

# *Lifelong Learning*



UNIVERSITY OF SASKATCHEWAN

College of Medicine

FACULTY DEVELOPMENT

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## *Faculty Development Annual Report 2017-2018*

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LEADERSHIP  
TEACHING IN THE CLASSROOM  
WELL-BEING  
OFFICE PRACTICE  
TRIPLE-C FIELD NOTES  
RESEARCH  
SCHOLARSHIP  
ASSESSMENT



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## 2017/18 Faculty Development Annual Report

### MISSION STATEMENTS

#### University of Saskatchewan

Advances the aspirations of the people of the province and beyond through interdisciplinary and collaborative approaches to discovering, teaching, sharing, integrating, preserving, and applying knowledge, including the creative arts, to build a rich cultural community. An innovative, accessible, and welcoming place for students, educators, and researchers from around the world, we serve the public good by connecting discovery, teaching, and outreach, by promoting diversity and meaningful change, and by preparing students for enriching careers and fulfilling lives as engaged global citizens.

#### College of Medicine

**Vision** - We are leaders in improving the health and wellbeing of the peoples of Saskatchewan and the world.

**Mission** – As a socially accountable organization, we improve health through: innovative and interdisciplinary research and education; leadership; community engagement; and development of culturally competent, skilled clinicians and scientists.

Collaborative and mutually beneficial partnerships with Indigenous peoples and communities are central to the mission.

#### Strategic Priorities:

Research	Faculty Engagement	Alignment	Social Accountability	Indigenous Health	DME	Education	Enablers

The CoM will enhance quality and methods of teaching, learning and scholarship.

The CoM will focus education and training to develop clinicians that excel at meeting the needs of the province, are culturally competent, and are imparted with leadership ability to drive health system transformation.

## Messages – College of Medicine

### Dr. Kent Stobart, Vice Dean Education



This has been a productive and exciting year for the College of Medicine with several major accomplishments across the education continuum. Accreditation was certainly a key event and an amazing opportunity for us to realize and celebrate major accomplishments in UGME. PGME has been rising to the challenge of implementing competency based medical; another major challenge. This year the College of Medicine brought together a diverse group, from around the province, interested in education for a Quality Education Retreat. The report that followed documents many of the exciting initiatives and direction of quality education in the College of Medicine which relates to one of the key strategic directions of the College of Medicine.

Faculty Development is working to advance the quality education and scholarship mandate as well as providing support in areas that further the College's strategic direction such as in social accountability, indigenous health and distributed medical education. Our collective goal is to meet the needs of the people of Saskatchewan. I want to take this opportunity to thank our clinical preceptors, educational leaders and support staff around the province who support our learners and who participate in the programs and initiatives that help us improve our teaching and overall contribution to health care in Saskatchewan. Faculty Development is a key support to our faculty to meet these goals as we work collectively to be Canada's best small medical school!

### Dr. James Barton, Associate Dean Continuing Medical Education



Continuing Medical Education and Faculty Development have worked quite closely with one another over the past year. Representation from Faculty Development on our CME Advisory Committee provides CME with a unique and valued insight as it relates to the type and format of educational events and projects we design and present to physicians and other health care professionals. The office of Faculty Development is routinely included in the review process CME has developed for event accreditation which has become more robust and rigorous over the past 18 months resulting in a greater quality of programming for physicians. Inclusion of Faculty Development in CME's quarterly "mini-retreats" assists the Division of CME in identifying the appropriate education performance metrics that demonstrate CME is aligned with the College of Medicine in the strategic priority areas especially quality education and scholarship, community engagement and empowering faculty. CME and FD are commonly together as we engage stakeholders in the province to push for new initiatives and projects to help grow our Faculty and improve the quality of health in the province. The understanding being that health care delivered in environments that include and incorporate learning and professional development lead to better outcomes for patients, Faculty and the College of Medicine. We look forward to expanding the level of integration our two offices currently share in the years ahead.

## Messages - Faculty Development

### **Dr. Cathy MacLean, Faculty Development Director**

This has been a great year with lots of activity and collaboration for the office of Faculty Development (FD). We are very grateful to everyone who has participated in our events and for the numerous partnerships we have developed this past year in delivering on faculty development events at various levels. This has included working with departments such as psychiatry, pathology, obstetrics and gynecology and family medicine. Please review this annual report and learn about these activities and what we can do for your department/division and faculty. We are celebrating all that has been accomplished but I am also hoping this report will stimulate you to think about what we can be doing with you in the future. Use the FD Matrix on page 8 as a guide. We are also forming more relationships with the CBME leads and Faculty Development leads in various departments as we create the Faculty Development Network across the province. This is new and will serve as a means to keep us connected, learn from each other and promote faculty development broadly. I would like to thank both PGME and UGME for their support of faculty development this past year and the various ways we have started to work together to support Competency Based Medical Education (CBME) and undergraduate teachers. Preparation for accreditation was an extremely helpful exercise for me as I got settled into my role. I also want to personally thank the Division of CME and the Associate Dean, Jim Barton. Working together in continuing professional development, our two offices have forged a strong and productive working relationship.

New this year as well are formal institutional memberships to AMEE (the Association of Medical Education in Europe) and IASME (the International Association of Science Medical Educators). These two organizations open up our access to amazing faculty development resources including excellent webinars and we hope that you will become familiar with what they have to offer.

Faculty Development continues to work on the recommendations from the provincial FD External Report that was completed in 2016. We completed several of the recommendations and have made progress on all others over the past year. There is more enthusiasm for medical education and for faculty development and we are very pleased to be making a contribution and working to improve. In 2018/19 we will be undertaking the development of an evaluation framework for Faculty Development as an important next step in our evolution. We look forward to working with you, developing our website resources, enhancing our programming to ensure it is relevant and meeting faculty needs. I hope this report increases your curiosity about who we are and what we do. Engagement remains our number one challenge and we invite you to get involved, check us out and join us for *“Lifelong Learning”*.

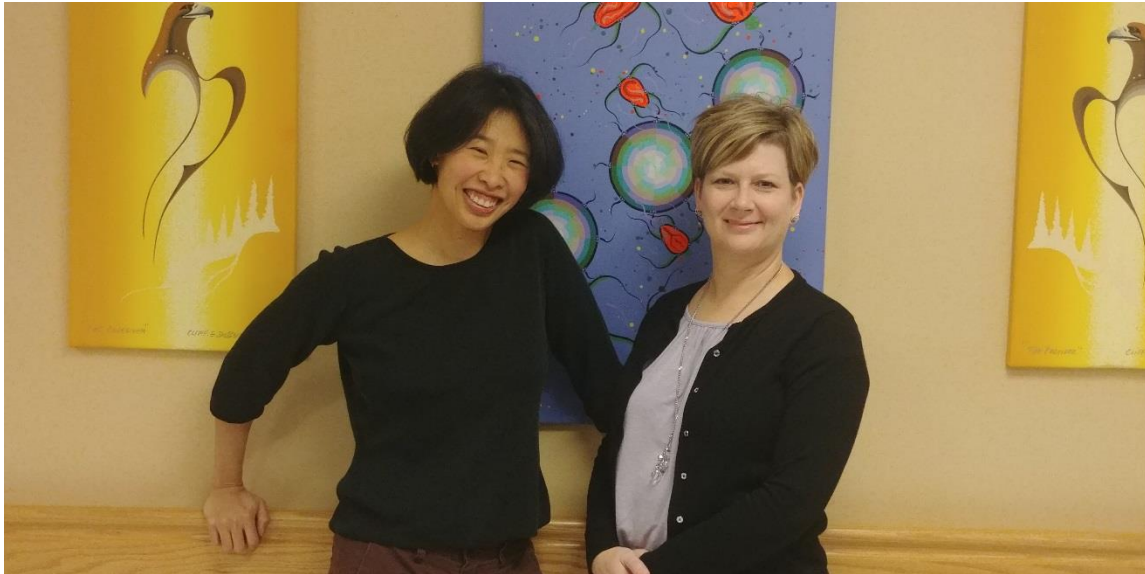
### **Dr. Helen Chang, Regina Campus Faculty Development Program**

In Regina, a new FD Lead Regina (Helen Chang) and new Family Medicine FD Leads (Danielle Frost and Sarah Liskowich) were appointed and have been working to increase the local FD presence. We facilitate videoconferencing and WebEx of FD events. Monthly announcements of upcoming events keep our faculty informed and connected.

We established the FD Regina library in October 2017 with texts borrowed from Saskatoon. We have now set up a permanent collection in our SHA Health Sciences library in Regina (thanks to librarian Susan Baer).

Beginning in January 2018, FD featured faculty profiles in the monthly Physician newsletter. This is a chance for faculty to get to know each other, and share their thoughts on teaching.

It is a pleasure to work with our team in Saskatoon. Special thanks to former Regina Lead Christina Ames for her wise counsel, Dr. Gill White for providing guidance from Regina, and Kris Schoenhofen and Jeanette Bellavance for their support!



Helen Chang (FD Lead Regina) and Jeanette Bellavance (FD Regina Administrative Support) in the RGH Learning Centre. (Photo by Christa Kaytor.)

The Department of Family Medicine Academic Unit in Regina is actively engaged in providing faculty development opportunities to its department members working in the residency training program. Along with the many faculty development opportunities offered through the College of Medicine both in Regina and Saskatoon via WebEx, the academic family medicine physicians in Regina engage in monthly learning sessions based on local needs and interests. Some of the topics recently covered include the Lower Limb Pathway, Mind Mapping for resiliency, Basic Life Savings Update and Integrating Narrative Medicine into practice. We are looking forward to upcoming events such as an ECG update and a session on how to approach a learner in difficulty.



Sarah Liskowich (FM FD Lead Regina) and new friend



## **Dr. Kalyani Premkumar, Lead - Masters in Education (in Health Professions Education)**

A steering committee was established with representatives from most of the health professions colleges/schools as members. In collaboration with the College of Education and other health professions Colleges/Schools, the Notice of Intent for the new Masters was submitted and has been approved by the Planning and Priorities Committee. The Proposal will be submitted in June 2018 to the College of Graduate and Post-doctoral Studies (CGPS) for input and approval. Following responses from CGPS, the proposal will move forward to the University's Academic Planning Committee and beyond. The vision is to launch the program in September 2019. Progress relating to this new program has been presented to the College of Medicine's Faculty Council.

The Masters in Education (Health Professions Education) program will be a laddered, online program offered by the College of Education – Departments of Educational Administration and Curriculum Studies. Three Certificates, (each comprising of 3-4 courses), are completed to obtain the degree.

### **WHO AND WHERE WE ARE**



**Dr. Cathy MacLean**, FCFP, MCISc, MBA, is the Faculty Development Director for the College of Medicine. Dr. MacLean is a family physician with extensive administrative, clinical and education experience. She assumed the Director role in January, 2017. She has a dedicated 0.6 FTE for Faculty Development and an additional 0.4 in family medicine which includes clinical and academic work.



