

Education Scholars Program

Program Report 2014-2016

**CENTRE FOR
FACULTY
DEVELOPMENT**



UNIVERSITY OF
TORONTO

St. Michael's

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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 16 - December 14, 2014	(14 sessions; 49 hours)
Module II	-	January 6 - June 9, 2015	(21 sessions; 73.5 hours)
Module III	-	September 15 - December 15, 2015	(14 sessions; 49 hours)
Module IV	-	January 5 - June 7, 2016	(20 sessions; 70 hours)

Letter from the Directors

Dear Colleagues,

In celebration of the sixth cohort and one hundred graduates from the Education Scholars' Program (ESP), it is our pleasure to share the 2014-2016 Program Report. 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 ESP embraces an evolving curriculum design model, each cohort experiences a curriculum that is uniquely designed and adapts to the needs of the current Scholars and the current educational environment. We are grateful to the more than 114 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 private sector, and internationally renowned faculty. Their contributions have resulted in outstanding evaluations of classes, teachers and recommendations to repeat a similar curriculum for future cohorts.

With this our sixth cohort, we are excited to report that Scholars will have participated from the University of Toronto's Faculty of Medicine representing 16 academic departments including the most recent representation from the Department of Ophthalmology and Vision Sciences. External to the Faculty of Medicine, Scholars have participated in ESP from, the Leslie Dan Faculty of Pharmacy as well as the Michener Institute and George Brown College. Scholars have also participated with primary appointments in the hospitals' Organizational Development, Professional Practice as well as Interprofessional Practice and Education offices. We are delighted that in addition to the Fully Affiliated teaching hospitals, Community Affiliates such as Ontario Shores Centre for Mental Health Sciences and clinical facilities outside of the Greater Toronto Area such as Peterborough Regional Health Centre and St. Joseph's and London Health Sciences Centre. The ESP has had participants from 20 hospitals in southern Ontario. 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. In this program, Scholars have developed educational consultation and group facilitation skills, and are identified as resources for their colleagues in educational areas. They have been welcomed into the 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 2014-2016 ESP program as well as reports on our alumni program and outcomes.

On October 25, 2016, twenty-one 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, University of Toronto



Barbara-Ann Millar, MBChB, FRCPC
Associate Director, Education Scholars Program
Centre for Faculty Development
Assistant Professor, Department of Radiation Oncology,
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 on Tuesday afternoons for two academic years. Our curriculum topics are organized according to the themes of teaching excellence and curriculum, scholarship, leadership and career development and developing a community of faculty developers.

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

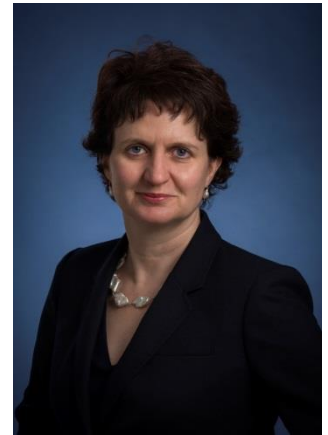
Brenda Mori, BScPT, MSc, PhD, Director, Education Scholars Program

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 the University of Toronto receiving a BScPT degree, MSc and PhD degree from the Graduate Department of Rehabilitation Science. An alumnus of the Education Scholars Program, she has performed in the roles of Assistant and Associate Director of ESP and in January 2012 Brenda was appointed Director of ESP. Brenda is actively involved in the Centre for Faculty Development particularly with the Teaching for Learning and Collaboration Education Program. Brenda completed her PhD studies focusing on educational assessment where she developed the 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. 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. After over nine years as Program Director, she has stepped down from this position to enable to lead the transition to competency based model as the Chair-Elect for the Specialty Committee for Radiation Oncology at the Royal College of Physicians and Surgeons of Canada.



Camille Borromeo, Education Program Coordinator, Education Scholars Program

Camille joined the Centre for Faculty Development in 2015 and coordinates a number of programs and projects including the Education Scholars Program, Best Practice in Education Rounds and Teaching for Learning and Collaboration Program and the Helen P. Batty Faculty Development Awards. She comes from a communications and public relations background, with a Bachelor of Arts from York University and has completed her post graduate studies in Communications and Public Relations at Ryerson University.



