

Education Scholars Program

Program Report 2016-2018

**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 13 - December 13, 2016	(14 sessions; 49 hours)
Module II	-	January 10 - June 13, 2016	(21 sessions; 73.5 hours)
Module III	-	September 12 - December 12, 2017	(14 sessions; 49 hours)
Module IV	-	January 9 - June 5, 2018	(21 sessions; 73.5 hours)

Letter from the Directors

Dear Colleagues,

In celebration of the Education Scholars' Program (ESP) seventh cohort, it is our pleasure to share the 2016-2018 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 121 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 seventh cohort, we are excited to report that Scholars will have participated from the 17 clinical institutions, representing 22 clinical sites, and, 3 academic institutions. Our Scholars represent 14 departments from the University of Toronto's Faculty of Medicine and also represent the Faculties of Pharmacy, Nursing, and Social Work. In addition to University faculties and departments, our Scholars represent hospital departments of Education, Collaborative Practice, Interprofessional Practice, Professional Practice and Organizational Development and Leadership. We are delighted that in addition to the fully affiliated teaching hospitals, community affiliates such as Ontario Shores Centre for Mental Health Sciences and Youthdale Children's Treatment Centre have sponsored Scholars. Clinical facilities outside of the Greater Toronto Area such as Peterborough Regional Health Centre and St. Joseph's and London Health Sciences Centre have also sponsored Scholars. The ESP has had participants from 24 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 2016-2018 ESP program as well as reports on our alumni program and outcomes.

On October 16, 2018, fifteen 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

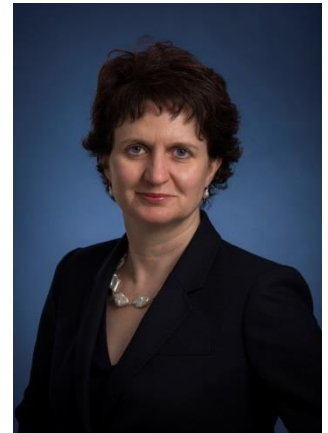
Brenda Mori is the Director of Clinical Education and Community Affairs in the Department of Physical Therapy at the University of Toronto, and she leads the clinical education curriculum for the entry-level MScPT degree program. She graduated from the University of Toronto receiving a BScPT degree, 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 has been the Director of ESP since January 2012. 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 of the Specialty Committee for Radiation Oncology at the Royal College of Physicians and Surgeons of Canada. She is also the Co-Director for Faculty Development and Continuing Education within the department of Radiation Oncology at the University of Toronto.



Camille Borromeo Denbigh, 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 (ESP), Teaching for Learning and Collaboration Program (TLC) and the Helen P. Batty Faculty Development Awards. She also manages the communications strategies and operations of the centre.

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

Fifteen candidates were selected and supported by their departments to participate in the seventh iteration of the Education Scholars Program. Participants met on Tuesday afternoons during the academic year from September 2016 to June 2018.

The Scholars are:

Nirit Bernhard, MSc, MD FRCPC, Department of Paediatrics, The Hospital for Sick Children

Marina Brezinov, RN, BScN, MHM, Professional Practice, North York General Hospital

Marie Julianna Czikk, MD, MSc, FRCSC, Obstetrics and Gynecology, Mount Sinai Hospital

Dini Hui, MD FRCSC, Department of Obstetrics and Gynaecology, Sunnybrook Health Sciences Centre

Lisa Marshall, PhD, D.Clin.Psych, Department of Psychology, Ontario Shores Centre for Mental Health Sciences

Blathnaid McCoy, MB BCh BAO, MRCPI, CSCN (EEG), MSc, Department of Paediatrics, The Hospital for Sick Children

Beck McNeil, MBA, Education and Organizational Development, The 519 Church Street Community Centre

Pamela J. Mosher, MD, MDiv, Department of Psychiatry, The Hospital for Sick Children and Princess Margaret Cancer Care Centre

Damien G. Noone, MB BCh, BAO, MSc, Department of Paediatrics, The Hospital for Sick Children

Mitesh Patel, BSc, MD, FRCPC, Department of Psychiatry, Centre for Addiction and Mental Health

Kiren Sandhu, MSW, Complex Care and Recovery, Forensic Division, Ambulatory Services, Centre for Addition and Mental Health