**Dr. Kalyani Premkumar**, MBBS MD MSc(Med Ed) PhD, MBA, Professor, with the Department of Community Health and Epidemiology, University of Saskatchewan, has a 0.6 FTE dedicated to faculty development. She is an Association of Faculties of Medical Colleges (AFMC) peer leader on the E-Health Sub-Committee. In the College of Medicine, Dr. Premkumar is the lead for the development of a new Masters in Education, Health Professions Education. She provides a variety of faculty development sessions in teaching and assessment.



**Mr. Sean Polreis**, MEd, is the Faculty Development Coordinator (1.0 FTE) for the College of Medicine. Sean has a passion for teaching & extensive teaching experience. He has been working in faculty development for the College of Medicine for nearly ten years. In addition to a wide variety of support provided to faculty, Sean facilitates the TIPS course which helps our residents develop & grow their teaching skills.



**Dr. Marcel D'Eon**, PhD, is a Professor, with the Department of Community Health & Epidemiology, works in UGME and has been an active provider of faculty development for many years in the College of Medicine. Dr. D'Eon spent the last year on sabbatical and we look forwards to his return in July, 2018. See the section on Coral Collection which represents work done during his sabbatical.



**Dr. Helen Chang**, MD, CCFP, is Faculty Development Lead for Regina. She is an Assistant Professor, Family Medicine, at the University of Saskatchewan, and teaches extensively in the UGME program. She joined Faculty Development in August 2017 (0.1 FTE), and is also Site Coordinator for the Regina Sensitive Exam Teaching program.



**Paula Xandra Lindain** B.A.S, is the Faculty Development Administrative Assistant. She is 1.0 FTE in faculty development. She joined the University of Saskatchewan in February 2017 in the Research Services and Ethics Office and was promoted to the College of Medicine in November 2017.



**Dr. Brent Thoma** is an Assistant Professor at the University of Saskatchewan where he works as an emergency physician. He completed a Fellowship in medical simulation at Harvard Medical School and Massachusetts General Hospital where he regularly worked with the Faculty at the Center for Medical Simulation in Boston.

**ASSET:** Developed by leading simulation educators from the University of Alberta Children's Hospital, the Advanced Skills for Simulation Educators and Teachers (ASSET) Foundations Course teaches faculty to effectively use simulation as a teaching modality with a focus on feedback and debriefing. While the course was initially delivered by Faculty from the Alberta Children's Hospital, a local inter-professional group of Faculty has been trained and delivered the course independently for the first time in February.

Interest in the program has been high with all three of the 2017-18 courses 'selling out' (with waiting lists!) to inter-professional groups of attendees. Given the demand, Faculty Development will be holding the course four times next year. With core funding for the program provided through the College of Medicine, attendance is free for College of Medicine faculty - but courses fill quickly. To add your name to a notification list, please contact the Course Director Dr. Brent Thoma at [brent.thoma@usask.ca](mailto:brent.thoma@usask.ca).



## **Faculty Development Advisory Committee**

In addition to the developing FD network, which includes the Regina campus and departmental as well as new site FD leads/ directors, an FD Advisory Committee (FDAC) has been meeting since April 2016. FDAC includes representation from other health sciences colleges, the Health Sciences Library, the Gwenna Moss Teaching and Learning Centre, and the College of Medicine's Distributed Medical Education, CME, PGME and UGME associate deans. The committee provides a mechanism to bring faculty development needs forward from faculty across the province and helps disseminate faculty development from central programs out to distributed teaching sites. FDAC members are:

- Dr. Marek Radomski, Vice Dean Research- College of Medicine
- Dr Pat Blakley, Associate Dean, Undergraduate Medical Education
- Dr. Gill White, Associate Dean, Regina Programs
- Dr. Tom Smith Windsor, Associate Dean, Rural and Northern Medical Program
- Dr. Anurag Saxena, Associate Dean, Postgraduate Medical Education
- Dr. Jim Barton, Associate Dean, Division of Continuing Medical Education
- Ms. Susan Murphy, Head Librarian
- Ms. Nancy Turner, Director, The Gwenna Moss Centre for Teaching Effectiveness
- Ms. Noreen Mahoney, Associate Dean, Edward School of Business
- Dr. Liz Harrison, Associate Dean, Physical Therapy

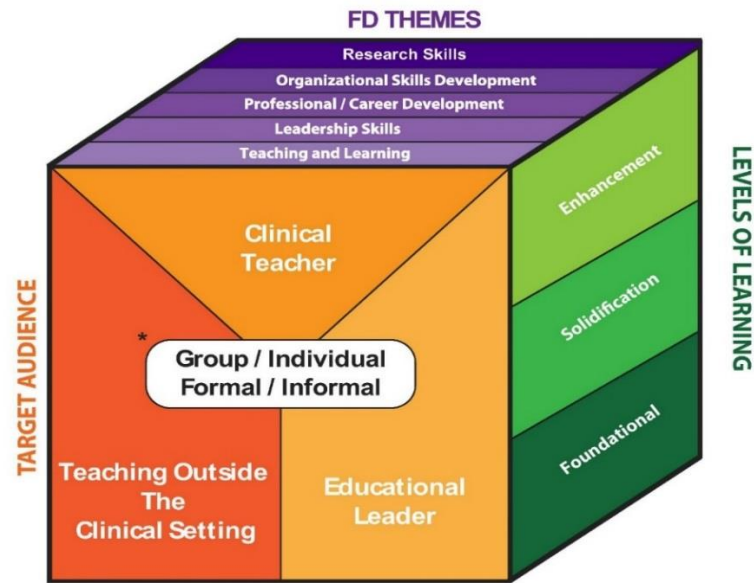
## **Faculty Development Network Committee**

The FD Network Committee had their first meeting in February 2018. The network consists of individuals with Faculty Development roles in various departments often specifically related to CBME across the College of Medicine. The purpose of the committee is to build relationships and communicate what is happening in Faculty Development across the province, at various sites and departments and share resources, expertise and address common challenges.

- Dr. Rob Woods, Assistant Professor & Residency Program Director, Emergency
- Katherine Churchman, Manager, Continuing Medical Education
- Dr. John Thiel, Provincial Department Head, Obstetrics and Gynecology
- Dr. Brian Ulmer, Education Lead CBD Surgical Foundations, Surgery
- Dr. Sharon Card, Associate Professor, General Internal Medicine
- Dr. Andries Muller, Director Faculty Development, Academic Family Medicine
- Dr. Vern Bennet, Education Director, Psychiatry
- Betty Rohr, Education Metrics Coordinator, PGME

## Our lens for our FD Programming:

### 1. FD Matrix



**Faculty Development Programming Matrix**

\*Fundamental Teaching Activities in Family Medicine: A Framework for Faculty Development. Mississauga, ON: College of Family Physicians of Canada; 2015.

### 2. College of Medicine Strategic Plan



## FD registration using University of Saskatchewan Student Registration System (SRS)

Faculty Development started using the University of Saskatchewan Student Registration System (SRS) this year. SRS is an online registration system that the University of Saskatchewan uses for online registration for a variety of Continuing Education Courses, Community Courses, and Conferences for Colleges and Departments on campus, and for clients off campus. SRS can prepare a variety of reports for clients whether it be financial reports to course attendance list. The system also allows clients to view their own record from a public site, which indicates all course they have registered for. This system is also used by the Division of CME and supports courses across various health professions.

## ACHIEVEMENTS - EVENTS AND PROGRAMS

### FD programming

A full listing of FD events from May 2017 to April 2018 is provided in Appendix 1. **Over 59 sessions** were organized by or presented through Faculty Development in 2017/2018 with **over 475 participants**. Programming covered all FD pillars: Instructional (Teaching and Learning as well as Assessment and Evaluation), Leadership, Professional/Career Development and Organizational Development.

Sessions were organized for residents, early career faculty, and those at more advanced levels. The vast majority of the sessions delivered were targeted to residents as teachers. The ASSET course was fully subscribed, with a waiting list, and plans are underway to offer it again in 2018/2019 with special advanced levels offered as well.

Many sessions this year were recorded and posted on our website. We also had 0.75 MOC credits approved for our core programming sessions.

### Teaching and Learning Tuesdays – Lunch and Learn sessions

Date	Topic	Presenter
Sept 2017	Integrating Teaching and Technology to Enhance Medical Education	Dr. Brent Thoma
October, 2017	Narrative Assessment – When “good job” is not good enough	Dr. Greg Malin
November, 2017	Managing Change- taking an appreciative inquiry approach can help!	Dr. Anurag Saxena
December, 2017	Creating and Supporting Safe Clinical Learning Environments	Dr. Preston Smith
January, 2018	Feedback: So much to say, so little time...	Dr. Kim Sanderson
February, 2018	Academic Advancement for Medical Faculty	Dr. Keith Ogle
March, 2018	Tapestry of Change and Culture	Dr. Anurag Saxena
April, 2018	Cancelled due to Humboldt Tragedy	
May, 2018	Ensuring our Graduates Promote Indigenous Wellness: How do we get there?	Dr. Veronica McKinney



Teaching and Learning Tuesday March 13, 2018

## Webinar Wednesdays

<b>Date</b>	<b>Topic</b>	<b>Presenter</b>
Sept 2017	Overutilization in Lab Medicine: Challenges and Opportunities	Choosing Wisely Canada
October, 2017	Resources for CBD – exploring the ICE Blog and KeyLime Podcasts	Royal College of Physicians and Surgeons
November, 2017	AMEE Webinar Series Introduction	The Association for Medical Education in Europe
December, 2017	Ted Talk: Collective Competence	TedTalk by Dr. Lorelei Lingard
January, 2018	Antibiotic Wisely: Sharing Proven Strategies to Reduce Unnecessary Antibiotic Use	Choosing Wisely Canada
February, 2018	Institutional Transformation to Evidence-Informed Pedagogy	The Association for Medical Education in Europe
March, 2018	Competence by Design Webinar Series	Royal College of Physicians and Surgeons of Canada
April, 2018	Trauma-informed care...what you need to know from an Indigenous Perspective	Dr. Alexandra King
May, 2018	Feedback and Assessment in CBME: R2C2 Model – Evidence-Informed Assessment Model	ICMBE Collaborators

## Medical Education Grand Rounds (MEGR)

MEGR continued this year on the last Thursday of the month in the Health Sciences B-wing conference room [B525]. There were many great discussions and ideas generated. Some sessions were video-conferenced and also included residents. We would like to see this happening more in the future.