The Scholars

Twenty one candidates were selected and supported by their departments to participate in the sixth iteration of the Education Scholars Program. Participants met on Tuesday afternoons during the academic year from September 2014 to June 2016. The Scholars are:

Keyghobad Araki, MD, Department of Psychiatry, Centre for Addiction and Mental Health
Lisa Bahrey, BSc, MD, FRCPC, Department of Anesthesia, Toronto General Hospital
Eric Bartlett, MPH, MD, Department of Medical Imaging, University Hospital Network, Markham Stouffville Hospital, Women's College Hospital
Lindsay Beavers, PT, MPT, MSc. Kin, St. Michael's Hospital
Michaela Cada, MD, FRCPC, FAAP, MPH, Department of Paediatrics, The Hospital for Sick Children
Sean Caine, MD, CCFP-EM, Department of Family and Community Medicine, North York General Hospital
Emma Cory, MS, FRCP(C), Department of Paediatrics, The Hospital for Sick Children
Shaheen Darani, MD, FRCPC, Department of Psychiatry, Centre for Addiction and Mental Health
David Dubins, BAsc, PhD, Leslie Dan Faculty of Pharmacy, University of Toronto
Heather Flett, MD, FRCPC, Department of Psychiatry, Sunnybrook Health Sciences Centre, St. Joseph's Healthcare London
Marco Garavaglia, MD, Department of Anesthesia, University Health Network
Katherine Hick, MD, FRCPC, Department of Paediatrics, The Hospital for Sick Children
Sari Kives, MD, MSc, FRCSC, Department of Obstetrics and Gynecology, St. Michael's Hospital, The Hospital for Sick Children
Radha Kohly, MD, PhD, FRCSC, Department of Ophthalmology and Vision Sciences, Sunnybrook Health Sciences Centre
Chetana Kulkarni, MD, FRCPC, Department of Psychiatry, The Hospital for Sick Children, The George Hull Centre for Children and Families, Inner City Health Associates, St. Michael's Hospital
Eileen La Croix, MD, MSc, FRCPC, Department of Psychiatry, Sunnybrook Health Sciences Centre
Andrea McNiven, PhD, CCPM, Department of Radiation Oncology, University Health Network
Kylen McReelis, MD, FRCSCC, Department of Ophthalmology and Vision Sciences, Sunnybrook Health Sciences Centre
Angela Orsino, MD, MSc, FRCPC, Department of Paediatrics, Holland Bloorview Kids Rehabilitation Hospital
Suvercha Pasricha, MBBS, FRCPC, Department of Psychiatry, Woman's Program, Centre for Addiction and Mental Health
Zohar Waisman, MD, FRCC, Department of Psychiatry, Ontario Shores Centre for Mental Health Sciences

ESP Program Committee

Brenda Mori, BScPT, MSc, PhD, Director, Education Scholars Program, Centre for Faculty Development
Barbara-Ann Millar, MBChB (Hons), MRCP, FRCR, FRCPC, Associate Director, Education Scholars Program, Centre for Faculty Development
Susan Lief, MD, MEd, MMan, FRCPC, Director, Academic Leadership Development, Centre for Faculty Development; Vice Chair of Education, Department of Psychiatry, University of Toronto
Karen Leslie, MD, FRCPC, MEd, Director, Centre for Faculty Development
Stella Ng, PhD, Reg. CASLPO, Director of Research, Centre for Faculty Development
Jeannine Girad-Pearlman, MEd, Ontario Institute for Studies in Education, Wilson Centre
Glen Bandiera, MD, MEd, FRCPC, Department of Medicine, St. Michael's Hospital
Stacey Bernstein, MD, Department of Paediatrics, The Hospital for Sick Children
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 and Community Medicine, North York General Hospital
David Latter, MD, CM, FRCSC, FACS, Department of Surgery, St. Michael's Hospital
Mandy Lowe, MSc, OT Reg(Ont), Department of Occupational Science and Occupational Therapy, Toronto Rehab Institute
Rick Penciner, MD, Department of Family and Community Medicine, North York General Hospital
Milena Forte, MD, CCFP, Department of Family and Community Medicine, Mount Sinai Hospital
Bev Bulmer, BSc(PT), MScCh, Vice President of Education, Centre for Faculty Development

Course Faculty and Invited Speakers (2014-2016)

