

Annual Report

2020–2021

Table of Contents

| | |
|--|----|
| MESSAGE FROM THE DIRECTOR | 2 |
| ABOUT THE CFD | 4 |
| SUPPORTING OUR FACULTY | 10 |
| BUILDING COMMUNITIES & PARTNERSHIPS | 18 |
| MOBILIZING KNOWLEDGE | 24 |
| INSPIRING A LEARNING & LEADING CULTURE | 27 |
| APPENDIX | 28 |

Message from the Director

The Centre for Faculty Development (CFD) has played an important role in my professional career and identity as a faculty developer in the health professions since 2010. It is an honour to now be at the helm of this inspiring and innovative Centre. This first year has been one of profound change, learning, challenge, and growth for the CFD (and for me!). I continue to be energized by the passion, creativity and innovation of the team of staff, program leads, facilitators and collaborators. Thank you for your perseverance in this extraordinary year in healthcare and education, where we collectively met the challenges presented by the COVID-19 pandemic with resiliency and strength. I am confident that the CFD will continue to push the practice and study of faculty development in health professions education in new directions. Thank you for sharing your passionate and engaged voices in reimagining our vision and mission as a Centre, and sharing your insights that shaped our new five-year Strategic Plan.

Surfaced through the pandemic, and strategic planning, was the theme of technology. We learned new ways to connect across our communities and programs, to learn together and teach effectively. The CFD was there to provide immediate support in the shift to virtual care and supervision. Through building out robust online resources, including primers and curated links to just-in-time teaching tools, to expanding our programs to be offered online using new tools



and approaches to collaborative learning, the CFD was there to address the pressing needs of healthcare education community. We co-led, with our Unity Health Toronto partners, a week-long faculty development event virtually with great success: Reimagining Digital Teaching and Learning. Our investment in our technology infrastructure continues. Our online presence will continue to flourish at our Centre, as we look to grow our community's engagement and connection with us through expanded digital resources and online offerings.

Our commitment and system advocacy for equity, diversity, inclusion and accessibility (EDIA) was strengthened this year. As reflected in numerous engagement activities through our strategic planning process, we heard loudly how the CFD is seen and valued as significantly contributing in these areas. In Spring 2021, in partnership with the Temerty Faculty of Medicine's Office of Inclusion and Diversity (OID), we proudly launched the Building the Foundations of Anti-Oppressive Healthcare program. Initially targeting faculty and leaders working in EDIA spaces, this innovative new program provides participants with language and frameworks to reflexively engage in exercises and discussions. With the Association for Medical Education in Europe (AMEE) awarded grant, under the leadership of Betty Onyura and Lindsay Baker, we will build our scholarship in this area. The study team will examine the principles that underlie EDIA faculty

development programs internationally, and the sustainability of these principles during curriculum implementation. Additionally, our Centre continues to push the boundaries of contributing to the field of evaluation science, by applying a critical lens to our work. Dr. Onyura and team's SSHRC Insights Grant study will examine the role of evaluation in innovation-precipitated harm.

Our Centre continues to examine how we can maximize our impact, continually innovate, and maintain operational effectiveness, in alignment with our new strategic priorities. It is only together, with our valued and engaged community, that we will transform health professions education. Thank you for sharing in our vision of: Creating transformative learning and discovery environments today. Revolutionizing healthcare tomorrow. We are excited for this next phase in our Centre's evolution and future.

With gratitude,

Dr. Latika Nirula

Director, Centre for Faculty Development

About the CFD

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

We provide flexible and adaptable programming that is responsive to emerging needs, facilitates communities and networking, and supports capacity building across the system. Our Centre's offerings include longitudinal programs, individual workshops, curated lists of resources, and faculty development consultations with local, national, and international partners.

Together, with our deeply committed community of educators, learners, leaders, scholars and advocates, we are positioned to lead the way for greater health system change and impact. We are energized to work together with our partners, collaborators and communities towards our shared vision.

CFD Team Members (2020-2021):

Sameena Ahmed

Education Coordinator,
Curriculum & Programs

Lindsay Baker

Associate Director Curriculum
Integration & Partnerships/
Interim Manager

Tiffany Bartlett

Manager (*on leave*)

Camille Borromeo Denbigh

Education Coordinator,
Communications & Community

Cate Creede

Associate Lead, New & Evolving
Academic Leaders Program

Susan Glover Takahashi

Integrated Senior Scholar

Laura Hayos

Project Manager, Education
Development & Innovation

Emilia Kangasjarvi

Research Coordinator

Michelle Kassis

Administrative Coordinator

Debbie Kwan

Assistant Director, Education
Development

Jana Lazor

Integrated Senior Scholar

Susan Lief

Program Lead, New & Evolving
Academic Leaders Program

Barbara Ann Miller

Associate Lead,
Education Scholars Program

Brenda Mori

Program Lead,
Education Scholars Program

Hollie Mullins

Education Coordinator,
Evaluation & Strategy

Maria Mylopoulos

Co-Lead, Best Practice
Education Rounds

Stella Ng

Director of Research

Latika Nirula

Director

Betty Onyura

Associate Director, Evaluation &
Knowledge Mobilization

Malika Sharma

Program Lead, Building the
Foundations of Anti-Oppressive
Healthcare



Our Year at a Glance (July 2020 – June 2021)

- Launched Building the Foundations of Anti-Oppressive Healthcare program
- Launched new five year Strategic Plan, 2021-2026

Supporting Faculty

8 CFD Programs and Activities

959 Unique Participants across All Programs (*including BPER*)

60 Graduates from our Longitudinal Programs

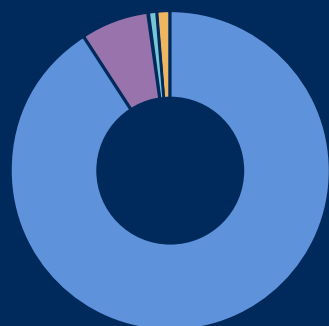
Building Community and Partnerships*

10 Faculties, UofT

19 Departments, Temerty Faculty of Medicine, UofT

100% of TAHSN full & associated affiliated hospitals represented by CFD participants

Primary Hospital Affiliation



- **90.9%** TAHSN
- **6.9%** Ontario (exc. TASHSN)
- **0.9%** Canada (exc. ON)
- **1.3%** International

Mobilizing Knowledge

17 Publications

13 Grants

30 Presentations & abstracts

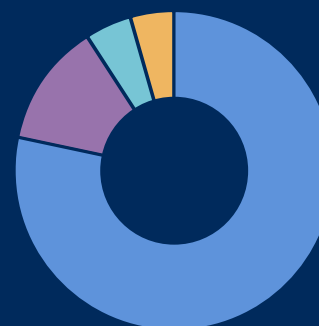
6 Awards

53 Academic Institutions (Local, National & International)

62 Healthcare Organizations (Local National & International)

** #'s based on participants' affiliations*

Primary Academic Affiliation



- **75.8%** University of Toronto
- **12.6%** Ontario (exc. UofT)
- **4.6%** Canadian (exc. ON)
- **4.3%** International

Our Strategic Plan, 2021-2026

The new CFD Strategic Plan 2021-2026 outlines our vision for the future, and our priority areas of focus over the next 5 years. Our vision speaks to our desire to transform and enrich learning and discovery environments. To achieve our vision, we will continue to provide innovative and relevant programming, and cultivate communities of support for educators and learners through collaboration and knowledge mobilization.

