



CENTRE FOR
FACULTY
DEVELOPMENT

ANNUAL
REPORT
2019-2020



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MESSAGE FROM THE **DIRECTOR**

I am writing this at the end of June 2020, so while this academic year is not officially over - what an eventful year it has been (a huge understatement)!

The academic year for the Centre for Faculty Development (CFD) began with preparation for our external review and the creation of our 5-year self study report, a tremendous effort by the entire **CFD Team**, led by the CFD Manager **Tiffany Bartlett**. Joanne Hamilton from the University of Manitoba and Larry Gruppen from the University of Michigan conducted the review itself. The reviewers cited the CFD's stellar record of developing strong relationships with our University of Toronto (UofT) and the Toronto Academic Health Science Network (TAHSN) hospital partners, the high quality of our programming, our capacity building for faculty development, and our contributions to the field and practice of faculty development through research, scholarship, and leadership. They also identified areas for the CFD to consider as it moves into its next cycle of strategic planning that include continuing to review our core mandates and how we use our resources to support the work we do.

I would like to highlight a few other key accomplishments and know that the rest of this report will speak for itself. In response to the COVID-19 pandemic, ***the CFD Team quickly shifted our programming to online formats and provided faculty development to support program leads and facilitators in the transition.*** Along the way, we saw an increase in the numbers of participants in our workshops/webinars and BPER (Best Practices in Education Rounds) as well as increased numbers of participants from other universities across Canada and the world, including the Ukraine, Namibia, Iraq, and Malaysia.

We developed new programming and resources in response to emerging needs in the system, and helped build capacity for new models of teaching, learning and caring. We worked with colleagues from the Temerty Faculty of Medicine at UofT and from Unity Health Toronto to develop and deliver webinars on the use of technologies for online learning, creating effective online learning

environments, and supervising learners in the context of virtual care. We also created primers aligned with these webinars, and placed all of this, along with a focused list of other resources on a new website linked to our homepage.

Looking to the future, the next Director of the CFD, **Dr. Latika Nirula**, will begin her term on July 1, 2020 and she will lead the CFD into its next phase. Latika is a passionate faculty developer, a strong educator and leader, and a valued colleague. I am so excited for her and the CFD as she steps into the role. As I wrote in my recent post in the CFD newsletter, what I will miss the most is being with the incredible CFD team who are creative, smart, generous, energetic, and enthusiastic about learning and about faculty development. I have valued the relationships at the CFD, Unity Health Toronto, the Temerty Faculty of Medicine, and across the TAHSN hospitals and the academic departments, and it is with much pride and thanks that I step into what comes next.

Karen Leslie

Director



ABOUT THE CFD

The Centre for Faculty Development (CFD) was founded in 2002 as a partnership between St. Michael's Hospital (now Unity Health Toronto) and the University of Toronto (UofT), Temerty Faculty of Medicine. It is positioned as an Extra-Departmental Unit within UofT.

The CFD is committed to enhancing the academic development of faculty in the Temerty Faculty of Medicine, additional Health Science Faculties (i.e. nursing, pharmacy, etc.) at UofT, and other institutions through innovation, capacity building and scholarship in the design, implementation and evaluation of faculty development. In addition to this commitment, the CFD welcomes anyone, regardless of whether they have a faculty appointment or not, who has a role related to teaching, education and academic work in their healthcare organization or setting.

The CFD supports health professionals in their multiple education roles and activities – including teaching, academic leadership, scholarship and advocacy. We offer flexible and adaptable programming that is responsive to emerging needs, facilitates communities and networking, and supports capacity building across the system. More specifically our offerings include longitudinal programs, individual workshops, curated lists of resources, and faculty development consultations with local, national and international partners.

Locally, we work collaboratively with groups and sites to provide programs across the greater Toronto area and province. Nationally and internationally,

we collaborate with other institutions and welcome the continued opportunity to work with others in the development, delivery and evaluation of faculty development, and in the creation of new knowledge and understanding about faculty development.

We view faculty development as education knowledge mobilization, enabling bi-directional knowledge sharing between education scholarship practices and basic education research.

CFD TEAM MEMBERS

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Stella Ng

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Latika Nirula

Incoming Director

Betty Onyura

Evaluation Research Scientist

THE GLOBAL PANDEMIC

Since the global pandemic was declared in March, our Centre has worked to support our faculty, learners, and hospital and partner organizations. **Our core CFD Team were redeployed across Unity Health Toronto to assist with COVID related activities** including Personal Protective Equipment (PPE) knowledge mobilization, PPE acquisition, Housing & Accommodation, Telemedicine, and Simulation. Our team also worked with clinical faculty to develop [QuickICUTraining.com](https://www.quickicu.com), a website that provides accessible learning and reference resources for clinicians deployed to the ICU.

The CFD Team worked to rapidly shift our programs to a virtual format; this shift involved not only a re-imagining of curricula, but also of processes related to community building and engagement. In response to needs in the system, we collaborated on the development of new workshops focused on the shift to online teaching and learning. These were offered repeatedly over the summer months and into the fall. In addition, we shifted the focus of our final two BPER rounds of the academic year towards strategic pivoting from in person to online settings, and developing competence in virtual care. We developed primers, tip sheets and built a website to house resources related to online education (including teaching and design, assessment and evaluation, equity, diversity & inclusivity (EDI) considerations, professionalism and digital literacy, and virtual care and supervision).

In addition to our curricula shifting, so too has our evaluation strategy. The shift online is viewed as an opportunity to explore challenges and opportunities related to the virtual context, and questions have been added to our evaluation forms.

OUR YEAR AT A GLANCE

SUPPORTING FACULTY



8 CFD Programs and Activities



70 Graduates from our Longitudinal Programs



947 Participants across All Programs (including BPER)



814 Participants across 31 Workshop Offerings

BUILDING COMMUNITY AND PARTNERSHIPS*



9 Faculties (University of Toronto)



42 Academic Institutions (Local, National & International)



19 Departments (Temerty Faculty of Medicine, University of Toronto)



57 Healthcare Organizations (Local National & International)

MOBILIZING KNOWLEDGE



21 publications



8 grants



11 presentations & abstracts



5 awards



Launched the renewed Stepping Stones Program



Launched a new Centre-wide Evaluation Strategy.

* #'s based on participants' affiliations



SUPPORTING **OUR FACULTY**

The CFD provides a number of programs and resources to support health professionals in their multiple education roles and activities – including teaching, curriculum development, academic leadership, scholarship and advocacy.