Ariel Shafro, MD, Department of Psychiatry, Trillium Health Partners

Azmeh Shahid, MD, FRCPC, Department of Psychiatry, Youthdale Treatment Centre

Mark Wheatcroft, BSc. Hons, MBChB, MS FRCS, Department of Surgery, St. Michael's Hospital

Chris Willer, MD, Department of Psychiatry, St. Michael's Hospital

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

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

Lindsay Beavers, BScKin, MPT, Department of Physical Therapy, St. Michael's Hospital

Milena Forte, MD, CCFP, Department of Family and Community Medicine, Mount Sinai Hospital

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

Jeannine Girad-Pearlman, MEd, Ontario Institute for Studies in Education, The Wilson Centre

Katherine Hick, MD, FRCPC, Department of Paediatrics, The Hospital for Sick Children

Ayelet Kuper, MD, DPhil, Department of Medicine, The Wilson Centre, Sunnybrook Health Sciences Centre

Karen Leslie, MD, FRCPC, MEd, Director, Centre for Faculty Development; Department of Paediatrics, The Hospital for Sick Children

Susan Lief, MD, MEd, MMan, FRCPC, Director, Academic Leadership Development, Centre for Faculty Development, Department of Psychiatry

Stella Ng, PhD, Reg. CASLPO, Director of Research, Centre for Faculty Development; Department of Speech-Language Pathology

Rick Penciner, MD, Department of Family and Community Medicine, North York General Hospital

Course Faculty and Invited Speakers (2016-2018)

Lori Albert, MD, FRCPC, Department of Medicine, University Health Network-Toronto Western Hospital

Lindsay Baker, MEd, Research and Education, Centre for Faculty Development

Glen Bandiera, MD, MEd, FRCPC, Department of Medicine, Postgraduate Medical Education, St. Michael's Hospital

Sheena Bhimji-Hewitt, MAppSc, RVT, RDMS, CRGS, CRVS, The Michener Institute of Education at University Health Network

Dina Brooks, BScPT, MSc, PhD, Department of Physical Therapy, Rehabilitation Sciences Institute

Bev Bulmer, MScPT, Vice President, Education, St. Michael's Hospital

Megan Burnett, MA, PhD (ABD), Centre for Teaching Support and Innovation, University of Toronto

Ryan Brydges, MSc, PhD, Department of Medicine, University of Toronto, The Wilson Centre

Shaheen Darani, MD, FRCPC, Department of Psychiatry, Centre for Addiction and Mental Health

Robyn Davies, BHScPT, MAppSc, Department of Physical Therapy, Sinai Health System-Bridgepoint Active Healthcare

Debbie Kwan, MScPhm, Leslie Dan Faculty of Pharmacy, Toronto Western Hospital

Shelly Dev, MD, FRCPC, Department of Medicine, Sunnybrook Health Sciences Centre

Susan Edwards, MD, CCFP, FCFP, Department of Family and Community Medicine, St. Joseph's Health Centre

Peter Ferguson, MD, MSc, FRCSC, Department of Surgery, Sinai Health System-Mount Sinai

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

Farah Friesen, MI, Centre for Faculty Development, University of Toronto at St. Michael's Hospital

Heather Flett, MD, FRCPC, Department of Psychiatry, Sunnybrook Health Sciences Centre

Shiphra Ginsburg, MD, MEd, FRCPC, Scientist, The Wilson Centre, Internal Medicine, Sinai Health System-Mount Sinai

Sue Glover-Takahashi, MD, MA(Ed), BSc, Postgraduate Medical Education; Centre for Faculty Development, University of Toronto

Mark Halman, MD FRCP(C), Department of Psychiatry, Sinai Health System-Mount Sinai

Raed Hawa, MD, MSc, Department of Psychiatry, University Health Network-Toronto Western Hospital

Brian Hodges, PhD, MD, FRCPC, The Wilson Centre, University Health Network

Jordan Holmes, M.A., MRT(N), CHSE, The Michener Institute of Education at University Health Network

Jacqueline James, BSc, MD, MEd, FRCPC, Clinician Educator, Sinai Health System-Mount Sinai

Anne Kawamura, MD, FRCPC, Division of Developmental Paediatrics, Holland Bloorview Kids Rehabilitation Hospital

Radha Kohly, MD, PhD, FRCSC, Department of Ophthalmology & Vision Sciences, Sunnybrook Health Sciences Centre