The CFD is uniquely positioned at the heart of a thriving educational community and a diverse, interprofessional health system. We see the role of the Centre as one of bringing system level change to health professions education. We want to empower and support our communities and collaborators who inspire and motivate us to transform learning environments.

Our values represent the culture, norms, and attitudes that we want to see reflected throughout our work, our workplace and our learning environments. Our goal is for each individual who represents the Centre to live and breathe these values, through our everyday interactions and our collective work.

Together, we will live our values through our actions.

Vision

Creating transformative learning and discovery environments today.
Revolutionizing healthcare tomorrow.

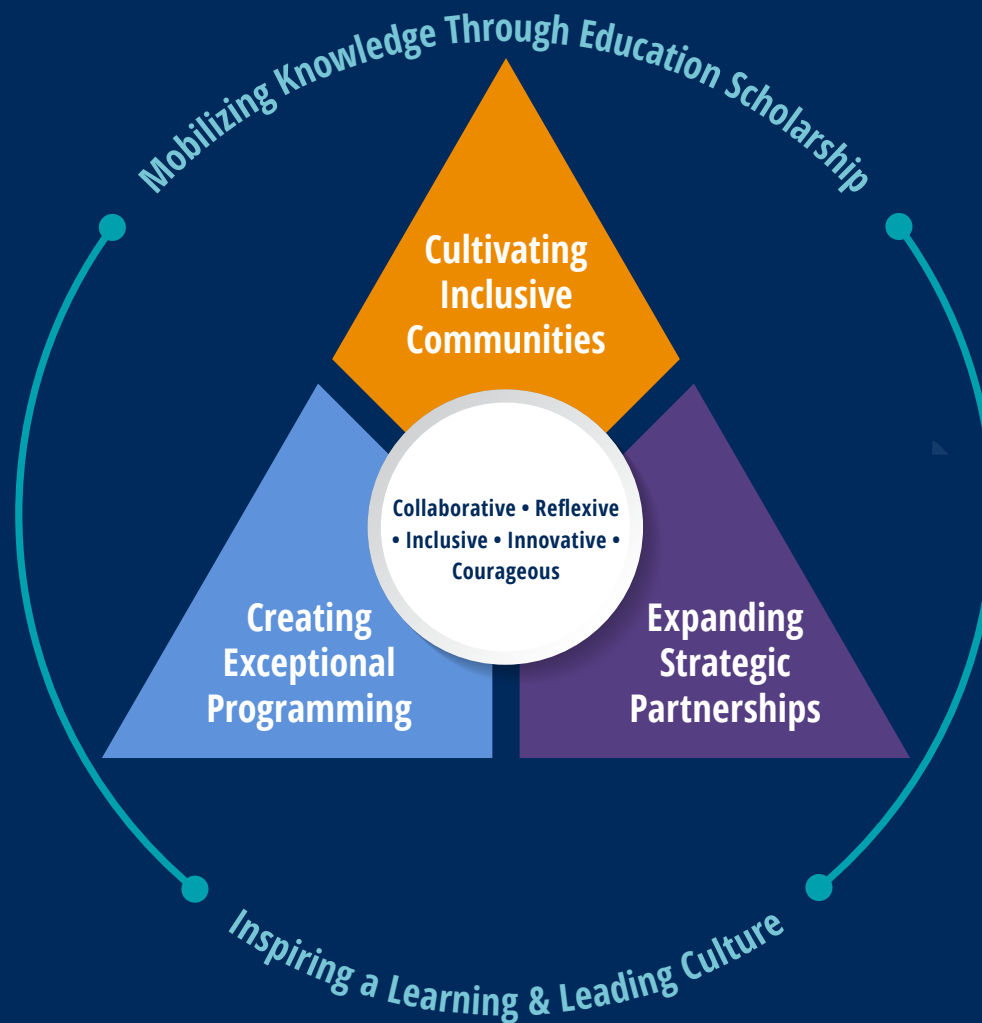
Mission

Together, with our community of educators, learners, leaders, scholars and advocates, we will transform health professions education by creating exceptional programming, nurturing inclusive partnerships, mobilizing knowledge and reimagining our system.

Values

Collaborative • Reflexive • Inclusive • Innovative • Courageous

Strategic Priorities





Dr. Malika Sharma

Program Lead, Building the Foundations of Anti-Oppressive Healthcare

In collaboration, the CFD and Temerty Faculty of Medicine's Office of Inclusion and Diversity (OID) developed new training opportunities for faculty members. This includes the Building the Foundations of Anti-Oppressive Healthcare program that was launched in Spring 2021. This program is supported by a collaborative group of university, hospital and community-based curriculum developers, leaders, and advocates.

Dr. Malika Sharma, the inaugural program lead, is a Staff Physician and Education Lead in the Division of Infectious Diseases at Unity Health Toronto and Assistant Professor in the Department of Medicine at UofT. Dr. Sharma shared her thoughts and insights on the program, its implementation, and hope for future growth.

What is the Building the Foundations of Anti-Opressive Healthcare program and why is it important?

This program is an educational offering that introduces participants to the language and frameworks of anti-oppression and social justice. It explores how the Canadian healthcare system continues to participate in discrimination and oppression. It also begins to explore how health care professionals can engage in praxis, which is theory-informed action in the pursuit of social justice. We use interactive and non-hierarchical ways of teaching and learning to encourage everyone in this space to critically reflect on their own assumptions and behaviours, to interrogate organizational practices and policies; and to identify ways to disrupt, reshape, and reimagine our workplaces and institutions.

How did this collaborative program come together?

This program emerged from an identified need for a thoughtful

"... we encourage everyone in this space to critically reflect on their own assumptions and behaviours..."

approach to anti-oppressive work in the healthcare space. This program is offered in partnership between the CFD and the OID at UofT. We are so lucky to be working with Rania El Magummar, an incredible artist, anti-oppression consultant, and liberation educator based in Toronto.

What do you hope program participants and facilitators have gained from being part of the program so far?

I think the most important thing to recognize is that a learning module cannot teach us how to be anti-oppressive, nor can it undo centuries of medical violence. I hope this program has created space for

participants and facilitators to talk about these issues and to move towards action, while recognizing that it is really only the first step in a long process — one that may be uncomfortable or difficult.

Has anything surprising emerged during the implementation of this program?

I think one of the most exciting things we've seen during the implementation of this program is how it is flexible, iterative, and adaptable. We ran it twice in the summer of 2021, and it looked so different each time, based on the experiences, identities, and goals of the different groups. I was thrilled to see us push the limits of our knowledge and understanding, talking about abolition and radical reformation. Another key element of this program that emerged was the need and desire for a Community of Support — a space where folks could come back, be together, and talk about the challenges and joys of doing this kind of work.

How would you like to see the program evolve in the coming year?

I think all of us who have been working on this program would love to see it grow and be accessible to folks across the university, at varying levels of knowledge and readiness to talk about these issues. I think this program troubles the idea that we can learn about anti-oppression, and that will somehow be enough. I think this program forces us to grapple with thorny, difficult, and perhaps upsetting things, but also creates space for joy and community — I'd love for more folks to be able to participate in that.