Date	Topic	Presenter
Sept 2017	How to create a Medical Education Research Cluster! As part of the SoTL Cluster program	Dr. Carolyn Hoessler
October, 2017	Sharing Pearls from the International Conference on Residency Education	Various Attendees of ICRE
November, 2017	Competency Based Medical Education	Dr. Shahid Ahmed
December, 2017	A long and winding road- Determining which skills General Internists should graduate with	Dr. Sharon Card
January, 2018	"Ask no questions, be told no lies." Checking expectations in Undergraduate ultrasound education	Dr. Paul Olszynski
February, 2018	Supporting and developing teachers- can we meet the challenge?	Dr. Cathy MacLean
March, 2018	Saskatchewan Longitudinal Integrated Clerkship	Dr. Tara Lee
April, 2018	E-Health in the Curriculum	Dr. Kalyani Premkumar
May, 2018	Tailor Made CME	Dr. Jim Barton



Tara Lee presenting on SLIC at MEGR from Swift Current March 29, 2018

## ■ MOC AND MAINPRO

Several of our FD programs at the CoM and Department level had RCPSC MOC credits this year including our monthly Core Faculty Development sessions such as the Teaching and Learning Tuesdays and Medical Education Grand Rounds (.75 credits per event). Family Physicians can also claim up to 50 MOC credits as a part of Mainpro. The Division of CME has been responsible for approving faculty development applications for MOC and Mainpro and have been a helpful partner to achieve this. We have processes that are underway to help facilitate getting credits ensuring we meet all standards. The College of Family Physicians of Canada has also modified its Mainpro application for faculty development events across Canada which should make it more favourable to apply for Mainpro in the future for Faculty Development content. These were released in March.

For FD to be able to offer study credits requires faculty involvement on event planning committees. This is not onerous work and puts faculty in the driver's seat when it comes to program content. **Please consider getting involved** in this going forward. With participant involvement on planning committees we can make both our Faculty Development and our CME at U of S tailored to better meet needs and ensure that the programs deliver!

## ■ Teaching Bootcamps

Dr. Premkumar taught four series of teaching Bootcamp this past year:

Providing Effective Feedback in Clinical Settings

October 19, 2017, December 5, 2017, February 16, 2018 and April 11, 2018

Preparation for Teaching in the Classroom and in Rounds

October 12, 2017, December 6, 2017, February 1, 2018, April 3, 2018

Teaching in a Clinical Environment

October 17, 2017, December 8, 2017, February 15, 2018, April 5, 2018

Assessment in Medical Education

October 23, 2017, December 7, 2017, February 22, 2018, April 19, 2018

## ■ FD and UGME

In the past year, FD completed a revision of Inter-professional Problem Based Learning (iPBL) learning objectives and assignments, and the grading rubric for Clinical Integration, a required course in undergraduate education. We also offered tutor training for iPBL.

We also started UGME Onboarding sessions for new course chairs and others in UGME education leader roles. These onboarding sessions will continue and be offered at regular intervals.



## FD and PGME

Our greatest commitment is to the Residents as Teachers course, TIPS (Teaching Improvement Project Systems). This program is facilitated by Sean Polreis and involves all postgraduate year one residents (PGY 1) at the University of Saskatchewan. It is a required course and was completed for this past year in February 2017. Ensuring this course is taught to all PGY 1 learners is also a major requirement for UGME accreditation. Residents in some programs get additional sessions in Medical Education throughout their residency and all are encouraged to seek opportunities to improve as teachers. FD has a significant collaboration with PGME as CBME is implemented in U of S residency programs.

## RESIDENTS AND FACULTY DEVELOPMENT

In addition to the TIPS course, Sean Polreis facilitated several other teaching improvement-related resident sessions for specific departments including Psychiatry and Pediatrics. We welcome the opportunity to do this!

TIPS for Residents sessions in remote sites – including Regina, Moose Jaw, Swift Current, Prince Albert and North Battleford – were offered from July to September, 2017. Saskatoon sessions were offered from August, 2017 to February, 2018.

## FD and Faculty Engagement

### Department presentations

Presentations on FD were provided in several departments including Psychiatry, Physical Medicine and Rehab, Pathology and Rheumatology in the College of Medicine. Some departments, like the Department of Academic Family Medicine, run their own faculty development program and have sessions now on a monthly basis. The listing of some of the faculty development sessions presented in FM over the past year are at the end of Appendix 1. We work with several departments to deliver specific faculty development programming that is integrated into department retreats, rounds, etc. The interest in CBME has been high as specialty programs prepare for CBME implementation.

### Showcasing the Department of Pathology's involvement in Faculty Development in the past year which has been outstanding!

1. FD Director meeting with Department Head who has been very supportive and has helped facilitate meetings and FD involvement.
2. Distribution of FD information to DH and to faculty members – packages distributed.

**Objectives**

At the end of this presentation, participants will be able to:

- ▶ Describe what FD can offer at the College, Departmental and faculty level
- ▶ List FD activities that are core and MOC accredited as well as on demand and other planned events across FD pillars and at various levels
- ▶ To share resources that are available in multiple modalities

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Faculty Development

3. FD Director met with the Pathology Education Committee August/17.
4. FD presentation at Pathology Department Grand Rounds.
5. FD Director meeting with four new faculty members to Pathology who came to visit the FD office in St. Andrews and discuss FD supports for them in their roles.
6. FD Workshop on Feedback – by FD Program Coordinator Sean Polreis at the Pathology Dept. Retreat.
7. Pathology Faculty attendance at Teaching and Learning Tuesday presentations and at Webinar Wednesday particularly on Choosing Wisely and Lab utilization.
8. Participation of Pathology Faculty in Teaching Bootcamp sessions.

## CORAL COLLECTION

The CORAL Collection, under the leadership of Marcel D'Eon, is a growing set of online, freely available materials designed for education leaders: committee members and course and program directors, department heads and others. Each cell within the CORAL Collection can help people learn some of the most important concepts and principles in medical education and the learning sciences so that they collectively and individually may make more informed educational decisions.

Each Cell is short and discrete and designed to teach with an introduction, one to three objectives, self-assessments, a section to present the material, a short application quiz with expert responses, an evaluation so we can make the Cells better, references and further reading, and a concept map showing related Cells.

Cells can be used for independent learning, as part of a workshop (flipped or traditional), as preparation for specific tasks and roles, or as part of courses and programs in medical education.

Like Wikipedia the CORAL Collection is the work of numerous volunteers from across the country. You are invited to write or co-author Cells and/or use them for faculty development, yours or colleagues.

<http://teaching.usask.ca/articles/coral-collection.php>

## FD WEBSITE AND OTHER RESOURCES

We offer:

- Touch down space resources
- Books / Inventory
- Recommended conferences and events
- Memberships
- Clinical Teaching Tips for FP and Specialists Manual
- Remediation in Medical Education Texts
- Resources to FM distributed sites

Our website is due for significant updates in 2018 to better serve our audiences and provide more supports and programming.

## FD and Distributed Medical Education

As the College of Medicine develops a distributed Faculty Development Network, it is also enhancing linkages with Distributed Medical Education, which offers key FD programs such as SaskRENEWAL, an annual faculty development conference targeted to rural preceptors; both family physicians and other specialists. Site-based FD presentations occurred throughout the province including in Estevan and family medicine post graduate teaching sites.

**SaskRENEWAL** was held in 2017 at Manitou Springs Resort & Spa on May 26<sup>th</sup> – 28<sup>th</sup> and was a huge success. Congratulations to Dr. Tom Smith Windsor and Nicole Toutant in DME for all their hard work in getting this organized! There were approximately 60 attendees but up to 100 including assorted family members and accompanying persons; a great crowd and lots of fun all around.

We had Scott McLeod talking on Leadership as he moved into his new role with the CPSA as their new Registrar after retiring from a very successful career in the military. The workshops included:

- Feedback & debriefing in the clinical setting (Brent Thoma)
- Rural road map to action (Tom Smith-Windsor)
- Orientation of learners & how to fit them into a busy practice (Cathy MacLean & Sarah Bates)
- Supporting clinical decision making in your learners (Bev Karras)
- Competency based medical education (Sean Polreis)
- Leadership (Colonel Scott McLeod)

We also had a great presentation from one of the DAFM R2's on their resident research project which was a systematic review of the literature on "Antepartum Vitamin D Levels as a Marker for Risk of Postpartum Depression." Congrats to Ciaran McLoughlin for his research and for attending and bringing his research to SaskRENEWAL. It was great to see this level of scholarship and have residents' role model this!

### Antepartum Vitamin D Levels as a Marker for Risk of Postpartum Depression: A Systematic Review of the Literature

Ciaran McLoughlin, FMR II

Department of Academic Family Medicine, College of Medicine, University of Saskatchewan

**Background:** Thirty-two percent of Canadians are Vitamin D insufficient. This figure is particularly high in those of childbearing age, and pregnant women tend to be relatively vitamin D insufficient during the first trimester. Low levels of vitamin D have been linked with higher levels of depression, and vitamin D supplementation may have a therapeutic effect on depressive symptoms.

**Research Question(s):** We sought to answer the hypothesis that low levels of vitamin D in women in the antepartum period are associated with postpartum depression, and in doing so to assess the value of vitamin D screening in pregnancy and the value of supplementing vitamin D to prevent postpartum depression.

**Methods/Methodology:** Systematic review of the literature yielded four cohort studies, of which three were fully published; two randomized controlled trials; and one case-control study.

**Results:** Of the six fully published papers, three gave statistically significant results in favour of a link between vitamin D deficiency in pregnancy and postpartum depression. Analysis of vitamin D supplementation was possible in two papers, both of which demonstrated a statistically significant reduction in postpartum depressive scores in patients who received supplements of at least 1,200 IU daily.

**Discussion:** Due to heterogeneity between the studies, a meta-analysis was not obtained. The studies were not representative of a typical cross-section of Canadian pregnant women in terms of demographics, but similar in terms of vitamin D exposure at baseline. Overall, the risk of bias in the studies was low.

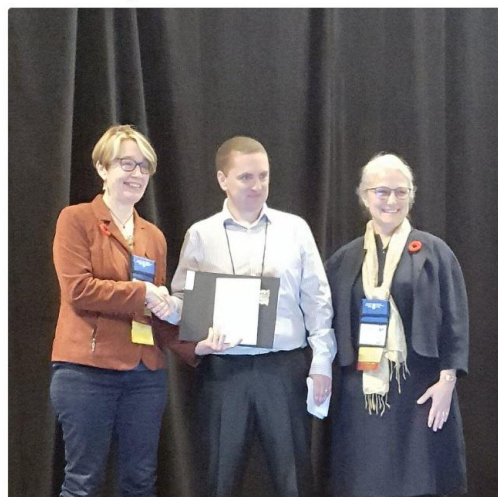
**Conclusions:** The balance of evidence neither supports nor refutes the initial hypothesis. There is some evidence that supplementation of vitamin D is protective against later development of postpartum depression.

