



UNIVERSITY OF SASKATCHEWAN

College of Medicine

FACULTY DEVELOPMENT

[MEDICINE.USASK.CA/FACULTYDEV](https://medicine.usask.ca/facultydev)

# **Faculty Development Annual Report 2021-2022**



# Welcome to our 2021/22 Faculty Development Annual Report

Faculty Development (FD) is here to support you in all areas of your work as a faculty member in the College of Medicine. This includes **teaching** (all levels of learners), **research** (with help to get started), **leadership** (when you want to assume educational and other leadership roles), and **well-being** support.

We hope you will find this annual report interesting as we celebrate the work accomplished in the past year. We also hope this will inspire you to think about how FD can help you, your team or unit, department, and program. We are excited about our new initiatives coming up this next year and hope you will follow all FD has to offer on our website.

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





## Contents

Mission Statements.....	3
Messages .....	4
Faculty Development Strategic Directions.....	7
Leadership .....	9
Responsive Programming.....	11
Building Connections & Capacity .....	16
Optimizing Delivery .....	21
Enhanced Program Quality .....	24
Going Forward .....	32
Contact Us .....	33



# Mission Statements

## University of Saskatchewan

**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.

**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.

## College of Medicine

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

**MISSION** – As a socially accountable organization, we improve health through innovative and interdisciplinary research and education, leadership, community engagement, and development of culturally competent, skilled clinicians and scientists. Collaborative and mutually beneficial partnerships with Indigenous peoples and communities are central to our mission.

University of Saskatchewan



# Messages

## College of Medicine



**Dr. Kent Stobart, Vice Dean Education College of Medicine**

After the challenges of remote work over the past two years, we are now mostly back to in-person teaching and learning at our campuses and teaching sites across the province. Faculty Development is a key support to our faculty in their role as educators in the College of Medicine. Over the past year, the Faculty Development team has continued to provide innovative resources that meet the needs of our faculty across teaching, research, leadership and wellness.

We launched new programming that helps faculty build their skills in medical education. The online Canvas program was developed to support faculty with course tools and provide tips to manage online teaching. A pilot course on professionalism, professional identity formation, and ethics will be offered over the summer to help faculty more effectively instruct learners when teaching professionalism and medical ethics.

Faculty Development has continued to facilitate opportunities for professional growth and skill development. We saw strong uptake in existing programs and initiatives by our faculty and are encouraged by the opportunity to continue building medical education leadership capacity in the college.

Now in its second year, the Clinician Educator program provides faculty with formal training in health professions education. The program complements faculty's existing clinical experience with educational theory, providing a strong foundation to enhance their teaching skills. As well, the Master of Education (Health Professions Education) program helps faculty improve teaching practices and build curriculum design expertise. The monthly Timely Topics in Medical Education also continues to provide opportunities for learning. Participants are able to learn from colleagues on common topics relevant to teaching medical education. Other Faculty Development programs also support work to advance the college's mandate of scholarship and quality education, across undergraduate and postgraduate medical education.

The Research, Innovation and Scholarship in Education (RISE) event was hosted online for a second year. This annual event brought together our community and celebrated the exciting medical education research and scholarship in our college by students, residents, faculty and staff.

I want to take this opportunity to thank you our clinical preceptors, educational leaders, and support staff around the province who support our learners and who participate in the programs and initiatives that contribute to teaching and health care in Saskatchewan. Congratulations to this team on another fantastic year!



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

As I reflect on 2021, I again am impressed with the great work our Faculty Development team has managed to deliver during one of the most difficult periods of our professional and personal lives. CME and FD recently finalized our physical moves to the 5<sup>th</sup> floor of the B Wing in the Health Sciences Building where we are located next door to one another. Our teams have become even more supportive of one another as we engage in our hybrid working environment; don't be surprised if a staff member from one office answers the phone for you when you reach out to the other! It's all part of our plan to support one another and ensure our teams stay healthy and safe during this pandemic. Our physical co-location reflects our mindset and operational spirit, working in a coordinated fashion to serve the college and deliver much needed educational programming which enhances the lives of our faculty and learners. In that same spirit, we are engaged in an exciting new initiative on physician mentorship and coaching called CoMPAS (Coaching and Mentoring Program for Saskatchewan Physicians) supported by the SMA and Ministry of Health for 1.4 M over 5 years.

CME and FD remain committed to the exploration of educational scholarship with our study on physician engagement, and CME continues to support Faculty Development in operationalizing RISE as well as providing accreditation expertise for FD's many projects and events. It's all part of our commitment to offer the highest quality of accredited learning to support your professional development and growth. Now that we are next door neighbors in Health Sciences, our connection is renewed and refreshed, and we are ready for the next year to serve you even better using a blend of virtual and in person events.

There's no friend like a wartime friend, and the peacetime friendship that existed between CME and FD before the pandemic happened has allowed us to seamlessly design and deliver high quality, modern and meaningful professional engagements on a consistent basis to you, our faculty, and learners. We're grateful for your support and engagement and look forward to seeing you in person or virtually in the year to come.



# Messages

## Faculty Development



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

Faculty Development has been evolving. Yes, like everyone else we had to adjust to the COVID pandemic. Our transition has been a deliberate path since I started as director five years ago. Initially, Faculty Development had to raise its profile within the College of Medicine and we focused on several weekly elements of programming that included workshops, seminars, and webinars that were videoconferenced and advertised to a wide audience. Over the past few years, we have transformed our programming to one that is more focused on capacity building and creating medical education leaders throughout the College of Medicine. Our programs have become more longitudinal and, as a result, I think our effectiveness as change agents has improved and will continue to have impact in the years to come.

This was another remarkable year. There was a lot of COVID fatigue to cope with and we adjusted our offerings accordingly. It was hard not to have SaskRENEWAL this year for instance but we look forward to planning it again in the future. However, despite some COVID adjustments, the master's continued and the Clinician Educator Diploma program grew, became more established, and went through its first accreditation visit. We also embarked on a new journey to provide longitudinal asynchronous faculty development on Canvas, the University's learning management platform. This was a big change for us and our first pilot was launched in 2022 on Professionalism, Professional Identity Formation, and Ethics.

Our commitment to local programming continues to grow. Helen Chang (who is enrolled in the master's) has been diligently developing an amazing SAGE (Skilled Academic Generalist Educators) program for UGME teaching in Regina. The program is taking off and is under strong leadership. TIPS for Residents teaching was distributed across PGME sites and departments, and we transitioned to a "train the trainer" model – also demonstrating a move to enhancing capacity and distributing faculty development across the province. We had our RISE conference again this year and it was exciting to see the growth in health education research, innovation and scholarship in the college and health professions that was showcased again this year. It just keeps getting bigger and better!

I want to thank everyone who has been involved on our extended FD team, on our many planning committees, in our program development and implementation, and in all the amazing faculty development that occurred throughout 2021/22. A special thanks to Jim Barton and his CME team who provide our event logistical support, support the provision of all the Mainpro+/MOC credits offered throughout the year, and now share an amazing space with us on the 5<sup>th</sup> floor B Wing in the Health Sciences building.

I hope you will take some time to review this annual report. It is a joy to celebrate the many contributions and the amazing faculty and staff who make all this happen. Faculty Development is a team sport and we have a great team. We are also always recruiting, so if you are interested or if you want to work with Faculty Development in your program, site, or department, please reach out. We are here to support you and look forward to even more great things to come in 2022/23!



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

*The magic seeds of FD are sprouting!*

2021 was another year of growth for FD Regina.

As we became more comfortable with online programming, our faculty members continue to engage in the M.Ed. (HPE) and Clinician Educator programs. Exciting things are coming for fall with the beginning of Y1 in Regina, and we look forward to supporting new faculty – and experienced faculty, in new roles!

The SAGE (Skilled Academic Generalist Educators) pilot began May 1, 2022 with nine generalist physicians teaching in pre-clerkship, and the online course, which will be available to any interested faculty. Combined with the FD Professionalism course and other online courses on the way, this is a great time for online learning for our faculty!