PROGRAMS

The Centre for Faculty Development has built and developed its core programs based on system needs, and ensuring relevancy for academic units within the University of Toronto (UofT), Toronto Academic Health Science Network (TAHSN) and our broader community. Our programs have a number of notable accomplishments to celebrate in 2019-2020 (see below).

BEST PRACTICE IN EDUCATION ROUNDS (BPER)

Best Practice in Education Rounds (BPER) are co-hosted by the CFD and [The Wilson Centre](#), collaborating on our shared goals as Extra-Departmental Units. We leverage the expertise that exists between our Centres, to facilitate a more impactful offering.

BPER links the theory and practice of health professions education and faculty development with invited speakers from local, national and international contexts. Rounds are held monthly throughout the academic year and are offered virtually via Zoom. They are freely accessible for anyone to attend. Presentations are video-recorded and posted as archived talks on our website. BPER provides the opportunity to share innovative and emerging ideas with a wide audience of interested health professional teachers, educators, leaders, and scholars.

Notable Accomplishments

1. Since we began offering our BPER rounds virtually via Zoom, we have national and international participants attending, these include participants joining in from: Bedong, Malaysia; Beijing, China; Lahore, Pakistan; Kyiv, Ukraine; Tirupati, India; Willemstad, Curaçao; Porto Alegre, Brazil; Popayán, Colombia; Mosul, Iraq; Albuquerque, New Mexico; North Newton, Kansas;

Ithaca, New York; Scranton, Pennsylvania; Salt Lake City, Utah; Rock Hill, South Carolina; Thunder Bay, Ontario; New Haven, Connecticut; College Station, Texas; Quebec, Canada; Calgary, Alberta; Halifax, Nova Scotia; St. John's, Newfoundland and Labrador; Edmonton, Alberta; Vancouver, British Columbia; Winnipeg, Manitoba; Ottawa, Ontario; Saskatoon, Saskatchewan.

2. We have experienced a significant increase in participants wanting to attend our rounds. As a result, we have increased the capacity of our online sessions to accommodate 500 participants.
3. In response to the urgent need to support faculty in the virtual environment, the focus of our remaining rounds in 2019-2020 shifted to virtual care, teaching and learning.

EDUCATION SCHOLARS PROGRAM (ESP)

This two-year longitudinal faculty development program for health professional educators fosters academic excellence, creativity and scholarly productivity in education. The program builds capacity by enhancing competence in education leadership, scholarship, curriculum and teaching thus facilitating opportunities for advancement. Each Education Scholars Program (ESP) cohort experiences a uniquely designed curriculum that is structured to adapt to the specific needs of the Scholars, sponsoring departments and the current educational environment.

Our program goals are to support and enable the success of health professional and health science faculty/staff in their many roles as educators. ESP provides participants the opportunity to develop their skills as scholars, contributes to helping individuals build their education identity and supports them in building a strong community.

Notable Accomplishments

1. On October 20, 2020 our 8th ESP cohort completed the program. Congratulations to all graduates!
2. On October 6, 2020 we welcomed our 9th cohort to the ESP. For the first time, this cohort will experience a virtual ESP curriculum.

NARRATIVE MEDICINE

Narrative Medicine is a series of faculty development workshops focused on creative writing and narrative medicine. The program was conceptualized in partnership with the Postgraduate Medical Education and Health, Arts and Humanities Programs. This program brings together faculty interested in storytelling and writing for a variety of reasons, including to improve communication, learn about narrative medicine, reflect on their own experiences, and is for those who are both new and experienced with the genres of poetry and fiction.

The Narrative Medicine program meets an important need for humanities-focused faculty development. Participants leave with the knowledge and tools to

further their writing practice, read more critically, and listen more critically – all which can impact their practice as writers, clinicians, and teachers. It strives to integrate personal interest in literature and writing with clinical and education practice objectives.

Moving forward, this program will shift from its positioning with the CFD to explore other ways for it to be situated in professional development and to extend its reach into the UofT community.

NEW AND EVOLVING ACADEMIC LEADERS (NEAL) PROGRAM

Academic scientists and clinicians are often engaged in leadership or promoted into leadership roles with little, if any, leadership development. The New and Evolving Academic Leaders (NEAL) program is specifically designed to fill that gap. The goals of the NEAL program are to prepare both formal and informal academic health science leaders, from anywhere, for the full scope of their role as managers of people, organizations, divisions, departments, and as systems change agents. Additionally, participants become members of an interdisciplinary network of academic leaders.

“ESP provided me with a safe space to grow and gain confidence as an educator. The program also allowed me to network with a wonderful group of professionals who share the same challenges and passions as I do. I have implemented components of TLC as well as various teaching pedagogy in the courses that I teach.”

—ESP Participant

“The NEAL program is a game changer. I enjoyed learning about leadership concepts, theories, and approaches. Through the course models I had ample opportunity to practice using leadership tools and consolidate what I had learned through role-playing, practical experiences, assignments, and reflection. After completing the course, I feel that I not only have the tools that I need, but also a wonderful group of colleagues that I can reach out to on my ongoing leadership journey.”

—NEAL Participant

NEAL participants develop the mindsets and capabilities to successfully lead their division, program, research, education or other academic unit and help enable the success of their academic teams. Specifically, they become competent in the four practices of academic leadership: intrapersonal, interpersonal, organizational, and system.

Notable Accomplishments

1. The NEAL program is now classified as an Advanced Certificate Program through the UofT Continuing Professional Development Office.
2. The NEAL program is now a Canadian Society of Physician Leaders-approved leadership CPD activity required as part of the Academic Route for the Canadian Certified Physician Executive (CCPE) designation.
3. The NEAL program has now been accredited to provide Royal College of Physicians and Surgeons of Canada Section 3 credits for Simulation (Performance Assessment).
4. NEAL enrolment was not affected by COVID-19 or the transition to a virtual format. We continued to see a high volume of applications.

“The NEAL program provided me with the knowledge and skills to be an effective academic leader. I believe my participation in the NEAL program was instrumental in my ability to obtain a senior leadership position. Based on the principles of authentic leadership it provides the forum for leaders with a variety of backgrounds and personalities to emerge and therefore supports equity, diversity and inclusion. The content and delivery of the program is engaging for the learner and I would highly recommend the program to others.”