Supporting Our Faculty

We view *Faculty* in a broad and inclusive manner to include all those that undertake a wide range of educational roles and activities in health professions education - including teaching, curriculum development, academic leadership, scholarship and advocacy. The CFD offers a number of exceptional programs, communities, and resources to support the development of our participants and community members in their multiple educational roles and activities.

Programs

The CFD is committed to creating exceptional programming to meet current and emerging faculty development needs across the health system. We offer a number of programs to develop and enhance participants' knowledge and skills in health professions teaching, curriculum development, academic leadership, scholarship and advocacy. We have built and developed our core programs based on system needs, and relevancy for academic units within the UofT, Toronto Academic Health Science Network (TAHSN) and our broader community. Our programs have a number of notable accomplishments to celebrate in 2020-2021.

Best Practice in Education Rounds (BPER)

Best Practice in Education Rounds (BPER): Integrating Stories and Science 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. BPER provides the opportunity to share innovative and emerging ideas with a wide audience of interested teachers, leaders, scholars and learners. These rounds aim to reach a diverse audience, including patient/client and family partners and a range of professional/health worker backgrounds.

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.

Notable Accomplishments

- Since the shift to offering our BPER rounds virtually via Zoom, we have expanded our reach on a local, national and international level and have increased our capacity to 500.
- We offered an increased number of panel presentations this year, bringing in diversity of perspectives including those of patients and learners.
- Our focus, "Integrating Stories and Science", helps differentiate BPER from other rounds across the system, and provides a framework for speakers to link lived experiences and stories to education science.

"All the programs that I attended were full of theoretical and practical knowledge required for teaching and learning beyond the boundaries of language, profession, religion and the area of residence. The output I collected after attending the rounds offered by you has proved vital contribution in me as a teacher and a human being as well. I want to continue with attending the future programs and I will of course recommend to my colleagues to attend the same. Thank you very much for allowing me to join your programs."

—BPER participant

"BPER provides thought provoking relevant content to the busy educator/clinician."

—BPER participant

Building the Foundations of Anti-Opressive Healthcare

Healthcare institutions are increasingly engaging in activities around equity, diversity and inclusion. However, these endeavours are often embarked upon in ahistoric and apolitical ways, which perpetuates harm.

Building the Foundations of Anti-Opressive Healthcare is offered in partnership between the CFD and Office of Inclusion and Diversity, Temerty Faculty of Medicine, UofT. It introduces participants to the language and frameworks of anti-oppression and social justice and explores how the Canadian healthcare system continues to participate in discrimination and oppression. Participants are asked to critically reflect on their own assumptions and behaviours to interrogate organizational practices and policies; and to identify ways to use their social power to disrupt, reshape, and reimagine our workplaces and institutions.

The Building the Foundations for Anti-oppressive Healthcare program is situated within a transformative approach to education and draws from a number of teaching approaches, including critical and feminist pedagogies. Transformative learning has the explicit goal of helping both “teachers” and learner work towards social change and helping them see themselves and the world differently. With its emphasis on equity and social justice, it often incorporates a more story-based or narrative approach and necessitates critical reflection, reflexivity, and dialogue.

Notable Accomplishments

- Engaged Program Lead (Malika Sharma) to lead the curriculum development and co-facilitation of modules.
- Engaged Anti-Oppression Community Facilitator/Consultant (Rania El Mugammar).

- Development of new website to host module components, resources etc.
- Recognizing the challenges and demands on facilitators and leaders doing this work, we built Community of Support and Healing (COSH) Module for Anti-Oppression Working Group to provide guidance, emotional and spiritual support to individuals (particularly those who are racialized or Indigenous) who are doing this work in our institutions.

Education Scholars Program (ESP)

This longitudinal leadership 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. These roles include being an education leader, scholar and teacher as well as a faculty developer who supports their colleagues in their educational work. Our curriculum goals are to create scholarly health professional educators, faculty developers, a community of practice, and links to existing communities of educators.

Notable Accomplishments

- ESP made the transition to a virtual model for the cohort that started in October 2020, paying particular attention to developing a community within our cohort.
- Our ESP alumni continue to have significant impact in their educational practice.

“ESP has been a key part of my career development plan and has provided the bedrock for ongoing learning about education scholarship, including research, teaching, curriculum design, and leadership in education. I am so grateful for the experience of ESP and my favourite aspect has been the growth of relationships with colleagues/kindred spirits/future collaborators.”

—ESP participant

New and Evolving Academic Leaders (NEAL) Program

Leadership is a job component for all academic clinicians and scientists in health care, whether engaged in research, education or innovation. The New and Evolving Academic Leaders (NEAL) program helps academic leaders do their job.

With every module, participants walk away with actionable tools and frameworks that they can apply immediately in their workplace. Whether virtual or in-person, NEAL is a longitudinal program consisting of three modules from September to May.

Our award-winning faculty draw from business, health management, health sciences and private sectors. Through in-class learning, coaching, external activities and assignments, NEAL leaders develop the mindsets and capabilities to enable the success of their organizations in the Academic Health Science Network as well as build an interdisciplinary network they can depend on.

Notable Accomplishments

- NEAL curriculum adapted to:
 - be delivered entirely virtually
 - introduce activities that attend to the wellness and support of the class
 - introduce new sessions, including i) Unprofessional Behaviour, and ii) Equity Based Leadership

- Submitted for simulation accreditation for the NEAL program.
- Created virtual opportunities for class networking and community building through storytelling, games and competitions.
- Enabled conversations on equity-seeking leadership through unique fireside chats.
- Codified NEAL selection committee representation and processes to explicitly align with principles of equity.
- Applied for and were granted Advanced Certificate Status for the program from the UofT Continuing Professional Development (CPD) Office. Rebranded NEAL program certificate to “Excellence in Academic Health Science Leadership Advanced Certificate.”

“In addition to access to leadership trade secrets, learning from my cohort colleagues was an invaluable part of the already stellar experience!”

—NEAL participant

“In spite of the challenging times of COVID 19, the course was an excellent opportunity for learning, growth and creating friendships with amazing colleagues. More individuals in leadership positions should be required to participate in NEAL!”

—NEAL participant

“NEAL is an outstanding course to help those staff involved in any leadership capacity ‘think outside the box’ for improving team performance, changing work flow and dynamic, and learning a new vocabulary that promotes positivity and constructive potential in any project/endeavor.”

—NEAL participant

Stepping Stones Program

Stepping Stones is a two-year foundational faculty development program that supports the growth and development of individuals in relation to their educational roles and activities (teaching, education scholarship, academic leadership, and advocacy) and provides opportunities for networking and collaboration across caring and learning environments.

The program goals are to foster awareness and support the integration into practice of:

- Evidence and theory based approaches to curriculum, teaching and learning
- 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

Stepping Stones consists of integrated workshop and Journal Club components. Participants are required to attend 8 Journal Club sessions, complete two assignments and attend a total of 26 hours of workshops.

