



UNIVERSITY OF SASKATCHEWAN

College of Medicine

FACULTY DEVELOPMENT

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# *Faculty Development Annual Report 2018-2019*

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## Table of Contents

|   |    |
|---|----|
| <b>MISSION STATEMENTS</b> .....   | 2  |
| <b>STRATEGIC DIRECTIONS</b> .....   | 3  |
| <b>MESSAGES – COLLEGE of MEDICINE</b> .....   | 4  |
| <b>MESSAGES – FACULTY DEVELOPMENT</b> .....   | 5  |
| <b>WHO AND WHERE WE ARE</b> .....   | 8  |
| <b>ACHIEVEMENTS - EVENTS AND PROGRAMS</b> .....   | 12 |
| <b>MOC AND MAINPRO</b> .....  | 15 |
| <b>FD PROGRAMMING SUMMARY</b> .....   | 18 |
| <b>FD AND UGME</b> .....  | 18 |
| <b>FD AND PGME</b> .....  | 19 |
| <b>COMPETENCE BY DESIGN (CBD)</b> .....   | 19 |
| <b>RESIDENTS AND FACULTY DEVELOPMENT</b> .....  | 20 |
| <b>FD AND FACULTY ENGAGEMENT</b> .....  | 21 |
| <b>THE CORAL COLLECTION</b> .....   | 21 |
| <b>FD WEBSITE AND OTHER RESOURCES</b> .....   | 22 |
| <b>STRATEGIC PLANNING FOR FACULTY DEVELOPMENT</b> .....   | 24 |
| <b>COMINGS AND GOINGS</b> .....   | 24 |
| <b>CONFERENCES ATTENDEED</b> .....  | 25 |
| <b>COMMITTEES – PROVINCAL, NATIONAL AND BEYOND</b> .....  | 25 |
| <b>OUR RESEARCH, SCHOLARSHIP AND PUBLICATIONS</b> .....   | 26 |
| <b>GOING FORWARD</b> .....  | 28 |
| <b>CONCLUDING REMARKS</b> .....   | 28 |
| <b>COMMON MEDICAL EDUCATION ACRONYMS</b> .....  | 29 |
| Appendix 1 - Faculty Development Events 2018/19.....  | 30 |
| Appendix 2 - Department of Academic Family Medicine FD sessions at their distributed sites..... | 34 |
| Appendix 3 – Faculty Development ASPIRE Criterion.....  | 37 |
| Appendix 4 – Why be on a CME/Faculty Development Planning Committee? .....                      | 40 |
| Appendix 5 - Faculty Development College of Medicine Contact List.....                          | 41 |



## 2018/19 Faculty Development Annual Report

### MISSION STATEMENTS

#### University of Saskatchewan

**Mission** – The 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.

**Vision** - We will contribute to a sustainable future by being among the best in the world in areas of special and emerging strengths, through outstanding research, scholarly, and artistic work that addresses the needs and aspirations of our region and the world, and through exceptional teaching and engagement. We will be an outstanding institution of research, learning, knowledge-keeping, reconciliation, and inclusion with and by Indigenous peoples and communities.

#### College of Medicine

**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 our mission.

**Vision** - We are leaders in improving the health and well-being of the people of Saskatchewan and the world.

## STRATEGIC DIRECTIONS



### **Strengthen research capacity**

Leverage expertise and opportunities while performing research across the breadth of biomedical sciences, clinical medicine, health systems, and health of populations to create an environment where research can excel.



### **Education**

Enhance quality and methods of teaching, learning and scholarship. 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.



### **Social accountability and community engagement**

Address the priority health concerns of the communities the college is mandated to serve, incorporating authentic community engagement and mutually beneficial partnerships. Focus on equity and community engagement by interweaving social accountability throughout the college's operations.



### **Indigenous health**

Respond to the Calls to Action in the Truth and Reconciliation Report and work in a mutually beneficial and collaborative manner with the Indigenous peoples of Saskatchewan to define and address the present and emerging health needs in Indigenous communities.



### **Empower and engage faculty**

Focus on support, development and engagement of all faculty members to foster mutually beneficial relationships and empower faculty members as role models for future clinicians and scientists.



### **Distributed medical education**

Foster a province wide college. Implement a sustainable, well-resourced framework that will result in quality community partnerships, successful and comparable students across all sites, elevated community health, and better graduate retention in communities.



### **Integration and alignment with the health system**

Focus on aligning our strategic and operational plans with Saskatchewan health system strategies and plans to enhance integration between the clinical environment and the college.



### **School of Rehabilitation Science**

Establish and implement the School of Rehabilitation Science.



### **Enablers**

People, partnerships and relationships, and organizational capacity are instrumental to advancing the College of Medicine strategic plan.

## 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. The college was recognized internationally through the 2018 ASPIRE-to-Excellence Award in Social Accountability at the 2018 Association for Medical Education in Europe conference in Basel, Switzerland. Postgraduate medical education continues to rise to the challenge of implementing Competency Based Medical Education. Continuing Medical Education has implemented an online course – *The Role of Practitioners in Indigenous Wellness* – with the aim to educate health care providers in the unique needs of Indigenous patients and their families. We continue to work toward the priorities outlined in the strategic plan for the Quality Education portfolio. Our collective goal is to meet the needs of the people of Saskatchewan.

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. Programming is available across the province and work continues to ensure that all sites, programs, and distributed faculty have leadership and training opportunities. Faculty development continues to support medical education scholarship and has implemented new educational sessions in response to faculty feedback.

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 CME



Continuing Medical Education and Faculty Development continue to work closely with one another over the past year. Representation from Faculty Development on our CME Advisory Committee continues and CME is grateful for this 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. 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. As such CME and FD are both involved in support of a research initiative that seeks to investigate the cause of physician disengagement in educational activities here in Saskatchewan, specifically those offered by the College of Medicine. In June of 2019 CME supported FD with logistical and organizational elements for the operational roles for the Medical Education and Research Scholarship Day and plans continue to see this relationship into 2020. CME also supported FD with the re-design of their website with consultation and input from CME’s Educational Designer to allow for complementary website development. CME and FD continue to work together to bring forward high quality educational events in 2020!

## MESSAGES – FACULTY DEVELOPMENT

### Dr. Cathy MacLean, Faculty Development Director



Welcome to our latest annual report! I hope you will find some inspiration in the following pages as you read about the many great activities and initiatives we have offered during the 2018/19 year. My sincerest thanks to everyone on the team for their efforts and contributions to another successful year. We have been expanding slowly and are excited about the FD initiatives that others have undertaken around the province. FD is a team sport and we are most successful when events are being held where they are needed, creating local expertise and capacity and linked to the local context and workplace. We continue to be grateful to everyone who has participated in our events and for the numerous partnerships we have development this past year in delivering on faculty development events at various levels.

We have tried to have something for everyone – in person, rural, urban, online, core regularly scheduled events and some new and surprising initiatives like Presenting with Pizzazz – Lessons from Spamalot. We are trying to help tackle issues of bias and racism with our new series on Bias in Healthcare. We have continued to offer events that focus on topics that are new such as the LGBTQ2+ session; stretching us to not only learn new content but to learn from our learners.

We value the relationships we have with the various departments such as psychiatry, pathology, obstetrics and gynecology and family medicine who have collaborated directly with us and we also are keen to offer support and resources for those departments that are doing more in house FD. If anything looks like it would be of value in your setting, please give us a call!

I would like to thank DME, UGME, PGME and CME for their support of faculty development this past year. We are indebted to each for their support and collaboration. These relationships have resulted in many successful initiatives this past year and we look forward to continuing to work together in the future!

Our institutional memberships to AMEE (the Association of Medical Education in Europe) and IASME (the International Association of Science Medical Educators) resulted in access to some great webinars and resources this past year. We are now looking at closer relationships with the CGEA and AAMC to determine how this may further help us deliver the best programming we can.

We undertook strategic planning this year and are ensuring our work is aligned with the CoM's strategic direction. In 2018/19 we started the development of an evaluation framework for Faculty Development as an important next step in our evolution and we are seeking funding for FD research looking at better ways to engage with physicians around the province. We also launched a new website this year and will continue developing our website resources, enhancing our programming to ensure it is relevant and meeting faculty needs but is also innovative and effective. I hope this report increases your curiosity about who we are and what we do. Engagement remains our biggest challenge and we look forward to your input as we explore ways to support the work you do in the CoM – with learners of all levels, initiating research, progressing in your career, promoting wellness and safe learning and work environments and in providing effective leadership. I think this year's report shows we have something for everyone for "Lifelong Learning"!

## Dr. Helen Chang, Lead - Faculty Development Regina



Our highlights for this year included some local presentations: a feedback session for anesthesiology; an exam-question-writing workshop by Dr. Kelsey Brose for surgery/psychiatry; a TLT session led by Year 2 student Benjamin Abelseth on LGBTQ2+. Local physicians were pleased to be able to access some FD sessions using WebEx, which allows them to work around pressing clinical schedules. We were pleased to take part in the FD Strategic Planning process, and hope that this will guide us in the future. Our Regina FD library continues to be accessible to all faculty.

The 3<sup>rd</sup> annual MERSD (Medical Education Research and Scholarship Day) was held for the first time in Regina on June 7, 2019. We had 33 oral presentations in 3 streams: Curriculum, PG/CPD/CBME, and Enhancing Education; and 16 posters presented. Our two plenary speakers - Dr. Francis Christian (Surgical Humanities) and Dr. Sara Kim (Conflict Management) - gave inspiring and thought-provoking lectures.

Michelle McCarron and Elan Paluck graciously acted as our adjudicators for the poster competition. The winner of this year's poster competition was Regina's Lindsay Edgington, CoM Pharmacy: Evaluation of a Pharmacy Department Continuing Education Framework (EDGE). Congratulations to Lindsay, and co-authors Zack Dumont, Suzanne Len, and Kirsten Tangedal.

Thanks to our staff in Regina & Saskatoon for their hard work setting up the day, especially Jeanette and the CoM staff, Kris, IT, and Darla & Katherine from CME. Thanks to Dr. Stobart and Dr. McKague for their support, and to all who attended the event.