—NEAL Participant

5. Our study of the networking behaviours of academic leaders who attended NEAL was published: Lieff SJ, Baker L, Poost-Foroosh L, Castellani B, Hafferty FW, Ng SL. Exploring the Networking of Academic Health Science Leaders: How and Why Do They Do It? Acad Med. 2020;95:1570–1577. First published online January 28, 2020.

STEPPING STONES PROGRAM

Stepping Stones is a two-year foundational faculty development program aimed at promoting growth and development of health professionals in relation to their educational activities as - teachers, educators, academic leaders, scholars, advocates. It provides opportunities for networking and collaboration across caring and learning environments.

Stepping Stones aims to foster awareness and support the integration into practice of: evidence and theory based approaches to curriculum, teaching and learning in a variety of contexts; critical appraisal of health professions education literature; strategies that support advocacy at a system and individual level; a scholarly approach to education activities; and, a career development plan aligned with individual interests and needs.

“NEAL helped me recognize and enhance my existing leadership skills while learning new skills and approaches that will help me better serve through my leadership. I am more confident to take on leadership roles and feel that I have better supports to approach leadership challenges. Susan, Cate and Laura really care about the well-being and learning of the program participants and facilitate a phenomenal learning experience.”

—NEAL Participant

Program participants engage in workshops and a journal club. Topics covered include workplace based assessment, learning theories, curriculum development, mentorship, anti-oppression, evaluation, and wellness. Stepping Stones follows a flexible, adaptive curriculum and participants choose to attend workshops that meet their needs and interests.

Notable Accomplishments

1. The renewed stepping Stones program launched in September 2019. The new program not only trains participants to be better teachers, but also better leaders, educators, scholars, and advocates. We've also shifted from rolling enrolment to a cohort model so that they can support one another as part of a community.
2. The program now has local, national and international participants and a growing waitlist for the 2020-2022 cohort. In order to be responsive to the high demand for the program, the program has increased enrolment capacity and introduced an additional journal club site for the next two academic years.
3. Stepping Stones now follows a flexible, adaptive curriculum and participants choose to attend workshops that meet their needs and interests. Every two

years, the program faculty review the curriculum to ensure it addresses current needs and integrates emerging education science. The flexible design of the curriculum ensures responsiveness to a constantly evolving system.

4. Stepping Stones faculty now have a formalized role. They are an interdisciplinary and interprofessional group of content experts and educators from a variety of organizations across the system (e.g. Centre for Interprofessional Education, Wilson Centre, Michener Institute, Centre for Teaching Support & Innovation). 40+ program faculty come together annually to shape the curriculum for the upcoming year and engage in professional development, curriculum development, and community building.

TEACHING FOR LEARNING AND COLLABORATION PROGRAM (TLC)

The Teaching and Learning for Collaboration (TLC) is a seven-module longitudinal faculty development teaching skills program for multi-professional clinicians in healthcare. TLC is designed to foster the development of knowledge, skills, and attitudes relevant to the varied teaching contexts of multi-professional faculty and allows participants to share their educational experiences and employ common teaching theory and behaviours together.

“I truly enjoyed the Stepping Stones program! Not only the great diversity of topics, from clinically applicable teaching examples to simulation, theory of education and different research areas, but also the organization, enthusiasm and well-preparedness of the presenters and staff, the interactive workshops and meeting people with similar interests. I also benefitted from the Journal Clubs, where I built some friendships with people from very different fields. As a result of the Program, I have managed to come up with some new ideas and have published two education-related papers since. Thank you!”

—Stepping Stones Participant

A one-day Train the Trainer (TTT) workshop is offered to train past participants to teach the TLC program in their organizational setting, thereby supporting capacity building and sustainability.

Notable Accomplishments

1. TLC has 190 trained TLC facilitators to date, across 25 different hospital sites and over 14 Faculty of Medicine Departments.
2. The CFD engaged in several external TLC service contracts in 2019-2020 and conducted 35 accredited TLC workshops both in person and online due to COVID-19. The program has been able to successfully pivot to an online platform, and has seen an increase in participation and demand during the pandemic.
3. In response to learner and site feedback, a seventh module: *The Learner in Difficulty* has been added to the TLC program. It has been offered several times through the CFD workshop series and at other sites through services contracts.

TEACHING FOR TRANSFORMATION: SUMMER EDUCATION INSTITUTE

Teaching for Transformation (TforT): Summer Education Institute (SEI) is an annual faculty development program, which takes place every June. TforT: SEI brings together educators, clinicians, administrators, leaders, and scholars interested in the theory and practice of transformative education and associated pedagogies and practices. The transformative paradigm of education is grounded in a vision of education as an emancipatory practice in pursuit of equity. TforT: SEI participants strive to prepare health professions learners for the humanistic, social-relational aspects of health care practice.

TforT: SEI was inspired by a growing need in health professions education and practice to prepare clinicians for a multitude of complex roles. For example, the health advocate, the collaborator, and the professional. These roles must be performed within a complex health care system that aims to support compassionate, equitable, and person-centered care orientations, while also managing limited resources, quality, safety, and accountability. Aligned with these needs, TforT: SEI brings together educators interested in the theory and practice of transformative education and critical pedagogies.

TforT: SEI was cancelled in 2020 due to COVID-19. It will be offered online in 2021.



BUILDING COMMUNITY & PARTNERSHIPS

COMMUNITIES

One of our core activities at the CFD is to facilitate community building and networking. Our more formalized communities provide support and capacity building related to specific topics including education research, mentorship and faculty development.

EDUCATION RESEARCH COMMUNITY

The CFD Team for Research and Evaluation in Education hosts an Education Research Community (ERC). ERC is an interdisciplinary mix of aspiring education researchers made up of administrators, educators, and clinical teachers from varied roles, professions, and experience levels with research. The commonality bringing ERC together is a commitment to excellent education, informed by research and the pursuit of quality education research.

ERC builds community and provides learning opportunities and support for education research interests and pursuits. It fosters a safe space for aspiring and experienced education researchers to take risks academically, explore new ideas, and build confidence. It continually strives to build community and capacity around education research, supporting increased productivity at conferences and publications. Members benefit from increased confidence and research productivity. ERC holds an annual colloquium with an invited speaker from outside our local community. In 2020, the invited speaker was Dr Elizabeth Anne Kinsella, who spoke on *Being, Becoming, and Belonging – Research Into a Mindful Approach to Health Professions Education*.

FACULTY DEVELOPMENT LEADS COMMUNITY

Established in 2011, the Faculty Development Leads Community brings together a growing number of local faculty development leads (at a departmental, hospital, program or faculty levels). This committee is evolving as a ‘community of practice’ for faculty developers and aims to provide a forum for the sharing of new ideas and practices in faculty development, peer mentorship and collaborative learning about the practices and impact of faculty development.