Notable Accomplishments

- Received the 2019-2020 Colin Woolf Award for Excellence in Program Development and Coordination. This prestigious award recognizes and promotes the importance of innovative programs in continuing professional development for health professionals within UofT.
- Enhanced communication with participants and faculty:
 - We began distribution of a quarterly newsletter for participants and faculty which includes program announcements, important dates, links to resources and helpful tips.
 - We set up monthly drop-in office hours as an opportunity for participants

to touch base with the Program Team, ask questions, provide feedback about their experience, and connect with others in their cohort.

- Organized and offered a 2-Part Anti-Racism Workshop for Stepping Stones Workshop Faculty and Journal Club Leaders: Beyond Symptomatology: Addressing Your Responsibility to Prevent and Treat Anti-Black Racism in Healthcare Education.

“Stepping Stones is an excellent foundational program that has given me knowledge and skills to thrive in my current role. The workshops offered cover a breadth of topics, many of which I found relevant to my work. Attending the workshops provided me with new knowledge and resources, and encouraged me to reflect on and look for opportunities to shift my thought processes, approaches and activities so that I can excel within my role.”

—Stepping Stones participant

Teaching for Learning and Collaboration Program (TLC)

The Teaching for Learning and Collaboration (TLC) program is a 7-module longitudinal clinical teaching skills program that has helped healthcare professionals develop the knowledge and skills needed to teach in the clinical environment. The program is relevant to the varied teaching contexts of multi-professional faculty and allows participants to share their teaching experience and employ common teaching theory and behaviours together.

The TLC program is a capacity-building program to create a viable network of distributed faculty development. It is interactive and collaborative as well as flexible and adaptable to the needs of the organization and its staff. The CFD offers the TLC modules as part of our workshop series and they are also a part of the curriculum for the Education Scholars Program.

Due to the demand of the program and the need to develop local facilitation capacity for the program, the TLC program also includes a **Train-the-Trainer** version of the TLC program. This has enabled the TLC program to be delivered locally at various healthcare organization by staff internal to the organization.

As part of our ongoing commitment to continuous improvement in our education practices and programs, the TLC program will be put on hold across all sites for a curriculum review and renewal during the 2021-2022 academic year. We look forward to sharing details in the coming year.

Notable Accomplishments

- To ensure the program remained available to clinical teachers during the COVID-19 pandemic, TLC was adapted to be delivered virtually.
 - Some participants noted that virtual delivery resulted in greater ability to access the program.
- A new module “TLC Going virtual” was developed and offered to TLC facilitators to assist with the transition to online delivery.

Teaching for Transformation: Summer Education Institute

Teaching for Transformation (TforT) was inspired by a growing need in health professions education and practice to prepare clinicians for a multitude of complex social roles. For example, collaboration, advocacy, and systems

navigation 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 brings together educators interested in the theory and practice of transformative education and critical pedagogies. TforT aims to promote and provide the development of critically reflective/reflexive individuals in relation to their educational roles in health care.

Notable Accomplishments

- We have made Teaching for Transformation the overarching program, which now consists of:
 - custom consultations/programming
 - an annual event (Summer Education Institute)
 - Online Supplements (OS) for Education focused on reflexive approaches in health professions education:
 - www.teachingfortransformation.com
 - www.authorshipethics.com
 - www.paradigmsofeducation.com
- We begun exploring a partnership with another EDU.
- We transitioned to a smaller custom consult model to manage pandemic strain.
- We published additional papers in 2021 that build the foundations of TforT.



Impact Story

Education Scholars Program (ESP)

ESP strives to change the world of health professional education one Scholar at a time, thereby positively impacting the educational experience of health professional learners and the system. In our 2-year longitudinal program, we bring together a group of health professional learners; likeminded individuals who have not yet made each other's acquaintance from various hospitals and practice settings. We build a community within our cohort and program that is supportive where we celebrate Scholars' milestones and incredible achievements, create space to speak about our educational challenges and also challenge each other when further exploring a topic. Our Scholars transition from strangers to friends and colleagues, while building lasting relationships as they continue their journeys in education leadership.

As a result of completing the ESP, Scholars tell us they:

- feel more confident as an educator and can make changes to improve the courses they teach
- now have a framework of how to be better as a teacher, colleague and leader
- are appreciative that they had the opportunity to invest in their future and spend time to improve themselves as educators
- find more enjoyment in teaching and are looking forward to a career in this field
- feel more comfortable "walking the talk" of education leadership

We would like to highlight **one of our inspirational graduates, Meeta Patel, Educator** (assistant professor in the DFCM at U of T, former NYGH site director of pre-clerkship education and undergraduate emergency medicine, DFCM Division of EM Professional Development co-lead) and Emergency Physician at North York General Hospital who shares how ESP impacted her educational journey.



The foundation of my educational journey was based in teaching and learning strategies role modelled to me by exceptional educators as a student and resident physician. As a staff physician, I stepped into the privileged shoes of an educator and worked for 9 years, with limited feedback from learners on how I could improve and more effectively teach. ESP was a transformational step for me in my career in which I learned from knowledgeable and experienced educators amongst a group of likeminded health professionals from different disciplines and professions, across the city. My previously held notions and knowledge were challenged, re-examined and new knowledge was created. Such topics as authentic leadership, power, privilege and anti-oppression opened my eyes to unsettling but essential issues which helped pave a new path for me in my walk an education leader. In ESP, meaningful and lasting relationships were forged with classmates and facilitators and it was through the sharing of experiences, stories, achievements and failures that I learned most. The dedicated time, every Tuesday afternoon, was an opportunity for me to reflect, learn, and grow my passion for health professions education and leadership. It was during my time in ESP that I began to feel comfortable in my shoes as an educator, teacher and leader, and for this, I am truly grateful to the program directors, administrators and Centre for Faculty Development.

Meeta Patel
Educator



Building Communities & Partnerships

The CFD cultivates inclusive communities to mobilize knowledge, resources, and expertise to support faculty development across the health system. We strive to strengthen existing partnerships and build new partnerships across the UofT/TASHN systems, as well as with national and international academic and health sciences institutions.

Cultivating Communities

The CFD is strengthened by the constellation of communities of practice (CoPs) it supports. Our communities contribute to the growth and proliferation of faculty development theory, research and practice across our health and education systems. The CFD supports these CoPs by providing central resourcing, infrastructure, and academic leadership, to ensure they are well-supported and aligned with our central mission and strategic priorities. Our CoPs have continued to be active and engaged virtually throughout the pandemic, through a shared desire for connection and collaboration. They have informed the evolution of our programs, workshops, rounds, and resources, and have been critical in our success in disseminating new research and practices in health professions education.

Our more formalized communities provide support and capacity building related to specific topics including education research, and faculty development and mentorship.

Education Research Community

Over the past three years, the Education Research Community (ERC) has served individuals across the Toronto academic health sciences system who have particular interests in education scholarship. Its audience included educators, administrators, scientists and clinical teachers from diverse roles, professions, and experience levels. In 2020-2021, ERC launched virtually for the first time due to the COVID-19 pandemic, with bi-weekly meetings. Members were able to pick and choose sessions of interest to them in one of the following 3 formats:

- Invited Talks: a presentation from an invited guest
- Open Sessions: ERC members bring their own work and get feedback from the group, e.g. abstract or presentation for conference
- Journal Club: a facilitated discussion about relevant articles in the health professions education literature

In addition to our regular sessions, we hosted our third Annual Colloquium with an invited speaker from outside our local community. The Colloquium was held in February virtually and was advertised broadly across UofT and TASHN.