A bus full of Saskatoon attendees made the trip to Regina in style, with breakfast provided and FD programming too, bringing our total attendance to approximately 88 people for the day. We look forward to another great MERSD next year in Saskatoon!



We would like to continue to encourage local faculty to access FD programs for support. Thanks to Jeanette Bellavance, Kris Schoenhofen, Dr. Gill White, and our Saskatoon colleagues for their invaluable assistance!

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

### **Development of a Masters in Health Professions Education Program**

The proposal for the Masters in Education (Health Professions Education) was close to completion by the middle of 2018. A meeting was held on June 28th to make changes to the proposal based on informal feedback from the College of Graduate and Postdoctoral Studies, U of S. A two-day design lab was held in July 2018, to get input from stakeholders (members of various health professions colleges) for finalizing the syllabus of the 10 courses proposed. Following several meetings and communications, the proposal was finalized. The proposal was submitted and approved by the following committees:

- a. The Planning and Priorities Committee of University Council reviewed and approved the Notice of Intent on March 28th, 2018.
- b. Graduate Programs Committee received the proposal on May 28th, 2018 and approved it.
- c. Academic Programs Committee of University Council approved the proposal on December 12, 2018. Dr. Premkumar served as one of the Health Professions Colleges (College of Medicine) representatives at the committee meeting.
- d. On January 17th, 2019, the University Council approved the new Masters program.

The program will be launched in September, 2020.

### **Description of Master of Education in Health Professions Education**

The approved program which includes Certificates and Master of Education in Health Professions Education degree, offered through the College of Education, is intended for health professionals with an interest in teaching and learning in the fields of medicine, nursing, dentistry, public health, rehabilitation science, veterinary medicine, kinesiology or pharmacy and nutrition. It is going to be flexible and convenient to meet the needs of health professionals, by providing online courses that fit student's schedules and learning plans. Students have the option of completing one or both of two four-course certificates as stand-alone graduate program, or students may ladder the certificates into the Master of Education in Health Professions Education degree program - receiving credit for all three. In order to obtain the degree, students are required to complete the two certificates (8 mandatory courses in total) and two other courses relating to research.

The ***Graduate Certificate in Quality Teaching in Health Professions Education*** will build competency in instructional teaching methods including the effective use of technology, experiential learning, simulations, small and large group teaching, clinical teaching, teaching in rounds, at the bed-side, and other work-based environments, effecting student assessment and applying best practices in effective inter and intra-professional teams and collaborations in local contexts.

The ***Graduate Certificate in Improving Teaching and Learning in Health Professions Education*** will build competency in education program evaluation, leading for learning in the health professions, and organizational development and renewal in educational settings. It will build knowledge and skills for graduates to take on a variety of leadership, management, or organizational roles in educational development within students' institutions.

Both certificates will recognize prior learning and continuous professional development activities completed in U of S or other educational institutions or workplace settings (up to 6 credits). For more information and to register, go to: <https://education.usask.ca/departments/eadm.php#Overview>

## 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 with dedicated time in FD. 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 for the College of Medicine. She provides a variety of faculty development sessions in teaching and assessment.



**Mr. Sean Polreis**, MEd, is the Faculty Development Teaching and Learning Specialist (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. This past year he was trained in the US through Cook Ross to deliver their 2 workshop on Bias.



**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. 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 and is now a 0.2 FTE for FD in Regina. Helen is also Site Coordinator for the Sensitive Exam Teaching program.



**Paula Xandra Lindain** was the Faculty Development Administrative Assistant. She joined the University of Saskatchewan in February 2017 in the Research Services and Ethics Office and then came to the College of Medicine in November 2017 in Faculty Development. In May of this year, Paula moved back into Research Services but now is at the Polytechnic.



**Dr. Brent Thoma** was our ASSET Course Director until this year. Dr. Brent Thoma is now an Associate 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.

The ASSET course involved physicians from all sites, ran in both Saskatoon and Regina, and Faculty from both sites were involved in its delivery. Three Asset courses were run during 2018-19 (two in Saskatoon and one in Regina) all of which were filled by a mix of physicians (1/2) and allied health professionals from across Saskatchewan. Brent remains active in promoting Med Ed in the College of Medicine but has stepped down from his ASSET role.



Dr. Paul Olszynski. We are pleased now in 2019 to be working with Dr. Paul Olszynski in the ASSET role with plans to continue with another offering of ASSET in 2019.

## **Faculty Development Advisory Committee (FDAC)**

The 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. This advisory committee helps to provide strategic direction to our work in FD and to create alignment with the needs of the various audiences across the education continuum and health sciences. FDAC members this past year included:

- Dr. Marek Radomski, Vice Dean Research- College of Medicine
- 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
- Dr. Pat Blakley, Associate Dean, Undergraduate Medical Education
- Ms. Susan Murphy, Head Librarian – who has since changed her role and will be leaving us
- Ms. Nancy Turner, Director, The Gwenna Moss Centre for Teaching Effectiveness
- Dr. Teresa Paslawski, Associate Dean, School of Rehabilitation Science

Our thanks to Dr. Liz Harrison who served on FDAC and has stepped down from her role as Associate Dean in Physical Therapy and Rehabilitation Sciences.

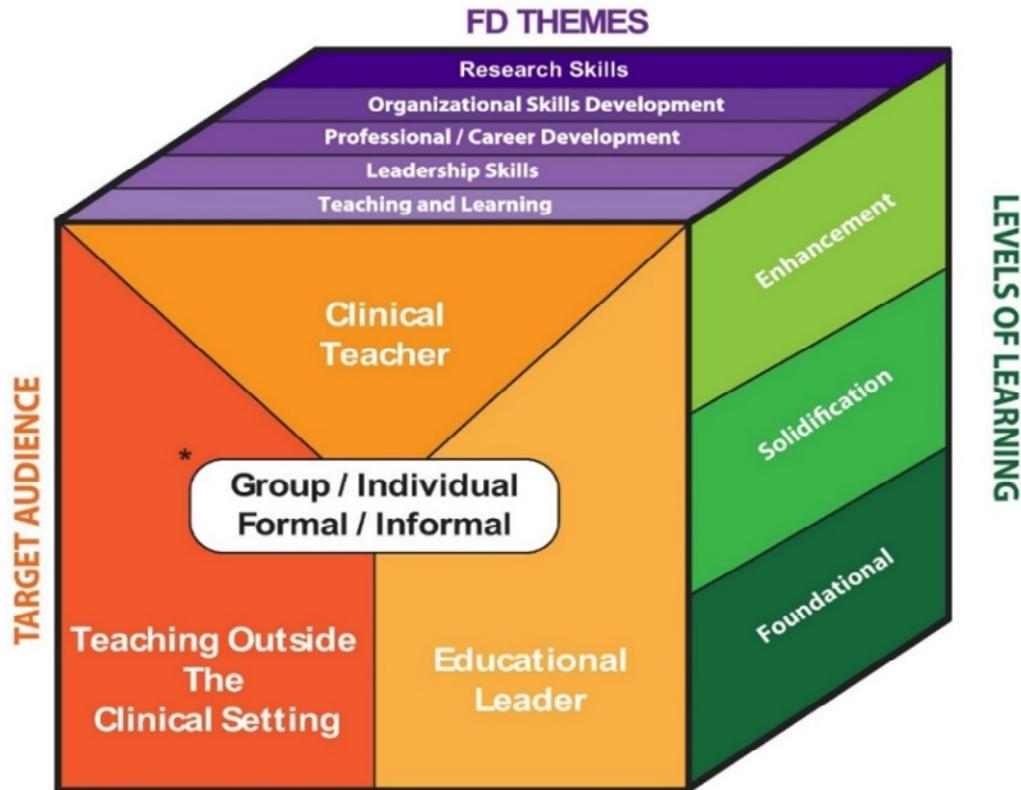
## **Faculty Development Network Committee (FDNC)**

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 CBD lead roles 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. FDNC is also serves as 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.

- Dr. Rob Woods, Assistant Professor & Residency Program Director, Emergency
- 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
- Katherine Churchman, Manager, Continuing Medical Education
- Dr. Tom Smith Windsor, Associate Dean, Rural and Northern Medical Program
- Dr. Jim Barton, Associate Dean, Division of Continuing Medical Education
- Dr. Janet Tootosis, Rural Education Director, Academic Family Medicine

## 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.

We use this matrix to ensure we are covering all the bases in our programming – are we connecting with all of our audiences, at various levels and across several key themes?

We also look at the College of Medicine’s Quality Education Plan and ensure that we are contributing in any area identified as a priority for Faculty Development or where FD can help to facilitate success. As an example, this year, we tried to offer more related to Indigenous content in FD programming over the year.

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

Faculty Development started using the University of Saskatchewan Student Registration System (SRS) in 2017. 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. We continue to use this system with CME in the hopes that our target audience will see this as their one portal to continuing professional development registration which becomes very easy once you are logged on and start using the program. SRS also allows us to send out evaluations and program materials and track FD activities and participation.

## ACHIEVEMENTS - EVENTS AND PROGRAMS

### FD programming

A full listing of FD events from July 2018 to June 2019 is provided in Appendix 1. **Sixty five sessions** were organized by or presented through Faculty Development in 2018/2019 with **over 453 participants**. We offered something to choose from most weeks of each month and on occasion had several events occurring simultaneously! Programming covered all FD themes: Teaching and Learning (which included Assessment and Evaluation), Leadership, Professional/Career Development and Research Skills Development. We are expanding and looking at offering more in the upcoming year particularly around Wellness. We also expanded our indigenous health resources and content this past year.

Sessions were organized for medical students, residents, faculty, and staff. The vast majority of the sessions delivered were targeted to residents as teachers. Three Asset courses were run during 2018-19 (two in Saskatoon and one in Regina) all of which were filled by a mix of physicians (1/2) and allied health professionals from across Saskatchewan.

New this year Faculty Development is offering the Cook Ross Everyday Bias for Healthcare Professionals workshop for the College of Medicine. It is facilitated by Sean Polreis.

Many sessions this year were recorded and posted on our website. Each of our core programming sessions were approved for 0.75 MOC credits. These credits can be claimed by both Royal College specialists and family physicians (through Mainpro).