Thanks to Jeanette Bellavance, Randi Bodas, Kris Schoenhofen, Dr. Gill White, and our Saskatoon colleagues for their invaluable assistance; and especially to our faculty for their continued dedication to teaching!

Finally, best wishes to Jeanette, who leaves us for the not-so-far-away FMU, and a warm welcome to Randi Bodas, our new administrative support.



**Regina Team:** Randi Bodas, Clerical Assistant; Helen Chang, Lead & Jeanette Bellavance, Administrative Officer



# Faculty Development Strategic Directions

The office of Faculty Development is working towards growing success in four strategic areas which are summarized below.

## RESPONSIVE PROGRAMMING

To grow into a high-level Faculty Development program that is part of the culture of learning at the College of Medicine. We aim to have an inclusive, accessible program that engages all faculty members to improve educational practice, leadership, and scholarship.

- Explicitly identify faculty development's role to respond to the college strategic plan
- Invest in the support framework by enhancing the in-house department support
- Seek and offer creative solutions to informal and formal offerings to reflect the time and method faculty must focus on development
- Promote awareness of the impact of faculty development programming

## ENHANCED PROGRAM QUALITY

To engage in ongoing and systematic evaluation of the process and impact of faculty development through reflective critique, quality improvement, educational innovation, and scholarly work.

- Completion of an evaluation framework that articulates the comprehensive nature to measurement from a lens of the user experience, utilization, and impact
- Promote approaches to best practices learned at the College of Medicine in scholarship

## BUILDING CONNECTIONS AND CAPACITY

To build a community of practice for faculty development and medical education across the province to promote continual learning opportunities and connection.

- Create communities of practice
- Leverage and promote experts
- Continue to support stronger integration between faculty development and CME

## OPTIMIZING DELIVERY

To provide a user-friendly experience to all participants, both on and off-site.

- Establish confidence in the support structure for the processes so that there is a focus on quality of platform and quality of experience
- Invest in communication tools to enable access/searchable functions to materials

### **Facilitating Culture Change**

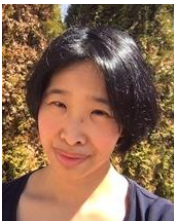
*To support culture change for all faculty in the College of Medicine by being a resource and an innovator for wellness programming and other information, skills development, connections, and program quality improvements. This priority is woven through the other four Faculty Development priorities and supports a number of College of Medicine Strategic Plan goals.*

# Leadership

## Who and Where We Are



**Dr. Cathy MacLean**, FCFP, MCISc, MBA, CCPE is the Faculty Development Director for the College of Medicine. Dr. MacLean is a family physician with extensive administrative, clinical and education experience. Taking on this role in 2017, she has a dedicated 0.5 FTE for Faculty Development and is the leadership module lead for the CE Diploma. She has focused on Coaching development for the past year and leading FD related research.



**Dr. Helen Chang**, MD, FCFP, is Faculty Development Lead for Regina and Coordinator for the SAGE (Skilled Academic Generalist Educator) pilot program. She is an Assistant Professor, Family Medicine, and teaches extensively in the UGME program. Helen is Site Coordinator for the Sensitive Exam Teaching Associate program, co-chair of the Curriculum Delivery Subcommittee, and is co-Site Coordinator for Y1 Regina. She is a student in the M.Ed. (HPE) program.



**Mr. Sean Polreis**, MEd, is the Faculty Development Teaching & Learning Specialist (1.0 FTE) for the College of Medicine. Sean has a passion for teaching and has extensive experience. He has been working in faculty development for the College of Medicine for over thirteen years. In addition to a wide variety of support provided to faculty, Sean has facilitated the TIPS course for residents to develop and grow their teaching skills. Sean is also co-Unit Lead in Teaching & Learning for Dr. Rob Woods in the Clinician Educator Diploma program.



**Dr. Rob Woods** MD, FRCPC, MMed, DRCPC joined Faculty Development in 2019 as the Director of the Clinician Educator Program. He has developed the Clinician Educator Program at USask which launched in September 2020. Rob is an Emergency Physician & STARS Transport Physician.



**Dr. Kalyani Premkumar**, Dr. Kalyani Premkumar, MBBS MD MSc (Med Ed) PhD, MBA, Professor, with the Department of Community Health and Epidemiology and member of the Graduate teaching committee of this department. She is a member of the Technology Enhanced Learning Committee of [AMEE](#). In the College of Medicine, Dr. Premkumar is the lead for the CoM for the Master of Education, Health Professions Education. She provides a variety of faculty development sessions in teaching and assessment. She developed courses and teaches in the master's program as well.



**Amy Winik** is the Administrative Coordinator for Faculty Development. She has been with Faculty Development since June 2019, and with College of Medicine at the University of Saskatchewan since 2010. Amy manages the operations of the FD office, and the delivery of FD programming including the CE Diploma.

## Comings, Goings and Collaborations

We are grateful for many relationships and collaborations within Faculty Development:

**Dr. Christine Pask**, previously with the Department of Academic Family Medicine in Saskatoon, has developed new FD curriculum for an online Canvas course titled 'Professionalism, Professional Identity Formation and Ethics'. The course began its pilot phase in April 2022 and plans to launch in fall 2022. **Dr. Dawn De Souza**, Assistant Professor, Psychiatry and **Dr. Malin Clark**, Clinical Associate Professor and past Interim Provincial Head, Psychiatry are members of the planning committee.

**Dr. Erin Prosser-Loose**, Senior EDI Specialist, and **Adrian Mitter**, Continuing Medical Education Instructional Designer, have been working alongside FD to develop a new curriculum around Equity Diversity and Inclusion. **Dr. Anita Chakravarti**, Clinical Associate Professor Anesthesiology and CME Wellness Lead; and **Dr. Lori Schramm**, Assistant Professor, Academic Family Medicine, are members of the planning committee.

**Dr. Paul Olszynski**, Associate Professor of Emergency Medicine, Director of Simulation and Clinical Ultrasonography, runs the ASSET Foundations course which will return in September 2022 for the first time since COVID.

**Kimberley Drake**, Clerical Assistant CME, has worked diligently in creating and maintaining Twitter and Instagram social media accounts, which launched in January 2022, for FD.

**Dr. Tom Smith-Windsor** retired from his role as Associate Dean Distributed Medical Education. We want to thank him for his many years of dedicated time and commitment with the office of Faculty Development and we wish him all the best. We hope to resume the SaskRENEWAL event in May 2023.

Best wishes to **Jeanette Bellavance**, Administrative Officer for FD in Regina, and welcome to **Randi Bodas** as the new administrative support.





# Programming

## Responsive Programming

### Faculty Development Achievements & Events

**Over forty sessions** were organized by, or presented through, Faculty Development in 2021/2022 with **over 700 participants**. Programming covered all FD themes: Teaching and Learning, Leadership, Professional/Career Development, and Research Skills Development. We were pleased to present Research, Innovation and Scholarship in Education (RISE) virtually again this year and hope for a live event in 2023.