Mahan Kulasegaram, PhD, Department of Family & Community Medicine, The Wilson Centre

Ayelet Kuper, PhD, DPhil, FRCPC, Department of Medicine, The Wilson Centre

Jana Lazor, RPh, B.Sc.Pharm., M.Sc.Pharm., Ed.D., FCSHP, Department of Family and Community Medicine

Christie Lee, MD, FRCPC, Department of Medicine, Sinai Health System-Mount Sinai

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

Susan Lieff, MD, MEd, MMan, FRCPC, Department of Psychiatry, Baycrest Hospital

Jason Manayathu, MBA, Corporate Planning, St. Michael's Hospital

Briseida Mema, MD, FRCPC, Division of Critical Care, 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

Bridget Morant, Scotiabank Health Sciences Library/Patient and Family Learning Centre, Li Ka Shing Knowledge Institute

Umberin Najeeb, MD, FRCPC, FCPS, Department of Medicine, Sunnybrook Health Sciences Centre

Stephanie Nixon, BA, BHSc, MSc, PhD, Department of Physical Therapy, International Centre for Disability and Rehabilitation

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

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

Angela Orsino, MSc, MD, FRCPC, Department of Paediatrics, Holland Bloorview Kids Rehabilitation Hospital

Kathryn Parker, MA, PhD, Centre for Interprofessional Education, Holland Bloorview Kids Rehabilitation Hospital

Janet Parsons, BA, BSc, MScM, PhD, Department of Physical Therapy, St. Michael's Hospital

Beata Pawlowska, PhD, Centre for Faculty Development, University of Toronto at St. Michael's 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

Joan Sargeant, BN, MEd, PhD, Department of Community Health and Epidemiology, Dalhousie University

Rayfel Schneider, MD, BCh, Associate Chair, Education Paediatrics, The Hospital for Sick Children

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

Salvatore Spadafora, MD, FRCPC, MHPE, Postgraduate Medical Education, University of Toronto

Chris Watling, MD, FRCPC, Postgraduate Medical Education, Schulich School of Medicine & Dentistry, Western

Carmen Wiebe, MD, FRCPC, Department of Psychiatry, Centre for Addiction and Mental Health

Nikki Woods, PhD, The Wilson Centre, The Centre for Ambulatory Care-Women's College Hospital

Euson Yeung, BScPT, MEd, FCAMT, PhD, Department of Physical Therapy, University of Toronto

Curriculum

Topics included in the 2016-2018 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"> ▪ Reflective Practice ▪ What is Scholarship? ▪ What is Teaching Excellence? ▪ Setting the Educational Climate ▪ Education Theory ▪ Learning Styles and Strategies ▪ Identifying Learner Needs & Setting Objectives ▪ Social Media in Education ▪ Time Management ▪ Making Learning Stick ▪ Managing the Teaching Session & Small Group Facilitation ▪ Checking in ▪ Feedback 	<ul style="list-style-type: none"> ▪ Searching the Education Literature ▪ Critical Literature Review ▪ Curriculum Design I ▪ Curriculum Design II ▪ The Learner in Difficulty ▪ Introduction to Education Research ▪ Quantitative Methods in Educational Research ▪ Professional Culture and its Influence on Medical Education ▪ Qualitative Methods in Education Research 	<ul style="list-style-type: none"> ▪ Large Group Teaching ▪ Learner Assessment ▪ Effective Communication with the Learner in Difficulty ▪ Needs Assessment ▪ Program Evaluation ▪ Preparing a Large Group/Lecture Presentations ▪ Self-Assessment and Feedback ▪ Promotions ▪ Problem Gap Hook ▪ Submitting an Ethics Application ▪ Authentic Leadership ▪ Sharing Scholarly Project Ideas ▪ Simulation in Education ▪ Fostering Clinical Reasoning ▪ Interpersonal Styles ▪ Preparing a Dossier
Topics Covered in Year II of the ESP		
<ul style="list-style-type: none"> ▪ Authentic Leadership ▪ Program Evaluation ▪ Simulation in Education ▪ Educational Leadership ▪ Mentorship ▪ Critical Reflexivity ▪ Art Based Research ▪ Wellness ▪ Teaching Philosophy Statement ▪ Power and Privilege ▪ Change Management 	<ul style="list-style-type: none"> ▪ Teamwork ▪ Blanket Exercise ▪ Relational Mindset and Leadership Styles ▪ Negotiation Skills and Strategies ▪ Coaching in Health Professional Clinical Education ▪ Educating Internationally Educated Health Professionals 	<ul style="list-style-type: none"> ▪ Writing for Publication ▪ Career Planning ▪ Teaching Resilience in Healthcare ▪ Project Management ▪ 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:

Lindsay Baker, BEd, MEd, Centre for Faculty Development, Li Ka Shing Knowledge Institute

Claudia Barned, PhD, University of Toronto, Centre for Faculty Development, Li Ka Shing Knowledge Institute

Shaheen Darani, MD, Department of Psychiatry, University of Toronto

Susan Lieff, MD, MEd, FRCP(C), Department of Psychiatry, University of Toronto, Centre for Faculty Development

Mandy Lowe, BSc(OT), MSc, Toronto Rehabilitation Institute

Tina Martimianakis, MA, MEd, PhD, The Wilson Centre

Maria Mylopoulos, PhD, The Wilson Centre

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

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

David Rojas Gualdron, PhD, The Wilson Centre

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

Sophie Soklaridis, PhD, Centre for Addiction and Mental Health, Department of Psychiatry, University of Toronto

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

Christopher Trevelyan, MSW, University of Toronto

Catherine Walsh, MD, MEd, PhD, FRCPC, FAAP, Hospital for Sick Children, Department of Paediatrics, University of Toronto

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:

The Whole is Greater than the Sum of its Parts: How Relationships Provide Synergy to Reflection, Self-Assessment and Feedback in a Competency Based Undergraduate Medical Curriculum, Nirit Bernhard

Learning Needs Assessment of Experienced Clinical Teachers, Marina Brezinov

The Making of an MFM Specialist: How defining competency can improve fellowship training in Maternal Fetal Medicine, Marie Julianna Czikk

Teacher Burnout Amongst Faculty Members in the Context of Medical Education, Dini Hui

Student Perspectives of Orientation, Lisa Marshall

Resilience in Pediatricians – A Critical Literature Review, Blathnaid McCoy

Developing an Education Program for Disadvantaged Patient Populations, Beck McNeil

Canadian Paediatric Palliative Care Programs and their collaborations with Psychiatry, Pamela J. Mosher

Resilience in Pediatricians – A Review, Damien G. Noone

Changes in Attitudes and Skills Related to Advocacy in Medical Students Completing a Peer Mentoring Training Program with Youth Raised in at Risk Environments, Mitesh Patel

Mental Health Curriculum at the Toronto South Detention Centre, Kiren Sandhu

Co-creation and Rapid Curriculum Development for the Longitudinal Clerkship Model, Ariel Shafro

Survey evaluating the Shift in Attitude Towards Child and Youth Evaluation in CC3 Medical Students in their Clinical Rotation at Youthdale Treatment Centre, Azmeh Shahid

Assessment of Basic Skills in Vascular Surgery using Smartphone Acquired Video, Mark Wheatcroft

Teacher Burnout Amongst Faculty Members in the Context of Medical Education, Chris Willer

Education Lecture

At the conclusion of the 2016/2017 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.

Performance Enhancement through Coaching: Facilitated Feedback in Practice, Nirit Bernhard

Learner in Difficulty, Marina Brezinov

A Beginners Guide to Reflective Practice, Marie Julianna Czikk

Feedback: A Give and Take Relationship, Dini Hui

Supporting Student Learning: Aiding Both the Student with Challenges and the Challenging Student, Lisa Marshall

The Gift of Feedback, Blathnaid McCoy

Strategic Career Adaptability, Beck McNeil

Communication with Adolescent and Young Adult Patients at End of Life, Pamela J. Mosher

Technology in Medical Education, Damien G. Noone

Advocacy Training Initiative, Mitesh Patel

High Performing Teams and Interprofessional Collaboration- Professional Practice, Kiren Sandhu

Incorporating a Learner into your Clinical Practice, Ariel Shafro

Feedback: To do or Not to do, Azmeh Shahid

Educational Videos in Vascular Surgery, Mark Wheatcroft

The Learner in Difficulty, Chris Willer

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.