The Committee meets quarterly and has an annual retreat in the spring of each year. The retreat focused on two topics: 1) *Pivoting to online learning and virtual care—what do educators need?*; 2) *Guest Speaker: Farah Friesen, Think about the impact of educational work-how to document/describe/disseminate*. In addition, members are responsible for sharing faculty development activities that are being planned at their respective sites, and for identifying new areas for program development, innovation and collaboration across departments, programs and hospitals in the TAHSN to advance the field and practice of Faculty Development at the local, national and international level.

MENTORING COMMUNITY OF PRACTICE

The Mentoring Community of Practice (COP) was established in to provide a forum for those engaged in developing mentoring programs and supports to their trainees and colleagues as well as those exploring ways to do this. The COP generally meets 1-2 times per year, and the focus of these events is to engage in shared learning about mentorship (e.g delivery models, approaches to the assessment and evaluation) and to discuss shared challenges and successes in each other’s work in the area. The most recent event focussed on preparation of mentors and mentees. A repository of materials from these events is being curated and it is anticipated that it will be housed on the CFD website for ease of access.

PARTNERSHIPS

The CFD continues to work to strengthen existing partnerships and build new partnerships across the University of Toronto and TASHN systems, as well as new national and international academic and health sciences institutions.

DELTA UNIVERSITY, EGYPT

The CFD entered into an agreement with Delta University in Egypt to provide a customized four-day faculty development program for a group of their education leaders to support planning for their new medical school. The program, delivered in Toronto, brought together an impressive group of UofT health professions educators and scientists and was a huge success.

The Delta University group, including the University President *expressed that they learned a lot, and were planning to bring back some of their key learnings to their medical curriculum. These included approaches such as preparing faculty and students to engage in Case Based Learning, as well as well as considerations relating to the hidden curriculum. We anticipate this program will serve as a model for future international opportunities.*

SENIOR INTEGRATED SCHOLARS

Susan Glover Takahashi, PhD, Sr Integrated Scholar, PostMD, Temerty Faculty of Medicine
Jana Lazar, EdD, Sr Integrated Scholar, MD program, Temerty Faculty of Medicine

Dr. Jana Lazar and Dr. Susan Glover Takahashi are Senior Integrated Scholars at the CFD. Their roles help to ensure integration across Faculty Systems (MD Program, Post MD Education, FD) in the Temerty Faculty of Medicine. Many of our faculty and teachers concurrently support medical learners across the continuum. In their Senior Integrated Scholar roles, Sue GT and Jana help to

break down hurdles and barriers to the information and support needed by faculty and teachers.

One of their roles is communication and prioritization of the needs of our faculty and teachers to CFD. For example, over the past year, when the pandemic impacted learning and teaching, they supported the pivot to virtual teaching, virtual care, virtual supervision. This included a survey of faculty needs; gathering and curating of available resources as well as developing new ones to fill gaps (e.g. [PRIMER: Optimizing the Synchronous Online Learning Environment](#) and [PRIMER for Teaching & Supervision in Virtual Care](#)). In each and every discussion with CFD, they keep in mind the needs and the voice of the front line teacher.

Over the past year, in partnership with the Centre for Faculty Development, Sue GT developed and delivered events and resources to support the faculty development needs for the implementation of the competency-based curricular changes.

Jana worked with Dr. Betty Onyura, Evaluation Research Scientist, to complete the data analysis of a study on Case Based Learning in the new MD program for a study that explored relationship between faculty development and curriculum development. Two manuscripts are under peer review.

Jana is a co-chair of the Faculty of Medicine Faculty Development Resource Integration committee that Sue GT is a member of as we also work with the Faculty Development leads across the systems.

For next year, Jana and Sue GT have begun work on additional integrated offerings and resources to support faculty across the continuum.

UNITY HEALTH TORONTO FACULTY DEVELOPMENT DAY 2020

Faculty Development Day 2020 at Unity Health Toronto was hosted by the Education Portfolio and co-chaired by Dr. Karen Leslie (CFD Director), and Sasha Miles (Director of Clinical and Integrated Education).

The event was held Monday February 24th, 2020 and included a keynote presentation, panel discussion and interactive workshops. The keynote focused on *The Harms of Discrimination: Applying a Human Rights Lens to Exclusion & Mistreatment in the Health Professions*. Workshops included 1) *Image-Based Storytelling: Creating a Visual Narrative of the Self*, 2) *Creating Safer Spaces; One Size Does Not Fit All*, 3) *Finding the Educational Value of Discomfort*, 4) *From EDI to IDEA – Aspiring for Meaningful Inclusion in 2020 and Beyond*.

By actively participating in this day, it was an opportunity to begin to explore equity, diversity and inclusivity (EDI) in their roles as a healthcare workers and educators/faculty.

Participants were presented with an incredible opportunity to learn from one another, question their assumptions and appreciate the spectrum of experience and knowledge. Participants began their own iterative journey of understanding what is EDI and how it influences their day and practice.

8TH ANNUAL SUNNYBROOK EDUCATION CONFERENCE 2019

The CFD partnered with Sunnybrook for the 8th Annual Sunnybrook Education Conference on November 22, 2019. The topic was *Educating for a Resilient Workplace: What is the Path Forward?*

This full-day event included a broad range of world-class speakers, presentations, posters and interactive workshops. The conference objectives were to: (1) Appreciate the stigma associated with burnout and increase understanding of the concepts, meaning and factors contributing to burnout and resilience; (2) Promote education about wellness and resilience through diverse teaching methods; (3) Describe evidence-based interventions to enhance the wellbeing of healthcare providers and learners; and (4) Support networking amongst healthcare providers, educators, researchers and leaders.

MOBILIZING KNOWLEDGE

The CFD actively advances education scholarship in health professions education. Our education scholarship encompasses scholarly program development, program evaluation, and knowledge mobilization (KMb). Knowledge mobilization enables the bidirectional sharing of knowledge between education scholarship practices and basic education research (Ng, Baker & Leslie, 2017).

WHAT DO WE MEAN BY MOBILIZING KNOWLEDGE?

The CFD envisions faculty development as knowledge mobilization because faculty development programs and activities create space for health professions educators to share both research and practical knowledge about teaching, learning, and other academic activities (Ng, Baker & Leslie, 2017). Our education research advances the integration of education theory and science with education practices and programs. The CFD and faculty are socialized and actively supported to develop their identities as knowledge mobilizers.