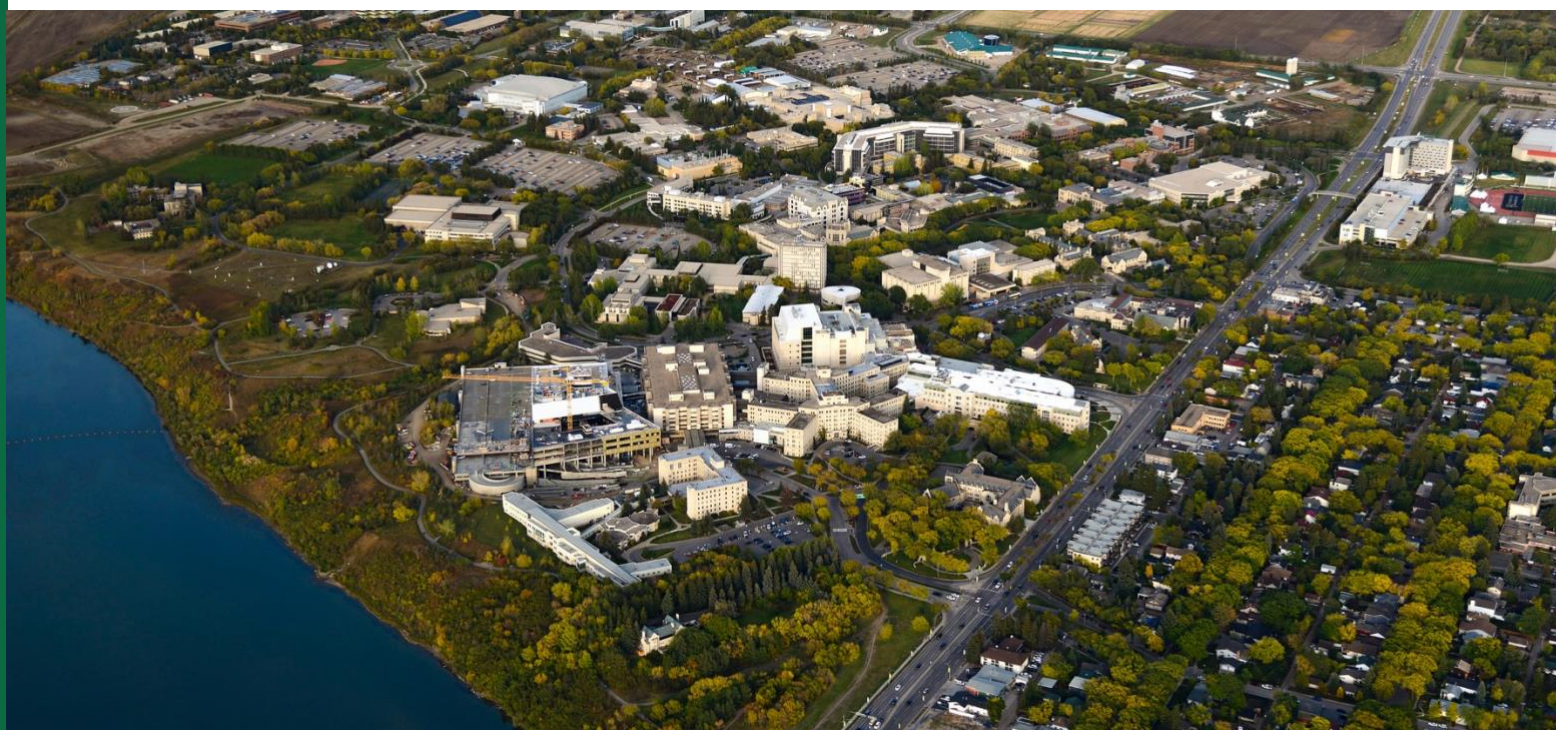
Sessions were organized for medical students, residents, faculty, and staff. We also worked with several departments and provided sessions as a part of departmentally-based retreats, meetings, and rounds.

Faculty Development continued to offer Unconscious Bias workshops for the College of Medicine, facilitated by Sean Polreis. We saw a spike in demand for these sessions over the past two years. These were offered to various departments and Colleges in Saskatoon and Regina including Family Medicine, Respiriology, Psychiatry, Student Academic Management Committee, Admissions Committee and interviewers, as well as the 1<sup>st</sup> Year Medicine and Society students. A session was also presented to the University of Alberta Surgery Department City Wide Rounds and the Dalhousie Anatomical Pathology Grand Rounds.

Each of our core programming sessions (T-TIME & MedEd Reading Club) were approved for 1.5 MOC credits. These credits can be claimed by both Royal College specialists and family physicians (through Mainpro).

There were also a number of Department of Academic Family Medicine Faculty Development-specific events that ran in their distributed learning sites in La Ronge, Moose Jaw, North Battleford, Prince Albert, Regina, Saskatoon, and Swift Current. Congratulations and thank you to all the FD leads in each site!

University of Saskatchewan





## Timely Topics in Medical Education (T-TIME)

T-TIME was launched in September 2020 and is part of the core curriculum for the Clinician Educator Diploma Program. It is open for anyone to attend. T-TIME occurs monthly on the second calendar Thursday from 6:00-7:30pm (excluding June - August). Sessions consist of two 45-minute workshop presentations and take place virtually via Zoom (we hope to have some in-person sessions in the future). T-TIME covers core topics within the CEd program. Presenters are faculty from each core Unit, and this year included fellows from 2020. The T-TIME series has been very successful, with over 20 attendees for every session.

### 2021/22 T-TIME Sessions



<b>September</b>	Best Practices in Document Workplace-Based Assessments	Dr. Rob Woods & Dr. Lynsey Martin
<b>October</b>	Time Management A Primer on Professional Identity Formation	Dr. Cathy MacLean Dr. Christine Pask
<b>November</b>	EPA Assessments: Pearls and Pitfalls Cognitive Load	Dr. Trustin Domes Sean Polreis
<b>December</b>	Growth Mindset in Medical Education Supporting Medical Learners at Times of Transition	Dr. Alanna Baillod Dr. Roona Sinha
<b>January</b>	An Organizational Perspective on Change: Bolman & Deal Four Frames Model The Role of Movies in Medical Education	Dr. Kent Stobart Dr. Dawn De Souza
<b>February</b>	Interprofessional Education: Building OneHealth connections in Inter-Collegial Curricular Collaboration? Pass the Baton: Handover Training in Medical Education	Dr. Regina Gjevre Dr. Kaitlyn Hughes
<b>March</b>	Clinical Teaching Approaches: A Practical Guide to One Minute Preceptor and SNAPPS? Implicit Bias	Dr. Nicole Shedden Dr. Rob Woods
<b>April</b>	Leadership Skills in Medical Education Dual Process Theory	Dr. Jacqueline Kraushaar Dr. Shane Wunder
<b>May</b>	Using Social Media for Health Advocacy Simulation as a Tool for Assessment	Dr. Emily Sullivan Dr. Carlyn Gardner

## Unconscious Bias

Unconscious Bias sessions continue to grow in numbers. These sessions focus on the role of inclusion and diversity in the workplace. Sessions are grounded in self-reflection and enable participants to examine how experiences and identities shape their biases. Participants develop awareness of their first impressions to improve decision-making in the workplace. There were 11 workshops held in 2020-21 across different departments and Colleges in Saskatoon, Regina, Halifax, and Edmonton.

## UGME Onboarding

Since 2018 FD has been working with UGME to deliver an onboarding session to all new course and module directors. Onboarding took place in March this year and will continue to occur bi-annually going forward.

## ASSET Foundations

ASSET stands for Advanced Skills for Simulation Educators and Teachers. ASSET teaches faculty to effectively use simulation as a teaching modality with a focus on feedback and debriefing. ASSET was unable to run in 2020/21 due to COVID-19 restrictions but will return in September 2022.

## Medical Education Reading Club

Medical Education Reading Club first began in 2019. The monthly event focuses attention on an article or book of particular interest related to medical education. The goal was to have a mix of staff, faculty, and any others who have an interest in medical education read and discuss recommended articles and books.

## Teaching Improvement Project Systems (TIPS)

TIPS is a required course for all first-year residents in Saskatchewan. The program had previously been facilitated by Sean Polreis and involves all postgraduate year one residents (PGY 1) at the University of Saskatchewan.

This past year the TIPS course delivery transitioned from Faculty Development to PGME. This is certainly a work in progress but we have trained several facilitators to deliver the TIPS course to our residents and have created a TIPS for Residents Oversight Committee to direct the delivery of the course moving forward.

We hope to continue to work with Departments to ensure residents continue to apply the teaching principles they learn in TIPS. We emphasize that TIPS is the start of a lifelong journey in medical education with many future opportunities to grow their knowledge and skills, particularly with the introduction of the Master of Education (with two certificate routes) and the Clinician Educator Diploma option.