**Recommendations:** Further research is required to establish the presence and nature of the association between vitamin D deficiency and postpartum depression. Further experimental studies are required to reproduce the preventative effect of vitamin D supplementation in pregnancy.

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Follow

Congrats to [@cmcloughlin99](#) for receiving a Research Award for Family Medicine Residents and presenting at FIRE Day!  
[@Research\\_CFPC](#)



**SaskRENEWAL  
2017**





## ■ EVALUATION OF FACULTY DEVELOPMENT

An external review of Faculty Development with input from across the province was also completed in 2016 by Gisèle Bourgeois-Law, MD, M.Ed. The report is reviewed regularly and has been a focus of the planning that has occurred since January, 2017. We have created an overall evaluation of the FD program with major assistance from Caroline Hoessler, PhD through the Gwenna Moss Teaching and Learning Centre. This program evaluation will include tracking our progress on the various recommendations from this external review. The recommendations are listed in Appendix 3 with the progress to April, 2018.

## ■ COMINGS AND GOINGS



**Sharon Dallin** worked briefly as support for Faculty Development during Fall 2017. She was a great help during the transition between Administrative supports. We wish Sharon all the best in her future.



**Deirdre Bonnycastle** has been updating her online Medical Education wiki with valuable FD resources which is now connected to the FD website.

The Medical Education Wiki is on the FD website. The content has been organized around four themes:

1. Clinical Teaching
2. Classroom Teaching
3. Technology Resources
4. How Students Learn

**Fiona Robinson** was part of the Aboriginal Career Start program, a partnership between the U of S and the Saskatchewan Indian Institute of Technologies (SIIT), the Gabriel Dumont Institute (GDI) and the Saskatoon Tribal Council (STC). Fiona worked in Faculty Development over the summer gaining work experience and helping us with several projects.

**Marcel D'Eon** started his sabbatical in July, 2017 and will be returning June 2018.

**Kalyani Premkumar** – will start sabbatical in July 2018

### Conferences attended

We strive to keep abreast of key initiatives and new approaches in Faculty Development specifically and medical education broadly. Sean Polreis and Cathy MacLean attended the International Conference on Residency Education held in Quebec City in October 2017 & The Canadian Conference on Medical Education held in Halifax April 2018. Kalyani Premkumar presented at The 4<sup>th</sup> International Conference on Faculty Development in Health Professions, held in Helsinki, in August 2017, as well as the 15<sup>th</sup> Asia Pacific Medical Education Conference in Singapore, January 2018, and The Ottawa Conference in Abu Dabi, in March 2018. Cathy MacLean attended several conferences in April 2018 including: Society of Rural

Physicians of Canada (presented FD about teaching residents and patients using online resources) in St. John's, Northern Constellations in Thunder Bay and CCME in Halifax with Sean Polreis.

## COMMITTEES, LEADERSHIP ROLES

Sean Polreis is Co-Lead for the College of Medicine for Inter-professional Problem Based Learning. He is also on the CME Curriculum Advisory Committee which is very helpful as a liaison with CME.

Kalyani Premkumar the lead for the CoM for the development of the Masters in Education (Health Professions Education).

Cathy MacLean is on the Curriculum Delivery Subcommittee for UGME and the working with PGME on CBME implementation. She is also actively attending Education Executive Team meetings. Dr. MacLean also sits on the Faculty Engagement Committee and the CME Advisory Committee.

### **National Involvement**

Sean Polreis is on the AFMC Faculty Development Network. Kalyani Premkumar has been a member of the AFMC eHealth group that has developed eHealth FD resources. She has assisted the Medical Council of Canada PHELO committee to include assessment of eHealth in examinations. Cathy MacLean served on the Family Medicine Forum Advisory committee for the CFPC to 2017, is an AFMC FD Networking group representative for U of S and is an accreditation surveyor for the CFPC. Dr. MacLean also joined an international FD group through AMEE.

## OUR RESEARCH, SCHOLARSHIP AND PUBLICATIONS

We have a number of interests including:

- Utilizing a developmental approach to the evaluation of the overall FD program (including the use of the CFPC's Fundamental Teaching Activities Framework)
- Physician Learning Plans in MOC and Mainpro and how FD might impact practices
- Physician Engagement

Other academic/scholarship achievements in 2017/18 include:

**MacLean C**, Sullivan W., Chen J. Care Relationships and Technological Transformation in Family Medicine. Family Medicine Forum Workshop, Montreal, QC (November 2017).

**MacLean C**. Working with Dr. Google, Society of Rural Physicians of Canada, St. John's NL, April, 2018.

**Premkumar K**, Kendall H. Next Steps and Future Direction. In: Shachak A, Borycki E, Reis S, editors. Health Professionals' Education in the Age of Clinical Information Systems, Mobile Computing and Social Networks. 1. Amsterdam, The Netherlands: Elsevier Press; 2017. <https://www.elsevier.com/books/health-professionals-education-in-the-age-of-clinical-information-systems-mobile-computing-and-social-networks/aviv/978-0-12-805362-1>. Book Chapter.



**Premkumar K**, Saxena A. Social accountability in medical schools versus corporate social responsibility in businesses. MedEd Publish. 2017 Jun. <http://www.mededpublish.org/manuscripts/1039>.

**Premkumar K**, Moshynskyy A, Sakai D, Fong S. Faculty's Perception of Faculty Development. Journal of Faculty Development. 2017;31(3):15-24.

Bull H, **Premkumar K**. Using Innovative Interventions to Actively Engage Students in Introductory Microbiology Courses. Journal of Microbiology and Biology Education. 2017.

**Premkumar K**, Saxena A. Effective integration of medical learners in difficulty [abstract]. Paper presented at: Canadian Conference on Medical Education; 2017 Apr 29-May 2; Winnipeg, Manitoba

**Premkumar K**. Faculty Development: Text to Image Relationship [abstract]. Poster presented at: 4th International Conference on Faculty Development in the Health Professions; 2017 Aug 26-27; Helsinki, Finland (Poster)

**Premkumar K**, Moshynskyy A, Sakai D, Fong S. Faculty's Perception of Faculty Development[abstract]. Poster presented at: 4th International Conference on Faculty Development in the Health Professions; 2017 Aug 26-27; Helsinki, Finland (Poster)

**Premkumar K**. Failure to Fail: The Culture of Assessment Validity. Workshop at the Ottawa Conference on Authentic Assessment Across Continuum of Health Professions Education. Abu Dhabi. UAE. 10-14 March 2018.

**Premkumar K**, Kanthan R. The Smorgasboard Of Technology -Driven Teaching Strategies To Enhance Learning. Workshop at the 15th Asia Pacific Medical Education Conference. Singapore. January 11, 2018

**Premkumar K**, Samarasekera D. Development of Technology for Education - Practical Approaches: Academic-Private Partnership. Panel discussion. *My topic for presentation*: Capitalizing on opportunities for developing technological resources for learning: lessons learned. Singapore. *Comment: Invited panelist at the 15th Asia Pacific Medical Education Conference*. Singapore. January 11, 2018

**Premkumar K**, Kanthan R, Saxena A, Mendez I. Innovative Ehealth Tools For Changing The Culture Of Patient Care. Symposium at the 15th Asia Pacific Medical Education Conference. Singapore. January 10, 2018

**Premkumar K**, Kanthan R. Harnessing Technology in the Classroom. A 3 hour interactive workshop on strategies for incorporating technology; introduction to 6 technology applications for use in the classroom. Christian Medical College, Vellore, India. January 5, 2018 *Comment: app. 35 faculty participants; organized by the Department of Medical Education*

**Premkumar K**. Inter-professional Education. A 3 hour workshop on training tutors to facilitate interprofessional problem based learning sessions. Christian Medical College, Vellore, India. January 4<sup>th</sup>, 2018 *Comment: training of 30 interprofessional faculty members; organized by the Department of Medical Education*

## GOING FORWARD

In February of this year, Dr. MacLean attended the University of Toronto course on Leading and Influencing Change in Continuing Professional Development. This was an amazing opportunity to learn from others doing faculty development and CPD in other universities across Canada. Going forward, as a part of this course, we are going to be developing a U of S Faculty Development Evaluation Framework. There are wonderful things happening in Faculty Development at U of S in various locations around the province. The key now will be to determine if this makes a difference. The challenge today is to move from counting attendance and attendee satisfaction as the key measures for faculty development and move now to more meaningful areas of impact. *“Can we see our students benefit from stronger teachers? Can we improve faculty teaching evaluations? Can we impact patient care and improve delivery and patient outcomes by training better learners? By modeling quality improvement? By engaging in meaningful medical education and scholarship? Does being a better teacher make you a better clinician?”* We need to do more than just have faculty development programs in place. We need to have programs that make a difference, that facilitate our faculty in their own competencies as clinical preceptors and education leaders. We will continue to rely heavily on the Fundamental Teaching Activities Framework and are excited about the places Competency Based Medical Education will take us. An evaluation framework should help us know if we are going in the right direction and that we are focused on what matters for our learners, for our programs and for our patients.



## CONCLUDING REMARKS

It was a good year primarily due to all the good people who contributed, planned and organized, participated in and applied faculty development as evidenced in this report. It is a snapshot of the products, events, work behind the scenes and people who are dedicated to supporting the work of faculty departments and programs in the College of Medicine. We have so many people to thank and are grateful for your many areas of involvement. Thank you! Special thanks to Paula Lindain for all her work since joining us. We hope you will continue to get involved in faculty development – and spread the word, bring a friend, talk it up or just come and enjoy. We are all about *“lifelong learning”* and look forward to engaging with more faculty, staff, learners and colleagues in the coming year!