Ng SL, Baker LR, Leslie K. Re-positioning faculty development as knowledge mobilization for health professions education. Perspect Med Educ. 2017 Aug;6(4):273-276.

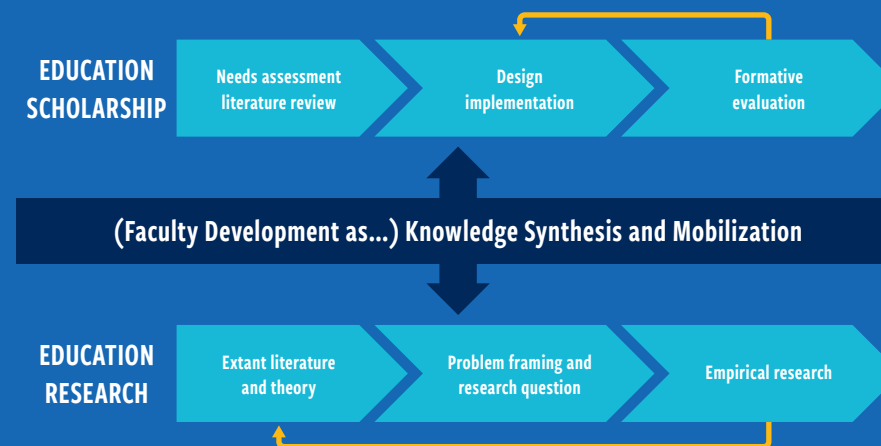


Figure: Education scholarship and research, linked by KmB

The CFD primarily mobilizes three types of education knowledge: personal and experiential knowledge, scientific knowledge produced within the CFD, and scientific knowledge produced outside the CFD. At the CFD, knowledge is mobilized through education scholarship, capacity building, knowledge brokering, and dissemination of high-quality education research. All CFD members engage in Faculty Development as Knowledge Mobilization, as defined in our CFD Research and Evaluation Model.

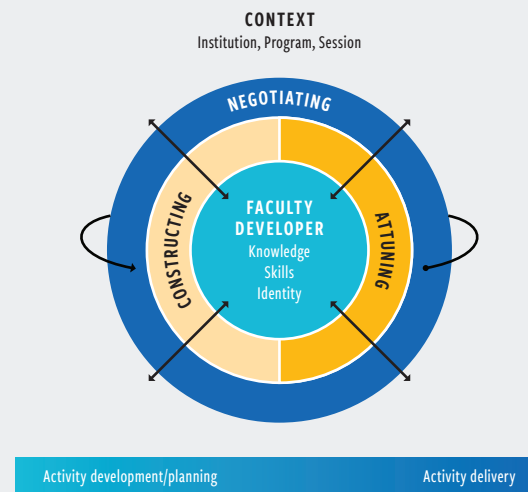
IMPACT STORIES

STEPPING STONES

In the 17 years since Stepping Stones was developed, the roles and responsibilities of health professions faculty have evolved, alongside changes in the health care system, education system, and society. Faculty are now expected to be creative and effective teachers, successful researchers, productive clinicians, competent administrators, academic leaders and advocates for self and systems. Evaluation data from Stepping Stones participants and faculty identified gaps and opportunities in the program format and curriculum. Participants highlighted a disconnect between the journal club and workshop components, and a desire to feel more connected to other participants in the program. Similarly, faculty felt disconnected from the program, not fully understanding where it fit with the rest of CFD programming, or where it fit within the broader system. They parachuted in for a session and then left.

Empirical research at the CFD highlighted that what enables competence in faculty development is an understanding of contextual factors (Baker et al., 2018). Results suggested that faculty developer competence is best understood as a situated construct; that is, it is shaped by the interaction between the properties of the environment that allow an individual to perform an action and the knowledge, skills, and identity of that individual. The model of faculty developer competence (see below) acknowledges the importance of core knowledge and skills but recommends that faculty developers (and other educators) move beyond these toward competence by mediating contextual variables at the institution, program, and session levels. This requires

understanding where the program fits in the system, understanding core program goals and education philosophy and understanding what comes before and next in the curriculum. The renewed program was designed around enabling faculty to better construct, negotiate and attune to their environments.



Baker L, Leslie K, Panisko D, Walsh A, Wong A, Stubbs B, Mylopoulos M. Exploring faculty developers' experiences to inform our understanding of competence in faculty development. Academic Medicine. 2018;93(2):265-73

TEACHING FOR TRANSFORMATION

The Teaching for Transformation (TforT) program has had a banner year. Mobilizing the knowledge we synthesized on education paradigms (Baker et al., 2019 Jul), TforT creates a space that foregrounds humanistic, sociocultural, and transformative paradigms of education. These paradigms of education respond directly to calls for health professionals to respond to the social dimensions of care, such as compassion, ethics, and equity.

We produced 15 peer-reviewed papers in 2019-2020 that demonstrated the importance and impacts of transformative education, and critical pedagogies, across contexts. For example, these papers have explored academic hospitals' efforts to support disadvantaged patients (Baker et al., 2019), in school-based settings that espouse inclusive education (Ng et al., 2020; Reeves et al., 2020), and in the teaching and learning of care for trans people through interactions with international guidelines and protocols (MacKinnon et al., 2020a, 2020b). All of these papers have led to important insights for Health Professions Education (HPE). And their collective insights are highlighted in *The Divergence and Convergence of Critical Reflection and Critical Reflexivity: Implications for HPE*, Ng et al. (2019) clarify the differences between these two important capabilities for health professionals, and identify the synergies for practical application in education and teaching. The theory and practice outlined in this paper was clarified through TforT and the reading and its practices are now explored in TforT.

We share the following testimonial from Dr Shanon Phelan, one of our first TforT: SEI participants, who is now a TforT program developer. Dr Phelan's statement highlights the reciprocal nature of personal and research-based knowledge embraced by transformative education.

