

Education Scholars Program

Program Report 2012 – 2014

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

**CENTRE FOR
FACULTY
DEVELOPMENT**



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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 11 - December 18, 2012	(15 sessions; 52.5 hours)
Module II	-	January 8 - June 11, 2013	(21 sessions; 73.5 hours)
Module III	-	September 10 - December 17, 2013	(15 sessions; 52.5 hours)
Module IV	-	January 7 - June 10, 2014	(20 sessions; 70 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 fifth 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 81 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, Australia and the United States. Their contributions have resulted in outstanding evaluations of classes, teachers and recommendations to repeat a similar curriculum for future cohorts.

With this our fifth cohort, we are excited to report that Scholars will have participated from the University of Toronto's Faculty of Medicine representing 14 academic departments, the Leslie Dan Faculty of Pharmacy as well as the Michener Institute and George Brown College. Scholars have also participated with primary appointments in hospital Organizational Development, Professional Practice, Interprofessional Practice and Education offices. 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 which now includes Scholars from 17 hospitals within the Greater Toronto Area. The Scholars have advised us that the inter- and intra-professional diversity of the class is a powerful transformational learning tool for exploring their practices and assumptions about education and leadership.

Intended outcomes include an integration of scholarly and reflective approaches to their educational practice, increased self-confidence/self-efficacy and professional identity as a leader, scholar and teacher in health professional education. More specific outcomes include increased knowledge of effective teaching practices, creation of educational scholarly 'products' that could be presented, published or disseminated as well as increased leadership activity/initiatives. We expect that Scholars will develop educational consultation and group facilitation skills, be identified as resources for their colleagues in educational areas and identify and collaborate with an educational community of practice that includes Education Scholars Program participants as well as educators in the health professions at the University of Toronto and beyond.

This report outlines the implementation, evaluation and short-term outcomes of the 2012-2014 ESP program as well as reports on our alumni program and outcomes.

On October 21, 2014, twelve Scholars will graduate following a poster reception of their scholarly projects. Please join us in congratulating them!



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



Barbara-Ann Millar, MBChB, FRCPC
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 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 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 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, 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, PhD, 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 MSc and PhD degrees 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 Director of ESP. Brenda is actively involved in the Centre for Faculty Development particularly with the development of the Teaching for Learning and Collaboration Education Program. Brenda has recently completed her PhD studies with the Graduate Department of Rehabilitation Sciences that focused on developing a new Canadian measure 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 , BEd, MEd, Education Coordinator, Education Scholars Program

Jasmine has a Bachelor of Education from McGill University and a Masters of Education in Leadership, Higher and Adult Education from the University of Toronto's Ontario Institute for Studies in Education (OISE).

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



The Scholars

Twelve candidates were selected and supported by their departments to participate in the fifth iteration of the Education Scholars Program. Participants met on Tuesday afternoons during the academic year from September 2012 to June 2014. The Scholars are:

Mark Bonta, MD, FRCP(C), *Dept. of Medicine, UHN- Toronto General Hospital*

Esther Bui, MD, FRCP(C), *Dept. of Neurology, UHN- Toronto Western Hospital*

Sumeeta Chatterjee, MD FRCP(C), *Dept. of Psychiatry, Centre for Addiction and Mental Health*

Karen Devon, MD, MSc, FRCSC, *Dept. of Surgery, Women's College Hospital*

Henry Halapy, RPh, CDE, *Pharmacy, St. Michael's Hospital*

Mark Halman, MD FRCP(C), *Dept. of Psychiatry, Mount Sinai Hospital*

Nicola Keyhan, MD, MA, FRCP(C), *Dept. of Psychiatry, Hospital for Sick Children*

Christie Lee, MSc, MD, FRCP(C), *Dept. of Medicine, Mount Sinai Hospital & UHN*

Shamena Maharaj, MSc, CHRP, CTDP, Q.Med, *Organizational Development, Sunnybrook Health Sciences Centre*

Cathryne Palmer, MRT(T), MSc, *Dept. of Radiation Oncology, UHN-Princess Margaret Hospital*

Tracy Paulenko, BScPT, *Dept. of Physical Therapy; Interprofessional Education, UHN-Toronto Rehab*

