey Award at St. Michael's Hospital.

**Brenda Mori** was appointed as Director, Education Scholars Program in January 2012 and is pursuing her PhD with the Graduate Department of Rehabilitation Sciences, UofT.

**Filomena Meffe** was awarded the 2012 Sustained Excellence in Postgraduate teaching from Obstetrics and Gynaecology at St Michael's Hospital.

**Barbara-Ann Millar** was appointed as the Associate Director of the Education Scholars Program in February, 2011.

**George Oreopoulos** was appointed residency program director in Vascular Surgery at UofT in July 2011.

**Rick Penciner** had several publications and national presentations including ‘Using a Delphi process to establish consensus on emergency medicine clerkship competencies’ (Medical Teacher, 2011); and the ‘Faculty and professional development needs of emergency physicians’ (Canadian Journal of Emergency Medicine, 2011).

**Pippi Salle** was the recipient of the inaugural Women's Auxiliary Chair in Urology and Regenerative Medicine.

**Melinda Solomon** was awarded the 2012 POWER Teacher Awards from Paediatrics. In 2010, Melinda was promoted to Associate Professor.

**Jennifer Thull-Freedman** was appointed the Director of Patient Safety and Quality Improvement for the Division of Paediatric Emergency Medicine at Alberta Children’s Hospital in Calgary in September 2012.

**Martin van der Vyver** received the 2012 Helen Batty Faculty Development Award for Innovation in Program Development and Design.

**Brian Wong** was promoted to Assistant Professor in the Department of Medicine in July 2011. Brian was also appointed Director of Faculty Development & Continuing Education in Quality and Safety, for the Department of Medicine at UofT in September 2011.

**Vincent Woo** was the 2012 recipient of the Abe Miller Undergraduate Teaching Award, Psychiatry, UofT.

**Ari Zaretsky** assumed the role of Psychiatrist-in-Chief for the Department of Psychiatry at Sunnybrook Health Sciences Centre in September 2012. Ari received the UofT, Faculty of Medicine Sarita Verma Award for Advocacy and Mentorship in Postgraduate Medicine in 2012. In 2011, Ari became a Canadian Psychiatric Association Distinguished Fellow.

## ESP Scholar Collaboration Successes

**Najma Ahmed** and **Pier Bryden** published their Scholarly Project: ‘Professing professionalism: are we our own worst enemy? Faculty members' experiences of teaching and evaluating professionalism in medical education at one school’ in Academic Medicine, June 2010.

**Adrienne Tan**, **Raed Hawa** and **Ari Zaretsky** were co-investigators on a UofT Education Development Fund Grant for ‘Preparing international medical graduates for fellowship in Canada: A needs assessment and curriculum development’.

**Robyn Davies** and **Elizabeth Hanna** published their Scholarly Project in Physiotherapy Canada, “‘They put you on your toes’’: Physical Therapists' Perceived Benefits from and Barriers to Supervising Students in the Clinical Setting’ (2011).

**Adelle Atkinson** and **Shelley Weiss** presented the following topic at the Canadian Paediatric Society Annual Meeting in 2010. ‘No Time to teach? Learn two quick effective strategies to improve your clinical teaching’.

**Adelle Atkinson** and **Stacey Bernstein** presented ‘Who me? Unprofessional? The social, economic, cultural and political dimensions of Professionalism: Practical Implications for Health Professional Training’ at The Ottawa Conference in Miami (2010).



# Education Scholars Program

## **Enrolling for the 2014-2016 class & for more information...**

We are pleased to announce that the fifth cohort of the program has been selected for 2012-2014. Twelve faculty members representing a variety of health professions and 5 academic departments representing 9 different teaching sites are enrolled. They reflect a rich diversity of roles, experience and educational contexts. Recruitment for the next class will begin in the fall of 2013 for the 2014-2016 cohort. We welcome you to consider applying or supporting one or more faculty in your department for this unique interprofessional health 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](http://www.cfd.med.utoronto.ca/programs/education-scholars.html) or directed to:

- Prof. Brenda Mori, Director, ([brenda.mori@utoronto.ca](mailto:brenda.mori@utoronto.ca) 416-864-6060 ext. 77415)
- Dr. Barbara-Ann Millar, Associate Director, ([barbara-ann.millar@rmp.uhn.on.ca](mailto:barbara-ann.millar@rmp.uhn.on.ca) 416-946-8646 ext. 77425)
- Ms. Jasmine Sheehan, Education Program Coordinator ([sheehanj@smh.ca](mailto:sheehanj@smh.ca), 416-864-6060 ext. 77419).