We also worked with several departments and provided sessions as a part of departmentally based retreats, meetings and rounds. This included:

- *TIPS for Vet Med*, August 24, 2018
- *How People Learn*, Pediatrics Residents, December 13, 2018
- *How to Develop Learning Objectives*, Psychiatry Residents, March 26, 2019
- *How to Develop a Rubric*, Psychiatry Residents, April 2, 2019
- *Teaching in Various Environments*, Pediatrics Residents, July 4, 2019

For Department of Academic Family Medicine Faculty Development specific events, see Appendix 2.

## Teaching and Learning Tuesdays – Lunch and Learn sessions

| Date      | Topic  | Presenter                             |
|-----------|--|---------------------------------------|
| 8-May-18  | Ensuring our Graduates Promote Indigenous Wellness: How do we get there?         | Dr. Veronica McKinney                 |
| 12-Jun-18 | Modernizing Lecturing by Expanding your Technological Toolkit                    | Dr. Kyle Anderson                     |
| 11-Sep-18 | Supporting Safe Learning Environments  | Dr. Meredith McKague                  |
| 9-Oct-18  | Questions that get answered: How to ask questions that generate student learning | Dr. Marcel D'Eon                      |
| 13-Nov-18 | Power and Transformational Leadership  | Dr. Anurag Saxena                     |
| 11-Dec-18 | Development of curriculum monitoring processes within the UGME program           | Dr. Regina Gjevre and Amanda Stalwick |
| 8-Jan-19  | Copyright in Teaching: The Essentials  | Kate Langrell                         |
| 12-Feb-19 | LGBTQ+   | Ben Abelseth                          |
| 12-Mar-19 | U/S-guided Medical Education   | Dr. Paul Olszynski                    |
| 14-May-19 | Learning Analytics and Competency Based Medical Education                        | Dr. Brent Thoma                       |
| 11-Jun-19 | Supports Available for Students and Faculty – Regina OSA                         | Lisa Persaud                          |



Dr. Veronica McKinney presenting at Teaching & Learning Tuesdays May 8, 2018

## ➤ 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 was lots of 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.

| <b>Date</b> | <b>Topic</b>  | <b>Presenter</b>         |
|-------------|---|--------------------------|
| 31-May-18   | Tailor Made CME   | Dr. James Barton         |
| 27-Sep-18   | Medical Education Journal Club  | Dr. Cathy MacLean        |
| 25-Oct-18   | Contingency Theory and Human Problem Solving: Implications for Medical Education and Professional Development | Dr. Michael Epstein      |
| 29-Nov-18   | Do you want to do Research? We can help!  | Dr. Bruna Bonavia-Fisher |
| 13-Dec-18   | Systemic Implementation of Organization Wide Initiatives  | Dr. Anurag Saxena        |
| 31-Jan-19   | Understanding the role of motivation in learning: practical applications for teaching in medicine             | Dr. Greg Malin           |
| 28-Mar-19   | The Role of ePortfolio in Medical Education   | Dr. Kalyani Premkumar    |
| 30-May-19   | Role of the Indigenous Health Committee in the College of Medicine  | Dr. Veronica McKinney    |



Dr. James Barton MEGR May 31, 2018

## MOC AND MAINPRO

Several of our FD programs at the College of Medicine and Department level had RCPSC MOC credits last year including our monthly Core Faculty Development sessions such as the Teaching and Learning Tuesdays and Medical Education Grand Rounds (0.75 credits for each session). Family Physicians can claim up to 50 MOC credits as a part of Mainpro in any 5 year cycle. 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.

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. FD created a document to promote involvement on planning committees which is now on our website and provided as Appendix 4. With participant involvement on planning committees we can make both our Faculty Development and our CME at UofS tailored to better meet needs and ensure that the programs deliver!

## Teaching Bootcamps

Dr. MacLean, and Dr. D'Eon facilitated two series of teaching Bootcamp this past year:

Providing Effective Feedback in Clinical Settings  
October 31, 2018; February 26, 2019

Preparation for Teaching in the Classroom and in Rounds  
October 10, 2018; February 7, 2019

Teaching in a Clinical Environment  
October 12, 2018; February 12, 2019

Assessment in Medical Education  
October 23, 2018; February 19, 2019

## Med ED 101

Dr. Premkumar facilitated the Med Ed 101 workshop this past year. Med Ed 101 is a two-day interactive workshop is to introduce evidence-based approaches to design, implement and evaluate educational sessions and to enhance participants' skills as medical educators.

Principles and Practice of Course Design, Delivery & Assessment  
June 13 and 14, 2019



**New this year:**

## **Presenting with Pizzazz - lessons from Spamalot**

This FD workshop with actors Blaine Hart and Greg Malin (MD) is designed to improve your presentation skills and help you deliver great lectures, engage your audience and just have some fun. This workshop uses improv, allowing you to practice in a safe environment and gives you immediate feedback to improve your presentations. Workshops were held:

January 8, 2019 – Presenting with Pizzazz (for students)

February 8, 2019 – Presenting with Pizzazz (for faculty)

More to come in the 2019-20 academic year!





## Everyday Bias for Healthcare Professionals

In partnership with the AAMC, this workshop has been designed by Cook Ross, a consulting firm in the United States with 30 years of experience, including deep expertise in the role of inclusion & diversity in the workplace. Grounded in self-reflection, the workshop enables participants to examine how experiences & identities shape their biases. Participants develop awareness of their first impressions in order to improve decision-making in the workplace.

This past year Mr. Sean Polreis was trained in the US through Cook Ross to deliver their workshop on Bias. There has been three sessions thus far, and many more scheduled for the upcoming teaching year!

May 13, 2019 (Diversity & Inclusion Committee)

May 27, 2019 (Department of Pathology)

June 4, 2019 (College of Medicine)

## Medical Education Reading Club

The first gathering of the Medical Education Reading Club took place in February 2019. We focus attention once a month around an article or book (or even a chapter) of particular interest related to medical education. The goal is to have a mix of staff, faculty and any others who have an interest in medical education. Books covered this year included:

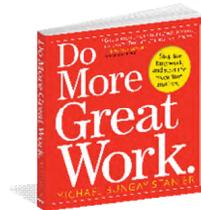
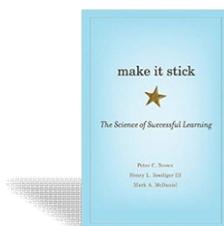
*Make it Stick - The Science of Successful Learning*  
Brown, Roediger and McDaniel

*Beyond the Biology: A Systematic Investigation of Noncontent Instructor Talk in an Introductory Biology Course*  
CBE Life Sciences Education, 14(4), Ar43. Seidel, S., Reggi, A., Schinske, J., Burrus, L., & Tanner, K.

*Do More Great Work*  
Michael Bungay Stainer

*Thanks for the Feedback*  
Douglas Stone and Sheila Heen

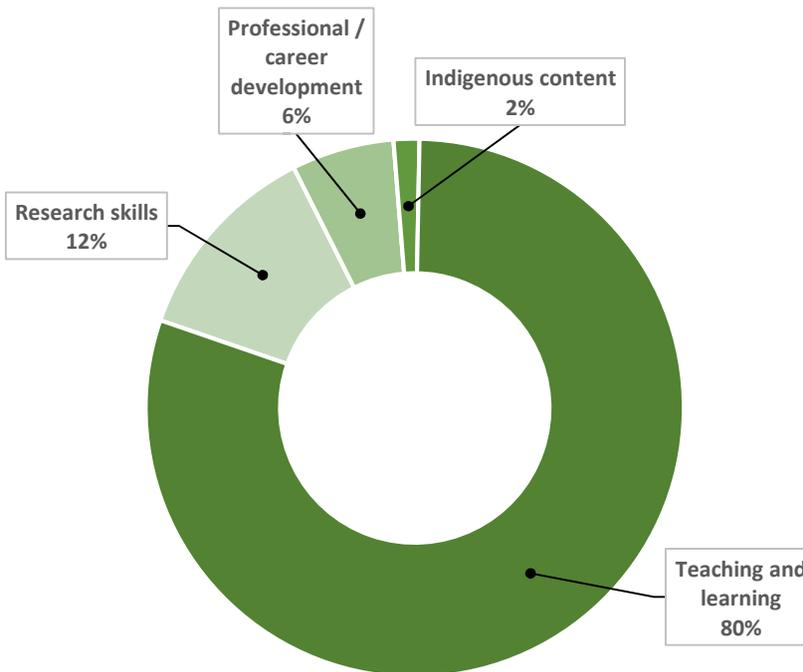
*Educating for Indigenous Health Equity: An International Consensus Statement*  
Academic Medicine: Journal of the Association of American Medical Colleges 94.4 (2019): 512-519.



## FD PROGRAMMING SUMMARY

### Faculty Development Programming Variety

65 programs offered in 2018/19



## FD AND UGME

We offer regular Onboarding sessions collaboratively with UGME for all the faculty who are new to education lead roles. These were offered this past year on September 4, 2018 and January 29, 2019. Topics covered in our UGME Onboarding sessions include:

- Meet & Greet: Where do things fit and how do I navigate in UGME?
- UGME Short Snappers
  - Curriculum, curriculum change and syllabus review process
  - Assessment
  - Program Evaluation
  - Teaching Delivery and IT Supports
- Linking objectives to curriculum and evaluation – pulling it all together
- Problem solving and staying out of trouble
- Faculty Development opportunities to better meet your needs and those of your teaching faculty

## **FD AND PGME**

Our greatest commitment is to the Residents as Teachers course is TIPS (Teaching Improvement Project Systems). This program is run and taught 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 2019. 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. The TIPS manual has been revamped and is now online and more interactive. The course has been updated to reflect Competency Based Medical Education with the introduction of new content. TIPS for Residents in remote sites was held mostly from July through August in 2018, in Moose Jaw, Swift Current, North Battleford, and Prince Albert, as well as in Regina and Saskatoon. Experienced residents have started facilitating microteaching sessions for the TIPS course.