Carmer Wiebe, MD, FRCP(C), *Dept. of Psychiatry, Centre for Addiction and Mental Health*

ESP Program Committee

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

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

Susan Loeff, MD, MEd, MMan, FRCPC, Director, Academic Leadership Development

Karen Leslie, MD, FRCPC, Med, Director, Centre for Faculty Development

Stella Ng, PhD, Reg. CASLPO, Director of Research, 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

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 (2012-2014)

Lori Albert, MD, FRCPC, Department of Medicine
Lindsay Baker, MEd, Centre for Faculty Development
Jana Bajcar, RPh, B.Sc.PhM., M.Sc.PhM., Ed.D., FCSHP, Department of Family and Community Medicine
Glen Bandiera, MD, MEd, FRCPC, Emergency 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
Robyn Davies, BHScPT, MAppSc, Department of Physical Therapy
Shelly Dev, MD, FRCPC, Department of Critical Care Medicine
Susan Edwards, MD, CCFP, FCFP, Department of Family and Community Medicine
Kevin Eva, PhD, Hon. FAcadMed, Department of Medicine, University of British Columbia
Peter Ferguson, MD, MSc, FRCSC, Department of Surgery
Milena Forte, MD, CCFP, Department of Family and Community Medicine
Risa Freeman, MD, CCFP, MEd, FCFP, Department of Family & Community 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
Christopher Hurst, MEd, Office of Resident Wellness in Post Graduate Medical Education
Anne Kawamura, MD, FRCPC, Division of Developmental Paediatrics
Debbie Kwan, MScPhm, Department of Family & Community Medicine
Rick Ladyshevsky, BMedRehab, MHSc, PhD, Curtin Graduate School of Business, Curtin University
Marcus Law, MD, MBA, MEd, CCFP, FCFP, 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
Briseida Mema, MD, FRCPC, Department of Critical Care Medicine
Barbara-Ann Millar, MBChB (Hons), MRCP, FRCR, FRCPC, Department of Radiation Oncology
Brenda Mori, BScPT, MSc, PhD, Department of Physical Therapy
Maria Mylopoulos, PhD, The Learning Institute
Umberin Najeeb, MD, FRCPC, FCPS, Department of Medicine
Danny Nashman, MBA, The Potential Group
Latika Nirula, PhD, Teaching Excellence and Innovation
Stella Ng, PhD, Reg. CASLPO, Department of Speech Language Pathology
Betty Onyura, PhD, Centre for Faculty Development, St. Michael's Hospital
Kathryn Parker, MA, PhD, Centre for Interprofessional Education
Rick Penciner, MD, Department of Family and Community Medicine
Linda Probyn, BScPT, MD, FRCPC, Department of Medical Imaging
Jennifer Riley, MD, FRCPC, Department of Medicine
Ivan Silver, MD, MEd, FRCPC, Department of Psychiatry
Mindy Solomon, MD, FRCP(C), Department of Paediatrics
Yvonne Steinert, PhD, Centre for Medical Education, McGill University
Adrienne Tan, MD, FRCPC, Department of Psychiatry
Shirley Tse, MD FRCPC, Department of Paediatrics, Division of Rheumatology
Euson Yeung, BScPT, MEd, FCAMT, Department of Physical Therapy
Paul Yip, PhD, FCACB, DABCC, Department of Laboratory Medicine and Pathobiology