"I am a critical disability studies scholar and I teach courses to occupational therapy students in this topic area as well as in professional ethics. I attended the first SEI in June 2017. At the time I was preparing my first probationary package for the tenure stream and realized that I did not have the language and knowledge to clearly articulate my teaching philosophy. I was seeking a professional development opportunity to improve my teaching and ensure my teaching approaches were grounded in theory and philosophy. Not being in the (health professions) education field, the only education I received about teaching and learning was what I had access to as a graduate student/teaching assistant. What I learned from SEI helped me construct a sound teaching philosophy and articulate the education paradigm(s) that shape my teaching practices. What I learned became increasingly important as my department went through curriculum review and accreditation. When I was asked to justify my approach to teaching and assessment I had tools to do so. Since June 2017, I have been able to contribute as a program developer, and have had colleagues and students attend SEI. It continues to advance and evolve each year, responding to feedback and also to the specific group that enrolls. At a time in the world where we all need to be better teachers and learners, SEI will continue to offer participants tools, evidence, and language to bolster the education development and teaching that they do."

—Shanon Phelan, Associate Professor, Faculty of Health, Dalhousie University (formerly University of Alberta)

Baker, L., Wright, S., Mylopoulos, M., Kulasegaram, K., & Ng, S.L. (2019 Jul). *Aligning and applying the Paradigms and Practices of Education*. *Academic Medicine*, 94(7), 1060.

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Reeves, P., Ng, S.L., Harris, M., & Phelan, S. (2020). *The exclusionary effects of inclusion today: (re) production of disability in inclusive education settings*. *Disability & Society*.

RESEARCH

All members of the CFD engage in research, from theory-driven exploration of the science of teaching and learning, to applied research related to our programs and activities, to the advancement of evaluation science. Research at CFD is inspired by the practicalities of faculty roles. For example, the NEAL program gave rise to our paper *Exploring the networking of academic health science leaders: How and why do they do it?* and these papers then inspire future research and the way we do faculty development. The Applied Education Research Operatives (AERO) research group has taken up the model of networking activities developed in the aforementioned paper to inform their strategy for building a community and network of education researchers.

CFD had a highly productive year in terms of traditional research metrics (see appendix). Most importantly, the meaning of these metrics has been realized through our Centre's establishment as a leading expert in the areas of leadership development, curriculum development, thoughtful consideration of equity, diversity and inclusion in relation to HPE, and critical and transformative approaches to education. Our local consultations and international invitations highlight this position as an expert resource.

KNOWLEDGE DISSEMINATION TOOLS

ONLINE SUPPLEMENTS

The **Online Supplements (OS) for Education** support reflexive approaches to education and teaching within the health professions. Ideally, these OS should be used in conjunction with in-person sessions as educators can then contextualize content, promote dialogue, and debrief activities.

These free, open-access OS are funded by the Centre for Faculty Development and the Arrell Family Chair in Health Professions Teaching.

Our team, based in Toronto, Canada, is continually updating, improving, and developing additional OS. Current OS are listed and linked below:

Teaching for Transformation

The purpose of this Online Supplement (OS) is to introduce and inspire a transformative education approach with a focus on one such approach: critical pedagogy. www.teachingfortransformation.com

Paradigms of Education

The purpose of this OS is to introduce six prevalent and relevant paradigms of education for health professions education. www.paradigmsofeducation.com

Authorship Ethics

The purpose of this OS is to foster and support ethical authorship practices in the context of health professions education and scholarship. www.authorshipethics.com

Scholarly Impact*

The purpose of this OS is to provide health professions faculty and scholars with a meaningful approach to demonstrating the impacts of their scholarship.
**coming soon*

CFD RESOURCES WEBSITE

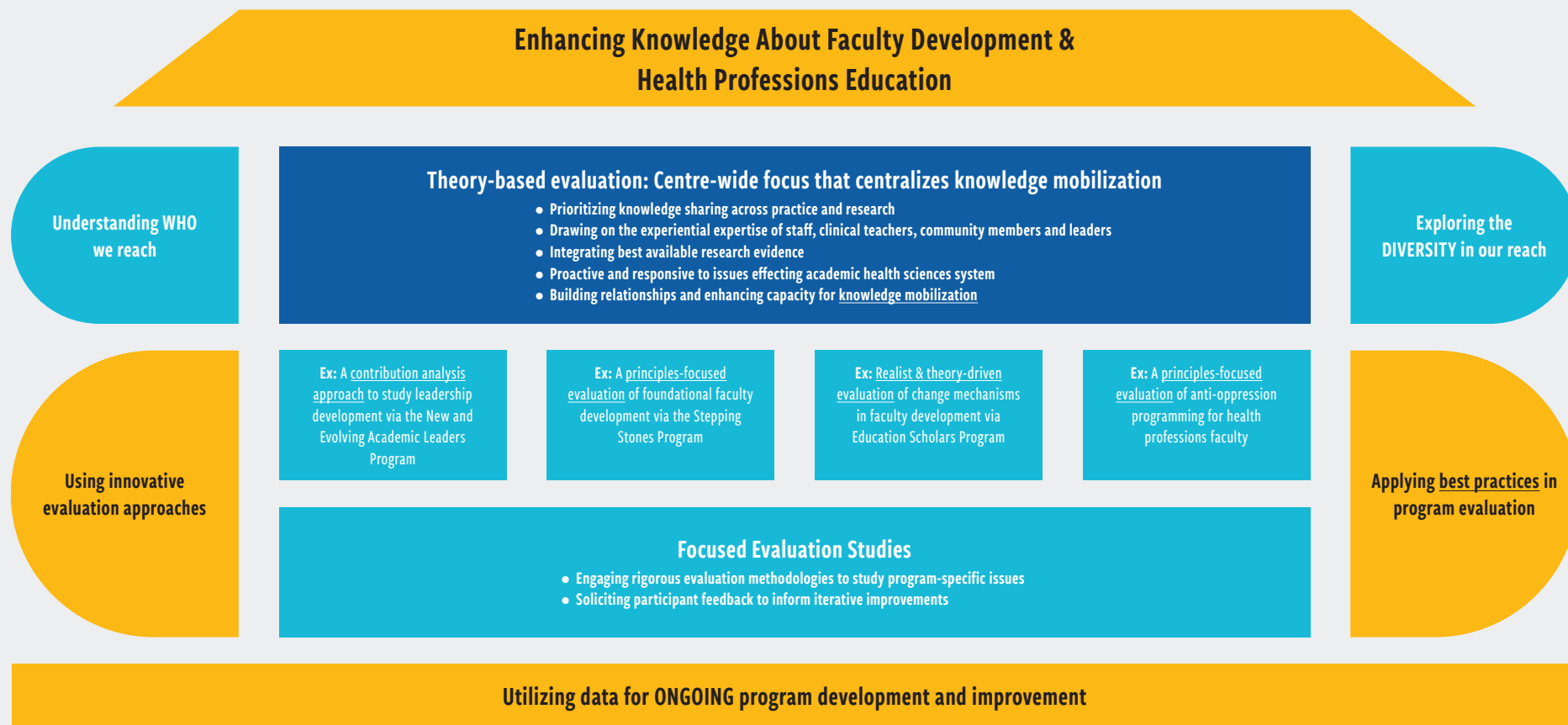
The CFD developed a new website to house faculty development resources related to multiple topics in health professions education. It provides links to websites and articles, as well as quick, accessible tip sheets and reference materials. This website is curated and continually updated in response to shifting needs in the system. Current topics include online education, teaching and learning, professional values and education scholarship. Please visit the resources website here: www.cfdresources.ca