Our goal in FD is that these courses will not be one off events and we hope to continue to work with Departments to ensure residents continue to apply the teaching principles they are taught in TIPS. We are also emphasizing that TIPS is the start of a lifelong journey in medical education with many future opportunities to grow this knowledge and skills particularly with the introduction of the new Master in Education (which two certificate routes) and the Clinician Educator Diploma option.

In the spirit of continuing improvement – Sean Polreis and Marcel D’Eon have been working with Odoka Okpalauwaekwe on a Microteaching Feedback study looking at the evaluation of TIPS.

Dr. MacLean contributed to PGME’s Orientation for IMG residents and to the Resident Bootcamp.

## **COMPETENCE BY DESIGN (CBD)**

Dr. Sharon Card was the PGME CBD Lead this past year and there was a strong collaboration with FD. The PGME CBD Office supports those Royal College of Physicians and Surgeons disciplines that are launching or have launched Competence by Design (the RCPSC version of Competency Based Medical Education). Our aim it is to provide on-demand programming tailored to individual discipline’s needs as we have found that each program is in a different stage of change and has different needs for educational programming. A modular curriculum mapping program was offered with the assistance of the Gwenna Moss Teaching and Learning Center who have been incredibly supportive and helpful. This initiative assisted all six 2019 Cohort disciplines in developing a Competency Based Curriculum Map. A Best Practices in Competence Committee Implementation and Membership series has been developed as well with over 40 participants to date.

A new clerical assistant joined CBD on April 22, 2019 - Udechukwu Osakwe (Ude). Ude excited about the projects and initiatives taking place.

The Competence by Design (CBD) Resident Lead Advisory Council was created to allow for resident discussion and advocacy during the facilitation of CBD within each individual program. It is comprised of a PGME support team, one CBD resident lead from each specialty program as well as a medical student representative. Each CBD resident lead has the responsibility to help lead their program's residents

through curriculum transition, and the advisory council provides a unique tool to aid in this important task.

There are two main avenues through which the council functions to ease the transition to CBD, the first being feedback to the PGME support team. Communication regarding resident engagement and education strategies, and identification of potentially useful resources that the PGME can provide to enable a smooth transition have proven invaluable.

The second avenue is through cross-specialty resident collaboration. The inherent concept of CBD being a resident driven learning model has led to many education initiatives and learning tools being created by residents at a program level. Sharing successes and failures of each program in their journey has allowed for early identification of potential issues and opportunities for growth as a group.

The CBD Resident Lead Advisory Council is also currently in the process of pursuing collective scholarship opportunities given the paucity of literature in the infancy of CBD.

We would like to thank the PGME and our programs for providing us with the opportunity to collaborate with our colleagues in this way. The Competence by Design (CBD) Resident Lead Advisory Council was created to allow for resident discussion and advocacy during the facilitation of CBD within each individual program. It is comprised of a PGME support team, one CBD resident lead from each specialty program as well as a medical student representative. Each CBD resident lead has the responsibility to help lead their program's residents through curriculum transition, and the advisory council provides a unique tool to aid in this important task.

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## RESIDENTS AND FACULTY DEVELOPMENT

In addition to the TIPS course, Sean Polreis facilitated several other teaching improvement-related resident sessions for specific departments such as Psychiatry. We welcome the opportunity to do this and would look to partner with other department to offer more on medical education in the future.

This past year we also met with the Resident Advisory Committee for CBD to get their input on what FD should be offering to faculty and how best to deliver FD programs. We continue to welcome residents to all FD events and have been very pleased by their involvement especially with the MERSD!

## **FD AND FACULTY ENGAGEMENT**

We work with several departments to deliver specific faculty development programming that is integrated into department retreats and department rounds. We would like to offer more “integrated” work based FD content that fits into regular committee, division and department meetings. This may offer a solution to those faculty who find it hard to carve out additional time to do FD but who already regularly attend other meetings and would welcome some FD added to the agenda.

Some departments such as the Department of Academic Family Medicine have organized FD sessions now on a regular basis at some sites – meeting monthly for an hour. Sessions are also held at distributed sites. FD works with DME to offer annual programs such as SaskRENEWAL which targets rural physicians around the province. We have also visited NMS sites in northern communities to introduce FD.

Faculty engagement is our single greatest challenge and we are working with several partners (in rural sites, CME and DME) to develop a research study to see how we can better engage with all faculty who are involved in teaching.

We offer many of our FD sessions with WebEx and videoconferencing options. FD also records and posts many sessions on our website to allow faculty to access them at times that are convenient.

## **THE CORAL COLLECTION**

The CORAL Collection is a growing set of online, freely available materials designed for education leaders: committee members and course and program directors, department heads and others. Topics now include:



- Central Purpose of teaching
- Bloom's Taxonomy: the cognitive domain
- Bloom's Taxonomy: the affective domain
- Change: Adoption, Implementation, Institutionalization
- Learning Environment and climate
- Logic Models for Program Evaluation 1: Purpose and Parts
- Logic Models for Program Evaluation 2: Creating and Using
- Prior learning and cognitive load
- Resistance to change: Friend, not Foe.
- Surface and deep learning
- Writing Learning Outcomes/Objectives

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

## FD WEBSITE AND OTHER RESOURCES

In 2019, to better serve the FD needs and provide more supports and programming, we redesigned our current FD website. Visit our new site here: <https://medicine.usask.ca/facultydev/> which is still under development.

## FD AND DISTRIBUTED MEDICAL EDUCATION

DME is funding Faculty Development Site leads through the Department of Academic Family Medicine in communities with Rural Family Medicine Residency programs. It is anticipated that these individuals will help identify faculty development needs for preceptors within their community and surrounding areas. We are also collaborating each year with the SaskRENEWAL conference.

### SaskRENEWAL 2019

Another weekend of faculty development and family relaxation was held for community faculty on May 25 and 26 at Manitou Springs Resort & Mineral Spa. There were 39 preceptors who attended the event and the topics included: “The Secret Side of Teaching – Staying sane, thriving and warding off burnout! Why faculty development? ; Everyday Bias for Healthcare Professionals; Faculty;\_“The Burden of Learners”, and “Review of the Saskatchewan Longitudinal Integrated Clerkship Program; Resources for Clinical Teaching; – “Why Can’t You Guess What I’m Thinking? Asking Effective Questions; and Early Identification of the Learners in Difficulty and Strategies for Success.

The evening keynote address was presented by Dr. D. Myhre, the founding Associate Dean Distributed Learning and Rural Initiatives (DLRI) for the Cumming School of Medicine in Calgary. He spoke on *The Journey of a Rural Academic*, which describes his transition from rural Family Doctor to an academic researcher, and the importance of rural physicians becoming more involved in teaching and research in order to have greater influence on the education of our medical learners.

Nicole Toutant, Cathy MacLean, Sean Polreis, Tara Lee and Doug Myhre are to be thanked for their contributions toward making this event a success for all who attended.





## SaskRENEWAL 2019



### **Rural Medical Education Rounds – RMed through the University of Alberta**

This year we partnered with U of A and offered their RMed sessions (early morning or evening options) each month throughout the year free of charge to SK physicians.

- Welcoming a Learner to Your Practice - October 23 & 24, 2018
- Establishing Expectations for Learning – November 20 & 21, 2018
- Giving Effective Feedback – December 18 & 19, 2018
- The Learner in Difficulty – January 22 & 23, 2019
- Teaching Clinical Reasoning – February 19 & 20, 2019
- Teaching Procedural Skills – March 19 & 20, 2019
- Delivering Difficult Feedback – April 16 & 17, 2019
- Digital Resources for Clinical Teaching – May 21 & 22, 2019
- Writing Effective End-of-Rotation Assessment – June 18 & 19, 2019

## ➤ STRATEGIC PLANNING FOR FACULTY DEVELOPMENT

In November, 2018 we ran a strategic planning session for FD with help from Sinead McGarland in the dean's office. We had directed much of our previous effort to the external review of Faculty Development that was completed in 2016 by Gisèle Bourgeois-Law, MD, M.Ed. The report was being reviewed regularly in FD to ensure we were meeting or making progress in each of the recommendations. We are still creating an overall evaluation of the FD program with major assistance through the Gwenna Moss Teaching and Learning Centre including from Caroline Hoessler, PhD and recently Wendy Janes. This program evaluation will go far beyond tracking the recommendations from the external review going forward and will focus on the deliverables defined in our strategic plan as well as meeting the ASPIRE criteria for Faculty Development (Appendix 3).

## ➤ COMINGS AND GOINGS

**Amy Winik** – We were very pleased to have Amy join us (previously in UGME and before that Family Medicine at West Winds) as our new admin assistant. Amy hit the road running in June and we are very much looking forward to having her on the team.

**Paula Lindain** – We were sad to see Paula move on and wish her all the best in her role at the Polytechnic. Paula has continued to play a casual role in FD from time to time and we look forward to using her expertise when we can!

**Rob Woods** – We are very excited to announce that in 2019 we were able to create a plan to work with Rob and he came on board in FD as of July, 2019 to focus on the Clinician Educator Program and how this might be developed here in SK.

**Brent Thoma** – Brent has moved on from his Simulation role and continues to have a role given his expertise and interest in Medical Education. He has been leading an initiative looking at a Medical Education Unit in the College of Medicine and it has been a pleasure to have this focus about which FD is very enthusiastic.

**Paul Olszynski** is working in Simulation and Point of Care U/S and will be our go to in the future around ASSET and we are looking forward to exploring how we can use Simulation as a means of evaluating FD involvement in the future.

**Tara Lee** – although not officially a part of the FD team, we want to acknowledge the amazing FD work that Tara Lee has been doing in her SLIC (Sk Longitudinal Integrated Clerkship) role and how much she has contributed! Great job!

**Dr. Premkumar** was on sabbatical from July, 2018 to Jan, 2019.

## **■ CONFERENCES ATTENDEED**

We had great attendance from USask CoM at ICRE and CCME again this year.

Dr. Kalyani Premkumar presented at 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 medical education conferences in April 2018 in Halifax including: Society of Rural Physicians of Canada (presented FD about clinical teaching resources and patients using online resources).