Notable Accomplishments

- Our virtual platform attracted a wider community and new participants including officially including the Sunnybrook Education Research Unit and CQuiPS.
- Online registration for ERC was successfully launched.
- ERC hosted its first international guest speakers.

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. This year, in response to the pandemic, the community prioritized the sharing of emerging practices and needs related to the shift of faculty development activities online.



The Community meets quarterly and has an annual retreat in the spring of each year. This year's retreat focused on a detailed review of the new CFD strategic plan and exploring how the community could support priority activities as part of its workplan. There was desire for the community to support emerging needs (e.g., implementation of the Learner Assessment of Clinical Teaching - LACT tool), broaden engagement of faculty development leads across the system, support cross collaboration at annual faculty development events, and identify topics of interest to discuss at meetings. In addition, members will continue to share faculty development activities that are being planned at their respective sites, and identifying new areas for program development, innovation and collaboration across departments, programs and hospitals to advance faculty development at the local, national and international level. To support greater collaboration, communication, and ongoing networking, the Centre is exploring how the website and digital tools can be leveraged to support this community.

Mentorship 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 focused 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.

Impact Story

Education Research Community (ERC)

ERC has evolved with each cohort and in 2020-2021 embraced the opportunity to provide a space for academic freedom and the opportunity to discuss diverse viewpoints and ideas from researchers and practitioners, including perspectives that may differ from or challenge commonly held assumptions and positions. To highlight this, the invited colloquium speakers were intentionally selected to facilitate a topic that may be considered 'risky' in our local health professions education community.

The talk titled “(Re)Creating relational spaces with sex workers during COVID-19: The session was well attended and generated rich discussion. Some of the participant feedback demonstrates how, although a talk that focuses on commonly unheard experiences in academia can be difficult to receive/relate to, the chance to hear them is essential:



This presentation was so emotional — sad, angry, inspired, hopeful. It put a spotlight on systemic barriers and issues, and how they impact individuals, as well as interactions in healthcare. Thank you to [presenters] for sharing. Thank you to the ERC team for bringing in different voices and perspectives and for not sanitizing content or language.

Participant
ERC



Expanding Partnerships

The CFD continued its commitment to strengthening existing partnerships and cultivating new partnerships during this year of pandemic response; notably among internal partners across UofT and Unity Health Toronto. These internal collaborations leveraged the unique expertise of both partners, providing opportunities to learn from each other and create innovative new resources and programs.

Given travel restrictions, we limited pursuing international partnerships, instead focusing on supporting the development of funding and training proposals with the Office of Continuing Professional Development (Office of CPD) and the Department of Family and Community Medicine (DFCM) in the Temerty Faculty of Medicine at UofT. As travel restrictions ease, we hope to continue to offer innovative and collaborative custom faculty development to a worldwide audience. In the meantime, we continue to bolster our online web presence and resources to be of value to our international community.

Faculty Development Resource Hub

We worked closely with our academic institutional faculty development partners this year, notably within the Office of CPD, MD Program, and Post-graduate Medical Education (PGME) in the Temerty Faculty of Medicine, to align the development, curation and dissemination of faculty development resources across the learner continuum. This partnership work is highlighted within the CFD's resource hub, and continues to be a dynamic and centralized space for faculty to find just-in-time resources.

Office of Inclusion & Diversity, Temerty Faculty of Medicine

In collaboration, and with a shared recognition of a significant system gap and need, the CFD and Temerty Faculty of Medicine's Office of Inclusion and Diversity (OID) developed new training opportunities for faculty members. This includes the Building the Foundations of Anti-Oppressive Healthcare program that introduces participants to the language and frameworks of anti-oppression and social justice. Launched in 2021, this program is supported by a collaborative group of university, hospital and community-based curriculum developers, leaders, and advocates. The CFD and OID have also partnered to develop and deliver additional workshops, including Responding to and Addressing Microaggressions & Practicing Critical Allyship and Equity, Diversity, Inclusivity and Accessibility Considerations in Online Teaching and Learning.

Unity Health Faculty Development Week 2021

Faculty Development Day 2020 at Unity Health Toronto was hosted by the Education Portfolio and co-chaired by Latika Nirula (CFD Director), and Nazanin Khodadoust (Director of Technology Enabled Education).

The week-long series of events was held Monday April 12th, 2021 to Friday April 16th, 2021 and included synchronous (i.e., keynote presentations, panel discussion, interactive workshop) and asynchronous events. The keynotes included: 1) *Artificial Intelligence in Healthcare: Clinical Applications and Implications for Education*, and 2) *Simulation for Healthcare Improvement - the good, the bad and the ugly*. A workshop was offered in partnership with the Office of Inclusion and Diversity at UofT focused on *Equity, Diversity, Inclusivity*

and *Accessibility Considerations in Online Learning Environments*. The panel discussion featuring diverse learner and faculty perspectives on Virtual Supervision & Assessment was also held. The asynchronous events involved exploring emerging education practices in the digital era through short video tutorials, podcasts and expansive curated resources.

Approximately 500 participants actively engaged in events throughout the week, providing an opportunity to learn through diverse and dynamic formats, and to building greater exposure to digital innovations at UHT and across our broader system.



Mobilizing Knowledge

We are committed to mobilizing knowledge through education scholarship to advance best practices in education and evaluation. Our Centre's vision of **transformative change in learning and discovery environments, across healthcare systems** can only be realized if we invest meaningfully in research and evaluation.

To cultivate higher quality, more equitable systems of health professions education, and faculty development, bold research and evaluation agendas are required that will:

- Develop high quality mechanisms for generating and acting upon evaluative data;
- Explore challenging and provocative questions about the status quo in educational and evaluation practices;
- Examine the efficacy, impact and sustainability of curricular design and implementation practices; and,
- Illuminate how to centralize equity and promote social accountability.

We are proud to uphold these principles in both our research and evaluation strategy.

Research

Our research focus falls under the following four themes, which we describe by highlighting some key projects:

1. Rigor, ethics, and social accountability in program (organizational) evaluation systems
 - **Onyura, B.** Useful to whom? Evaluation utilization theory and boundaries for programme evaluation scope. *Medical Education*. 2020.
 - 2020. **Onyura, B.**, Hamza, D., **Baker, L.**, **Ng, SL.**, Archibald, T., Fawns, T., Piquette, D., Ismail, Y., Bulmer, B., **Nirula, L.**, **Kwan, D.** *Examining the evaluation of innovation-precipitated harm in educational interventions*. Social Science and Humanities Research Council Canada Insight Grant (\$63,472).

2. Competence, ethics and compassion in faculty development

- 2021. Bischof, D., Pennington, J., **Onyura, B.** *Indigenous Cultural Safety Curriculum for Senior General Surgery Residents: Does Emotional Learning Make the Difference?* Temerty Faculty of Medicine, Spring Medical Humanities Grant (\$9,974.40).
- 2021. **Onyura, B.**, **Baker, L.**, **Mullins, H.**, **Ahmed, S.**, **Sharma, M.** *Anti-Oppressive Faculty Development: Examining the Principles and Sustainability of HPE Programs*. Funded by an Association of Medical Education in Europe (AMEE) Faculty Development Grant (£ 4,864.08).