## PROMPT-MED

The Peer Observation and Mentorship Program for Teaching in MEDicine (PROMPT-MED) provides opportunities for faculty to grow their skillset in teaching through peer observation. It is a flexible program that can also be tailored depending on the predominant type of teaching the faculty member does. The program will match the faculty member with a peer who has the appropriate teaching experience for the teaching context. The goal is to provide constructive, practical, and evidence-based feedback in a safe and supportive environment. If you are interested in this program, please contact Dr. Greg Malin ([greg.malin@usask.ca](mailto:greg.malin@usask.ca)) in the College of Medicine.

## Research, Innovation and Scholarship in Education (RISE)

Faculty Development was pleased to present its 5<sup>th</sup> Annual RISE event on June 10, 2022. RISE was presented virtually for the second year in a row and hopes to be in-person in 2023. RISE is a sharing event to celebrate the medical education research and scholarship work that is being done in medicine and across the health professions in Saskatchewan. Starting in June 2017 this event is offered annually and showcases work by staff, faculty, and learners across the province.



RISE 2022 saw over 80 participants and featured 16 oral presentations and 8 electronic poster presentations. New for this year's plenary presentation, the top ranked abstract in each of the three categories (Education Innovation, Qualitative Education Research, and Quantitative Education Research) were invited to present as our plenary speakers. A post-event presentation *"Health Professions Education Programs: A Bridge to Quality Improvement"* was offered by Dr. Rob Woods, Director, Clinician Educator Diploma Program, Associate Professor Emergency Medicine and Dr. Kalyani Premkumar, Professor Community Health and Epidemiology, CoM Lead Master of Education (Health Professions Education).

Congratulations to our award winner Sibtain Ali for his presentation on *'Health Profession Educator's Experiences amidst the COVID-19 Pandemic and Digital Equity Concerns'*. Also a special thanks to our two other plenary presenters Vivian Murungi and Dr. Christine Pask, and honorable mentions Dr. Paul Olszynski and Loni Desanghere.

We would like to acknowledge Darla Schiebelbein and her team at CME for making this virtual event happen, and to everyone who attended and presented. We hope to see you at next year's RISE!



RISE 2022

Learn more about the event and access handouts and resources [here](#).

*This event is an Accredited Group Learning Activity (Section 1) as defined by the Maintenance of Certification (MOC) program of the Royal College of Physicians and Surgeons of Canada and accredited by the Division of Continuing Medical Education, College of Medicine, University of Saskatchewan for up to 2.75 MOC credit hours*

## Other FD Events

### ***TIPS Facilitator Training***

Virtual

July 9, 2021

### ***TIPS Facilitator Training***

Virtual

July 21, 2021

### ***TIPS for Residents***

Virtual

August 9, 2021

### ***TIPS for Residents***

Virtual

August 10, 2021

### ***TIPS for Residents***

Virtual

August 16, 2021

### ***TIPS for Residents***

Virtual

August 17, 2021

### ***RMED Series***

Virtual

September 21, 2021

### ***Entrustable Professional***

#### ***Activities (EPA)***

Virtual

November 17, 2021

### ***Entrustable Professional Activities (EPA)***

Virtual

November 24, 2021

### ***Entrustable Profession Activities (EPA)***

Virtual

November 29, 2021

### ***Feedback***

Regina

December 2021

### ***Large Classroom Teaching***

Virtual

January 28, 2022

### ***Med Teach Lunch & Learn in Medical Education (Padlet)***

Virtual

March 24, 2022

### ***Med Teach Lunch & Learn in Medical Education (PollEverywhere)***

Virtual

April 20, 2022

### ***Med Teach Lunch & Learn in Medical Education (Kahoot)***

Virtual

April 20, 2022

### ***Mistreatment of Faculty/ Staff***

Virtual

May 2022

### ***Feedback***

Virtual

June 16, 2022

### ***Med Teach Lunch & Learn in Medical Education (Mural)***

Virtual

June 22, 2022

### ***Engaging Learners***

Virtual

June 2022

*Lifelong Learning*



# Building Connections & Capacity

## Faculty Development & Postgraduate Medical Education



A message from **Dr. Anurag Saxena**, Associate Dean Postgraduate Medical Education

The Postgraduate Medical Education office (PGME) has enjoyed a collaborative relationship with Faculty Development and their education team, led by Dr. Cathy MacLean, over the years, sharing in important work to enhance the education and success of residents. The shared vision of Continuous Quality Improvement has allowed FD and PGME to work together to provide excellence in deliverables in residency education.

Alignment of the PGME and FD strategic plans with the College of Medicine, especially in the areas of Equity, Diversity, and Inclusion (EDI), allows for the opportunities to bring faculty, staff, and resident learners together in various ways. The Unconscious Bias Workshops presented by Mr. Sean Polreis to faculty, program directors and program administrators is just one of the examples of the shared vision. These workshops are beneficial to residency training and PGME as they provide opportunities to recognize and help to steer changes in residency admissions and are valuable in assisting with providing development in coaching opportunities.

FD and PGME work jointly to develop and offer the TIPS/Residents as Teachers course. This course is mandatory for new incoming residents to PGME, ensuring residents are prepared for providing guidance and teaching with peers and junior residents as they progress through their training. In keeping with opportunities for education and training jointly with FD, PGME has been fortunate to receive assistance in the transition to Elentra, the electronic platform that will house the resident's progression through CBD/programs, with ongoing sessions regarding EPAs and resident assessment by and for faculty.

The annual Research, Innovation and Scholarship in Education (RISE) conference is a welcome opportunity, organized and facilitated by FD to provide PGME residents, faculty and staff the opportunity to come together and present in areas of interest and work throughout the year.

I continue to look forward to the exciting collaboration PGME and FD enjoy working toward, ensuring we train excellent and competent physicians and share in the mission and vision of the way forward in Medical Education.

## Faculty Development & Undergraduate Medical Education



A message from **Dr. Meredith McKague**, Associate Dean Undergraduate Medical Education

The undergraduate medical education (UGME) program continues to value our relationship and collaboration with Faculty Development to support the high-quality education of our medical students in environments conducive to learning and growth.

UGME is using a hybrid teaching and learning model. The pandemic forced us to rapidly change our delivery methods. Based on feedback from students and faculty on what worked well with remote delivery, our goal is to move to new and better curriculum delivery balancing different methods. Faculty development has continued to partner with UGME and other stakeholders to develop tools to support effective remote and hybrid delivery. This includes further refining the set of resources on the Canvas [Remote Learning Toolbox](#) as well as offering live and recorded sessions to help support faculty in their teaching.

The undergraduate curriculum is being renewed, with a fresh curriculum roll-out starting in Year 1 in fall 2022. As part of this initiative, we are focusing on active learning and other evidence-informed methods to support student learning. Faculty development is providing support for faculty to further enhance active learning in the renewed curriculum. In addition, faculty development is assisting with developing facilitator orientation materials for a new case-based learning module being introduced. As we expand our implementation of competency-based medical education in the UGME program, we also look forward to collaborating with faculty development to support faculty in using entrustable professional activity (EPA) assessment effectively to support competency-based education.

Also in fall of 2022, Year 1 of the MD program will be offered in Regina for the first time, with 40% of students now completing their full four years of the program in Regina. Faculty development is an active supporter of the SAGE (Skilled Academic Generalist Educator) program, a new program being piloted to develop a group of faculty in Regina who commit to a greater teaching involvement and participate in core faculty development activities to enhance their teaching.

As part of our goals of enhancing equity, diversity and inclusion in the UGME program, we continue to work on training to help recognize and mitigate unconscious bias – this includes training for those participating in admissions and committees that make academic decisions. Faculty development also continues to support our students with this training, to help them recognize and mitigate bias as health care providers. As part of our onboarding of new faculty to educational leadership roles, faculty development helps with orientation activities to assist faculty in their new roles. We are also including components of the new Canvas Ethics and Professionalism course in orientation of educational leaders to help them identify ways to support safe and effective learning environments for learners from diverse backgrounds.

Faculty development works with our learning sites around the province to offer programming that meets the needs of the site, to enhance and support teaching the variety of learners at each site.