Lori Albert, MD, FRCPC, Department of Medicine, Toronto Western Hospital
Lindsay Baker, MEd, Research and Education, Centre for Faculty Development
Glen Bandiera, MD, MEd, FRCPC, Emergency Medicine, St. Michael's Hospital
Sheena Bhimji-Hewitt, MAppSc, RVT, RDMS, CRGS, CRVS, Michener Institute for Applied Health Sciences
Ryan Brydges, MSc, PhD, Department of Medicine, University of Toronto, The Wilson Centre
Robyn Davies, BHScPT, MAppSc, Department of Physical Therapy, Sunnybrook Health Sciences Centre
Debbie Kwan, MScPhm, Department of Family and Community Medicine, Toronto Western Hospital
Shelly Dev, MD, FRCPC, Division of Critical Care Medicine, Sunnybrook Health Sciences Centre
Susan Edwards, MD, CCFP, FCFP, Department of Family and Community Medicine, St. Joseph's Health Centre
Kevin Eva, PhD, Hon. FAcadMed, Department of Medicine, University of British Columbia
Peter Ferguson, MD, MSc, FRCSC, Department of Surgery, Mount Sinai
Risa Freeman, MD, CCFP, MEd, FCFP, Department of Family and Community Medicine, North York General Hospital
Shiphra Ginsburg, MD, MEd, FRCPC, Scientist, The Wilson Centre, Internal Medicine, Mount Sinai Hospital
Sue Glover-Takahashi, MD, MA(Ed), BSc, Postgraduate Medical Education, Faculty of Medicine, University of Toronto
Mark Halman, MD FRCP(C), Department of Psychiatry, Mount Sinai Hospital
Raed Hawa, MD, MSc, Department of Psychiatry, Toronto Western Hospital
Brian Hodges, PhD, MD, FRCPC, The Wilson Centre, Toronto General Hospital
Christopher Hurst, MEd, Office of Resident Wellness in Postgraduate Medical Education
Anne Kawamura, MD, FRCPC, Division of Developmental Paediatrics, Holland Bloorview Kids Rehabilitation Hospital
Mahan Kulasegaram, PhD, The Wilson Centre
Ayelet Kuper, PhD, DPhil, FRCPC, The Wilson Centre
Marcus Law, MD, MBA, MEd, CCFP, FCFP, Department of Family and Community Medicine, Toronto East General Hospital
Jana Lazor, RPh, B.Sc.Pharm., M.Sc.Pharm., Ed.D., FCSHP, Department of Family and Community Medicine
Christie Lee, MD, FRCPC, Division of Respiriology, Mount Sinai Hospital
Karen Leslie, MD, MEd, FRCPC, Department of Paediatrics, The Hospital for Sick Children
Susan Lieff, MD, MEd, MMan, FRCPC, Department of Psychiatry, Baycrest Hospital
Briseida Mema, MD, FRCPC, Division of Critical Care Medicine, The Hospital for Sick Children
Barbara-Ann Millar, MBChB (Hons), MRCP, FRCR, FRCPC, Department of Radiation Oncology, Princess Margaret Hospital
Brenda Mori, BScPT, MSc, PhD, Department of Physical Therapy, University of Toronto
Maria Mylopoulos, PhD, The Wilson Centre
Umberin Najeeb, MD, FRCPC, FCPS, Department of Medicine, Sunnybrook Health Sciences Centre
Danny Nashman, MBA, The Potential Group
Stella Ng, PhD, Reg. CASLPO, Associate Scientist, Li Ka Shing Knowledge Institute
Latika Nirula, PhD, Teaching Excellence and Innovation, Centre for Addiction and Mental Health
Kathryn Parker, MA, PhD, Centre for Interprofessional Education, Holland Bloorview Kids Rehabilitation Hospital
Rick Penciner, MD, Department of Family and Community Medicine, North York General Hospital
Linda Probyn, BScPT, MD, FRCPC, Department of Medical Imaging, Sunnybrook Health Science Centre
Glenn Regehr, PhD, Faculty of Medicine, University of British Columbia
Ivan Silver, MD, MEd, FRCPC, Department of Psychiatry, Centre for Addiction and Mental Health
Linda Snell, MD, MHPE, FRCPC, MACP, McGill's Centre for Medical Education
Mindy Solomon, MD, FRCP(C), Department of Paediatrics, The Hospital for Sick Children
Salvatore Spadafora, MD, FRCPC, MHPE, Postgraduate Medical Education, University of Toronto
Adrienne Tan, MD, FRCPC, Department of Psychiatry, Toronto General Hospital
Carmen Wiebe, MD, FRCPC, Department of Psychiatry, Centre for Addiction and Mental Health
Brian Wong, MD, FRCPC, Centre for Quality Improvement and Patient Safety, Sunnybrook Health Sciences Centre
Paul Yip, PhD, FCACB, DABCC, Department of Laboratory Medicine and Pathobiology, Toronto General Hospital