## COMMON MEDICAL EDUCATION ACRONYMS

<b>AFMC</b>	Association of Faculties of Medicine of Canada
<b>APEM</b>	Assessment Process Evaluation Meeting
<b>ASA</b>	Annual Scientific Assembly/Assemblée scientifique annuelle
<b>BAM</b>	Block Time Assessment Meeting
<b>CBD</b>	Competency by Design(RCPSC)
<b>CBME</b>	Competency Based Medical Education
<b>CCFP</b>	Certificant of the College of Family Physicians
<b>CFP</b>	Canadian Family Physician/Le médecin de famille canadien Journal of the CFPC
<b>CFPC/CMFC</b>	College of Family Physicians of Canada/Collège des médecins de famille du Canada
<b>Clinical Clerk</b>	Medical Students at year 3 and 4 of their training
<b>CME</b>	Continuing Medical Education
<b>CoM</b>	College of Medicine
<b>CPD</b>	Continuing Professional Development (includes Faculty Development and CME)
<b>CPSS</b>	College of Physicians and Surgeons of Saskatchewan
<b>DAFM</b>	Department of Academic Family Medicine
<b>DME</b>	Distributed Medical Education
<b>EPA</b>	Entrustable Professional Activities
<b>ES</b>	Enhanced Skills (in Family Medicine)
<b>ESS</b>	Enhance Surgical Skills

<b>FD</b>	Faculty Development
<b>FPA</b>	Family Practice Anaesthesia
<b>FTA</b>	Fundamental Teaching Activities CFPC document at <a href="http://www.cfpc.ca">www.cfpc.ca</a>
<b>FM - EM</b>	Family Medicine – Emergency Medicine
<b>JURSI</b>	Junior Undergraduate Rotating Student Intern (now called CLERKS)
<b>Mainpro<sup>+</sup></b>	Maintenance of Proficiency program of the CFPC
<b>MCC</b>	Medical Council of Canada
<b>MEGR</b>	Medical Education Grand Rounds
<b>MoC</b>	Maintenance of Competency / MainPort RCPS
<b>PH</b>	Provincial Heads
<b>PGME</b>	Postgraduate Medical Education
<b>PMH</b>	Patient's Medical Home
<b>TEME</b>	Teaching Excellence in Medical Education; previously TIPS for Faculty
<b>TIPS</b>	Teaching Improvement Project Systems
<b>RCPSC</b>	Royal College of Physicians and Surgeons of Canada
<b>UDH</b>	Unified Department Heads
<b>UGME</b>	Undergraduate Medical Education

## Appendices

**Appendix 1 – Faculty Events 2017/18**

**Appendix 2 – Faculty Development Needs Assessment 2018 summary**

**Appendix 3 – External Report Recommendations update**

**Appendix 4 - Contact Information**

## Appendix 1

<b>List of Faculty Development Programs</b>				
<b>Date</b>	<b>Title</b>	<b>Location</b>	<b>Facilitator/s</b>	<b>Number of Participants</b>
<b>18-May-17</b>	MainPro Session; Department of Academic Family Medicine Grand Rounds	Moose Jaw	Dr. Cathy MacLean	10
<b>25-May-17</b>	Medical Education Grand Rounds	Saskatoon	Dr. Joshua Llyod	
<b>9-May-17</b>	ASSET: Foundation of Simulation Education & Debriefing	Saskatoon	Dr. Vincent Grant	28
<b>10-May-17</b>	ASSET: Foundation of Simulation Education & Debriefing	Saskatoon	Dr. Vincent Grant	28
<b>2-Jun-17</b>	Medical Education Research and Scholarship Day	Saskatoon		50
<b>16-Jun-17</b>	Direct Observation and Feedback: Physical Medicine and Rehabilitation Retreat	Saskatoon	Dr. Cathy MacLean/Sean Polreis	9
<b>22-Jun-17</b>	Feedback & Cognitive Errors	Saskatoon	Sean Polreis	
<b>9-Aug-17</b>	Tutor/Facilitator Training for INTERPROFESSIONAL PROBLEM-BASED LEARNING (iPBL)	Saskatoon	Arlis McQuarrie/Dr. Kalyani Premkumar	13
<b>11-Aug-17</b>	Tutor/Facilitator Training for INTERPROFESSIONAL PROBLEM-BASED LEARNING (iPBL)	Saskatoon	Arlis McQuarrie/Dr. Kalyani Premkumar	13
<b>12-Sep-17</b>	Teaching and Learning Tuesday	Saskatoon	Dr. Brent Thoma/Dr. Cathy MacLean	4
<b>20-Sep-17</b>	Webinar Wednesday: CWC: Overutilization in Lab Medicine: Challenges and Opportunities	Saskatoon	Dr. Cathy MacLean	8



<b>Date</b>	<b>Title</b>	<b>Location</b>	<b>Facilitator/s</b>	<b>Number of Participants</b>
<b>28-Sep-17</b>	MEGR: How to Create a ME Research Cluster	Saskatoon	Carolyn Hoessler	8
<b>10-Oct-17</b>	Narrative Assessment When "good Job"	Saskatoon/VC Regina	Dr. Greg Malin	8
<b>12-Oct-17</b>	Teaching Bootcamp: Module 1: Prep for teaching in the Classroom and in Rounds	Saskatoon/VC Regina	Dr. Kalyani Premkumar	8
<b>17-Oct-17</b>	Teaching Bootcamp: Module 2: Clinical Teaching Introduction	Saskatoon/VC Regina	Dr. Kalyani Premkumar	13
<b>18-Oct-17</b>	Webinar Wednesday-Royal Colleges of Physicians and Surgeons: Resources for CBD-Exploring the Ice Blog and KeyLime Podcasts	Saskatoon/VC Regina	Dr, Cathy MacLean	1
<b>19-Oct-17</b>	Teaching Bootcamp: Module 3: Effective Feedback in Clinical Settings	Saskatoon/VC Regina	Dr. Kalyani Premkumar	1
<b>23-Oct-17</b>	Teaching Bootcamp Module 4: Assessments Basics	Saskatoon/VC Regina	Dr. Kalyani Premkumar	7
<b>23-Oct-17</b>	Pathology and Laboratory Medicine Grand Rounds	Saskatoon	Dr. Cathy MacLean	10
<b>26-Oct-17</b>	MEGR: Sharing Pearls from the International Conference on Residency Education	Saskatoon	Various Faculty who attended ICRE	5
<b>28-Oct-17</b>	Department of Obstetrics and Gynecology Annual Provincial Faculty Retreat: Developing a safe and effective clinical learning environment	Saskatoon	Dr. Cathy MacLean	
<b>14-Nov-17</b>	Teaching and Learning Tuesdays: Change Management	Saskatoon	Anurag Saxena/Dr. MacLean	4
<b>16-Nov-17</b>	AMEE Live Webinar: Creating OSCE Stations that Address Cultural Competence- a 5-Step Best Practice Approach	Saskatoon/VC Regina	AMEE/Dr. Cathy MacLean	5
<b>29-Nov-17</b>	AMEE Live Webinar: Simulation based education: understanding the social-cultural complexity of a surgical boot camp	Saskatoon/VC Regina	Dr. Jen Cleland	1
<b>30-Nov-17</b>	MEGR: Competency Based Medical Education	Saskatoon/VC Regina	Dr. Shahid Ahmed	6

<b>Date</b>	<b>Title</b>	<b>Location</b>	<b>Facilitator/s</b>	<b>Number of Participants</b>
<b>5-Dec-17</b>	Teaching Bootcamp: Effective Feedback in a Clinical Setting	Saskatoon/VC Regina	Dr. Kalyani Premkumar	2
<b>7-Dec-17</b>	Teaching Bootcamp Module 4: Assessments in Medical Education	Saskatoon/VC Regina	Dr. Kalyani Premkumar	3
<b>8-Dec-17</b>	Teaching Bootcamp: Teaching in Clinical Environments	Saskatoon/VC Regina	Dr. Kalyani Premkumar	2
<b>11-Dec-17</b>	ASSET: Foundation of Simulation Education & Debriefing	Saskatoon	Dr. Brent Thoma	20
<b>12-Dec-17</b>	ASSET: Foundation of Simulation Education & Debriefing	Saskatoon	Dr. Brent Thoma	19
<b>12-Dec-17</b>	Teaching and Learning Tuesdays: Creating and Supporting Safe Clinical Environments	Saskatoon- WebEx/Regina	Dr. Preston Smith	6
<b>12-Dec-17</b>	Tutor/Facilitator Training for INTERPROFESSIONAL PROBLEM-BASED LEARNING (iPBL)	Saskatoon	Deidre Bonnycastle/Arlis McQuarrie	18
<b>14-Dec-17</b>	Tutor/Facilitator Training for INTERPROFESSIONAL PROBLEM-BASED LEARNING (iPBL)	Saskatoon	Deidre Bonnycastle/Arlis McQuarrie	18
<b>14-Dec-17</b>	MEGR: A Long and Winding Road-Determining Which Skills Generalist Internists Should Graduate With	Saskatoon	Dr. Sharon Card	7
<b>20-Dec-18</b>	Webinar Wednesday: Ted Talk: Collective Competence	Saskatoon/VC Regina	Dr. Lorelei Lingard/Cathy MacLean	3
<b>8-Jan-18</b>	Tutor/Facilitator Training for INTERPROFESSIONAL PROBLEM-BASED LEARNING (iPBL)	Saskatoon	Natasha Hubbard Murdoch/Sean Polreis	13

<b>Date</b>	<b>Title</b>	<b>Location</b>	<b>Facilitator/s</b>	<b>Number of Participants</b>
<b>10-Jan-18</b>	Tutor/Facilitator Training for INTERPROFESSIONAL PROBLEM-BASED LEARNING (iPBL)	Saskatoon	Natasha hubbard Murdoch/Sean Polreis	14
<b>9-Jan-18</b>	Teaching and Learning Tuesdays: Feedback: So much to say, so little time	Saskatoon/VC Regina	Dr. Kim Sanderson	9
<b>16-Jan-18</b>	Giving Feedback and the Learning Objectives; Rheumatology Grand Rounds	Saskatoon	Sean Polreis	
<b>11-Jan-18</b>	IAMSE Webinar: Competency-Based Medical Education: Understanding the Principles	Saskatoon/VC Regina	Dr. Linda Snell	2
<b>17-Jan-18</b>	Webinar Wednesday - Antibiotic Wisely: Sharing Proven Strategies to Reduce Unnecessary Antibiotic Use	Saskatoon/VC Regina	Dr. Jerome Leis/CWC	1
<b>25-Jan-18</b>	MEGR: "Ask no questions, be told no lies" Checking expectations in undergraduate ultrasound education	Saskatoon/VC to Regina	Dr. Paul Olszynski	5
<b>25-Jan-18</b>	IAMSE Webinar: Integration, competence and expertise: Preparing learners for the future	Saskatoon/VC Regina	Dr. Nicole Woods	4
<b>1-Feb-18</b>	IAMSE Webinar: Continuity, LICs and Competency-Based Education-2018	Saskatoon/VC Regina	Dr. Molly Cooke	3
<b>8-Feb-18</b>	IAMSE Webinar: Competency Based Education Across the Continuum	Saskatoon/VC Regina	Dr. Deborah Powell	2
<b>13-Feb-18</b>	Teaching and Learning Tuesdays: Academic Advancement for Medical Faculty	Saskatoon/VC Regina	Dr. Keith Ogle	8