Developing a culture where teaching and education is a passion (engaging the non-engaged) - Mitesh Patel and Beck McNeil

Characteristics of great teachers (i.e. what traits/skills/strategies are associated with award winning teachers/educators) –

Kiren Sandhu and Dini Hui

The teacher in difficulty: Identifying teachers who are below average and figuring out what to do with them - Pamela Mosher and Chris Willer

Assessing Learners - Marie Czikk and Nirit Bernhard

Curriculum design for teaching outside of the classroom - Azmeh Shahid and Ariel Shafro

Competency based education (history/adoption/planning for implementation) - Marina Brezinov, Blathnaid McCoy, and Mark Wheatcroft

How technology can be incorporated into teaching practices - Lisa Marshall and Damien Noone

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 well:

Average evaluation score of each session (1=Unsatisfactory, 5 = Excellent) **4.16** (Range 2.73– 4.89)

Average score for all faculty teachers (1=Unsatisfactory, 5 = Excellent) **4.28** (Range 3.09 – 5.00)

Educational Achievements during ESP

Nirit Bernhard

- Co- PI on 'Learning in Listening' Grant without a Susanna Talarico - Paediatric Constants Education Grant (Sept. 2017) Presenting at Creating Spaces 2018-pre-CCME talk on Portfolio

Marie Julianna Czikk

- Successful candidate for the position of Program Director of the Maternal Fetal Medicine Fellowship Program (2018)

Blathnaid McCoy

- Assumed role of Neurology Residency Program Director
- Education lead for Project ECHO Epilepsy Ontario

Pamela J. Mosher

- Invited Speaker for Annual Michael Kamin Hart Lecture at Princess Margaret Hospital (April 2017)
- Co-Founded the first collaborative clinic in palliative care and psychiatry for Young Adult Oncology Patients (May 2017)
- Nominated for Presidents Award, Hospital for Sick Children (Fall 2017)
- Invited to deliver symposium presentation at the American Academy of Child Adolescent Psychiatry (Oct. 2017)
- Invited to contribute chapter to the Oxford Textbook of Paediatric Palliative care(March 2018)

Dini Hui

- Recipient of Chair's Award for Excellence in Undergraduate Education Successful appointment as Director of Undergraduate Medical Education, Department of Obstetrics and Gynaecology

Ariel Shafro

- Received the W.T. Aikins Award in Excellence in Individual Teaching Performance, Small Group category in 2017
- Received the Better Together award for Clinical Teaching - Postgraduate from THP in 2018. Received the Better Together Physician Practice award from THP in 2017.

Kiren Sandhu

- Awarded Workman Arts Award for Mental Health and Addiction Advocacy Research Grant: Forensic Client Satisfaction Survey Initiative at the Toronto South Detention Centre, Professional Practice Office CAMH, (2017)
- Addressing the Mental Health Needs of Female Offenders: A Canadian Perspective – presented internationally, nationally and locally
- Addressing the Mental Health Needs of Inmates through Service and Education to Correctional Officers – presented internationally, nationally and locally

Mark Wheatcroft

- Produced and copyrighted educational videos
- Appointed as Assistant Director of Surgical Foundations Program

What our Scholars tell us...

We wanted to share some comments from our Scholars from their ESP module evaluations.

Participating in the Education Scholars' Program as a Scholar
You've taught us how to teach, how to think about learners, how to think about teaching and research, how to evaluate teaching and learners and our own research questions and results.
My skills, knowledge and confidence as an educator have grown and I can't believe how my portfolio has come together and it's all because of ESP.
It has shaped and changed how I think of education and how I think of my role as an educator.
I've learned a lot about myself – how to advocate for myself and what it truly means to be an educational scholar; I feel this course has given me the confidence to believe that I am able to do this and I definitely think I'll be able to incorporate the things that I learned
I feel like the tools that I've been given during ESP will serve me for the rest of my life.