Curriculum

Topics included in the 2014-2016 ESP curriculum were aligned with the program goals and themes: Teaching Excellence and Curriculum Design, Education Scholarship, 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 ▪ Education Theory ▪ Learning Styles and Strategies ▪ Identifying Learner Needs & Setting Objectives ▪ Time Management ▪ Making Learning Stick ▪ Managing the Teaching Session & Small Group Facilitation ▪ Checking in ▪ Feedback I 	<ul style="list-style-type: none"> ▪ Social Media in Education ▪ Curriculum Design I ▪ Curriculum Design II ▪ Creating an Innovative Scholarly Project ▪ The Student in Difficulty ▪ Fostering Clinical Reasoning ▪ Searching Education Literature ▪ Self-Assessment and Feedback II ▪ Sharing Scholarly Project Ideas ▪ Interpersonal Styles ▪ Program Evaluation ▪ Competency Based Education ▪ Qualitative Methods in Education Research 	<ul style="list-style-type: none"> ▪ Large Group Teaching ▪ Mentorship ▪ Preparing a Dossier ▪ Promotions ▪ Preparing a Large Group/Lecture Presentations ▪ Learner Assessment I ▪ Learner Assessment II ▪ Difficult Discussions ▪ Submitting an Ethics Application ▪ Authentic Leadership ▪ Sharing Scholarly Project Ideas ▪ Simulation in Education
Topics Covered in Year II of the ESP		
<ul style="list-style-type: none"> ▪ Competency Based Training in Faculty Development ▪ Program Evaluation ▪ Appreciative Inquiry ▪ Educational Leadership ▪ Designing a Workshop ▪ Self-Assessment ▪ Relational Mindset ▪ Competency Based Training in Practice ▪ Change 	<ul style="list-style-type: none"> ▪ Education in Patient Safety and Quality Improvement ▪ Managing Your Energy ▪ Qualitative Methods Data Analysis ▪ Teamwork ▪ Qualitative Methods in Education Research ▪ Educating Internationally Educated Health Professionals 	<ul style="list-style-type: none"> ▪ Writing for Publication ▪ Perspectives in Competency Frameworks in Health Professions Education ▪ Career Planning ▪ Organizations ▪ Strategic Thinking ▪ Outside Thinking ▪ Faculty Development ▪ Educational Consultation I and II ▪ Discourses of Self Reflection

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:

Erika Abner, LLB, LLP, PhD, Clinical Public Health Division, Dalla Lana School of Public Health, University of Toronto

Bruce Ballon, MD, ESP(C), FRCP(C), FCPA, Department of Psychiatry, University of Toronto

Glen Bandiera, MD, MEd, FRCPC, Emergency Medicine, St. Michael's Hospital

Katie Dainty, PhD, MSc, Li Ka Shing Knowledge Institute, St. Michael's Hospital

Risa Freeman, MD, CCFP, MEd, FCFP, Department of Family and Community Medicine, North York General Hospital

Farah Friesen, MI, Centre for Faculty Development, Li Ka Shing Knowledge Institute

Patricia Houston, MD, MEd, FRCPC, MD Program, Faculty of Medicine, University of Toronto

Melissa Hynes, MA, PhD (C), Postgraduate Medical Education, University of Toronto

Karen Leslie, MD, MEd, FRCPC, Department of Paediatrics, The Hospital for Sick Children

Nancy McNaughton, MEd, PhD, Faculty of Medicine, University of Toronto

Carol-Anne Moulton, MBBS, PhD, FRACS, Department of Surgery, University of Toronto

Stella Ng, PhD, Reg. CASLPO, Centre for Faculty Development, Li Ka Shing Knowledge Institute

Latika Nirula, PhD, Teaching Excellence and Innovation, Centre for Addiction and Mental Health

Clare Pain, PhD, FRCPC, Department of Psychiatry, University of Toronto

Kathryn Parker, MA, PhD, Centre for Interprofessional Education

Rick Penciner, MD, Department of Family and Community Medicine, University of Toronto

Ivan Silver, MD, MEd, FRCPC, Centre for Addiction and Mental Health, Department of Psychiatry, University of Toronto,