Several of our FD team around the province attended Medical Education & All That Jazz in Montreal in July, 2018. Sean Polreis, went to get specific training to run workshops on Bias by attending Facilitator Training for Cook Ross Everyday Bias for Healthcare Professionals Workshop in Washington DC, March, 2019. Dr. MacLean and Sean Polreis also attended the Society of Teachers of Family Medicine Conference in Toronto, April, 2019. The conference occasionally comes to Canada and it was a great opportunity to see what is happening in FD specifically related to Family Medicine.

## **■ COMMITTEES – PROVINCIAL, NATIONAL AND BEYOND**

Sean Polreis continues as Co-Lead for the College of Medicine Interprofessional Problem Based Learning. He also continues as a member of the planning committee for SaskRENEWAL, and continues as a member of AFMC Faculty Development Network. He has joined Dr. Sharon Card's Curriculum Mapping Workshop Planning Group & Competence Committee Workshop Planning Group.

Kalyani Premkumar is the lead for the CoM for the development of the Masters in Education (Health Professions Education). She is Secretary for the Faculty Council in the College of Medicine, University of Saskatchewan. She is also Social Affairs Secretary, Executive Committee, North American Christian Medical College Alumni Association. A Committee Member, Technology Enhanced Learning Committee, Association for Medical Education in Europe (AMEE). Member, eHealth-Infoway sub-group, Association of Faculties of Medicine of Canada (AFMC). Invited member, Standing Committee on Continuing Professional Development, Self-directed Learning Subcommittee, Association of Faculties of Medicine of Canada. Member, Faculty Council, School of Rehabilitation Sciences, College of Medicine, University of Saskatchewan. Member, Curriculum Delivery Sub-Committee, College of Medicine, University of Saskatchewan.

Cathy MacLean has been working with PGME on CBME implementation with Dr. Sharon Card. She is also actively attending Education Executive Team meetings. Dr. MacLean also sits on the CME Advisory Committee. On a monthly basis Dr. MacLean provides a CoM FD report to the Department of Academic Family Medicine's provincial FD committee and works to provide communication with the PG training sites around the province. Provincially she sits on the SaskRENEWAL planning committee for rural physicians and is now also sitting on the Family Medicine Conference planning committee of the SCFP. Sean Polreis and Cathy MacLean regularly attend the AFMC Faculty Development Network teleconferences. Dr. MacLean meets annually with the FD Interest Group at the Family Medicine Forum. She has also joined an international FD group through AMEE.

Marcel D'Eon is a member at large, Faculty Council, College of Medicine. Member, Social Accountability Committee, College of Medicine, Division of Social Accountability. Member, SWITCH Faculty Council,

Member, Program Evaluation sub-committee, College of Medicine, Curriculum Committee. Member at large, University Council, University of Saskatchewan. Member, University Review Committee, University of Saskatchewan. Member, Policy Oversight Committee, University of Saskatchewan.

## OUR RESEARCH, SCHOLARSHIP AND PUBLICATIONS

We have a number of interests including:

- Developing an evaluation framework 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 Study here in SK which has been submitted for funding

Other academic/scholarship achievements in 2018/19 include:

**Marcel D'Eon, Udoka Okpalauwaekwe, & Sean Polreis** have started a research project studying the quality of feedback during the TIPS course microteaching sessions. Data collection will begin in July, 2019.

Bajaj K, Meguerdichian M, **Thoma B**, Huang S, Eppich W, Cheng A. (2018). The PEARLS Healthcare Debriefing Tool. *Academic Medicine*, 93(2), 336. [\\*This paper is directly referenced in the ASSET Course](#)

Chan TM, McColl T, Lockett-Gatopoulos S, Purdy E, Velji A, Eicken J, **Thoma B**. (2018) *Medical Education in Cases: Volume 4 (1st Edition)*. San Francisco, CA: Academic Life in Emergency Medicine. ISBN: 978-0-9992825-2-6.

Ting DK, **Thoma B**, Lockett-Gatopoulos S, Thomas A, Syed S, Bravo M, Zaver F, Purdy E, Kwok ESH, Chan TM. (2019). CanadiEM: Accessing an online community of practice to create a Canadian national medical education institution. *Academic Emergency Medicine: Education and Training*, 3(1), 86-91.

Chan TM, Sebok-Syer S, **Thoma B**, Wise A, Sherbino J, Pusic M. (2018). Learning Analytics in Medical Education Assessment: The Past, The Present, and The Future. *Academic Emergency Medicine: Education and Training*, 2(2), 178-187.

Murnaghan A, Weersink K, **Thoma B**, Koch A, Chan TM. (2018). The Writer's Guide to Education Scholarship in Emergency Medicine: Systematic Reviews and the Scholarship of Integration (Part 4). *Canadian Journal of Emergency Medicine*, 20(4), 626-633.

Hall AK, Hagel C, Chan TM, **Thoma B**, Murnaghan A, Bhanji F. (2018). The Writer's Guide to Education Scholarship in Emergency Medicine: Education Innovations (Part 3). *Canadian Journal of Emergency Medicine*, 20(3), 463-470.

Chan TM, Ting DK, Hall AK, Murnaghan, **Thoma B**, McEwen J, Yarris LM. (2018). A Writer's Guide to Education Scholarship: Qualitative Education Scholarship (Part 2). *Canadian Journal of Emergency Medicine*, 20(2), 284-292.

**Thoma B**, Camorlinga P, Chan TM, Koch A, Murnaghan A, Sherbino S. (2018). A Writer's Guide to Education Scholarship: Quantitative Methodologies for Medical Education Research (Part 1). *Canadian Journal of Emergency Medicine*, 20(1), 125-131.

**Thoma B**, Brazil V, Spurr J, Palaganas J, Eppich W, Grant V, Cheng A. (2018). Establishing a virtual community of practice in simulation: the value of social media. *Simulation in Healthcare*, 13(2), 124-130.

Woods R, Chan TM, **Thoma B**, Sherbino J. (2018). Education Scholarship in Canadian Emergency Medicine: The past, present, and future. *Canadian Journal of Emergency Medicine*, 20(2), 165-166.

Bajaj K, Meguerdichian M, **Thoma B**, Huang S, Eppich W, Cheng A. (2018). The PEARLS Healthcare Debriefing Tool. *Academic Medicine*, 93(2), 336.

Chan TM, Stukus D, Leppink J, Duque L, Bigam BL, Mehta N, **Thoma B**. (2018). Social Media and the 21<sup>st</sup>-century Scholar: How you can harness social media to amplify your career. *Journal of the American College of Radiology*, 15(1), 142-148.

**Marcel D'Eon**, Co-supervisor, Michael Durr, BSc, Medicine, The Experience of Clinical Mentors at Canadian Student-Led Clinics: An exploration of cooperative learning, College of Medicine

**D'Eon M**. Critical and courageous listening. *Canadian Medical Education Journal*. 2018 Nov;9(4):1-5.

**D'Eon M**. Beyond critical and courageous thinking: let's make medical education better. *Canadian Medical Education Journal*. 2018 Jul;9(3):1-3.

Riou K, Bennett V, Teucher U, **D'Eon M**. Stigma in medical education[abstract]. In: *Stigma in Medical Education. Canadian Conference on Medical Education; 2019 Apr 12-16*. 2. 10, *Canadian Medical Education Journal*; 2019.

**D'Eon M**, Harris J, Wright C, Malin G, Anderson K, Bull H, Sakai D, Domes T, Premkumar K, Watson E, D'Eon P. A systematic review of course content rating methods[abstract]. In: *A systematic review of course content rating methods. Canadian Conference on Medical Education; 2019 Apr 12-16*. 2. 10, *Canadian Medical Education Journal*; 2019. p. 1.

**D'Eon M**, Malin G, Bull H, **Premkumar K**, Domes T, Anderson K, Wright C, Sakai D. A systematic review of content rating methods for courses in medical schools[abstract]. Paper presented at: *Canadian Conference on Medical Education; 2019 Apr 13-16; Niagara Falls, Ontario*

**Premkumar K**, Kanthan R. Constructing Clinical Decision making Questions. Paper presented at: *Asia Pacific Medical Education Conference; 2019 Jan 10-13; Singapore Comment: Facilitator of a three hour interactive workshop; > 20 international health professional participants*

**Premkumar K**. Competency-based Medical Education, Assessment Models: The Role of E-Portfolio in Competence-Based Medical Education. Paper presented at: *2019 Asia Pacific Medical Education Conference; 2019 Jan 10-13; Singapore Comment: Symposium; with two other participants - Drs Anurag Saxena and Rani Kanthan who presented on two other topics relating to Competency-based Medical Education, Assessment models.*

**Premkumar K**. Improving Medical Admissions for the 21st Century: The Value of the Holistic Admissions Process to Select Medical Students. Paper presented at: *Asia Pacific Medical Education Conference, 2019; 2019 Jan 9-13; Singapore Comment: 1.5 hour Symposium with three other presenters - Drs. Anurag Saxena, Kathy Lawrence and Harold Reiter who addressed other topics relating to Improving Medical Admissions for the 21st Century.*

Anderson KJ, Umaefulam OV, Bull H, Malin G, **Premkumar K**, **D'Eon M**. A Comparative Study of Student Perceptions of Hardware and Software-based Student Response Systems in a Large Undergraduate Biomedical Sciences Class[abstract]. Paper presented at: *Society of Teaching and Learning in Higher Education (STLHE) 2018 Conference; 2018 Jun 19-23; Sherbrook, Quebec, Canada*

## ➤ GOING FORWARD

The vision for faculty development going forward is to create multiple entry points and have numerous pathways that are well grounded in quality medical education experiences that change behavior and improve faculty performance such as in teaching and medical education scholarship. We want to interweave and integrate faculty development programming from the work place to the Masters in Education. Our goal is to meet a variety of needs by providing multiple entry points but also pathways for faculty to have a meaningful and effective continuing professional development experience. We are working to create clear pathways to options like the Clinician Educator Diploma, the certificates that could then be used towards the Masters in Education (Health Professions Education) or that can be used to meet Mainpro and MOC requirements. We also want to integrate faculty development into the work place by providing FD events as a part of existing committee, division and departmental meetings to create efficiency and effectiveness. We recognize the importance of context specific learning and the expertise that exists across the College of Medicine.