Curriculum

Topics included in the 2012-2014 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 ▪ What is Scholarship? What is Teaching Excellence? ▪ Setting the Educational Climate ▪ Learner Assessment ▪ Education Theory ▪ Identifying Learner Needs & Setting Objectives ▪ Making Learning Stick ▪ Learning Styles and Strategies ▪ Managing the Teaching Session & Small Group ▪ Checking in ▪ Curriculum Design ▪ Feedback 	<ul style="list-style-type: none"> ▪ Time Management ▪ Creating an Innovative Scholarly Project ▪ Program Evaluation ▪ Fostering Clinical Reasoning ▪ Searching Literature in the Library ▪ Qualitative Methods in Educational Research ▪ Educational Technology ▪ Appropriate Students for Health Professions ▪ Interpersonal Styles 	<ul style="list-style-type: none"> ▪ Student in Difficulty ▪ Large Group Teaching ▪ Promotions ▪ Educational Leadership ▪ Submitting an Ethics Application ▪ Preparing a Dossier ▪ Large Group/Lecture Presentations ▪ Authentic Leadership ▪ Feedback & Self-Assessment ▪ Mentorship
Topics Covered in Year II of the ESP		
<ul style="list-style-type: none"> ▪ Learner Engagement ▪ Learning Portfolios ▪ Designing successful Workshops ▪ Technology and Education ▪ Promotions ▪ Relational Mindset ▪ Quantitative Research Methods ▪ Appreciative Inquiry ▪ Managing Oneself ▪ Complexity 	<ul style="list-style-type: none"> ▪ Change ▪ Strategy ▪ Competency Based Curriculum ▪ Evidence & Expertise in Health Professions Education ▪ Teaching Internationally Graduated Health Professionals ▪ Career Planning ▪ Grant Writing and Writing for Publication 	<ul style="list-style-type: none"> ▪ Organizations ▪ Outside Thinking ▪ Technology Enhanced Learning ▪ Faculty Development ▪ Understanding the Value and Future in Health Education ▪ Educational Consultation ▪ Moving Complexity Forward ▪ Examination and Reflection in Medical Education

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:

- **Mahan Kulasegaram**, PhD, Department of Family and Community Medicine
- **Karen Leslie**, MD, MEd, FRCPC, Department of Paediatrics
- **Susan Lieff**, MD, MEd, MMan, FRCPC, Department of Psychiatry
- **Ken Locke**, MD, MSc, FRCPC, Department of Medicine
- **Filomena Meffe**, MD, FRCSC, MSc, Department Obstetrics and Gynecology
- **Brenda Mori**, BScPT, MSc, PhD, Department of Physical Therapy
- **Stella Ng**, PhD, Reg. CASLPO, Department of Speech Language Pathology
- **Latika Nirula**, PhD, Teaching Excellence and Innovation, Centre for Addiction and Mental Health
- **Kathryn Parker**, MA, PhD, Centre for Interprofessional Education
- **Ivan Silver**, MD, MEd, FRCPC, Department of Psychiatry
- **Sophie Soklaridis**, PhD, Department of Psychiatry
- **Alisha Tharani**, B.Sc (Kin), MHA, TAHSN Council of Academic Hospitals of Ontario
- **David Wiljer**, MA, PhD, Department of Radiation Oncology

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:

- Novel Interprofessional Shadowing Initiative for Senior Medical Students – **Mark Bonta**
- On-The-Go Teaching, Capturing the Uncapturable – **Esther Bui**
- A Stakeholders Analysis of Recruitment and Retention of Forensic Psychiatrists at the Centre for Addiction and Mental Health – **Sumeeta Chatterjee**
- Ethics Quality of Care Rounds – **Karen Devon**
- To Investigate the Face and Content Validity and Perceived Usefulness of the Pharmacy Residency Competency Based Assessment Tools – **Henry Halapy**
- A Critical Review of Critical Consciousness in Health Care Education – **Mark Halman**
- Direct Observation In Psychiatry Training: Essential Components of Effective Implementation – **Nicola Keyhan**
- Developing a Feedback Tool for the ICU Family Meeting: Improving Communication in Critical Care – **Christie Lee**
- Leadership is Influence When it Matters Most – **Shamena Maharaj**
- RETROSPECTIVE Application of the Kern Six-Step Approach to Curriculum Development: Nuclear Medicine Program Redesign – **Cathryn Palmer**
- Enhancing Participation in Structured Interprofessional Education Experiences for Clinical Students and Staff: Evaluating a Theme-based Approach – **Tracy Paulenko**
- A Pilot Survey To Assess Mental Health Teaching Professionals' Attitudes Toward Involving Patients In Education – **Carmen Wiebe**

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.