Sanjeev Sockalingam, MD, FRCPC, Department of Psychiatry, University of Toronto

Chris Watling, MD, MMed, PhD, FRCP(C), Schulich School of Medicine and Dentistry, Western University

Lesley Wiesenfeld, MD, FRCPC, Department of Psychiatry, Mount Sinai Hospital

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 obtaining funding. Scholarly projects developed by this cohort included the following:

Methadone Apprenticeship Simulation, **Keyghobad Araki**

Competency-Based Education Faculty Development in Anesthesia - A Needs Assessment, **Lisa Bahrey**

Emergency Radiology Online Simulator: A Competency-Based Assessment Tool for Radiology Residents, **Eric Bartlett**

Learner Perception of Collaborative Learning in a Clinical Setting, **Lindsay Beavers**

Evaluation of a New Section Based Curriculum, **Michaela Cada**

Flipped Classroom versus Traditional Procedural Training for Femoral Nerve Blocks, **Sean Caine**

Pediatrics in an Adversarial System: An Innovative Court Simulation Curriculum for Child Maltreatment Pediatric Fellowship Trainees, **Emma Cory**

Centre for Addiction and Mental Health and Toronto South Detention Centre Training Initiative, **Shaheen Darani**

Characterizing Communities of Teaching Excellence: A Co-authorship Network Analysis, **David Dubins**

Understanding How Physicians Learn from Unintended Bad Outcomes, **Heather Flett**

Promoting Global Health Education: An Elective in Pre-Hospital Care for Senior Anesthesia Residents, **Marco Garavaglia**

Longitudinal Learning Experiences in Subspecialty Training: Residents' Perceptions of Benefits & Challenges, **Katherine Hick**

Implementation of a new gynecology curriculum in an obstetrics residency program at the University of Toronto, **Sari Kives**

Changing Scope of Practice: Why Some Surgeons Choose to Stop Performing Some or All Surgical Procedures, **Radha Kohly**

Telepsychiatry Training Needs of Child and Adolescent Psychiatrists, **Chetana Kulkarni**

Code White Simulation for Continuing Professional Education, **Eileen La Croix**

Competency Review and Refinement for Medical Physics Residency, **Andrea McNiven**

A Survey of Ophthalmology Education Resources in Family Practice Residencies in Canada, **Kylen McReelis**

An Umbrella Review Study Exploring the “Informal” Care Team Members’ Perceived Roles in Autism Screening, **Angela Orsino**

Assessing Barriers to Treating Trauma- Perspectives from Psychiatrists, **Suvercha Pasricha**

A Needs Assessment of the Assessment and Management of Aggressive Behaviour in Geriatric Patient - The Cross Roads of Forensic and Geriatric Psychiatry, **Zohar Waisman**

Education Lecture

At the conclusion of the 2014/2015 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.

Addiction Medicine, the Gap in Education, **Keyghobad Araki**

University of Toronto Anesthesia Residency Education – the Next Generation, **Lisa Bahrey**

Learning Styles and Curriculum Workshop, **Eric Bartlett**

Learner Perception of Collaborative Learning in a Clinical Setting, **Lindsay Beavers**

Evaluation of a New Section Based Curriculum, **Michaela Cada**

Feedback: Giving Trainees the Right Information at the Right Time to Succeed, **Sean Caine**

Pediatrics in an Adversarial System: An Innovative Court Simulation Curriculum for Child Maltreatment Pediatric Fellowship Trainees, **Emma Cory**

How to Teach a Small Group Session, **Shaheen Darani**

Designing Better Multiple Choice Assessments: A Probabilistic and Simulation Approach, **David Dubins**

Interactivity and Large Group Teaching, **Heather Flett**

The Unwritten Rules of the Hidden Curriculum, **Marco Garavaglia**

The “F word” in the Educational Setting, **Katherine Hick**

Providing Effective Feedback, **Sari Kives**

Designing Feedback for Teaching Evaluation: Asking Our Learnings the Right Questions, **Radha Kohly**

#TechInCYMHed: Using Technology to Enhance Teaching and Learning in Child and Youth Mental Health, **Chetana Kulkarni**

Large Group Teaching, **Eileen La Croix**

Assessment in Medical Physics: Bridging the Gap? **Andrea McNiven**

The Role of Feedback in the Educational Environment, **Kylen McReelis**

Enhancing Your Teaching Toolkit with Active Learning Strategies, **Angela Orsino**

SANCTUARY – Creating Safe Spaces in your Clinical Educational and Organizational Settings, **Suvercha Pasricha**

Competency Based Education, the New Wave, **Zohar Waisman**

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.