<b>Date</b>	<b>Title</b>	<b>Location</b>	<b>Facilitator/s</b>	<b>Number of Participants</b>
<b>16-Feb-18</b>	Teaching Bootcamp: Providing Effective Feedback in a Clinical Setting	Saskatoon/VC Regina	Dr. Kalyani Premkumar	3
<b>21-Feb-18</b>	Institutional Transformation to Evidence-Informed Pedagogy	Saskatoon	Dr. William Jeffries/Dr. Cathy MacLean	0
<b>21-Feb-18</b>	MEGR: Supporting and developing teachers-can we meet the challenge?	Saskatoon/VC Regina	Dr. Cathy MacLean	6
<b>8-Mar-18</b>	ASSET: Foundation of Simulation Education & Debriefing	Saskatoon	Dr. Brent Thoma	17
<b>9-Mar-18</b>	ASSET: Foundation of Simulation Education & Debriefing	Saskatoon	Dr. Brent Thoma	17
<b>13-Mar-18</b>	Teaching and Learning Tuesday- Tapestry of change and culture	Saskatoon	Dr. Anurag Saxena	14
<b>21-Mar-18</b>	Webinar Wednesday: Competence by Design Webinar Series	Saskatoon/VC Regina	Royal College of Physicians and Surgeons of Canada	0
<b>22-Mar-18</b>	AMEE Webinar: The Power of mentoringL a positive approach for workplace implementation to maximize potential	Saskatoon/VC Regina	Dr. Helen Goodyear, and Dr. Jane Davies	2
<b>29-Mar-18</b>	MEGR: Saskatchewan Longitudinal Clerkship	Saskatoon/VC Regina	Dr. Tara Lee	6
<b>3-Apr-18</b>	Teaching Bootcamp: Module 1: Prep for teaching in the Classroom and in Rounds	Saskatoon/VC Regina	Dr. Kalyani Premkumar	3

Date	Title	Location	Facilitator/s	Number of Participants
5-Apr-18	AMEE Webinar: Conducting Research in Faculty Development	Saskatoon/VC Regina	Dr. David Irby and Dr. Patricia O'Sullivan	2
5-Apr-18	Teaching Bootcamp: Effective Feedback in a Clinical Setting	Saskatoon/VC Regina	Dr. Kalyani Premkumar	3
18-Apr-18	Webinar Wednesday: Trauma-informed care...what you need to know from an Indigenous Perspective	Saskatoon/VC Regina	Dr. Alexandra King	3

## **Dr. Andries Muller, DAFM Faculty Development**

Faculty development in the Department of Academic Family Medicine (DAFM) has been rejuvenated towards the end of 2016 with the input of Dr. Cathy McLean. In February 2017 Dr. Andries Muller was appointed as Director for Faculty Development in the DAFM. Shortly afterwards, Site Leads for Faculty development were contracted in all seven distributed family medicine training sites. The Site leads, together with the Dr. Muller, the Director of Research, and an Educational Specialist, form the Faculty Development Committee for the Department. The Director of Faculty Development of the College of Medicine (Dr. Cathy McLean) is also an ad hoc member of the committee.

The role of the Site Lead is to liaise with the Site Director for the residency training program in their respective sites and to analyze the need and then develop and evaluate faculty development opportunities at a local level. This has been proven to be a very successful model and several sessions have been delivered in the various training sites over the last year. The sessions range from “lunch-and-learn” sessions to short snappers that are delivered in conjunction with existing meetings, such as regional association meetings and local (regional) department meetings. One-on-one meetings are also arranged as the need arise. Faculty development is also being planned for the Enhanced Skills training program in the DAFM.

Bigger events are organized in the form of retreats. The Spring retreat is traditionally held in June and focus on themes that are relevant to members of the Department of Academic Family Medicine (urban and rural). The Spring Retreat of 2018 will be held at Jackfish Lodge in Cochin, SK. Fall retreats are typically planned as a pre-conference workshop to the Family Medicine Conference of the Saskatchewan College of family Physicians. The fall retreat is open (and free) to all faculty in the province who are involved in resident and student education. This year the fall retreat will be in Saskatoon on September 20, 2018.

The DAFM would like to acknowledge the support that it receives from the office of Faculty Development in the College of Medicine. Resources (including knowledge and expertise) are shared freely and sessions are often presented with co-operation from the COM.

### **Department of Academic Family Medicine FD sessions at their distributed sites**

Regina – May 3, 2017

- Review of Available Online Resources(RQGR Librarians)

Saskatoon - May 18, 2017

- Dashboards: Digging deep to determine data (Dr. M. Lees)

Regina – June 14 & 15, 2017

- Professionalism and Boundaries (Retreat in Lumsden)

Saskatoon and Regina – July 20, 2017

- Choosing Wisely Canada(Dr. Cathy MacLean)

Regina – August 17, 2017

- Boot Camp: Engaging Supervisors in Resident Research (Drs. Ramsden, Karras and Waslak)



Regina – September 13, 2017

- Mind Mapping for Resilience (Shelly McEwen)

Regina- September 20, 2017

- Overutilization in Lab Medicine (Choosing Wisely Canada)

Regina – October 4, 2017

- SOO Standardization (Dr. K. Lawrence)

Saskatoon – October 18, 2017

- Why don't you SOO me? (Dr. Farrukh and Dr. Karras)

Saskatoon – October 19, 2017

- SCM (Sunrise Clinical Manager) for FD (SHR IT and eHealth representatives)

Regina – November 15, 2017

- Iron Infusions (Dr. R. Lett)

Saskatoon – November 16, 2017

- Home Sweet Medical Home (Dr. Cathy MacLean)

Swift Current – November 22, 2017

- Feedback & Professionalism (Dr. Andries Muller)

Swift Current – November 28, 2017

- Learner Evaluations using RIME model (Dr. Harrison)

Regina – December 6, 2017

- A Brief Intro to Narrative Medicine (Dr. C. Barkman)

Saskatoon – December 14, 2017

- Our EMR Templates (Dr. M. Lees)

Saskatoon – January 18, 2018

- Time-efficient Teaching Strategies (Dr. Andries Muller)

Swift Current – January 29, 2018

- Pearls for teaching in a busy office (Dr. Harrison)

Saskatoon and Regina – February 7, 2018

- Lower Leg wound pathway (Dr. Tessa Laubscher)

Swift Current – February 26, 2018

- Pearls for teaching in a busy ER shift (Dr. Harrison)

Swift Current – February 28, 2018

- Setting up an effective rotation with expectations and frequent evaluations (Dr. Harrison)

Regina – April 4, 2018

- ECG Review (Dr. M. Lyons)

Regina – April 19, 2018

- Physician Practice Report: Coming Soon to Saskatchewan (Dr. J. Reynolds)

North Battleford – April 20, 2018

- The Learner Difficulty (Dr. Melissa Gieni)

Saskatoon – April 20, 2018

- The Learner Difficulty (Dr. Beverly Karras)

## Appendix 2

### 2018 NEEDS ASSESSMENT REPORT – SSRL

#### Importance to Teaching/Supervision Needs

Across the board, participants saw the included topics as universally important to their teaching and supervision needs. Very little difference could be found between the included topics, with most averages ranging between 2.5 and 3.1 out of a possible 4. This clustered the included topics around the “Important” option. Notably, the item **Medical Education and International Medical Graduates** ( $M = 2.29$ ) was seen as the least important topic, averaging outside of this clustered range.

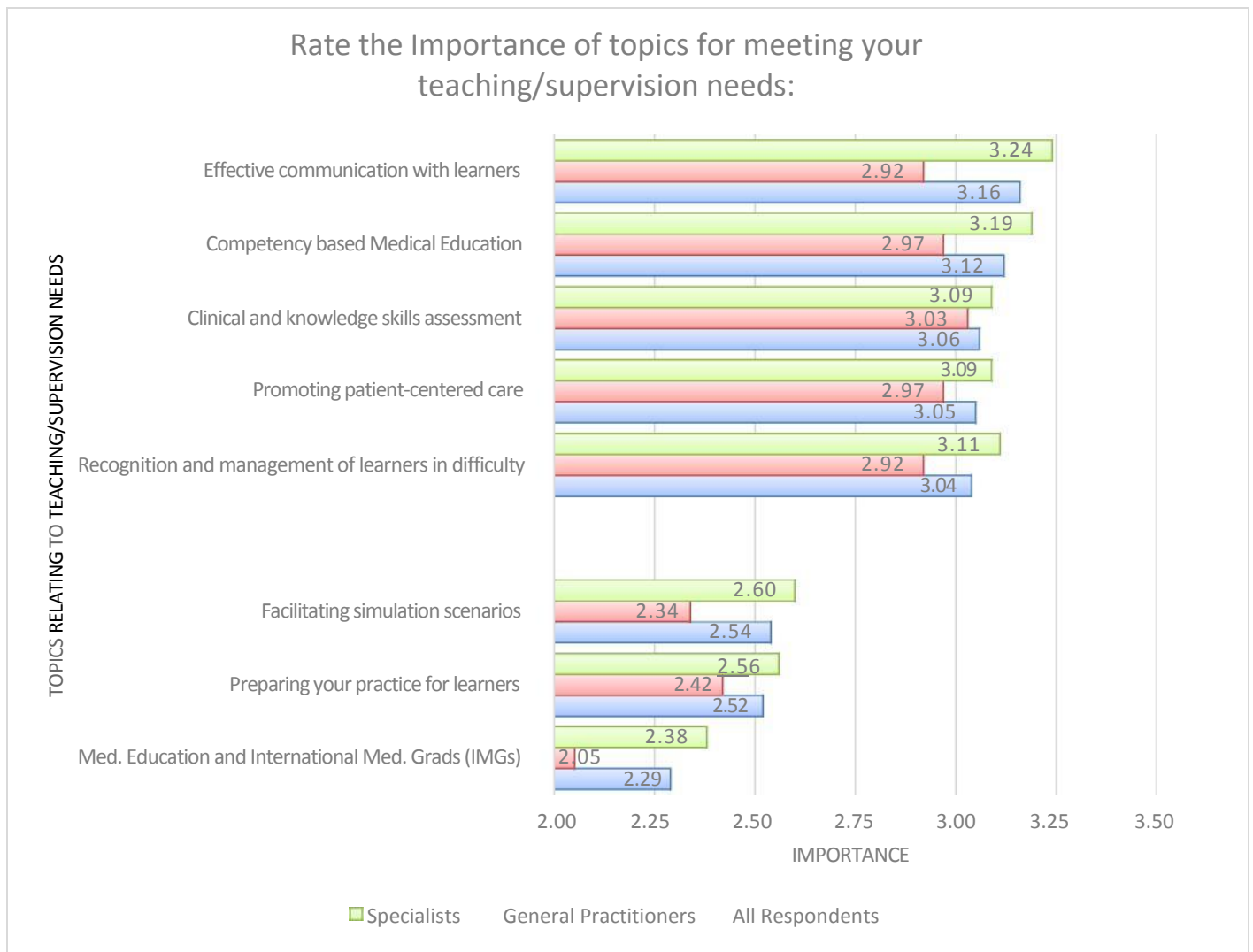


Figure 25: Most and least important topics to teaching and supervision. (1 = Not Important, 2 = Somewhat Important, 3 = Important, 4 = Very Important)

On a four-point scale (1 = Not Important, 2 = Somewhat Important, 3 = Important, 4 = Very Important), the topics rated as the most important to the participants' teaching and supervision needs were **Effective communication with learners** ( $M = 3.16$ ), **Competency based Medical Education** ( $M = 3.12$ ), **Clinical and Knowledge Skills Assessment** ( $M = 3.09$ ), **Promoting Patient-centred Care** ( $M = 3.05$ ), and **Recognition and Management of Learners in Difficulty** ( $M = 3.04$ ). While identifying themes within the contents of the items proved elusive in this case, the themes of Learner-focused skills and Clinic-focused skills appeared to unify the top rated topics. Outside of **Medical Education and International Medical Graduates** ( $M = 2.29$ ), discussed above, the topics in the bottom 3 remained clustered with the rest of the included topics. These remaining topics of Facilitating **Simulation Scenarios** ( $M = 2.54$ ), and **Preparing your Practice for Learners** ( $M = 2.52$ ) did not appear thematically related.