## ➤ CONCLUDING REMARKS

This was a year of finalizing a regular schedule of core FD events that are available for in person but also online through videoconferencing and WebEx and for asynchronous learning through digital recordings. Revamping the website to make more FD resources available has been a huge undertaking and we look forward to a hard launch of this site in the coming months. It has continued to be a time of development, with strategic planning and now putting an operational plan and evaluation framework in place. We have tried to create some innovative new programming and continued on with basics such as the teaching bootcamps and onboarding sessions for UGME. We have seen a lot of CBD related faculty development which has grown under the leadership of Dr. Sharon Card. We are also excited about new opportunities that have emerged with SLIC and Dr. Tara Lee's contributions to faculty development in both Meadow Lake and Estevan.

We hope you will see in this report opportunities where FD can assist you and your teams and look forward to expanding again next year in meaningful and effective ways across all our FD themes. My personal thanks to all the FD team for their many contributions and willingness to step up throughout this past year. It has been a pleasure working and learning with you!

***Faculty development for – “lifelong learning” – all welcome!***



## COMMON MEDICAL EDUCATION ACRONYMS

|                            |  |
|----------------------------|--|
| <b>AFMC</b>                | Association of Faculties of Medicine of Canada   |
| <b>APEM</b>                | Assessment Process Evaluation Meeting  |
| <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>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>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>MERSD</b>               | Medical Education Research and Scholarship Day   |
| <b>MoC</b>                 | Maintenance of Competency / MainPort RCPS  |
| <b>PGME</b>                | Postgraduate Medical Education   |
| <b>TIPS</b>                | Teaching Improvement Project Systems   |
| <b>RCPSC</b>               | Royal College of Physicians and Surgeons of Canada   |
| <b>UGME</b>                | Undergraduate Medical Education  |

## Appendix 1 - Faculty Development Events 2018/19

| Date      | Title   | Location  | Facilitator(s)                            | Attendees |
|-----------|---|-----------|---|-----------|
| 4-Sep-18  | UGME Onboarding   | Saskatoon | Various                                   | 9         |
| 11-Sep-18 | Teaching and Learning Tuesday- Supporting Safe Learning Environments  | Saskatoon | Dr. Meredith McKague                      | 8         |
| 27-Sep-18 | MEGR: Medical Education Journal Club  | Saskatoon | Dr. Cathy MacLean                         | 1         |
| 2-Oct-18  | SLIC- Estevan   | Estevan   | Dr. Cathy MacLean, Dr. Tara Lee           | 11        |
| 9-Oct-18  | Teaching & Learning Tuesday: How to ask questions that generate student learning                                    | Saskatoon | Dr. Marcel D'Eon                          | 8         |
| 10-Oct-18 | Teaching Bootcamp: Prep for teaching in the Classroom and in Rounds   | Saskatoon | Dr. Marcel D'Eon                          | 2         |
| 12-Oct-18 | Teaching Bootcamp: Teaching in a Clinical Environment   | Saskatoon | Dr. Cathy MacLean                         | 2         |
| 23-Oct-18 | Teaching Bootcamp: Assessment in Medical Education  | Saskatoon | Dr. Marcel D'Eon                          | 1         |
| 25-Oct-18 | MEGR: Contingency Theory and Human Problem Solving: Implications for Medical Education and Professional Development | Saskatoon | Dr. Michael Epstein                       | 8         |
| 31-Oct-18 | Teaching Bootcamp: Effective Feedback in a Clinical Setting   | Saskatoon | Dr. Cathy Maclean                         | 3         |
| 13-Nov-18 | Teaching and Learning Tuesday- Power and Transformational Leadership  | Saskatoon | Dr. Anurag Saxena                         | 8         |
| 15-Nov-18 | ASSET: Foundation of Simulation Education & Debriefing  | Regina    | Dr. Brent Thoma                           | 17        |
| 16-Nov-18 | ASSET: Foundation of Simulation Education & Debriefing  | Regina    | Dr. Brent Thoma                           | 17        |
| 19-Nov-18 | AAMC Webinar: Conversations in IPE  | Saskatoon | Dr. Michael Barret and Dr. Kelly Lockeman | 4         |
| 29-Nov-18 | MEGR: Do you want to do Research? We can help!  | Saskatoon | Dr. Bruna Bonavia-Fisher                  | 4         |
| 10-Dec-18 | Tutor/Facilitator Training for INTERPROFESSIONAL PROBLEM-BASED LEARNING (iPBL)                                      | Regina    | Dr. Marcel D'Eon and Natasha Hubabrd      | 10        |

|           |  |                      |  |    |
|-----------|--|----------------------|--|----|
| 11-Dec-18 | AMEE Webinar: How can teachers in health professions education move from educational activities to educational scholarship | Saskatoon            | Dr. Rashmi Kusurkar and Dr. Subha Ramani | 6  |
| 11-Dec-18 | Teaching and Learning Tuesday: Development of curriculum monitoring processes within the UGME program                      | Saskatoon            | Dr. Regina Gjevre and Amanda Stalwick    | 6  |
| 13-Dec-18 | How People Learn - Pediatric Residents   | Saskatoon            | Sean Polreis                             | 12 |
| 13-Dec-18 | MEGR: Systemic Implementation of Organization Wide Initiatives   | Saskatoon            | Dr. Anurag Saxena                        | 14 |
| 7-Jan-19  | Tutor/Facilitator Training for INTERPROFESSIONAL PROBLEM-BASED LEARNING (iPBL)   | Saskatoon            | Sean Polreis, Natasha Hubbard            | 7  |
| 7-Jan-19  | ASSET: Foundation of Simulation Education & Debriefing   | Saskatoon            | Dr. Brent Thoma                          | 17 |
| 8-Jan-19  | ASSET: Foundation of Simulation Education & Debriefing   | Saskatoon            | Dr. Brent Thoma                          | 17 |
| 8-Jan-19  | Teaching and Learning Tuesday: Copyright in Teaching: The Essentials   | Saskatoon            | Kate Langrell                            | 3  |
| 8-Jan-19  | Presenting with Pizzazz! Lessons from Spamalot   | Saskatoon            | Greg Malin & Blaine Hart                 | 10 |
| 10-Jan-19 | IAMSE Webinar: Overview and Introduction of the Learning Environment   | Saskatoon            | Dr. Larry Gruppen                        | 2  |
| 17-Jan-19 | IAMSE Webinar: The Learning Environment: An International Perspective  | Saskatoon            | Dr. Sean Tackett                         | 1  |
| 24-Jan-19 | IAMSE Webinar: The Learning Environment: During Residency  | Saskatoon            | Dr. John Co                              | 2  |
| 29-Jan-19 | UGME Onboarding  | Saskatoon/<br>Regina | Various                                  | 8  |
| 31-Jan-19 | IAMSE Webinar: Learning Environment Panel Featuring discussions from Osteopathic, Nursing and PA perspectives              | Saskatoon            | Dr. Luke Mortensen                       | 0  |
| 31-Jan-19 | MEGR: Understanding the role of motivation in learning: practical applications for teaching in medicine                    | Saskatoon            | Dr. Greg Malin                           | 4  |
| 2-Feb-19  | Teaching Bootcamp: Prep for teaching in the Classroom and in Rounds  | Saskatoon            | Dr. Marcel D'Eon                         | 2  |
| 5-Feb-19  | Core Topics in Medical Education: Community-based teaching (pt.4)/Inter-professional education                             | Saskatoon            | Dr. Marcel D'Eon                         | 0  |
| 7-Feb-19  | IAMSE Webinar: System and Case Studies   | Saskatoon            | Dr. Luke Mortensen                       | 1  |

|           |   |           |                                  |   |
|-----------|---|-----------|----------------------------------|---|
| 7-Feb-19  | IT Short Snapper: WebEx Part 1  | Saskatoon | Willem de Jong                   | 3 |
| 11-Feb-19 | Teaching Training for Year 5  | Saskatoon | Sean Polreis                     | 3 |
| 12-Feb-19 | Teaching Bootcamp: Effective Feedback in a Clinical Setting                     | Saskatoon | Dr. Cathy MacLean                | 4 |
| 12-Feb-19 | Teaching and Learning Tuesday: LGBTQ+   | Saskatoon | Ben Abelseth                     | 4 |
| 14-Feb-19 | IT Short Snapper: WebEx Part 2  | Saskatoon | Willem de Jong                   | 3 |
| 19-Feb-19 | Teaching Bootcamp: Assessment in Medical Education                              | Saskatoon | Dr. Marcel D'Eon                 | 2 |
| 21-Feb-19 | IT Short Snapper: TopHat Part 1   | Saskatoon | Todd Reichert                    | 2 |
| 26-Feb-19 | Teaching Bootcamp: Effective Feedback in a Clinical Setting                     | Saskatoon | Dr. Cathy Maclean                | 3 |
| 28-Feb-19 | IT Short Snapper: TopHat Part 2   | Saskatoon | Todd Reichert                    | 3 |
| 28-Feb-19 | Medical Education Reading Club: 'Make it Stick'                                 | Saskatoon | Dr. Cathy MacLean                |   |
| 7-Mar-19  | IT Short Snapper: Blackboard  | Saskatoon | David Greaves                    | 3 |
| 12-Mar-19 | Teaching and Learning Tuesday: U/S-guided Medical Education                     | Saskatoon | Dr. Paul Olszynski               | 2 |
| 12-Mar-19 | Core Topics in Medical Education: Writing MCQs, written tests/standard setting  | Saskatoon | Dr. Marcel D'Eon                 | 1 |
| 13-May-19 | Everyday Bias for Healthcare Professionals - Diversity & Inclusion              | Saskatoon | Sean Polreis                     | 8 |
| 14-Mar-19 | IT Short Snapper: Examssoft   | Saskatoon | Todd Reichert                    | 2 |
| 19-Mar-19 | Core Topics in Medical Education: History of Medical Education in North America | Saskatoon | Dr. Marcel D'Eon                 | 2 |
| 21-Mar-19 | IT Short Snapper: Panopto   | Saskatoon | Willem de Jong and David Greaves | 3 |
| 26-Mar-19 | Psychiatry Resident Teaching Sessions: How to Develop Objectives                | Saskatoon | Sean Polreis                     | 6 |
| 28-Mar-19 | MEGR: The Role of ePortfolio in Medical Education                               | Saskatoon | Dr. Kalyani Premkumar            | 4 |
| 2-Apr-19  | Psychiatry Resident Teaching Sessions: How to develop a rubric                  | Saskatoon | Sean Polreis                     | 6 |