Conducting an Effective Needs Assessment – **Heather Flett, Angela Orsino, Zohar Waisman**

Education by Distance (How do you Teach When you aren’t Physically Together) – **Eric Bartlett, Chetana Kulkarni, Kylen McReelis**

Developing Valuable Teaching Evaluations for Educators - **Lisa Bahrey, David Dubins, Radha Kohly**

Educating our Learners to Work in a Collaborative Practice - **Lindsay Beavers, Eileen La Croix, Andrea McNiven**

The Practice of Mentorship in Education – **Keyghobad Araki, Shaheen Darani, Suvercha Pasricha**

Assessing Learning in the Clinical Environment - **Emma Cory, Katherine Hick, Sari Kives**

Motivating Culture Change in your Education Practice - **Michaela Cada, Sean Caine, Marco Garavaglia**

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 evaluation score of each session (1=Unsatisfactory, 5 = Excellent)	4.39 (Range 3.7– 5.00)
Average score for all faculty teachers (1=Unsatisfactory, 5 = Excellent)	4.44 (Range 3.55 – 5.00)

Educational Achievements during ESP

Keyghobad Araki

- Methadone Apprenticeship Simulation

Lisa Bahrey

- Promotion to Associate Professor, University of Toronto
- Appointed Postgraduate Program Director, Department of Anesthesia

Eric Bartlett

- Awarded Best Teacher Award, Neuroradiology Fellowship Program 2015 Teaching Award
- Diagnostic Radiology Residency Program 2015 – Successfully managed change to a ‘shift-based’ after hours work model for the Diagnostic Radiology Residency

Lindsay Beavers

- Oral presentation (First author): ‘Scholarship: A Tale of Two Hospitals: Creating Inter-Organization Synergies in Student IPE’, Roanoke, VA
- Oral presentation (Co-author): ‘Using Simulation to Teach Internationally Educated Physical Therapists’, Canadian Physiotherapy Congress 2016, Victoria, BC
- Poster Presentation (First-author): ‘Breaking Barriers: A Governance Model for Successful Collaboration in Academic Health Sciences Centre’, Collaborating Across Borders Conference 2015, Roanoke, VA and CCME 2016, Montreal, QC
- In collaboration developed a continuing education course “Oxygen Titration for Physical Therapists” (2014)

Michaela Cada

- Appointed Program Director of Paediatric/Haematology/Oncology training program at SickKids, University of Toronto

Sean Caine

- Awarded the Peters-Boyd Preceptor Award for Portfolio Course Director Medical Education for the Department of Emergency Medicine, North York General Hospital

Emma Cory

- Appointed to Program Director, Child Maltreatment, Pediatrics

Shaheen Darani

- Promoted to Assistant Professor in the Department of Psychiatry, Faculty of Medicine, University of Toronto
- Recipient of three Department of Psychiatry Excellence Funds grants for Education and Creative Professional Activity, both as principal investigator and collaborator

- Scholars' Choice workshop 'The Practice of Mentorship in Education' was accepted to the Canadian Psychiatric Association and Association for Academic Psychiatry Conferences (September 2016)
- Appointed Medical Education (Undergraduate and Postgraduate) Coordinator for the Forensic Division at the CAMH,
- Appointed Postgraduate Education Site Coordinator, CAMH

David Dubins

- Published in Currents in Pharmacy Teaching and Learning, Volume 8, Issue 5, September – October 2016, Pages 598-608: 'When Passing Fails: Designing Multiple Choice Assessments to Control for False Positives'
- Noticeable improvements in curriculum design and presentation/lecture style

Heather Flett

- Completed the Teaching for Learning and Collaboration (TLC) Program and Train-the-Trainer Program (March 2016)
- Invited Speaker for the Rehabilitation Sciences Annual Clinical Education Workshop, University of Toronto (February 2, 2016) on 'Motivational Interviewing'

Marco Garavaglia

- Appointed as TWH representative on the Department of Anesthesia Faculty Development Committee
- Launched the first Elective in Pre-Hospital Care in Parma (Italy) for Toronto Anesthesia Residents

Katherine Hick

- Appointed as Program Director of Subspecialty Training Program for the Division of Adolescent Medicine, The Hospital for Sick Children (July 2015)
- Appointed as the coordinator for the Department of Paediatrics Core Paediatrics Residents' Annual Intraining Examination OSCE (July 2016)