COMMUNICATION & OUTREACH

In addition to the [CFD website](http://www.cfdresources.ca), we communicate with our stakeholders and promote our programs, research, and activities using a variety of print and technological tools including:

- Pamphlets, Brochures & Postcards: provide details about the programs offered by the CFD
- CFDnews: monthly newsletter
- External Advertising: CFD Twitter account, Hospital Communications, MedEmail

A SNAPSHOT OF THE CFD EVALUATION STRATEGY



FUTURE DIRECTIONS

I have been excited and honoured to join the Centre for Faculty Development as its new Director, in July 2020. I wish to thank the CFD team, the health professions education community, and our outgoing Director, **Dr. Karen Leslie** for making this a warm, welcoming, and smooth transition, during a pandemic no less! As I have had the opportunity over the past several months to become more deeply acquainted with the CFD programs, its innovative and nimble staff, passionate program leaders and faculty, and committed learners, I am energized and hopeful. There is no doubt that we will continue to reimagine and lead models for teaching, learning, leadership and knowledge mobilization in the health professions during this time and beyond through our collective expertise and strength.

Education can be an important catalyst for necessary system and societal changes. It is encouraging to witness the shifting discourses happening in our community in response to this important moment. I have been heartened as we explore evolving pedagogies for online and virtual learning, anti-oppression education, and addressing issues of equity, diversity, inclusivity and accessibility in academic leadership and structures. We commit to making this **more than a moment**; we commit to making this an opportunity to influence change in all facets of our health care system through education. This includes our continued

commitment to advancing our Centre-wide evaluation efforts, with an openness to learn, change and improve our programs and practices. This will enable us to expand our reach and positive impact within the diverse communities we serve.

In the Fall of 2020, our Centre began a new strategic planning process to articulate our commitments for the next five years. We will be engaging our broader community, new collaborators and potential partners, to explore emerging areas for growth and development. It is from these shared insights and experiences that we renew our call to action. The strength of the CFD has always been its broad, committed, and passionate interprofessional community. We are excited to have you join us in this next phase of our journey together!



Latika Nirula
Incoming Director

A handwritten signature in blue ink that reads "Latika Nirula".

APPENDIX

MOBILIZING KNOWLEDGE

PUBLICATIONS



Baker L, Kangasjarvi E, McNeil B, Houston P, Mooney S, Ng SL. Discourses of disadvantage in an academic hospital: Implications for education. *Canadian Medical Education Journal*. (E-pub ahead of print, Nov 2019).

Baker L, Phelan S, Woods N, Boyd V, Rowland P, Ng SL. Re-envisioning paradigms of education: Towards awareness, alignment and pluralism. *Advances in Health Sciences Education* (in revision)

Baker L, Wright S, Mylopoulos M, Kulasegaram M, Ng SL. Aligning and applying the paradigms and practices of education. *Academic Medicine*. (In press)

Friesen F, Baker L, Ziegler C, Dionne A, Ng SL. What is this ‘impact’ we seek to measure? Toward a meaningful approach

to impact in medical education research. *Academic Medicine*, (In press)

Horsley T, Steinert Y, **Leslie K**, Oswald A, **Friesen F**. Ellaway RH. The use of BEME reviews in the medical education literature. *Medical Teacher*, 2002, 42:10, 1171-1178.

Kangasjarvi, E, Ng, SL, Friesen, F, Simpson JS. Patients as teachers and arts-based reflection in surgical clerkship: A preliminary exploration. *Medical Teacher*, 2020.

Leslie K. Late-Career Faculty: Individual and Institutional Perspectives (Invited Commentary). *Academic Medicine*, 2020, 95(2): 176-179.

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MacKinnon K, Ross LE, Rojas Gauldron D, **Ng, SL.** Teaching health professionals how to tailor gender-affirming medicine protocols: A design thinking project. *Perspectives in Medical Education*, 2020.

Mori B, Coleman J, Knott K, Newman K, O’Connor A. Designing, Implementing, and Evaluating a Practice Tutor Internship Model during an Acute Care Clinical Internship. *Physiotherapy Canada*, 2020, 72(2): pp.177-191.

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Onyura B. Useful to whom? Evaluation utilisation theory and boundaries for programme evaluation scope. *Med Educ.*, published online 2020. doi:10.1111/medu.14281

Reeves P, **Ng SL, Harris M, Phelan SK.** The exclusionary effects of inclusion today: (Re)production of disability in inclusive education settings. *Disability & Society*.

Rowland R, Boyd V, Lising D, Goldman J, Whitehead C, **Ng SL.** When logics of learning collide: An analysis of two workplace-based continuing education programs. *Advances in Health Sciences Education*, 2020.

Saiva A., Abdool PS., Naismith LM, **Nirula L.** An immersive simulation to build empathy for geriatric patients with co-occurring physical and mental illness. *Academic Psychiatry*, 2020: 10.1007/s40596-020-01233-w.

Simpson JS, **Ng SL**, **Kangasjarvi E**, Kalocsai C, Hindle A, Kumagai A, Cil T, Fenech D, Ahmed N, Rotstein OD. Humanism education in surgery: A patient as teacher program for surgical clerkship. *Canadian Journal of Surgery*, 2020.

So OW, Shaw R, O'Rourke L, Woldegabriel JT, Wade B, Quesnel M, **Mori B**. Clinical Instructors' Experiences When Working with and Assessing Students Performing below Expectations in Physical Therapy Clinical Internships. *Physiotherapy Canada*, 2019; 71(4): 391-9.

VanderKaay S, Dix L, Wilkins A, Rivard L, Missiuna C, **Ng SL**, Eisen I, Kyte C, Phoenix M, Bennet S, Specht J, Kennedy J, McCauley D, Campbell W. (under review). *Child: Care, Health & Development*.