|           |  |                     |                               |    |
|-----------|--|---------------------|-------------------------------|----|
| 24-Apr-19 | Medical Education Reading Club - "Do More Great Work" by Michael Bungay Stanier          | Saskatoon           | Dr. Kent Stobart              |    |
| 14-May-19 | Teaching and Learning Tuesday: Learning Analytics and Competency Based Medical Education | Saskatoon           | Dr. Brent Thoma               | 3  |
| 27-May-19 | Everyday Bias for Healthcare Professionals   | Saskatoon           | Sean Polreis                  | 30 |
| 30-May-19 | MEGR: Role of the Indigenous Health Committee in the CoM                                 | Saskatoon           | Dr. Veronica McKinney         | 9  |
| 4-Jun-19  | Everyday Bias for Healthcare Professionals   | Saskatoon           | Sean Polreis                  | 6  |
| 7-Jun-19  | MERSD on the move  | Saskatoon to Regina | Dr. Sara Kim, Dr. Brent Thoma | 20 |
| 7-Jun-19  | 3rd Annual Medical Education Research & Scholarship Day                                  | Regina              | Various                       | 72 |
| 11-Jun-19 | Teaching and Learning Tuesday: Supports Available for Students and Faculty - Regina OSA  | Regina              | Lisa Persaud                  | 2  |
| 13-Jun-19 | MED 101  | Saskatoon           | Dr. Premkumar                 | 5  |
| 14-Jun-19 | MED 101  | Saskatoon           | Dr. Premkumar                 | 5  |
| 4-Jul-19  | Teaching in Various Environments - Pediatric Residents                                   | Saskatoon           | Sean Polreis                  | 12 |

## Appendix 2 - Department of Academic Family Medicine FD sessions at their distributed sites

| Date      | Title   | Location  | Presenter                         | Attendees |
|-----------|---|-----------|-----------------------------------|-----------|
| 4-Jul-18  | Transgender Health  | Regina    | Dr. M. Clark                      | 7         |
| 19-Jul-18 | Intro to Faculty Development  | La Ronge  | Dr. E. Wilkinson & Dr. C. MacLean | 9         |
| 19-Jul-18 | Diabetes Update   | Saskatoon | Dr. T. Laubscher                  | 11        |
| 1-Aug-18  | Lab Certification Refresher   | Regina    | Shelly Stadnyk & Jaclyn Forsberg  | 8         |
| 16-Aug-18 | Patient Interviews and The Calgary Cambridge Guide                                  | Saskatoon | Dr. S. Bates                      | 10        |
| 11-Sep-18 | Supporting a Safe Learning Environment  | Saskatoon | Dr. M. McKague                    | 2         |
| 12-Sep-18 | Learner in Difficulty   | Regina    | Dr. J. Kuzmich                    | 12        |
| 20-Sep-18 | Supporting Learners' Use of the EMR   | Saskatoon | Dr. B. Karras                     | 10        |
| 3-Oct-18  | Rx Files - Update on Opioids  | Regina    | Dr. B. Schuster                   | 4         |
| 12-Oct-18 | Time Efficient Teaching   | La Ronge  | Dr. E. Wilkinson                  | 10        |
| 18-Oct-18 | Patient Centered Care: what is it and how do we help learners enhance their skills? | Saskatoon | Dr. B. Karras                     | 9         |
| 29-Oct-18 | New Faculty Bootcamp in Regina  | Regina    | Dr. A. Muller                     | n/a       |
| Nov-18    | Resident Objectives in ER, Faculty Head Meeting                                     | Moose Jaw | Dr. Rininsland                    | 12        |
| Nov-18    | Dept. Family Practice - Resident Update   | Moose Jaw | Dr. Haver                         | 15        |
| Dec-18    | Expectations on the Obstetrics Ward   | Moose Jaw | Dr. Haver                         | 4         |
| 5-Dec-18  | Cannabis in the Workplace   | Regina    | A. Groothuis                      | 11        |
| 11-Dec-18 | Physician wellness  | La Ronge  | Dr. E. Wilkinson                  | 6         |

|           |  |               |                  |     |
|-----------|--|---------------|------------------|-----|
| 11-Dec-18 | How can teachers in health professions education move from educational activities to educational scholarship | Saskatoon     | AMEE WebEx       | 2   |
| 20-Dec-18 | Sharing the Knowledge (research and scholarship)   | Saskatoon     | Dr. V. Ramsden   | 7   |
| Jan-19    | Resident participation in event of Hospitalist   | Moose Jaw     | Dr. Thorpe       | 20  |
| Jan-19    | Mini-sessions - How to Do a CaRMS Paper Chase  | Regina        | Dr. S. Mahood    | N/A |
| 9-Jan-19  | Rx Files - Update on Cannabis  | Regina        | D. Bunka         | 14  |
| 16-Jan-19 | Clinic visit   | Prince Albert | Dr. Robertson    | 7   |
| 17-Jan-19 | LGBTQ2+  | Saskatoon     | B. Abelseth      | 9   |
| 23-Jan-19 | Q's re feedback from learners re teaching  | Prince Albert | Dr. Robertson    | 3   |
| 23-Jan-19 | CaRMS Interviewing Update  | Regina        | Dr. J. Kuzmicz   | N/A |
| Feb-19    | Inpatient Care by Residents under GPs  | Moose Jaw     | Dr. Thorpe       | 10  |
| 5-Feb-19  | Clinic visit   | Prince Albert | Dr. Robertson    | 3   |
| 6-Feb-19  | Methadone Prescribing Course   | Regina        | Dr. C. Johnson   | 14  |
| 21-Feb-19 | EMR: Using Profiles and Dashboards to Document and Manage Cancer Screening Participation                     | Saskatoon     | Dr. M. Lees      | 11  |
| 12-Mar-19 | ER Dept. visit   | Prince Albert | Dr. Robertson    | 9   |
| 13-Mar-19 | How to Run a Sweet-Ass Sign Out Rounds   | Regina        | Dr. S. Liskowich | 8   |
| 14-Mar-19 | BLS Re-certification - Group #1  | Regina        | S. Poole         | 4   |
| 20-Mar-19 | BLS Re-certification - Group #2  | Regina        | S. Poole         | 7   |
| 21-Mar-19 | Methadone and me: changes to prescribing regulations   | Saskatoon     | Dr. K. Ledding   | 11  |
| Apr-19    | Dept. Family Practice - Resident Update  | Moose Jaw     | Dr. Haver        | 15  |
| 3-Apr-19  | Common Issues on the Ward  | Regina        | Dr. K. Lyster    | 9   |

|           |  |               |                               |    |
|-----------|--|---------------|-------------------------------|----|
| 18-Apr-19 | A practical review of low risk prenatal care at the Saskatoon Unit | Saskatoon     | Dr. T. Guselle                | 13 |
| 24-Apr-19 | Making Treaty 4  | Regina        | Globe Theatre                 | 7  |
| 25-Apr-19 | Making Treaty 4  | Regina        | Globe Theatre                 | 6  |
| 27-Apr-19 | ACLS Re-certification - Group 1                                    | Regina        | Dr. F. Loos                   | 6  |
| May-19    | Field Notes and Feedback   | Moose Jaw     | Dr. A. Muller                 | 8  |
| 1-May-19  | A Review of Billing Practices                                      | Regina        | Dr. M. Cameron                | 8  |
| 2-May-19  | Indigenous Health AHD Event at Sask Polytechnic                    | Regina        | L. Schramm                    | 5  |
| 15-May-19 | Clinical QI (Resident Project) Update                              | Regina        | Dr. O Reis                    | 14 |
| 16-May-19 | The Fifteen Minute Hour  | Saskatoon     | Dr. C. MacLean                |    |
| 19-May-19 | Get to know your resident  | Swift Current | Dr. S. Harrison               | 5  |
| 21-May-19 | Assignment of residents to clinics                                 | Prince Albert | Dr. Robertson                 | 2  |
| 23-May-19 | CBAS   | Prince Albert | Dr. Robertson                 | 3  |
| 23-May-19 | Palliative care update   | La Ronge      | Dr. E. Wilkinson              |    |
| 12-Jun-19 | DAFM Spring Retreat  | Regina        | Various                       |    |
| 13-Jun-19 | DAFM Spring Retreat  | Regina        | Various                       |    |
| 20-Jun-19 | Faculty Supervision of Residents- follow up for Saskatoon          | Saskatoon     | Dr. J. Hosain & Dr. B. Karras |    |
| 21-Jun-19 | Field Notes and Feedback   | La Ronge      | Dr. A. Muller                 |    |
| 21-Jun-19 | Field Notes and feedback   | La Ronge      | Dr. A. Muller                 | 10 |
| 25-Jun-19 | New Faculty Orientation  | Swift Current | Dr. S. Harrison               | 4  |

## Appendix 3 – Faculty Development ASPIRE Criterion

Faculty Development has agreed to adopt the following ASPIRE Criterion from 2018/19 forward to focus our endeavors in the coming years and qualify for this recognition of excellence in the future.