Sari Kives

- Actively involved in the development of a new residency half day teaching curriculum
- Received the CREOG (Council on Resident Education in Obstetrics and Gynecology) award, a national faculty award for excellence in resident education (this award recognizes faculty member for their exemplary work in promoting excellence in resident education in obstetrics and gynecology)

Radha Kohly

- Publication: Faculty Development: A New Model Based on Faculty Needs for an Academic Department of Ophthalmology - Canadian Journal of Ophthalmology, June 2016, Volume 51, Issue 3, Pages 190–191
- Organized the first review course in ophthalmology in Canada (June 2016), with the conference being unique in its educational approach using TED-style talks to deliver medical information through the use of story and metaphor
- Awarded \$5 000 departmental grant for ESP scholarly project

Chetana Kulkarni

- Appointed as Education Lead, Telelink Program and Tele Mental Health Services, The Hospital for Sick Children
- Director, Continuing Professional Development, Division of Child and Youth Mental Health, Department of Psychiatry, University of Toronto

Eileen La Croix

- Joint CPA – COPCE Award for Most Outstanding Continuing Education Activity in Canada for "Code White Training"
- Poster Presentation (Co-author): 'Integrating Psychiatry into a Multisite Longitudinal Integrated Clerkship'. Consortium of Longitudinal Integrated Clerkships Conference, Toronto, Ontario (October 2016)
- Poster Presentation (Co-author): 'Competency Based Medical Education: Objectives for a Foundational Emergency Psychiatry Experience'. 42nd Harvey Stancer Research Day, University of Toronto (June 2016)
- Awarded COPCE The Council of Psychiatric Continuing Education and the Canadian Psychiatric Association Award for Most Outstanding Continuing Education Activity in Canada 2016 Affiliated with a Medical School, 66th Annual Conference of Canadian Psychiatric Association, Toronto, Ontario (September 2016) (Co-recipient)

Andrea McNiven

- Appointed as Director, Physics Residency Education for the Department of Radiation Oncology, University of Toronto

Kylen McReelis

- Member of University of Toronto Department of Ophthalmology faculty development committee
- Publication: Faculty Development: A New Model Based on Faculty Needs for an Academic Department of Ophthalmology, Canadian Journal of Ophthalmology - Canadian Journal of Ophthalmology, June 2016, Volume 51, Issue 3, Pages 190–191

Angela Orsino

- Increased responsibility in revision of Child Development curriculum in undergraduate program as well as postgraduate residency committee (revision of rotation goals/objectives/ITERS and supervision of subspecialty resident rotations)
- Research presentation at Canadian Conference for Medical Education: Benefits of Pre-Clerkship Paediatric Summer Medical Student Program at a Children's Rehabilitation Centre, CCME, Montreal, QC (April 2016)
- Awarded Teaching Award in Division of Developmental Paediatrics (October 2016)

Suvercha Pasricha

- Invited to be the CAMH representative for the Faculty Development Committee, Department of Psychiatry
- Presented in Don Waselynki Education Day, Department of Psychiatry: 'Trauma Informed Approached to Simulation: From Design to Debriefing' (February 2016)
- Nominated for Physician of the Year Award, CAMH (2016)
- Conducted two workshops in Canadian Psychiatric Association annual meeting: 'Mentorship in the Academic Context: Is it All About Chemistry and Compatibility?'; 'Engaging Simulation to Enhance Trauma Informed Approaches in Inpatient Psychiatry' (2016)

Zohar Waisman

- Qualified as a dual subspecialist in forensic and geriatric psychiatry by the royal college of physicians of Canada paving the way to explore the collaboration of both specialties.
- Invited guest lecturer at the Psychiatric Assessment Services for the Elderly and the Central East LHIN, 'Challenging Cases - Difficult Personalities in the Elderly'(April 2016)
- Invited guest lecture at PACE Central East LHIN, 'Assessing Violence in Long Term Care Facilities' (June 2015)
- 'Assessing Violence in the Elderly' with Dr. Lisa Marshall, Forensic Psychologist and Ms. Gail Grant, Manager PACE Program Central East LHIN at the Canadian Academy of Geriatric Psychiatry Annual Meeting (September 2014)

What our Scholars tell us...