PRESENTATIONS

Anand A, Brydges R, **Kangasjarvi E**, Abhyankar P, Sykes J. Examination of social media use in adults with cystic fibrosis and its application toward patient education: Twitter for CF #TOCF. The 43rd European Cystic Fibrosis Conference. Lyon, Auvergne-Rhone-Alpes, France. Pr (*Oral Abstract*).

Kangasjarvi E, Simpson J, **Friesen F**, **Ng SL**. Patient Emancipation? Patient Teacher Programs in Medical Education. The Canadian Conference for Medical Education (CCME). Vancouver, BC. (*Oral Presentation*).

Kwan, Debbie, Naomi Steenhof (oral presentation). "Good job!" Feedback training for Simulation Lab Instructors. Canadian Pharmacy Education and Research Conference, Montreal, PQ, June 2020 (accepted, conference cancelled due to COVID-19; abstract published CPJ/RPC 2020; 153(6): S1-S102)

Lazor, J., Barned, C., Jugnundan, S. & **Onyura, B.**, Examining the Space between the Intended, and the Enacted Curriculum during Reform: Implications for Faculty Development. International Conference on Faculty Development in the Health Professions. 2019

Seelisch A, Crukley J, **Ng SL**, **Kangasjarvi E**. Clinician Perspectives on Barriers to Hearing Aid Uptake and How They May Influence Decision Making. AAAA 2020 + HearTECH Expo in New Orleans, LA. (*Oral Presentation*).

Simpson J, **Kangasjarvi E**, Karim A, **Ng SL**. Humanism in Surgery - Developing a Patient as Teacher Initiative in Surgical Clerkship. The Canadian Conference for Medical Education (CCME). Vancouver, BC. (*Oral Presentation*).

Ng, SL. Invited Keynote Lecture and Visiting Scholar. Compassionate care in complex health systems. UCSF Education Showcase2020. Academy of Medical Educators, University of California San Francisco. San Francisco, California, United States. 2020 May 14-15 *postponed to May 2021 due to the COVID-19 global pandemic

Onyura, B. The essence of education scholarship: A realist evaluation of a longitudinal faculty development program. International Conference on Faculty Development in the Health Professions. 2019

ABSTRACTS

Nirula L, Saiva, A., Sliemers S, Islam F, Thomson N. Shifting the Safety Culture: Using simulation to build capacity in team-based incident review at a mental health hospital. Poster presented at the 2019 Medical Psychiatry Conference, Toronto, ON. 2019 Oct

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Serhal E, **Nirula L**, Mosher P, Ahola K S, Schmidt C. Leveraging Technology for Enhanced Capacity Building. Workshop presented at Medical Psychiatry Alliance annual conference, Toronto, Ontario, Canada. 2019 Oct

GRANTS

Brydges, R. **Ng SL**, (Co-Investigator), Tavares W, McIntyre K, Butler D. Title: Prepared to learn: Toward valid assessments of self-regulated learning from classroom to workplace. Social Sciences and Humanities Research Council. \$99,496 CAD. [Grants] 2020 Apr - 2023 Mar

Kangasjarvi, E. (Co-Investigator). *Patient as Teacher: Residency Education Program*. Post MD Education – PGME Medical Humanities Education Grant. \$4,995.50 + matched funds.

Kwan, D (Principal investigator), Steenhof N, Haddadi E, Dubins D, **Leslie K**. Clinical and Teaching Education Program for Pharmacy Preceptors (CATE). Leslie Dan Faculty of Pharmacy and Centre for Faculty Development, University of Toronto. (Continuing Professional Development Grant (\$4250), Kwan D. and Leslie K, University of Toronto, 2019 - 2021)

Nixon S, Maracle D, Nnorom O. Abdi S., Balakrishna A., Beder M, Bellefleur O, Blake T, Boivin L, Di Ruggiero E, Firestone M, Flicker S, Forman L, Gibson J,

James L, Kuper A, **Leslie K**, Malhotra N. Martimianakis T., Morgan R, Ndumbe-Eyoh S, O’Hearn S, Owen J, Phenix A, Poole J, Robinson L, Shepherd J, Sibley K, Smylie J, Sukhai M, Timothy R, Whitehead. Advancing Equity through Health Professions Education: Collaborative Development of a Research Program based on the ‘Coin Model of Privilege and Allyship’ CIHR Planning and Dissemination Grants - Institute Community Support. \$20,000 (2020-2021).

Ng, SL, Principal Investigator. Spencer Foundation. Co-Investigators: Kumagai, A., Woods, N., Kawamura, A., Orsion, A., Boyd, V.. Title: Teaching for critical reflection in medical education: tracing the effects on report-writing and practice outcomes for school-based healthcare. \$45 438.85 USD. [Grants]. Aug 2020- 2022.

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Rojas, D. Co-Investigator: MacKinnon, K., Owen, J. (**Ng, SL**, Co-Investigator), Title: Toward evidence-informed gender-affirming medicine CPD: An evaluation of a free online education tool. Continuing Professional Development’s Research & Development Grant. \$4245. [Grants]. 2020

Simpson A. Co-Investigator: Delany C., (**Ng, SL**, Co-Investigator). Title: The use of ethnographic videos as a tool for critical reflection in audiology education. Ida Institute. Ida Institute Research Grant. \$9,952 USD. [Grants]. 2019 Aug - 2020 Aug

AWARDS

Baker, L. CAME Certificate of Merit Award. Canadian Association for Medical Education (CAME), awarded at the Canadian Conference on Medical Education (CCME). This Award promotes, recognizes and rewards faculty committed to medical education in Canadian medical schools. 2020.

Nirula, L. Winner of Helen P. Batty Award for Sustained Excellence in Faculty Development Teaching. Faculty of Medicine, University of Toronto, Toronto, ON, Canada. April 2020.

Nirula L., Saiva A., Sliemers, S., Islam, F. & Thomson, N. Don Wasylenko Education Day Best Faculty Poster Prize. Shifting the safety culture: Using simulation to build capacity in team-based incident review at a mental health hospital. Authors:. 2020 Feb

Ng, SL., Meridith Marks New Educator Award, Canadian Association for Medical Education (CAME), awarded at the Canadian Conference on Medical Education (CCME). This Award recognizes individuals in the first full time phase of

their educational professional career who have made a significant contribution to medical education. 2019.

Ng, SL., The Wilson Centre Mentorship Award, Toronto, Ontario, Canada. 2019.

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CENTRE FOR FACULTY DEVELOPMENT



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