Faculty development and UGME continue to integrate work and collaborate. Representatives of faculty development are actively supporting UGME strategic planning, curriculum renewal, and relevant committees involved in curriculum delivery. Similarly, UGME contributes to faculty development strategic planning and steering committee and works with faculty development to identify ongoing and new opportunities to support faculty to optimize the education of our students.

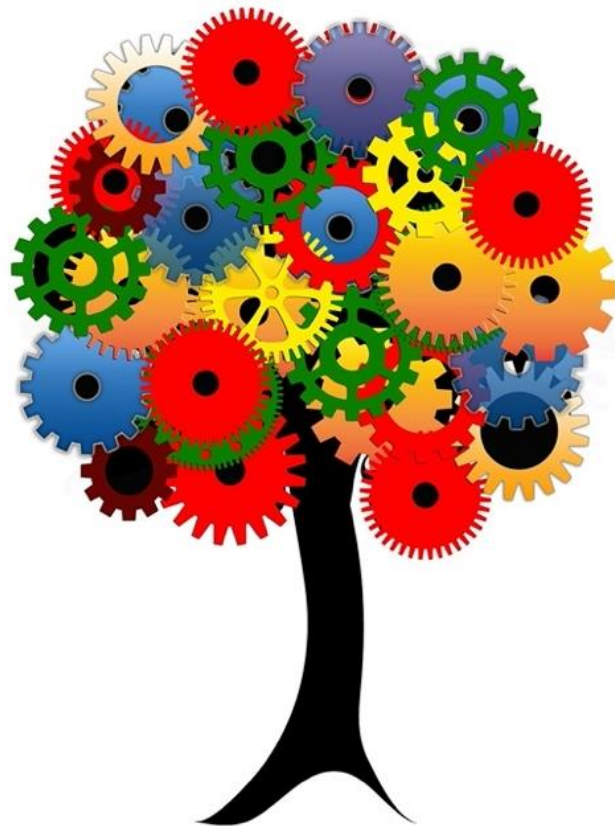
We are grateful to our colleagues in faculty development for being great partners in supporting the education of our province's medical students.

## Faculty Development & Faculty Engagement



### A message from **Dr. Marilyn Baetz**, Vice-Dean Faculty Engagement

Faculty development is a key factor for faculty engagement. As our medical faculty and biomedical scientists strive to provide high quality teaching to our learners, the faculty development resources, training opportunities, and consultation available, are of prime importance. Engagement is really about “fostering the development of others” and “contributing to the creation of a healthy organization” which includes providing meaningful opportunities to contribute and ensuring resources are available for support. With close to 2000 faculty – many of whom are physicians - spread across the province, the challenge of providing interesting, relevant, and updated teaching supports is enormous. We are happy to play a role in ensuring our faculty are aware of the resources and know how to access them. This year we have been excited to see the new and evolving materials, the innovative ways of delivery, and the engagement of our new faculty. The focus on wellness, mentorship, and leadership are important considerations that we also share; and we work to find collaborative ways to move forward these key elements.

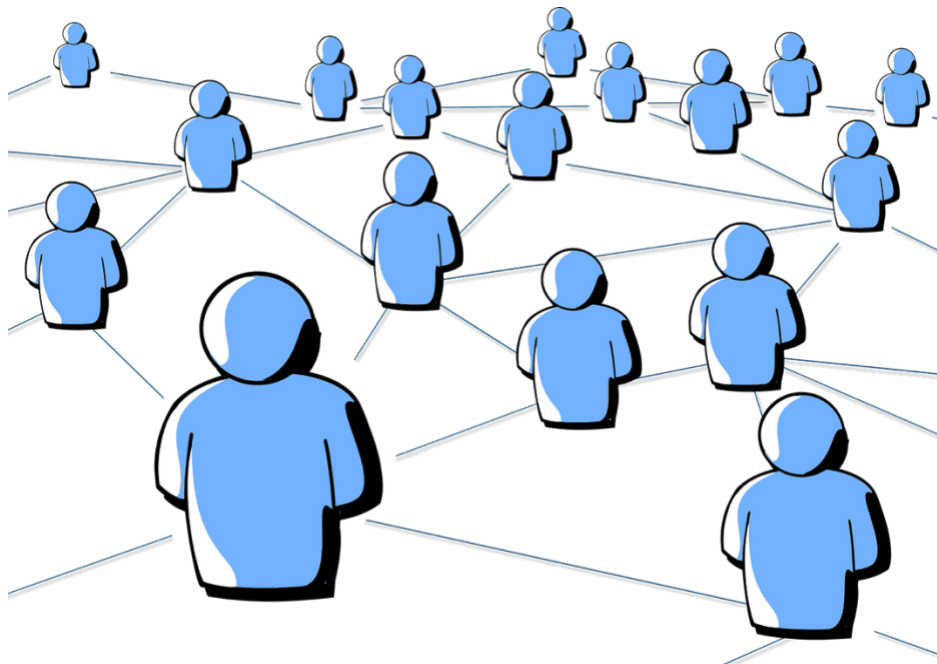


## Committees

### Faculty Development Advisory Committee

The Faculty Development Advisory Committee (FDAC) has been meeting twice a year since April 2016. FDAC includes representation from other health sciences colleges, the Health Sciences Library, 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. Membership this past year included:

- **Dr. Cathy MacLean**, Director, Faculty Development (Chair)
- **Dr. Marek Radomski**, Vice Dean Research, College of Medicine
- **Dr. Gill White**, Associate Dean, Regina Campus
- **Dr. Anurag Saxena**, Associate Dean, Postgraduate Medical Education
- **Dr. Jim Barton**, Associate Dean, Division of Continuing Medical Education
- **Dr. Meredith McKague**, Associate Dean, Undergraduate Medical Education
- **Ms. Erin Watson**, Clinical Medicine Liaison, Leslie and Irene Dubé Health Sciences Library
- **Ms. Nancy Turner**, Director, The Gwenna Moss Centre for Teaching Effectiveness
- **Dr. Marilyn Baetz**, Vice Dean, Faculty Engagement
- **Dr. Teresa Paslawski**, Associate Dean, School of Rehabilitation Science
- **Apurv Patel**, Student Representative





## Provincial, National and Beyond

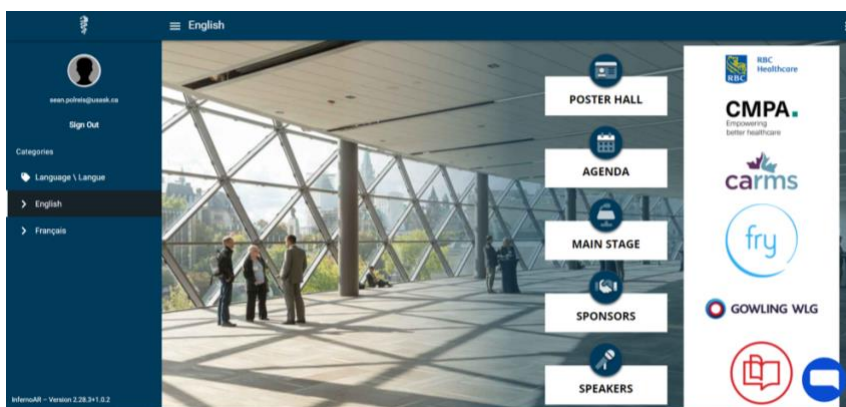
**Sean Polreis** is part of several committees including: TIPS for Residents Oversight Committee (Chair), Clinical Skills Sub-Committee, AFMC Faculty Development Committee, RISE Planning Committee, Clinician Educator Committee, Best Practices for Competence Committees, EDI Curriculum Planning Committee, and the UGME EPA Working Group.

**Helen Chang** is the SAGE (Skilled Academic Generalist Educator) pilot program coordinator, Site Coordinator for the Sensitive Exam Teaching Associate program, co-chair of the Curriculum Delivery Subcommittee, and is co-Site Coordinator for Y1 Regina. She is a member of the Research Innovation and Scholarship in Education planning committee, Assessment Subcommittee (Fall 2021), Clinical Skills Subcommittee; ART MED Ed cohort member; SAC (Aug – Dec 2021); EDI Working Group; Medicine Faculty Engagement network; Y1 Planning Committee; FD Retreat Planning Committee; Curriculum Committee; Y1 Anatomy Subcommittee. Helen attended CCME and an HMI Systems Assessment course in 2021-22.