General Practitioners assessed every topic included here as less important than their specialist peers, usually scoring approximately a quarter point lower as a group. Despite this, comparing the averages of General Practitioners and Specialist resulted in no statistical differences worthy of note.

For a list of average rating for each item, as well as the average rating by specialty, consult Table 5 below.

	<b>All Respondents Average**</b>	<b>General Practitioners Average**</b>	<b>Specialists Average**</b>
<b>Need</b>			
<b>Clinical and knowledge skills assessment</b>	3.06	3.03	3.09
<b>Competency-based assessment</b>	2.77	2.61	2.85
<b>Cultural sensitivity in patient care and teachings</b>	2.96	2.87	2.98
<b>Delivering effective feedback</b>	2.97	2.68*	3.07*
<b>Designing individually-tailored learning programs</b>	2.64	2.50	2.70
<b>Effective communication with learners</b>	3.16	2.92*	3.24*
<b>Establishing mutual goals and expectations</b>	2.90	2.74	2.98
<b>Facilitating interprofessional education</b>	2.71	2.55	2.78
<b>Facilitating simulation scenarios</b>	2.54	2.34	2.60
<b>How to use technology effectively for medical education</b>	2.82	2.58	2.90
<b>Learner-centred approaches to teaching</b>	2.79	2.66	2.83
<b>Med. Education and International Med. Grads (IMGs)</b>	2.29	2.05	2.38
<b>Preparing your practice for learners</b>	2.52	2.42	2.56
<b>Promoting patient-centered care</b>	3.05	2.97	3.09
<b>Recognition and management of learners in difficulty</b>	3.04	2.92	3.11
<b>Teaching on the fly</b>	2.92	2.84	2.98
<b>Teaching learners critical reflection</b>	2.90	2.74	2.98
<b>Competency based Medical Education</b>	3.12	2.97	3.19

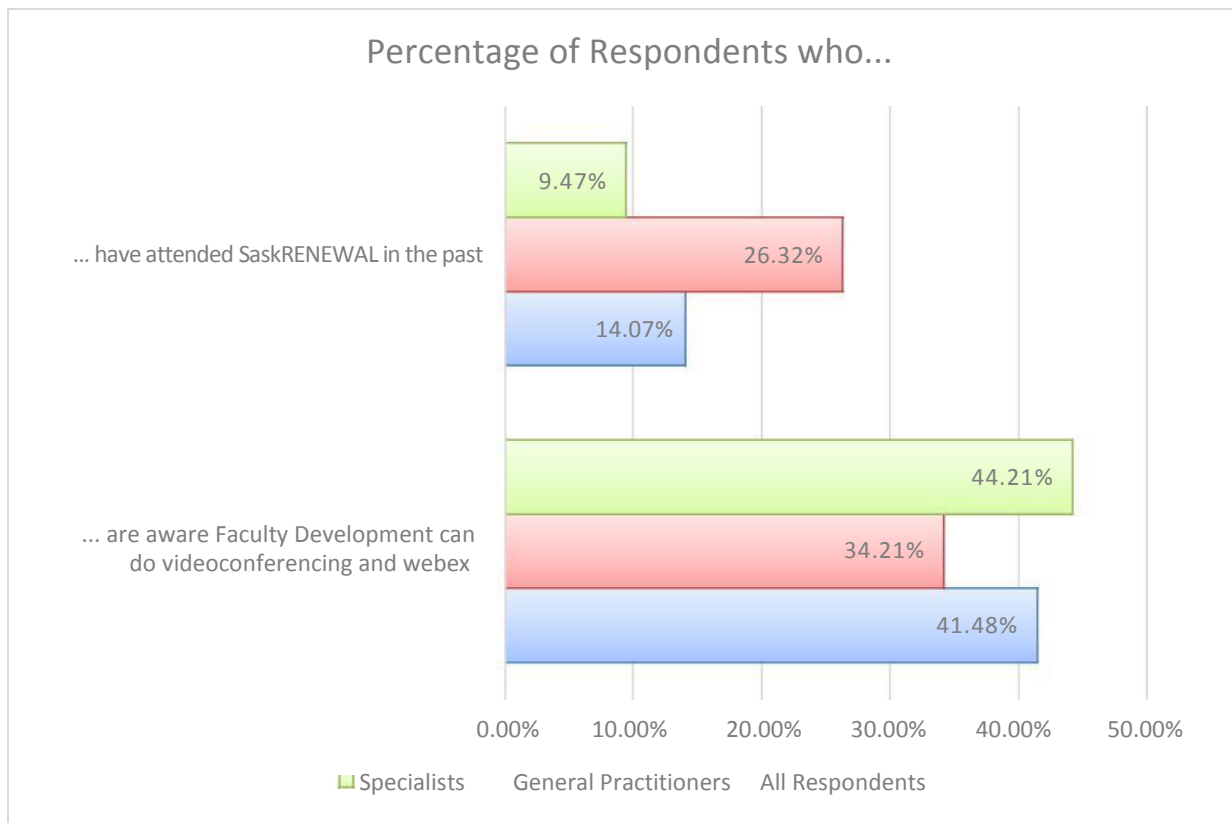
<b>Clinical supervision and creating safe learning environments</b>	2.99	2.97	2.99
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\* indicates that mean differences between specialists are significant,  $p < 0.5$ . Significant differences indicate areas where further exploration would be beneficial. They may not represent true differences on the population level.  
 \*\*Averages refer to a four-point scale (1 = Not Important, 2 = Somewhat Important, 3 = Important, 4 = Very Important)

*Table 5 – Average importance of topics to meeting participants’ teaching/supervision needs.*

### Rural Faculty Development

Most participants reported being **unaware** ( $n = 79$ ) of Faculty Development’s videoconferencing and WebEx capabilities, and the vast majority reported that they **had not attended** SaskRENEWAL in the past ( $n = 116$ ). Specialists, who were disproportionately from the city of Saskatoon, were more aware ( $n = 43$ ) of Faculty Development’s capabilities than their General Practitioner colleagues ( $n = 13$ ). At the same time, General Practitioners ( $n = 10$ ), who were more likely to be rurally located, were much more likely to have attended SaskRENEWAL previously.



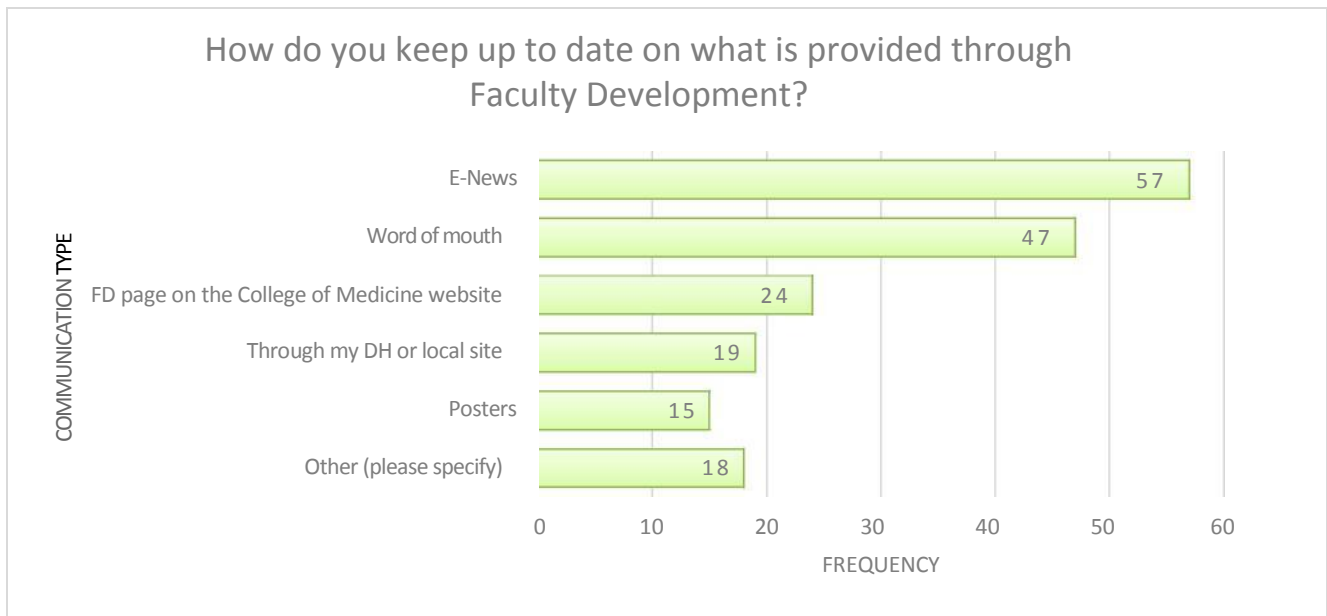
*Figure 26: Knowledge and past attendance of Rural Faculty Development*

### Staying up to date

**E-News** ( $n = 57$ ) and **Word of mouth** ( $n = 47$ ) were the most frequently cited ways for participants to stay up to date with the offerings of Faculty Development. These two ways of staying up to date stood out from the other options, both receiving twice as many endorsements as the next most frequently cited option: **the Faculty Development Website** ( $n = 24$ ).

Those participants who wrote in additional information responded primarily that they do not stay up to date with the offerings of Faculty Development ( $n = 11$ ) or that they do not know what FD refers to in the question ( $n = 4$ ). The remaining responses included subscribing to a web calendar and receiving emails from the College of Medicine.

Figure 27: How participants stay up to date on Faculty Development offerings.