- Man & Machine: Can Competent Health Care Providers be Created by Leaving a Student and a Laptop Alone in a Room for a Weekend? – **Mark Bonta**
- *You & Mellenials*, Teaching a New Generation of Learners – **Esther Bui**
- Mentoring Magic: Exploring the 5 W's of this Mystical Relationship (scheduled) – **Sumeeta Chatterjee**
- Ethics of Social Media – **Karen Devon**
- Effective Student Feedback – **Henry Halapy**
- Education Scholarship: Making our Work in Teaching and Education Visible, Valued and Impactful – **Mark Halman**
- Are We Watching Our Residents Enough? The Role of Direct Observation in Training Psychiatrists and Other Physicians – **Nicola Keyhan**
- Social Media in Medical Education (scheduled) – **Christie Lee**
- The ABC of Teaching and Learning – **Shamena Maharaj**
- We are at a Crossroads! What Opportunities will you Make of it? – **Cathryn Palmer**
- Peer Coaching: What is it? & How do we do it? – **Tracy Paulenko**
- The Client as Teacher: A Case Study from the BPD Clinic – **Carmen Wiebe**

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.

- The Great Divide - Surviving and Thriving in Cross-Generational Learning Environments - **Cathryn Palmer & Shamena Maharaj**
- Interprofessional Education: Fostering Interprofessional Collaboration - **Tracy Paulenko & Sumeeta Chatterjee**
- Social Media in Medical Education - **Karen Devon & Christie Lee**
- You, Only Better - Marketing 101 for the Academic - **Henry Halapy & Esther Bui**
- The Hidden Curriculum of Medical Education: What it is, what it does, what you can do with it! - **Mark Bonta & Nicola Keyhan**
- Effective Communication with the Learner in Difficulty - **Mark Halman & Carmen Wiebe**

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) 4.40 (Range 2.78 – 5.00)
- Average score for all faculty teachers (1=Unsatisfactory, 5 = Excellent) 4.42 (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. We are proud to share some of our Scholars' individual accomplishments achieved during the ESP.

Mark Bonta

- Awarded the 'The Dr Mary Hollington Clinical Teaching Award' by the Medical Alumni Association for acting as a role model and for displaying outstanding compassion, understanding and guidance to undergraduate medical students (July 2012)
- Presented nationally and internationally and has an accepted publication with Medical Teacher for his Scholarly Project: 'A Novel Interprofessional-shadowing Initiative for Senior Medical Students' at 3 different conferences (2014)

Esther Bui

- Appointed Education Site Director - Neurology, Neurology, Department of Medicine, University of Toronto, Sunnybrook Health Sciences Centre (July 2013)
- 'Best Podium Presentation Award,' The 2nd Annual Sunnybrook Education Conference: Digital Learning. *Development of a Mobile Assessment Tool for On-The-Go Teaching* (2013)

Sumeeta Chatterjee

- Part of a working group that developed a "Resident as Teacher" seminar series for the residency training program; this work has been shared at Educational conferences
- Appointed to the division of Psychotherapy, Humanities and Educational Scholarship.

Karen Devon

- Recipient of the Associated Medical Services '2014 AMS Phoenix Fellowship' award; \$25,000 for the creation and dissemination of ethics morbidity and mortality rounds within surgical specialties.
- Creator and Facilitator of Ethics Morbidity and Mortality Rounds, Multilevel Education, Faculty of Medicine, Department of Surgery, General Surgery, University of Toronto (2013 Jan – present)

Henry Halapy

- Appointed adjunct lecturer for the Leslie Dan Faculty of Pharmacy (Fall 2012)
- Excellence in Education, St. Michael's Hospital Health Discipline Awards (May, 2012)
- Presented 'Effective Strategies for Sharing New Education Knowledge,' St. Michael's Hospital Faculty Development Day (February, 2013)
- 'Adapting Pharmacy Post-graduate Experiential Training to Better Meet the Needs of New Curriculum Graduates through Incorporation of Active Service Learning,' poster presentation at the Sunnybrook Education Day (October, 2013)

Mark Halman

- 'Excellence in Scholarship,' Mental Health Service, St. Michaels Hospital. *Strategic Plan Annual Award* (2013)
- 'Mental Health Service Award for Excellence in Postgraduate Education,' St. Michael's Hospital (2013)
- Developed and implemented a new curriculum in inner city mental health at St Michael's Hospital (2012-2014)

Nicola Keyhan

- Paul Steinhauer Award for Excellence on Postgraduate Education (2012)
- Nominee for Robin Hunter Award for best teacher in Postgraduate Education (2012)

Christie Lee

- Education Director for ICU at Mount Sinai Hospital (2014)
- Evaluation Director, University of Toronto Critical Care Medicine Residency Training Committee