**Kalyani Premkumar** is part of several committees including: AMEE Technology Enhanced Learning Committee member, Graduate Teaching Committee (CH&E), Masters in Health Professions program (CoE) Steering Committee, Health Professions Education Working Group member, Faculty Council, Secretary CoM, and a RISE Planning Committee member. She is an abstract reviewer for the AMEE conference. Kalyani presented at the 2021 International Association for Medical Education in Europe (AMEE) Conference in Glasgow on Student Experiences with E-Posters for Classroom Assessment.

**Cathy MacLean** sits on the Continuing Medical Education Advisory Committee, Indigenous Health Committee, Faculty Engagement Advisory Committee, UGME Curriculum Delivery Sub-Committee, and is an ART MED Ed cohort member. She also actively attends the Education Executive Team meetings and PGME meetings. 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 Family Medicine Conference planning committee of the SCFP. Nationally she works with the AFMC FD committee, AMEE Faculty Development Interest Group, and the CFPC FDIG (Faculty Development Interest Group).

**Rob Woods** is a member of the AFC Specialty Committee and is involved in developing a Practice Eligible workshop so experienced Clinician Educators, who do not hold this formal credential, can be supported in doing so. He also serves on the International Conference on Residency Education (ICRE) Planning Committee, Faculty Development Planning Committee, RISE Planning Committee, and SAGE Committee.



# Optimizing Optimizing Delivery

## Social Media Launch

With the help of Continuing Medical Education, Faculty Development was able to launch on Instagram and Twitter in January 2022. The sites are gaining traction and have over 130 followers. If you haven't already, give us a follow and see what we're up to! A big thank you to CME for all their continuing hard work in making this a success.



@usask\_com\_fac\_dev



@USaskCoMFacDev



## Faculty Development Website

We are continually updating our website to provide the most up-to-date content, supports, resources, and programming. Visit our site here: [medicine.usask.ca/facultydev/](https://medicine.usask.ca/facultydev/). Leave us a suggestion of how we could improve our site: <https://www.surveymonkey.ca/r/Z6MCQLX>.

## Online Canvas Programming

This past year, Faculty Development has been focused on developing longitudinal programming on Canvas that can be accessed by faculty asynchronously throughout the year. These courses are based on areas of need and include an orientation for new faculty, clinical teaching skills, professionalism, EDI, and other topics specific to UGME, PGME, and so forth. We look forward to building on these throughout 2022 and will be engaged in program evaluation as well.

This work has involved a large group of contributors and we are very grateful to them for the work they have done on behalf of Faculty Development. We are especially grateful to the Distance Education Unit and their support in launching this initiative. These programs are offered for free to all faculty, staff, residents and students.

## Faculty Development Library

Check out our online Faculty Development Library. If we have titles of books or medical education articles you might be interested in borrowing, contact [medicinefaculty.development@usask.ca](mailto:medicinefaculty.development@usask.ca) to make arrangements.

We are happy for these resources to be used by individuals in the College of Medicine or other Health Professions, anyone participating in our FD programming, as well as those in distributed teaching sites in SK. Visit: [cmfdlibrary.librarika.com](https://cmfdlibrary.librarika.com). If there are great titles related to medical education that you think we should have, let us know. We welcome your suggestions.

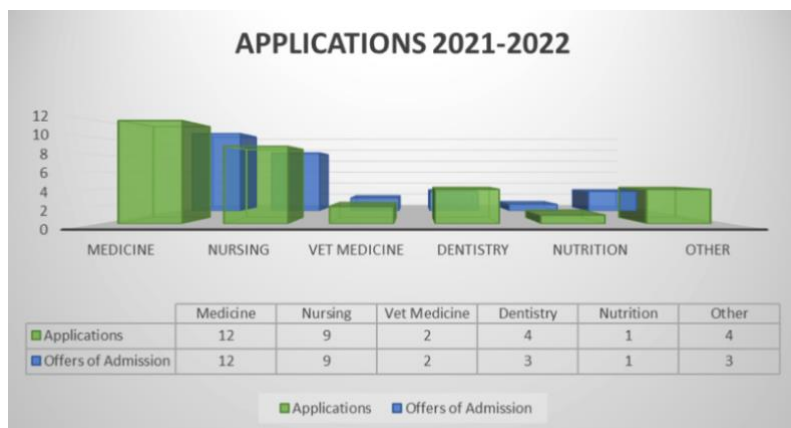
## UGME Remote Learning Toolbox

We'd like to acknowledge Amanda Stalwick for her development of the UGME Remote Learning Toolbox. The UGME Remote-Learning Toolbox is a user-focused hub, providing both technical and pedagogical resources to help faculty make the most of teaching remotely. Whether teaching live sessions in Webex/Zoom or pre-recording sessions in Panopto, this course will help guide instructors through the software and techniques they can use to provide a great learning experience for their students. [Access the toolbox](#) (NSID/password required).

## Master of Education (Health Professions Education)

The Health Professions Education graduate program has been running since September 2020. The program began with an enrollment target of 25 students and exceeded with a total of 34 students. In the last academic year, 2021-2022, their target enrollment was 50 and were very close to achieving this with 49 students. The graduate programs continue to grow every year with the high demand of health professionals in Canada and around the world.

Dr. Premkumar developed and taught two courses – ECur 836 -Teaching methodologies facilitating learning through teaching; ECUR 837 -Technology & Simulation in teaching and learning - and developed a new course in collaboration: EADM 842:Research in Health Professions Education.



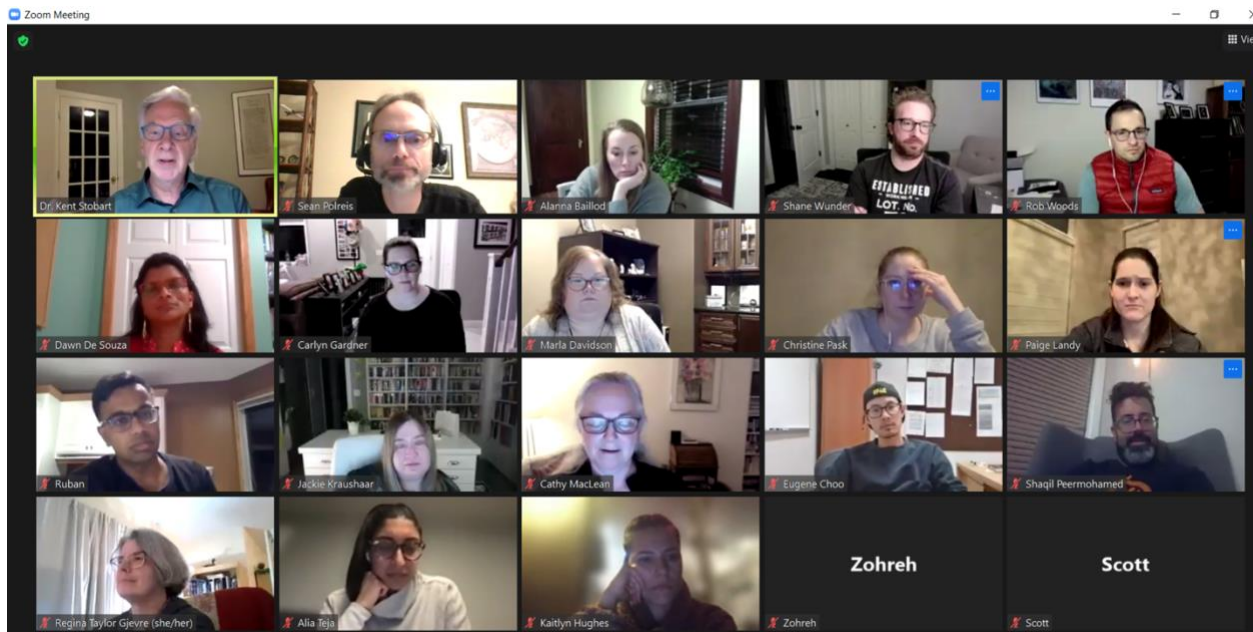
## Clinician Educator Diploma Program

The Clinician Educator Diploma Program launched in 2020 at the University of Saskatchewan. It is an Area of Focused Competence (AFC) through the Royal College of Physicians and Surgeons of Canada. This program aims to train consultants in medical education and is only the second accredited program in Canada. The program is open to RCPSC members and family physicians.