3. Integration of diverse paradigms of education

- **Baker, L.**, Phelan, S., Woods, NN., Boyd, VA., Rowland, P., **Ng, SL.** Re-envisioning paradigms of education: towards awareness, alignment, and pluralism. *Adv Health Sci Educ Theory Pract*. 2021.
- 2020. **Ng, SL.**, **Baker, L.**, Whitehead, C., Kumagai, A., Mamdani, M., O'Campo, P., Witteman. *Toward critical online pedagogies for compassionate learning and care*. AMS Foundation Fellowship in Compassion and AI (\$75,000).

4. Integrity and methodological advancement in education scholarship

- **Onyura, B.**, **Mullins, H.**, & Hamza, D. Mitigating the drawbacks of logic models in program evaluation. (*in press*) *Canadian Medical Education Journal*.
- 2021. Hamza, D., **Onyura, B.**, de Dios V., Grierson, L., Card, S., Glover-Takahashi, S., Wycliffe-Jones, D. *When are we done? Exploring the longevity of CBME implementation*. Medical Education Research Grant, Royal College of Physicians and Surgeons (\$40,633).

For a full listing of scholarly activities across the Centre, please see the appendix section of this report.

Evaluation

The Centre for Faculty Development (CFD) launched our evaluation strategy in the 2020-2021 academic year. Our evaluation strategy is multi-faceted and explores a broad range of evaluation questions at the organizational—level (Centre) and the program-level. At the Centre-level, we have four foci:

1. Examining our reach (and the equity of our reach)
2. Examining implementation integrity
3. Exploring pathways to change we set in motion
4. Examining our impact on individuals, teams, and systems

Ultimately, we seek to better understand how faculty development programming can be optimally implemented in order to mobilize knowledge into action and fuel positive transformation. We are also striving toward better capacity building in evaluation practice among our community of learners and faculty.

Highlights

- Enhanced data capture on the demographic profiles of those accessing faculty development
- Successful deployment of a new tool to examine the integrity of knowledge mobilization across our programs
- Development of the first annual report of evaluation findings at a Centre-level
- Engagement of five undergraduate-level learners in summer research internships focused on evaluation science
- Received of grant funding to advance evaluation science

Challenges & Strategic Directions

Although data capture has improved significantly, capture of representative population data is an enduring challenge. This has implications for data quality and responsive decision making in relation to our strategic priorities for equity and anti-racism. Our team will be working to invest in newer technologies and processes that can optimize the efficiency and quality of data capture and analysis. Our team will continue to advocate for additional resources to support fulsome data collection as well as identify purposeful actions that can be taken to improve response rates. Finally, we have identified a need for capacity building in evaluation among our community. There is an urgent need to expand community members' understanding of the breadth of possibilities for high quality and socially responsive evaluation practices. Moving forward we will be working to find ways to deliver high quality, integrated programming in evaluation to faculty and learners across our community.

Inspiring a Learning & Leading Culture

Dr. Latika Nirula, Director, Centre for Faculty Development

After this whirlwind and exhilarating year of engagement, change, and innovation, we are ready to embark on enacting our new Strategic Plan and fulfilling our commitments. We look forward to **growing our exceptional programming** in high need areas such as equity, diversity, inclusion and accessibility (EDIA). Additionally, we look to renewing curricula across our existing programs to build alignment, address system needs and gaps, and enhance development opportunities across the faculty development activities and intersecting roles of educators, scholars, leaders and advocates.

I am excited as we prepare to welcome curricular advisors and an external policy and practice consultant, new to our Centre, who can provide a critical and objective lens. With their support and strengthening our connections with other diverse community partners, we will scrutinize our own practices and policies, reimagine our curricula across our programs, and ultimately address our commitments to reconciliation with Indigenous and Black communities (as a start!). With humility we acknowledge that we are at the beginning stages of change, growth, improvement and learning/unlearning within our Centre in these

areas. We look to build new connections and partnerships that can expose us to new ways of knowing and learning that will not only positively impact our growth as a team, but enhance our abilities to serve our health professions education community. Our commitment to **inspiring a learning and leading culture** runs deep among our team, partners, and the CFD community as a whole, as we live out our values to be **collaborative, reflexive, inclusive, innovative** and **courageous**.

While the pandemic has pushed us to explore new ways of teaching and learning, it has also deeply strained our ways of networking and connecting with one another as a faculty development community. **Wellness** among our community of faculty and learners, extending also to our own staff, program leads and collaborators, is at the forefront as we move into this second year of managing the pandemic. This includes not only adopting new ways of communication and connection that enable effective team work and collaboration across in-person, virtual and hybrid models, but fostering a joy and passion for work and learning (while balancing all other aspects of life that give rise to fulfillment). The CFD has always had an amazing team culture of mutual support and respect, and we will continue to nurture and grow this as we welcome new team members, partners, and collaborators. Our people continue to be our greatest asset!

We are excited to continue working together towards our inspiring vision of: *Creating transformative learning and discovery environments today. Revolutionizing healthcare tomorrow.*

Appendix

Mobilizing Knowledge

Publications

Baker, L., Phelan, S., Woods, N., Boyd, V., Rowland, P., **Ng, SL.** Re-envisioning paradigms of education: towards awareness, alignment, and pluralism. *Adv Health Sci Educ Theory Pract.*, 2021: 1-14.

Brydges, R., Nemoy, L., Campbell, D. M., Meffe, F., Moscovitch, L., Fella, S., ... & **Ng, SL.** We can't just have a casual conversation: an institutional ethnography-informed study of work in labour and birth. *Social Science & Medicine*, 2021 Jun; 279: 113975.

Costa, M., **Kangasjarvi, E.**, Charise, A. Beyond empathy: a qualitative exploration of arts and humanities in pre-professional (baccalaureate) health education. *Advances in Health Sciences Education*, 2020 Dec; 25(5):1203-1226.

Forsey, J., **Ng, SL.**, Rowland, R., Freeman, R., Woods, N. The basic science of patient-physician communication: a critical scoping review. *Academic Medicine*, 2021.

Hall, M., **Mori, B.**, Norman, K., Proctor, P., Murphy, S., Bredy, H. How Do I Choose a Job? Factors Influencing the Career and Employment Decisions of Physiotherapy Graduates in Canada. *Physiotherapy Canada*, 2021; 73(2):168-77.

Lieff, S., Baker, L., Castallani, B., Hafferty, F., **Ng, SL.** Exploring the networking of academic health science leaders; How and why do they do. *Academic Medicine*, 2020; 95(10): 1570-1577.

Ng, S., Rowland, P., Kinsella, EA. Emancipatory knowledge and epistemic reflexivity. *Medical Education*, 2021 Jan; 55(1):8-10.

Onyura, B., Lass, E., **Lazor, J.**, Zuccarro, L., Hamza, D. Vitalizing the Evaluation of Curricular Implementation: A Framework for Attending to the 'How and Whys' of Curriculum Evolution. (in press) *Advances in Medical Education*.