Shamena Maharaj

- Appointed Director Organizational Development & Leadership, Sunnybrook Health Sciences Centre (2014)
- Interprofessional Education (IPE) Team Award, University of Toronto

Cathryn Palmer

- Promoted to Director, Medical Radiation Sciences Program, Department of Radiation Oncology, University of Toronto (2012)
- A Successful Story of a Robust and Innovative Physiology Online Course in an Evolving e-Learning Environment. 8th International Conference on e-Learning, Cape Town, South Africa. (2013)
- Keynote Speaker: 'We are at a Crossroads! What opportunities will you make of it?' PEI Association of Medical Radiation Technologists AGM. Charlottetown, PEI (2013)

Tracy Paulenko

- 'Enhancing Participation in Structured Interprofessional Education Experiences for Clinical Students and Staff: Theme-based Approach.' All Together for Better Health VII (International Interprofessional Practice and Education conference) Pittsburgh, PA, USA (June 2014)
- Contributed a written narrative to *Collaborative Care: Stories and Reflections on Teamwork in Health Care*. Edited by Suzanne Gordon, David L. Feldman, MD, and Michael Leonard MD. Copyright © 2014 by Cornell University. Published by Cornell University Press.

Carmen Wiebe

- Association for Academic Psychiatry Junior Faculty Development Award (2013)
- Reversing Roles and Exploring Effective Methods for Involving Clients and Families in Education and Knowledge Exchange. Association for Academic Psychiatry Annual Meeting, Charleston, South Carolina, USA. (October 2013)

What our Scholars tell us...

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

...on Teaching Excellence...

I'm leaving with an appreciation for the science behind teaching excellence and a willingness to develop and utilize specific skill sets.

I have a much better understanding of the components, strategies, and challenges about being an excellent teacher, and feel better equipped to provide teaching excellence now.

Before ESP, I thought those who were wonderful teachers did it all by magic! I now understand there are education methods and approach my education practice in a scholarly manner.

...on Education Leadership...

A much more comprehensive understanding of the complexities behind leadership, and an enthusiasm for taking these skills forward in my career.

Prior to the ESP sessions on education leadership, I viewed "leadership" as capital "L" leadership, i.e. leadership of a department/organization, etc. I now have an appreciation for leading from where I stand, whether it be guiding/coaching others to be the best they can be in their education practice or collaborating with others across our education systems (e.g. departments, clinical programs, broader community) given the diverse, complex and changing contexts of healthcare education.

I now understand education leadership is collaborative.

...on Education Scholarship...

Prior to the ESP program, I thought scholarship was solely about studying to become an "expert" about a particular academic subject. I now realize it has a much greater scope; scholarship reaches beyond the individual teachers and students to others in the community (e.g. peers, the university, researchers, etc.) interested in building on and sharing education initiatives (e.g. education theories, curriculum design, implementation strategies, assessment, program evaluation, etc.).

ESP has peaked my interest in Education Scholarship and this is something I will continue to pursue on my own (which is a big change for me).

...on Professional Identity...

I have developed a greater sense of confidence in multiple domains: education, clinical and administrative leadership. I now identify more as being an educator with knowledge about, skill development in and some experience with educational practice, leadership and scholarship. I now feel better equipped to facilitate others in further developing their educational practice (e.g. coaching on curriculum design, creating workshops, developing their teaching skills, providing educational development feedback, etc.), leading educational initiatives (e.g. designing workshops, developing curricula) and am starting to consider opportunities for scholarship in educational endeavours.

As a result of this course, I am much more confident in my skills as an educator; in particular, more confident about the importance of such a role and the dedication it requires.

The main contributor to my broadened identity is the Scholarly Project. I definitely feel that being a part of ESP contributed to my own hospital's willingness to support and valuing my project.

I feel quite validated as a teacher/educator and more confident when I advise others.

...beyond the curriculum...

The professional relationships developed with the various speakers, project advisors are of great value and utility.

The collegial group, and networking established within the class was great; being able to use the group to bounce ideas off of each other in a safe way has been very helpful.

The reflection discussions I have with other ESP Scholars that influence my thinking and practice has been great. Their observations and different perspectives of a situation assist me to further reflect on an issue and determine how I might handle it.

...other thoughts...