The program has 28 faculty from across the province representing 8 Departments (Family Medicine, Internal Medicine, Psychiatry, Pediatrics, Surgery, Emergency Medicine, Anesthesia, and Pathology) as well as education specialists. The third cohort of fellows have just been accepted and will start in June 2022 for a total of 21 fellows in the program. So far, fellows have come 9 Departments (Family Medicine, Emergency Medicine, Internal Medicine, Psychiatry, Physical Medicine & Rehabilitation, Surgery, Pediatrics, Anesthesia, and Pathology).

T-TIME rounds continue monthly with high attendance rates and positive reviews. The program had an 18-month external review with the Royal College in April 2022 and will use that information to continue to improve the program.

This program will raise the level of education expertise in the College of Medicine. We will be open for applications for the 4th cohort in January of 2023. Please [contact us](#) if you are interested and would like to learn more about the program.



T-TIME January 2022



# Enhanced

## Enhanced Program Quality

### 2022 Faculty Development Retreat

The Faculty Development retreat was held in May 2022 and was facilitated by Kaitlin Pike. There were 12 people in attendance in Saskatoon and virtually from Regina.

The focus of the retreat was to review the Faculty Development strategic plan, discuss the ASPIRE criteria and how best to move forward to apply for the ASPIRE award in the future. [ASPIRE](#) is an international award that recognizes excellence in medical, dental and veterinary schools. This prestigious award is supported by the Association for Medical Education in Europe (AMEE).

For each ASPIRE criteria, participants discussed in small groups the current state, gaps, barriers, and next steps for FD. Below is an overview of these discussions:

#### Data

- There is a lack of data in Faculty Development, including data on: patient outcomes, learner outcomes, programming data (by department and learner)
- FD needs a bird's eye view of all FD programming and contributors (including centralized and distributed offerings and people – i.e., those that “do” FD-related things but are not formally affiliated with the FD office, micro-FD in PGME and UGME, etc.)
- We need to map FD offerings to show successes, to show how FD is achieving outcomes (attendance doesn't measure impact)
- Lack of resources for overall program evaluation

#### Culture

- Faculty Development is seen as something you “have” to do, and is not valued as it needs to be
- This is also reflected in the resources dedicated to FD at the department level – some departments are more involved than others in FD
- Build FD into the faculty promotional standards within the College of Medicine
- Engagement at rural sites – determine and address the barriers that exist for participating in FD

#### Capacity building

- Build the capacity to support FD throughout departments in small ways (i.e., champions)
- Communities of practice
  - Lots of opportunity to link FD leads in departments, FD champions, Clinician Educators and HPE graduates
- Collaborations with leadership training, Med Ed Research, interdepartmental communities of practice, Health Sciences Colleges and external partners

Our next steps will be to focus on overall FD program evaluation and improve our metrics.

# College of Medicine Faculty Development Year at a Glance (2021-22)

## Responsive programming

To grow into a high-level Faculty Development program that is part of the culture of learning at the College of Medicine. We aim to have an inclusive, accessible program that engages all faculty members to improve educational practice, leadership and scholarship.

### Highlights

- Virtual delivery for all programming on multiple platforms



In 2021-22, Faculty Development hosted **42** sessions with **702** participants. **49%** of our participants are faculty.

Faculty (CoM)	Medical Students	Staff/ Other	Residents
342	172	113	75

Feedback on the **18 T-TIME sessions** has been positive – participants felt that **interaction levels were high** and the **facilitator was effective**.

There were adequate opportunities to interact with facilitator and participants



Facilitator was effective in delivering and facilitating the session

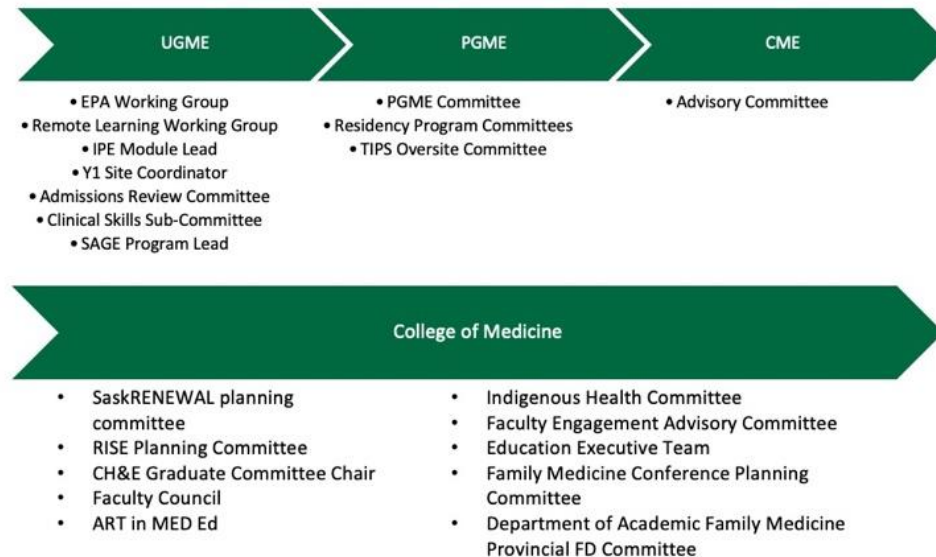


# College of Medicine Faculty Development Year at a Glance (2021-22)

## Building connections and capacity

To build a community of practice for faculty development and medical education across the province to promote continual learning opportunities and connection.

Faculty Development is well-represented on committees and working groups across the medical education continuum. Faculty Development also has strong links nationally and internationally, and we engage with multiple sites across the province daily.



## Faculty Engagement Study (Dr. Udoka Okpalauwaekwe)

- Funding was received in 2019 to explore reasons why faculty physicians / academics choose to participate (or not) in Faculty Development and/or Continuing Medical Education programs organized by the College of Medicine.
- Initial findings indicate **time restrictions** to be the most common reason for not participating, followed by **lack of interest, perceived lack of relevance, distance, and disconnectedness**.

## National Committees

- AFMC FD Committee
- AFMC Standing Committee on CPD
- AFMC FD Interest Group
- CFPC Faculty Development Interest Group

## International Committees

- AMEE ASPIRE Panel Member
- AMEE FD Interest Group
- AMEE Technology Enhanced Learning Committee



# College of Medicine Faculty Development Year at a Glance (2021-22)

## Enhanced program quality

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To engage in ongoing and systematic evaluation of the process and impact of faculty development through reflective critique, quality improvement, educational innovation, and scholarly work.

### Highlights

- Core programming sessions (T-Time & MedED Reading Club) approved for 1.5 MOC credit hours

### Educational innovation

- The resident training program, TIPS has been decentralized to allow for increased capacity and engagement of facilitators at all sites

**96%** of participants rated our programming “good” or “very good”



**June 10, 2022**

81 participants  
19 presentations  
8 posters



# College of Medicine Faculty Development Year at a Glance (2021-22)

## Optimizing delivery

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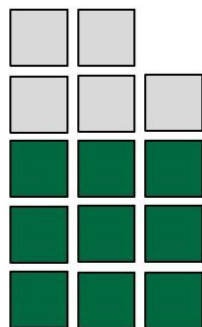
To provide a user-friendly experience to all participants, both on and off-site.