Onyura, B., Mullins, H., Hamza, D. Mitigating the drawbacks of logic models in program evaluation. (in press) *Canadian Medical Education Journal*.

Onyura, B. Useful to whom? Evaluation utilization theory and boundaries for programme evaluation scope. *Medical Education*. 2020.

Rowland, P., Tavares, W., Lowe, M., Tripp, T., Richardson, J., Anderson, M., Oja, L., Paton, M., Wiljer, D., Woods, N., **Ng, SL.** Case Study of Rapid Knowledge Mobilization Responses to COVID-19: Research Protocol. *Journal of Continuing Education in the Health Professions*, 2021 Apr.

Sirianni, G., **Onyura, B.**, Murdoch, S., Lass, E., Freeman, R. A New Way Forward via Innovative Integration:

A Three-Year Family Medicine and Enhanced Skills Residency Program. Invited commentary: *Canadian Family Physician*. 2021.

Snelgrove, R., **Ng, SL.**, Devon, K. Reconceptualizing Ethics through Morbidity and Mortality Rounds. *J Am Coll Surg*. 2020; 231 (2):244-248.e3.

Spiegle, G., Yin, P., Wright, S., **Ng, SL.**, O'Brien, T., Friesen, F., et al. A narrative review of ambulatory care education in Canadian internal medicine. *Can Med Educ J.*, 2020; 11 (6):e99-e110.

Tavares, W., Hodwitz, K., Rowland, P., **Ng, SL.**, Kuper, A., Friesen, F., Shwetz, K., Brydges R. Implicit and inferred: on the philosophical positions informing assessment science. *Advances in Health Sciences Education*. 2021 [epub ahead of print].

VanderKaay, S., Dix, L., Rivard, L., Missiuna, C., **Ng, SL.**, Pollock, N., Sahagian Whalen, S., Eisen, I., Kyte, C., Phoenix, M., Bennett, S., Specht, J., Kennedy, J., McCauley, D., Campbell, W. Tiered approaches to rehabilitation services in education settings: Towards developing an explanatory program theory. *International Journal of Disability, Development and Education*, 2021.

Wojkowski, S., Norman, K., Stratford, P., **Mori B.** Physiotherapy student performance in clinical education: One year of Canadian cross-sectional data. *Physiotherapy Canada*, 2021 Jun [epub].

Presentations

Baker, L., Ng, SL. *Paradigms of Education*. University of California, San Francisco. (Workshop). 2021 May.

Baker, L., Ng, SL. *Paradigms of Education*. Ontario Institute for Studies in Education, University of Toronto. (Workshop). 2021 Mar.

Baker, L., Ng, SL. *Paradigms of Education*, Harvard University. (Workshop). 2021 Mar.

Glover Takahashi, S., Santos, F. Feedback & Coaching Train the Trainer Program. Centre for Faculty Development & Postgraduate Medical Education Office, Toronto, Ontario.

Lieff, S. *Academic Leadership Paradigms and Practices Webinar*. Sanonkondu – Americas. (Invited Talk). 2021 Jun 23.

Lieff, S. *Academic Leadership Paradigms and Practices Webinar*. Sanonkondu – Asia and Australia. (Invited Talk). 2021 Jun 23.

Lieff, S. *Education Leadership Paradigms and Practices Workshop*. Interprofessional Applied Practical Teaching and Learning in the Health Professions Certificate Program. Department of Family and Community Medicine. University of Toronto. (Invited Talk). 2021 Feb 3.

Lieff, S. *Mentors without Borders*. AMEE. (Invited Talk). 2021 May 18 & Jun 1.

MacNeill, H., **Glover Takahashi, S.**, Schneeweiss, S., **Nirula, L., Lazor, J.**, Talarico, S., **Baker, L.** *Considerations for Online Synchronous Learning Environments (SOLE)*. Workshop presented at the Canadian Conference on Medical Education (CCME). 2021 Apr.

Ng, SL., Kangasjarvi, E., Lorello, G., Nemoym, L., Brydges, R. *A qualitative study of epistemologies in a simulation-based medical education context*. American Educational Research Association (AERA). (Oral Presentation). 2020.

Ng, SL. *Compassionate care in complex health systems*. UCSF Education Showcase 2020. Academy of Medical Educators, University of California San Francisco. San Francisco, California, United States. (Invited Keynote Lecture and Visiting Scholar). 2021 May.

Ng, SL. *Qualitative research*. Canadian Child Health Clinician Scientist Program Monthly Sessions. Online. (Invited Speaker). 2021.

Ng, SL. *The Science of COVID*. TIER Rounds. Michener Institute for Education / University Health Network. Toronto, Ontario, Canada. Co-Presenters: Woods N, Tavares W, Rowland, P. (Invited Panelist). 2020 Jun.

Nirula, L., Lazor, J., Baker, L., Glover Takahashi, S., Talarico, S., Schneeweiss, S., MacNeill, H. *Collaborative development of an integrated faculty development resource for synchronous online learning environments*. Poster presented at the Society for Academic Continuing Medical Education (SACME). 2021 Mar.

Onyura, B. *Getting to 'Good' Use: Why it Demands the Evaluation of Implementation*. Vanderbilt University

School of Medicine, Nashville, Tennessee, USA. (Invited keynote). 2021 May 18.

Onyura, B. *Evaluation Utilization: Theory and landscape*. Doctoral Course on Scholarship of Teaching and Learning in the Professions at the Ontario Institute for Studies in Education, University of Toronto. (Invited guest lecturer). 2021 Apr.

Onyura, B. *Program Evaluation in Medical Education: Myths, Customs, Complexity & Optimism*. Canadian Association of Medical Education. (Invited panelist). 2021 Apr.

Onyura, B. *Pervasive myths about program evaluation: The problematic implications for evaluation practice*. Institute for Work and Health Speaker Series. (Invited speaker). 2021 March.

Vo, A., **Onyura, B.** *Useful to Whom? Evaluation Utilization in Good Times and in COVID-19 times*. Best Practices in Education Rounds, a Centre for Faculty Development and Wilson Centre partnership. (Invited speaker). 2021 Oct.

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.* Canadian Physiotherapy Association Congress. British Columbia. Virtual. (Podium Presentation). 2021 May 14.

Abstracts

Bernard, C., Abner, E., Inacardona, N., Karim, A., Knifed, E., Kulasegaram, M., **Onyura, B.**, Wagner, F., Williams, C., Ying, I., Freeman, R. *Evaluating an Integrated Ethics Curriculum: Process and Outcomes.* Family Medicine Forum. Virtual. (Presented abstract). 2020 Nov.

Bulmer, B., **Ng, SL., Kangasjarvi, E.**, Brydges, R., **Onyura, B.**, Mulholland, A., **Lieff, S.** *Exploring the experiences of healthcare leaders from diverse professional backgrounds.* Canadian Conference on Medical Education (CCME). Virtual. (Poster). 2021 Apr 20.

Friesen, F., **Ng, SL., Simpson, J., Kangasjarvi, E.** *Patient emancipation? Patient teacher programs in medical education.* Canadian Conference on

Medical Education (CCME). Virtual (Poster Presentation). 2021 April 20.