I am more frequently asked by my director to chair meetings or represent them in their stead. As well, they direct individuals to me for educational consultation or ask for my opinion about educational practice/leadership issues.

The program was excellent and very enjoyable.

Thank you for creating a safe learning environment in which to engage in the discussion about all things education and beyond!

ESP Presentations and Publications

Presentations:

S Lieff, B Onyura, **B Mori**, & **B.A. Millar**. A longitudinal evaluation of the development and organizational outcomes of an Education Scholars Program. Poster presentation International Conference on Faculty Development. Prague, Czech Republic. August 23-25, 2013.

B Onyura, **B Mori**, **B.A. Millar**, S Lieff. Using case study methodology to develop a theory of change for an Education Scholars' Program. Oral-Paper presentation The Canadian Evaluation Society 2014 National Conference. Ottawa, Ontario, June 15-18, 2014.

S Lieff, L Baker, B Castellani, F Hafferty, S Ng. Exploring the use of social network analysis to understand faculty development impact. The Association for Medical Education in Europe Conference. Milan, Italy, August 20-September 3, 2014.

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 was the principal author for a trainee publication entitled 'A Systematic Review of the Affects of Resident Duty Hour Restrictions in Surgery: Impact on resident wellness, training and patient outcomes. *Annals of Surgery*' in 2014. Najma was also invited to speak at the International Congress on Residency Education in Calgary, and presented 'Towards a pan-Canadian consensus on resident duty hours: final report and recommendations' (2013).

Jean-Pierre Bissonnette was promoted to Associate Professor of Radiation Oncology at the University of Toronto in 2012.

Pier Bryden (Department of Psychiatry) was appointed to overall Pre-Clerkship Director, Undergraduate Medical Professions Education effective September 2013. Pier was promoted to Associate Professor of Psychiatry at the University of Toronto in 2014.

Ann Fox took on the role of Graduate Coordinator at the Dalla Lana School of public Health effective August 1, 2013. In 2012, she was awarded the Canadian Institute of Health Research (CIHR), Institute of Population and Public Health Community Support Program Award for mentorship activities, to participate in World Public Health Nutrition Association Congress in Rio de Janeiro, Brazil, public health nutrition workforce development initiatives. She also submitted a paper entitled 'Interprofessional collaborative patient-centred care: A critical exploration of two related discourses' to the *Journal of Interprofessional Care* (2014).

Daniel Gorman became part of the Department of Psychiatry's Education Committee at the Hospital for Sick Children in 2013. That same year he was awarded the 2013 RBC Knowledge Translation Fund/SickKids Foundation. Daniel also received a 2013 Planning Grant from the Canadian Institutes of Health Research Institute of Human Development, Child and Youth Health.

Darlene Hubley received the 2012-2013 Award of Merit for Excellence in Interprofessional Education.

Debbie Kwan was awarded the 2014 Wightman Berris Academy Individual Teaching Excellence Award from University of Toronto. In 2012 she was awarded the Excellence in Continuing Education, Professional Development Program Award, Family and Community Medicine from University of Toronto.

Ken Locke was awarded The Class of 8T9 Medical Alumni Award in June 2013.

Linda Probyn was appointed Chair of IRC at Princess Margaret Hospital in the summer of 2013. She was also appointed to the role of Director of Postgraduate Medical Education Development as of September 1, 2013.

Jennifer Russell was promoted to Associate Professor of Paediatrics at the University of Toronto in 2012.

Brian Wong became the Associate Director for Sunnybrook Health Sciences Centre Site's Centre for Quality Improvement and Patient Safety. Brian was awarded the New Investigator Award by the Canadian Society of Internal Medicine (July 2014-June 2015). He was also awarded the Department of Medicine Quality and Safety Award by the University of Toronto (July 2013-June 2014). Finally Brian was awarded the University of Toronto's Department of Medicine Young Teacher Award (July 2012-June 2013).

Ari Zaretsky was appointed as Sunnybrook's new Vice President of Education as of January 13, 2014.

Education Scholars Program

Enrolling for the 2016-2018 class & for more information...

We are pleased to announce that the sixth cohort of the program has been selected for 2014-2016. Twenty-one faculty members representing a variety of health professions and 10 academic departments representing 11 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 2015 for the 2016-2018 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 or directed to:

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