**CRITERION 1: THE SCHOOL'S FACULTY DEVELOPMENT PROGRAM HAS CLEAR GOALS THAT ARE ALIGNED WITH ORGANIZATIONAL PRIORITIES, IS SYSTEMATICALLY DESIGNED AND EVIDENCE-BASED, AND IMPROVES EDUCATIONAL PRACTICE, LEADERSHIP AND/OR SCHOLARSHIP.**

| <i>Sub-criteria</i>  | <i>Examples of evidence</i>  |
|--|--|
| <b>1.1.</b> The faculty development program has clear goals, is aligned with school goals and priorities, and/or influences organization culture.  | Narrative description of the program's faculty development program goals, how the program facilitates targeted priorities of the school and/or if not aligned with school priorities then how it works to improve the educational climate. Appropriate web links should be provided. |
| <b>1.2.</b> The program uses a systematic curriculum development model that is informed by a theoretical framework and best practices to design and implement faculty development offerings. | Narrative description of the curriculum development model, theoretical framework and evidence used to design faculty development offerings. Provide an example of how the model was applied to design and/or implement a faculty development offering.                               |
| <b>1.3.</b> The program focuses on improving educational practice. Additionally, it could also improve leadership and/or scholarship.  | Narrative description of how the program addresses educational practice in classroom and clinical settings, leadership, and/or scholarship.  |

**CRITERION 2: THE FACULTY DEVELOPMENT PROGRAM OFFERS BREADTH, DEPTH AND DIVERSE APPROACHES WITH LONGITUDINAL PROGRESSION OF LEARNING OPPORTUNITIES THAT CREATES A COMMUNITY OF PRACTICE.**

| <i>Sub-criteria</i>  | <i>Examples of evidence</i>  |
|--|--|
| <b>2.1</b> The program provides a wide variety of content and approaches with longitudinal progression of offerings that are targeted toward individual and organizational priorities. | List offerings provided by the school in the last five years using the table below. In a brief narrative following the table, describe how the faculty is defined and what the total size of the faculty is. Describe how each program type builds on or is related to the others, and how it enables individuals and organizations to meet their goals. Appropriate web links should be provided. |
| <b>2.2</b> The program is inclusive, accessible and actively engages a large number of faculty members.  | Provide a narrative description of how the program seeks to be welcoming, inclusive and accessible to all faculty members (e.g. regardless of background, financial support, location, etc.). Building on the data provided in 2a, describe trends in participation over the past 5 years.   |

|  |  |
|--|--|
| <p><b>2.3</b> The program creates a community of practice for faculty members and faculty developers, positively impacting the organizational climate.</p> | <p>Provide a narrative description with examples of how the program creates a sense of community and a positive organizational climate, especially for teachers.</p> |
|--|--|

**CRITERION 3: THE FACULTY DEVELOPMENT PROGRAM HAS SUFFICIENT RESOURCES TO ACHIEVE ITS MISSION, IS CONDUCTED BY FACULTY MEMBERS WITH EXPERTISE IN FACULTY DEVELOPMENT, AND BUILDS CAPACITY BY EXPANDING THE NUMBER OF INDIVIDUALS SKILLED IN OFFERING FACULTY DEVELOPMENT.**

| <i>Sub-criteria</i>   | <i>Examples of evidence</i>   |
|---|---|
| <p><b>3.1</b> The school encourages and supports faculty development by providing resources needed to achieve goals and sustain activity.</p>   | <p>Narrative description of how the school encourages participation in faculty development and supports the faculty development program. Describe the faculty development staffing and budget, including sources of revenue (e.g., school support, charges for services, grants, contracts, other), and adequacy of resources to achieve and sustain the mission of the program. Describe where the program and faculty development team fit within the school's organizational structure and how this location enables the team to influence the organization. If there are other forms of support for faculty development, please describe.</p> |
| <p><b>3.2</b> Faculty developers possess the requisite expertise to provide exemplary faculty development and receive support for their own professional and scholarly development.</p> | <p>Narrative description of the recruitment, selection and preparation of faculty developers for their role and how they are supported by the school to advance their own scholarly and professional development, including keeping up-to-date with developments in the field.</p>  |
| <p><b>3.3</b> The school has systematic strategies for building capacity for a diverse group of future faculty developers (full and/or part-time).</p>                                  | <p>Narrative description with an example of how the school facilitates the building of capacity for future faculty developers, and how it promotes the engagement of developers from diverse backgrounds.</p>   |

**CRITERION 4: THE FACULTY DEVELOPMENT PROGRAM ENGAGES IN ONGOING PROGRAM EVALUATION, AND EXAMINES IMPACT ON INDIVIDUALS, ORGANIZATIONS AND, WHERE POSSIBLE, THE WIDER COMMUNITY.**

| <i>Sub-criteria</i>  | <i>Examples of evidence</i>   |
|--|---|
| <b>4.1</b> The program engages in on-going and systematic evaluation of the process and impact of faculty development. | Narrative description of the evaluation system, including types and frequency of data collected and synthesized, and an example of how findings are reported. Narrative description of the impact on individuals, programs, organizations, and where possible, the wider community (e.g., affiliated hospitals and clinics), with quantitative and qualitative data (e.g. student ratings of teaching and/or student performance assessment; recruitment of faculty members; achievements of students and faculty members; new faculty behaviours, roles or responsibilities; list of educational publications and presentations). You may place this list of publications and presentations in an appendix if it exceeds the word count for Criterion 4. |
| <b>4.2</b> The program engages in reflective critique and quality improvement for faculty development                  | Narrative description of how on-going program evaluation and review has been utilized to improve program performance in the past five years.  |

**CRITERION 5: THE FACULTY DEVELOPMENT PROGRAM PROMOTES EDUCATIONAL INNOVATION AND SCHOLARSHIP IN FACULTY DEVELOPMENT**

| <i>Sub-criteria</i>   | <i>Examples of evidence</i>   |
|---|---|
| <b>5.1</b> The program promotes educational innovation in faculty development.  | Narrative description of educational innovations employed in faculty development during the past five years with reference to evaluation reports and/or publications describing innovations and associated scholarship (if available).  |
| <b>5.2</b> The faculty developers (and where appropriate their learners) conduct research related to faculty development. | List of scholarly presentations and/or publications related to faculty development in the past five years. You may place this list in an appendix if it exceeds the word count for criterion 5.   |
| <b>5.3</b> The faculty developers advance faculty development nationally and internationally                              | List of awards, invitations to speak and consultations (e.g. to assist other institutions with faculty development) by faculty developers to advance faculty development and educational practices, leadership and scholarship locally, nationally and internationally in the past five years. You may place this list in an appendix if it exceeds the word count for criterion 5. |

## Appendix 4 – Why be on a CME/Faculty Development Planning Committee?

- It can be **fun** and it is great to **have a say** in how and what goes into a continuing professional development program.
- Breaking up clinical time and getting involved in teaching and learning programs such as CME and Faculty Development – **helps with resilience** and prevents burnout.
- Being an active learning community is a **recruitment tool**. It also can help with retention if you are in an area that needs new docs.
- **It is not a lot of your time**. There are a few meetings – all of which can be done over the phone or through WebEx. These meetings are very action oriented to give us direction but the leg work is done by our offices and staff. You will see things get done!
- You can **tailor content to meet the needs** of your population here in SK. We all want to make sure that our patient outcomes are the best they can be.
- You get to **meet and work with colleagues**, both specialists and inter-professional colleagues, on these planning committees – a nice break from our usual clinical interactions. A great way to make connections!
- You get to have a say on when things happen – **coordinate events** so that what is happening would be helpful to everyone and not adding to the conflicts and duplication the pull us in so many directions.
- You can ensure programs actually **meet the real needs** that you hear from your colleagues for their continuing professional development so that sessions are practical, useful AND geared to what SK docs need to care for SK patients using SK resources and teaching SK students in SK locations!
- You can grow the types of programs that you really want to attend and would find fun to **network** with colleagues across the province and with the specialists you consult. Planning committees look at the social side of things as well!
- You can **claim Mainpro/MOC** for the time on the committee and for the event!
- As a CME planning committee member you get **free registration** to the event! This can amount to hundreds of dollars of savings to you for your involvement.
- You can add FD/ CME planning committee work to your **CV/resume** for future considerations if you decide you would like to go for a faculty promotion or when you apply for a position in the future. You never know...
- You can **learn new things!** There is lots of information that comes up at a planning committee level that can inform areas you may find helpful at the practice level or when teaching. This might include new ways of doing things, new technology, new online resources or new consultants or services available in that content area.
- **Giving back** is also a reason to be involved. We all have to do CPD (CME/ FD) to meet our study credits and we attend functions where others have made this commitment. Taking a turn helps us as a profession to meet our collective responsibilities.

We need your help. Take a break from your usual routine and join a meeting that matters and will get stuff done and have some fun while getting ahead of your CPD! We welcome and value your input which is crucial to making your CPD the best you can get anywhere.

## Appendix 5 - Faculty Development College of Medicine Contact List

| <b>Regina</b>  | <b>Location</b>           | <b>Phone</b>                     |
|--|---------------------------|----------------------------------|
| <b>Jeanette Bellavance</b><br>Administrative Assistant   | Learning Centre, Regina   | (306) 766-0558                   |
| <b>Helen Chang</b><br>FD Lead Regina                     | Learning Centre, Regina   | (306) 766-0558                   |
| <b>Saskatoon</b>   | <b>Location</b>           | <b>Phone</b>                     |
| <b>Sharon Card</b><br>PGME CBD Lead                      | General Internal Medicine | (306) 966-8233                   |
| <b>Marcel D'Eon</b>                                      | CH&E, E Wing #3224        | (306) 966-2756                   |
| <b>Cathy MacLean</b><br>FD Director                      | St Andrews #316           | (306) 966-8037<br>(306) 203-6836 |
| <b>Greg Malin</b><br>Peer Observation Program; PROMPT-MD | DAFM/UGME                 | (306) 655-4208                   |
| <b>Paul Olszynski</b><br>ASSET Program                   | Emergency Medicine        | (306) 370-0357                   |
| <b>Sean Polreis</b><br>Teaching and Learning Specialist  | St Andrews #317           | (306) 966-1311<br>(306) 371-1412 |
| <b>Kalyani Premkumar</b><br>Lead Masters in Ed (HPE)     | CH&E, E Wing #3226        | (306) 966-1409                   |
| <b>Brent Thoma</b><br>MedEd Unit                         | Emergency Medicine        |                                  |
| <b>Rob Woods</b><br>Lead Clinical Educator Program       | Emergency Medicine        | (306) 612-3206                   |
| <b>Amy Winik</b><br>Administrative Assistant             | St. Andrews #318          | (306) 966-5171                   |
| FD Touch down space                                      | St. Andrews #319          | No phone                         |
| Conference Room  | St. Andrews #308          | No phone                         |

WEBSITE: <https://medicine.usask.ca/facultydev/>