Glover Takahashi, S., St. Amant, L., Dharnrajani, A., Bandiera, G. *Learning from Front-Line Experiences about Competence by Design.* International Conference on Residency Education. Online virtual. Poster Presentation. 2020.

Ng, SL., Campbell, D., Meffe, F., Moscovitch, L., Fella, S., Chandrasekaran, N., Brydges, R., Nemoy, L. *There's got to be a better way: Institutional ethnography of intrapartum practices on a Labour & Delivery unit.* Canadian Conference on Medical Education (CCME). Virtual. (Oral Abstract). 2021 April 20.

Ng, SL., Woods, N., Crukley, J., Boyd, V., Brydges, R., **Kangasjarvi, E.**, Kulasegaram, M., Gavarkovs, A. *The impact of teaching for critical reflection: A Bayesian analysis.* Canadian Conference on Medical Education (CCME). Virtual. (Oral Abstract). 2021 April 17.

Nirula, L., Lazor, J., Baker, L., Glover Takahashi, S., Talarico, S., Schneeweiss, S., MacNeill, H. *Building a Faculty Development Resource across*

the Medical Education Continuum to Rapidly Adapt Teaching and Learning for the Virtual Environment. Canadian Conference on Medical Education (CCME). (Oral Abstract). 2021 Apr.

Sheikh, N., Shah, R., **Ng, SL.**, Flett H. *A signal: Resident perspectives on decision-making processes and impacts of back-up call activations in an internal medicine residency program.* Canadian Conference on Medical Education (CCME). Virtual. (Oral Abstract). 2021 April 17.

Simpson, J., Gill, G., **Ng, SL., Kangasjarvi, E.** *From skillful to empathetic: Shifting medical students' perceptions of surgeons through a patient as teacher program.* Canadian Conference on Medical Education (CCME). Virtual. (Oral Abstract). 2021 April 17.

Simpson, J., **Kangasjarvi, E.**, Karim, A., **Ng, SL.** *Humanism in surgery - Developing a patient as teacher initiative in surgical clerkship.* Canadian Conference on Medical Education (CCME). Virtual. (Oral Abstract). 2021 April 17.

Grants

2021. Bischof, D., Pennington, J., **Onyura, B.** *Indigenous Cultural Safety Curriculum for Senior General Surgery Residents: Does Emotional Learning Make the Difference?* Temerty Faculty of Medicine, Spring Medical Humanities Grant (\$9,974.40).

2021. **Glover Takahashi, S.**, Lee, E., Kanofsky, S., Bjelajac Mejia, A., Levinter, J., Leung, FH. *Enhancing CQ for use by Health Professions Students.* University of Toronto, Provost's Office, Instructional Technology Innovation Fund (ITIF) (\$40,000).

2021. Hamza, D., **Onyura, B.** Oswald, A. Grierson, L., Vergel de Dios, J. Card, S., Wycliffe-Jones, K. *Exploring the normalization of Competency-Based Medical Education across Canada.* University of Calgary, Office of Health Science and Medical Education Research and Innovation Funding (\$10,000).

2021. Hamza, D., **Onyura, B.**, Vergel de D., Grierson, L., Card, S., **Glover-Takahashi, S.**, Wycliffe-Jones, D. *When are we done? Exploring the longevity of CBME implementation.* Royal College of Physicians and Surgeons, Medical Education Research Grant (\$40,000).

2021. **Ng, SL., Baker, L.**, Whitehead, C., Kumagai, A., Mamdani, M., O'Campo, P., Witteman. *Toward critical online pedagogies for compassionate learning and care*. AMS Foundation Fellowship in Compassion and AI (\$75,000).

2021 Apr. **Ng, SL.**, Woods, N., Paul, R., Aiyadurai, R., Lising, D., McKay, S. *Adapting the CACE Homecare Curriculum for pre-licensure health and social care students*. eCampus Virtual Learning Strategy (\$15,000).

2021 Mar. **Ng, SL.**, Woods, N., McKay, S., Paul, R., Aiyadura, R., Rojas, D., Bulmer, B., Morris-Holley, M., Tassone, M. *Futureproofing the PSW workforce: Toward confidence, competence and resilience*. Future Skills Centre Shock-Proofing the Future of Work (\$185,000).

2021 Jun. **Onyura, B., Baker, L., Mullins, H., Ahmed, S., Sharma, M.** *Anti-Oppressive Faculty Development: Examining the Principles and Sustainability of HPE Programs*. Association of Medical Education in Europe (AMEE), Faculty Development Grant (£ 4,864).

2021 Apr. **Onyura, B.**, Hamza, D, **Baker, L., Ng, S.**, Vo, A., Fawns, T., Piquette, D., Ismail, Y., **Nirula, L.** Archibald, T.,

Bulmer, B., **Kwan, D.** *Examining the evaluation of innovation-precipitated harm in educational interventions*. Social Science and Humanities Research Council Insight (\$63,472).

2020. **Onyura, B., Baker, L.** *Examining the Labour of Bridge Building & Silo Deconstruction: A Multi-Case Inquiry of Knowledge Intermediaries in Medical Education*. University of Toronto, Education Development Fund (\$19,874).

2020. **Onyura, B.**, Nyhof-Young, J., **Mullins, H.**, Nutik, M. *Coaching Clinical Faculty New to Education Scholarship: Evaluating an Intervention using the Trans Theoretical Model of Change*. University of Toronto, DFCM, Art of the Possible Grant (\$5000).

Awards

Baker, L., Ahmed, S. 2019-202 Colin Woolf Excellence in Program Development and Coordination: Centre for Faculty Development for Stepping Stones: A Foundational Faculty Development Program. Office of CPD, Temerty Faculty of Medicine, University of Toronto.

Bernard, C., and team (**Onyura, B.**, Freeman, R., Kulasegaram, M). DFCM Award of Excellence in Course/Program Development for their work on the postgraduate ethics curriculum. 2021.

Darani, S., Patel, K., **Hayos, L.**, Connors, T., Saiva, A., Islam, F., Simpson, S. Award for Best Brief Presentation and Poster. *Training MCSCS Corrections Officers to Better Meet the Mental Health Needs of Inmates*. Poster Presented at the Society for Academic Continuing Medical Education (SACME) Conference. Virtual. 2021 Feb.

Nirula, L. 2021 Certificate of Merit. The Canadian Association for Medical Education, Ottawa, ON, Canada. 2021 Apr.

Onyura, B. DFCM Education Scholarship Excellence Award – New Education Scientist Scholar. 2021.

Selby, P., Kadan, G., Farid-Araki, K., Beyraghi, N., Bertram, J., Soo, S., Gordon, T., **Hayos, L.**, Steidman, R. 2020 CFPC Continuing Professional Development (CPD) Program Award, College of Family Physicians of Canada. *Simulation Based Learning for Methadone Prescribing Skills Program*. (Collaboration with CPSO). 2020 Dec.



The Centre for Faculty Development is a partnership
between Temerty Faculty of Medicine, University of Toronto
and Unity Health Toronto

Centre for Faculty Development

Li Ka Shing International Healthcare Education Centre
209 Victoria St., 4th Floor, Toronto, ON, Canada, M5B 1T8
T 416.864.6060 x77420 F 416.864.5929
centreforfacdev.ca