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

Participating in the Education Scholars' Program as a Scholar
ESP has been transformative in developing my identity as an educator- this has led to me feeling more confident in my role. Now I am perceived as an educator and as an educational consultant or resource in my division.
It was the catalyst for both real and perceived (confidence building) competency in education theory.
I have gained a lot of leadership skills and teamwork pearls this year.
Definitely gave me the resources to develop the skills required for academic advancement.
[the course directors and faculty] are wonderful role models and this has a profound influence on how I understand and perceive education and learning in my department and university.

About the Education Scholars' Program Community
I have really benefitted from the networking and community building opportunities
Interactions and discussion with peers was critical
I really enjoyed people's group workshops – working with other Scholars on a project was fun and eye-opening. I also enjoyed it immensely when other groups presented, seeing their teaching styles. It made me look at them in a different way, especially with the wonderful introductions we had for everyone. These workshops were my favourite.

Success in and life after the Education Scholars Program
I ventured out exploring the literature in ways I never thought I would. My Grand Rounds project was recently accepted as a publication. This has empowered me to try working on projects I wouldn't consider working on.
Participating in ESP has solidified my role as a Clinician Educator.
Prior to ESP I had never presented at a conference, rarely thought about the impact of evaluation (and always did it as an afterthought) and hoped that my passion for teaching was enough. I have now presented at 3 conference, am able to join in meaningful conversations about evaluation at the beginning of projects and have realized how much there still to learn about teaching.
ESP has started to fill my educational void and allows me to take more risks.

ESP Presentations and Publications

Publications

Onyura, B., Ng, S. L., Baker, L. R., Lieff, S., Millar, B.-A., & Mori, B. (2016). A mandala of faculty development: Using theory-based evaluation to explore contexts, mechanisms and outcomes. *Advances in Health Sciences Education*. Online first June 13, 2016. <http://doi.org/10.1007/s10459-016-9690-9>

Presentations

Onyura, B., Mori, B., Millar, B. A., Lieff, S., & Ng, S. (2014, Jun). *Using case study methodology to develop a theory of change for an Education Scholars' Program*. Oral presentation at The Canadian Evaluation Society (CES) 2014 National Conference (C2014), Ottawa, ON.

Onyura, B., Baker, L., Ng, S., Millar, B., & Mori, B. (2015, Apr 27). *Why Health Professional Faculty Development Works: Using Theory-Based Evaluation to Understand Mechanisms and Impact*. Oral presentation at Canadian Conference on Medical Education (CCME), Vancouver, BC.

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, 2012-2014 ESP Cohorts.

Najma Ahmed

- Awarded Donald R. Wilson Award, Royal College, Excellence in Integrating CanMED Roles into a Royal College Training Program (2016)

Jean-Pierre Bissonnette

- Awarded 2016 Award for Program Administration, Wightman Berris Academy.

Bev Bulmer

- Appointed as Vice President of Education, St. Michael's Hospital from July 2016.

Rob Dinniwell

- Appointed as Chair and Chief of Division of Radiation Oncology, London Regional Cancer Centre (December 2016)

Ann Fox

- Appointed as Chair of Department of Human Nutrition, St. Francis Xavier University, Nova Scotia

Daniel Gorman

- Appointed as Program Director, Child and Adolescent Psychiatry

Barbara-Ann Millar

- Appointed as Chair-Elect, Specialty Committee, Radiation Oncology, Royal College of Physicians and Surgeons of Canada

Linda Probyn

- Appointed as Director of Admissions and Evaluation, Post-MD Education, University of Toronto

Brian Wong

- Awarded the Helen P. Batty Award for Faculty Development (March 2016).

Suzanne Wong

- Promoted to Associate Professor, Department of Obstetrics and Gynaecology in 2016
- Cross appointment to the Department of Family and Community Medicine, 2016
- Publication of her ESP Scholarly Project: "Obstetric and Gynecologic Resident Ultrasound Education Project: Is the Current Level of Gynecologic Ultrasound Training in Canada Meeting the Needs of Residents and Faculty?" in the Journal of Ultrasound in Medicine (2015) Sep; 34(9):1583-9. <http://www.ncbi.nlm.nih.gov/pubmed/26254157>

Education Scholars Program

Enrolling for the 2018 cohort & more information...

We are pleased to announce that the seventh cohort (2016-2018) has commenced. Sixteen faculty members representing a variety of health professions and 6 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 2017 for the 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 <http://cfd.utoronto.ca/esp> 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. Camille Borromeo, Education Program Coordinator (BorromeoC@smh.ca 416-864-6060 ext. 77419)