About the Education Scholars Program Community
I have come to value Tuesday afternoons so deeply as a rare window of time that I could read, think and learn and could do all of that within a community of lovely colleagues.
I found being part of this amazing community so valuable. I've learned so much from my colleagues and classmates.
The sense of camaraderie and teamwork within our cohort has been motivating! It has been great to hear such different opinions from colleagues of other fields and experience levels.
I look forward to every Tuesday afternoon to see my colleagues, and friends and people I like to share things with – educationally and personally

Looking forward to educational activities after the Education Scholars Program
I feel more confident in my abilities to teach. I am also excited about trying new things and seeking out new educational opportunities.
I have had several requests to present a workshop on the grand rounds topic that I chose, both from within our hospital and from outside hospitals. People are starting to identify me as someone with interest and expertise in education.
It has certainly contributed - it has given me a vocabulary to work with within the education world, and confidence that I now have training and experience to participate in these education focused discussions. It has motivated me to continue to strive for teaching excellence and it has shown me what it takes to be an authentic leader in education.
Led me to feel more confident and use best practices in my teaching.
It has given more confidence in my role as an educator, providing me with solid theoretic constructs.
I'm more scholarly in my approach...rather than impulsively jumping in... I check the evidence and am methodical in my approach.

ESP Presentations and Publications

Publications

We would like to highlight several publications regarding the Education Scholars Program and faculty development from the Centre for Faculty Development

- Onyura B, Ng SL, Baker LR, Lieff S, Millar BA, Mori B. A mandala of faculty development: using theory-based evaluation to explore contexts, mechanisms and outcomes. *Advances in Health Sciences Education*. 2017 Mar 1;22(1):165-86.
- Ng SL, Baker LR, Leslie K. Re-positioning faculty development as knowledge mobilization for health professions education. *Perspectives on medical education*. 2017 Aug 1;6(4):273-6.
- Leslie K. Faculty development for continuing interprofessional education and collaborative practice. *Journal of Continuing Education in the Health Professions*. 2017 Oct 1;37(4):262-7.

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, 2014-2016 ESP Cohorts.

Lori Albert

- Promoted to Full Professor, University of Toronto (July 2016)
- Course Director in the new Foundation Curriculum in the MD Program

Eric Bartlett

- Recognized by Resident Doctors of Canada for efforts to improve wellness of medical residents across the country, Faculty of Medicine, University of Toronto (2018)

Pier Bryden

- Recipient of the President's Teaching Award, University of Toronto (2018)

Shaheen Darani

- Promoted to Postgraduate Director, Centre for Addiction and Mental Health (2016)

Marco Garavaglia

- Poster co-published *Anesthesia Training Transcends Borders: Developing Expertise in Pre-Hospital and Emergency Care*, Post MD Education, University of Toronto (2016)

Mark Halman

- Co-published *Using Critical Consciousness to Inform Health Professions Education, A literature review* in *Perspectives on Medical Education* (2017)
- Co-published *The discomfort of an educator's critical conscience: in case of problem-based learning and other global industries in medical education* in *Perspectives on Medical Education* (2017)

Chetana Kulkarni

- Promoted to Assistant Professor, Department of Psychiatry, University of Toronto (2017)

Rick Penciner

- Awarded CAME Certificate of Merit, Canadian Association for Medical Education (2018)
- Awarded the Helen P. Batty Award for Excellent and Achievement in Faculty Development in the category of Sustained Excellence in Teaching as a Faculty Developer (2018)

Shamena Maharaj

- Awarded HumanaCare HR Professional of the Year, National HR Wards (2018)

Barbara-Ann Millar

- Appointed as Chair of the Specialty Committee in Radiation Oncology at the Royal College of Physicians and Surgeons of Canada (2016)
- Awarded the Colin R. Woolf Award for Teaching Excellence in Continuing Professional Development, University of Toronto (2018)

Brian Wong

- Published *Faculty Resident "Co-Learning": A Longitudinal Exploration of an Innovative Model for Faculty Development Quality Improvement*, *Academic Medicine*. 92(8):1151-1159 (2017)

Paul Yip

- Recipient of the Undergraduate Faculty Teaching awards, Faculty of Medicine, University of Toronto (2017)

Education Scholars Program

Enrolling for the 2020 cohort & more information...

We are pleased to announce that the eighth cohort (2018-2020) has commenced. Eighteen individuals who work in the field of educating health professionals were accepted into the 8th ESP cohort representing a variety of health professions, academic departments and 10 different teaching sites. They reflect a rich diversity of roles, experience and educational contexts. Recruitment for the next class will begin in the fall of 2019 for the 2020 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://cfid.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.ca 416-946-8646 ext. 77425)
- Ms. Camille Borromeo Denbigh, Education Program Coordinator (BorromeoC@smh.ca 416-864-6060 ext. 77419)