## Appendix 3

### 2016 FD External Report Recommendations and Follow up Actions

<b>FACULTY DEVELOPMENT REVIEW UNIVERSITY OF SASKATCHEWAN COLLEGE OF MEDICINE</b> <b>Response update April/18</b>					
	RECOMMENDATIONS	Current Status	Action	Completion	Comments
1	That Faculty Development be structured as a separate unit from CME, but with close ties to the latter and strong encouragement to collaborate to their mutual benefit.	In progress; more integrated approach occurring incrementally	Regular meetings with Assoc Dean CME	On going	Progressing well with integrated webpages, SRS registration; joint planning; financial contact in CoM the same. Links in position descriptions; Space considerations are underway.
2	That the Faculty Development Director or Assistant Dean report to the Vice-Dean Education, and that they be invited to sit at tables where they can learn about faculty needs and in turn share what is being developed.	Reporting to the VD Education	Sitting on Education Executive Team, attending DH Council, etc.	Done	Progressing well with good involvement.
3	That Faculty Development across the province be developed on a distributed model with an important role of the central office to provide resources, coordination, and train-the-trainer.	Creating a distributed model; DAFM FD structure in place; creating similar FD network in specialties	To work with the DME Assoc. Dean; collaborating on 2 conferences for rural teachers	In Progress - going well; have 7 going to McGill for train the trainer FD in July	Fac Dev for Fac Developers planned for July 2018; FD network is underway; CBME integrated into FD programming; Snodocs and SaskRENEWAL planning underway



	<b>RECOMMENDATIONS</b>	<b>Current Status</b>	<b>Action</b>	<b>Completion</b>	<b>Comments</b>
4	That Faculty Development Coordinators and site leads across the province report to their Campus, Site or Department Heads as the case may be, but that an expectation to work closely with the central FD unit in regards to FD curriculum and content be written into their position descriptions.	Job descriptions for FM FD leads in place; working on identifying specialty leads	Sharing position descriptions across departments	On going	There are position descriptions for FM site leads, FD Director and Specialist FD lead; all FM positions filled; will continue to work with specialty DH to get FD leads
5	That a mechanism be developed whereby the various faculty development coordinators across the province meet on a regular basis, including yearly in person, to discuss needs and strategies, share experiences, and set priorities for the faculty development program as a whole.	First meeting of FM FD leads took place in Regina on Sept.21st/17 and is planned again this fall.	Have included Regina Campus FD lead on FDAC; converting CBD FD to this structure	FD Network meeting has occurred; FD strategic planning is underway for 2018	Have made considerable progress. FD Network is up and running with first meeting done but needs further development and expansion of FD leads in all departments/sites.
6	That the distributed sites across the province be individually offered the option of having a local person trained to provide faculty development.	Approved and positions mostly in filled in FM; working on specialties	In progress; have met with Greg Power on funding models for FD leads	Will be incremental over several years as funding models change	Fac Dev for Fac Dev course planned; McGill conference in July - FD leads encouraged to attend

	RECOMMENDATIONS	Current Status	Action	Completion	Comments
7	That the central FD unit, working closely with faculty development coordinators and site leads across the province, develop a central database of FD attendance, so that this can be available for future accreditations in addition to providing data on unmet needs.	Using SRS for registration; keeping attendance records in FM and Regina - will collate centrally	FD admin has to work with CME to use system effectively. Manually tracking for now.	Student registration system in use since this fall; central database of FD events has started for FM for accreditation review	Manual tracking using FD Event Tracker is still in use. Look at SRS data when formal registration is required. Survey Monkey options may help with this.
8	That the College review its processes for communicating with faculty, particularly faculty in distributed sites	Working on a communication plan; have met with Kate Blau; using E-News extensively, email distribution lists created for FD; collaborating with CME	Working with KB in the CoM but need to go through FD network and local/departmental administrators; use website more effectively	In progress	Have started a communication system including email distribution lists now to include: UGME, PGME, SIPPA, NMS, DME, FM and other departments, Regina, DH and Admin assistants, etc. Using E-News effectively. Updates to Website required as this is seen as key resource. Use of Twitter to start in June 2018.
9	That an on-line repository of available resources be made available, and its existence widely circulated.	Is well underway with new resources; will require communication plan for better uptake; also looking at resource pages with Library for key events similar to CME	To continue to work with the CoM on Website changes; working with DAFM on SharePoint resources	In progress; using panopto system for recordings of events and posting on our website more consistently.	Also have start to FD resource room in Touch Down space. Books gone to Regina campus as well. Resources distributed to sites. Med Ed conference list distributed and online. Reference library list created and available. Wiki updated by D. Bonnycastle completed.

	<b>RECOMMENDATIONS</b>	<b>Current Status</b>	<b>Action</b>	<b>Completion</b>	<b>Comments</b>
10	That the strategic plan be formally reviewed and modified as needed, so that it becomes the College's, and not one individual's, plan.	Previous plan on hold anticipating a strategic planning event for FD in 2018; SMcG contacted for support from the CoM for the process.	Need SWOT and meetings with Stakeholders with future inclusive Strat planning process in collaboration with CoM leadership and rural sites	Considering FD Strategic Planning in future 2018 with CME, DME, FD network, CoM leadership etc. To be included in budget for next year.	Have FD matrix and am integrating elements of CoM Strategic Plan. Need to enhance FD network for strategic planning proposal. Set date in late 2018.
11	That the Faculty Development Director (or Associate Dean as the case may be) for the College of Medicine be given a clear directive to work closely with the departments and senior leadership across the continuum to ensure that the FD needs of clinical faculty across the province are met.	Done	Completed	Done; see position description; met with DH including biomed sciences, meetings now with PGME Assoc Dean and DH. etc.	Approach to annual Performance review needs to be put in place and ensure this direction is given appropriate priority. Leverage CBME for increasing FD at the Dept. level.
12	That a "menu" of FD offerings be developed to meet the needs of faculty in different contexts, with different learning styles, and at different points in their teaching careers	Using FTA to address different needs; have request process in place	"Menu" of FD has been in place as of Sept 2017 with regularly occurring FD throughout each month.	2nd Tues - Teaching and Learning Tuesdays lunch and learn; 3rd Wed - Webinar Wednesdays; last Thurs MEGR; plus on demand programming such as Teaching Bootcamp. Using GMTLC as well.	On line resources including modules and recorded sessions have started. Panopto software for posting videos is in place.

	<b>RECOMMENDATIONS</b>	<b>Current Status</b>	<b>Action</b>	<b>Completion</b>	<b>Comments</b>
13	That FD be offered in a variety of formats and at times and places conducive to community faculty attendance	FD events will be VC, digitally recorded and posted; offered at 8 am, noon and asynchronously plus offered as modules rather than full day events. Trying to offer wide variety and times.	Online options, new website resources, variety of workshop and course types, webinars, etc. are now available.	Well underway.	Includes work with DME on programs such as SaskRENEWAL and reinstatement of SnoDocs as a FD event for northern faculty. Doing more at the Dept. and site level. LIC orientation meeting in June as well.
14	That consideration be given to developing a short series of "basic" FD modules that all faculty would be encouraged to take/attend.	On line modules done. Core FD sessions up and running as of Sept and recurring monthly. Core topics covered in Teaching Bootcamp, Onboarding for UGME leads, etc.	Meeting with MS in COM to update Website with changes as new programming is launched; working on Med Ed 101 course as well to be offered in 2018 and link to Masters	Initiated but will be continuously improving and adding to the core courses. Teaching Bootcamp series. Med Ed 101. UGME Onboarding; need for laddering to Certificates/Masters.	Updates are expected for PBSG Ed modules which will be circulated. DB has completed updating Med Ed Wiki. TIPS will be revised for 2018 with new video content and more on line options. Our resources for basics are on Website and hard copies are being distributed. Ongoing.
15	That consideration be given to developing a structured, "stepped" program of faculty development for faculty at different stages in their teaching and academic careers.	Long-term goal with possible certificate in Med Ed up to Masters; Lead for Masters is KP.	Will require follow up meetings with curriculum design for courses offered and future Masters	Mapping is underway. Meetings regarding Masters are ongoing. Letters of support are being collected. CoM and CoE working collaboratively.	This is making progress with Kalyani Premkumar as CoM lead. All parties are aware of the goals and need a timetable for implementation which is expected for 2019.

	<b>RECOMMENDATIONS</b>	<b>Current Status</b>	<b>Action</b>	<b>Completion</b>	<b>Comments</b>
16	That priority be given to hiring a full-time instructional designer to assist in developing FD resources in a variety of formats.	Added to budget submission but not funded this year. Have allowed for some consulting in current budget and are working with CME instructional designer as a start	Working with Jim Barton and his staff more and possible sharing positions; request made to include in 2018/19 budget	To discuss further with JB and KS; create job description	Will also use more resources available at the U of S including Gwenna Moss etc. Creating email distribution for GM content and website links. Working together on TIPS online manual for 2018.
17	That all faculty development activities equal to or longer than 30 minutes be CME-accredited.	Process in place now with CME to obtain MainPro/MoC credits; core programs accredited now for 0.75 credits - Teaching and Learning Tuesdays, Webinar Wed and MEGR; also have applic for MOC for Teaching Bootcamp to be submitted for 2018	All forms in FD will now be compliant with MainPro/MoC criteria; checklist for meeting accreditation criteria created	Process now in place. More emphasis as well on claiming non accredited hours where appropriate. FD Core "Menu" is now accredited for MOC.	We need to do FD on how to get Study Credits appropriately and apply learning to practice for additional credits. Will work with CME to address these needs more.
18	That FD activities developed by the FD office, and the various departments be accredited free of charge by the CME Office, and that departments be made aware of this policy.	This process has been put in place with the support of the Assoc. Dean CME and we will have an efficient process for departments going forward	We need to engage in more staff development on this and optimize our process to ensure applications are timely. CME office has done an excellent job.	Completed	Communication Plan and website will also address this. Will need more practice with this new process. Will continue to assist Dept/PGME based activities to get MainPro / MoC applications done appropriately.

## Appendix 4



### Faculty Development College of Medicine Contact List

Office	Location	Phone
Jeanette Bellavance – Admin Assistant	Learning Centre, Regina	766-0558
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Marcel D’Eon	CH&E, E Wing room #3224	966-2756
Paula Lindain Admin Assistant	St Andrews #318	966-5171
Cathy MacLean FD Director	St Andrews #316	966-8037 306 203-6836
Sean Polreis FD Coordinator	St Andrews #317	966-1311 306-371-1412
Kalyani Premkumar Masters – Lead (on sabbatical to July 2019)	CH&E, E Wing room #3226	966-1409
FD Touch down space and Resource room	St. Andrews #319	
Conference Room	St. Andrews #308	

## WEBSITE

<http://medicine.usask.ca/department/schools-divisions/faculty-development.php>