### Highlights

- Masters in Education (Health Professions Education) and Clinician Educator Diploma program
- Launch of Social Media (Instagram and Twitter)

### Clinician Educator Diploma program

- This is the second accredited program in Canada that aims to train medical consultants
- **4** Fellows accepted in June for 2022/23. **21** fellows total
- Most of these fellows are engaged in educational leadership in the college:
  - Clerkship and course directors
  - Professors
  - Preclerkship and resident training coordinators



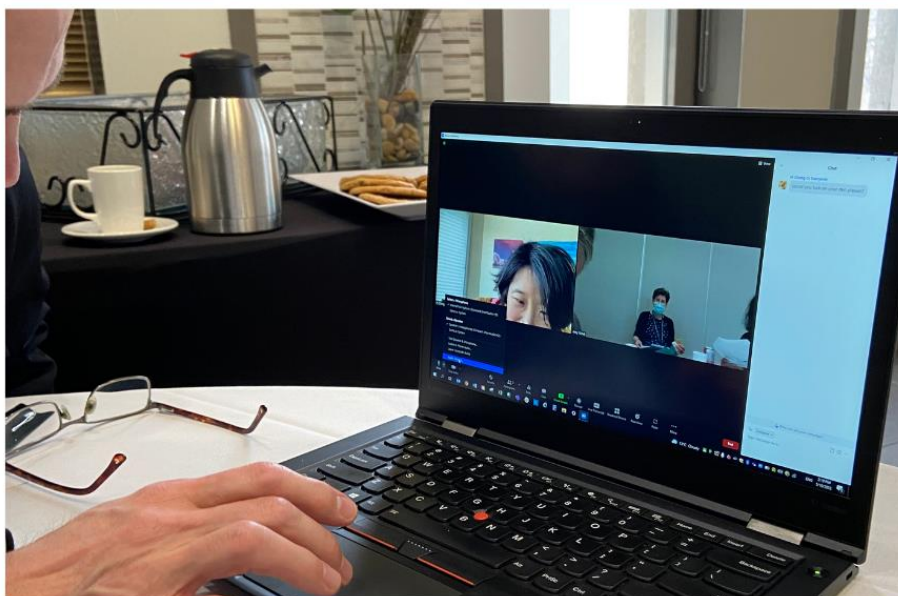
The Fellows represent **9 of 14** College of Medicine departments. Our goal is to have fellows from all departments.

### Masters in Education – Health Professions Education

- **13** students completed the first certificate in 2021; and **1** in
- **8** students completed the full masters program in 2022 (7 at spring convocation and 1 at fall convocation)
- Participants are from local, national, and international areas



# 2022 Faculty Development Retreat





## Our Research, Scholarship and Publications

### PUBLICATIONS

**Okpalauwaekwe U, Polreis S, D'Eon M.** Does the format residents use to give and receive feedback about teaching affect the usefulness of the feedback? *Can Med Educ J.* 2021 Nov 1;12(5):48-53. doi: 10.36834/cmej.71595. PMID: 34804288; PMCID: PMC8603892.

Yilmaz Y, Carey R, Chan TM, Bandi V, Wang S, Woods RA, Mondal D, **Thoma B.** (2021). Developing a dashboard for faculty development in competency-based training programs: A design-based research project. *Canadian Medical Education Journal*, 12(4), 48-64.

**Thoma B,** Caretta-Weyer H, Schumacher DJ, Warm E, Hall AK, Hamstra J, Cavalcanti R, Chan T. (2021). Becoming a Deliberately Developmental Organization: Using competency-based assessment data for organizational development. *Medical Teacher*, 43(7), 801-809.

Forristal C, Russell E, McColl T, Petrosoniak A, **Thoma B,** Caners K, Mastoras G, Szulewski A, Chaplin T, Huffman J, Woolfrey K, Dakin C, Hall AK. (2021). Simulation in the continuing professional development of academic emergency physicians – a Canadian national survey. *Simulation in Healthcare*, 16(4), 231-300.

Yilmaz Y, Carey R, Chan TM, Bandi V, Wang S, **Woods RA,** Mondal D, Thoma B. Developing a dashboard for faculty development in competency-based training programs: A design-based research project. *Canadian Medical Education Journal*. Accepted May 2, 2021.

Stiell IG. For the Canadian EM Writing Group (**Woods R**). Guide to writing and publishing a scientific manuscript: Part I – The Structure. *Canadian Journal of Emergency Medicine*. Accepted Nov 19 2021

Stiell IG. For the Canadian EM Writing Group (**Woods R**). Guide to writing and publishing a scientific manuscript: Part II – The Process. *Canadian Journal of Emergency Medicine*. Accepted Nov 19 2021

**Premkumar K,** Othman I, Aiyer H. Twelve tips for using ePosters as an active learning strategy. *Med Teach.* 2021 Oct 24;1-8. doi: 10.1080/0142159X.2021.1966402. Epub ahead of print. PMID: 34689694.

### FUNDING

2021 – **MacLean C,** McIntyre D, Coaching Certification Proposal for Medical Education in Canada. Dean's Summer Research Program, College of Medicine. \$5,050.

2021 – **Woods R,** The development of a natural language processing (NLP) algorithm to score narrative comments with the QuAL (Quality Assessment for Learning) tool in postgraduate work-based assessment, Dean's Summer Research Program, College of Medicine. \$5,000.

2021 - Canadian Association of Emergency Physicians (CAEP) Emergency Medicine Advancement Fund (EMAF) Grant: \$10,000. **Woods R,** Spadafore M, Yilmaz Y, Rally V, Singh S, Martin L, Pardhan A, Thoma B, Monteiro S, Chan T. Using Natural Language Processing and Machine Learning to rate narrative assessment comments in CBME.



University of Saskatchewan

## MOC and MainPro+

Several of our FD programs at the College of Medicine and Department level have had MOC and/or Mainpro+ credits, including our monthly Core Faculty Development sessions. The Division of CME has been responsible for approving faculty development applications for MOC and Mainpro and has been a helpful partner to achieve this. In 2021-22 we offered a total of 22.25 MOC Section 1 credit hours between our programming.

For FD to be able to offer study credits we require 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. With participant involvement on planning committees, we can make both our Faculty Development and our Continuing Medical Education at USask tailored to better meet needs and ensure that the programs deliver what is needed!



## Going Forward

We had a great FD retreat in May and now have our work cut out for us going forward. It was our first time getting together in-person in the past couple of years and it was great to spend some time thinking about FD, our direction and our goal of meeting the international ASPIRE criteria of excellence for faculty development. We have a dream to successfully meet those criteria in the future. A goal is a dream with a plan; with the retreat, we now have a plan. So our goal is now defined as we look to the future. Our focus will be on addressing the gaps, particularly around evaluation, of what we are trying to accomplish in Faculty Development. I am five years into this role and I am excited to move forward with this priority and will continue to grow our offerings, but at the same time now, to explore if and how we make a difference. There are some great things ahead – new offerings on Canvas, in-person events again, ASSET will be back this fall, more work to come on Indigenous Health FD and Antiracism through the ART in MED Ed project. Faculty Developers are change agents and we hope to demonstrate more and more positive changes, the impactful differences we are making in the College of Medicine. We hope you will join us – it's a great ride!

Lastly, thank you to Amy and Sean – the heart and soul of Faculty Development at USask College of Medicine. I am so fortunate to have such a great core team. Thank you to all those who contributed to this year's annual report and to the work accomplished this past year. Most of all, thanks to all the faculty and learners who we get to work with. We really appreciate your many contributions!



## Contact Us

Faculty Development College of Medicine  
[medicine.usask.ca/facultydev](http://medicine.usask.ca/facultydev)

### REGINA

**Helen Chang**

FD Lead, Regina  
[woodrabbit@sasktel.net](mailto:woodrabbit@sasktel.net)

**Randi Bodas**

Administrative Assistant, Regina  
[reginafaculty.development@usask.ca](mailto:reginafaculty.development@usask.ca)

### SASKATOON

**Cathy MacLean**

FD Director  
[cathy.maclean@usask.ca](mailto:cathy.maclean@usask.ca)

**Kalyani Premkumar**

Lead, Master of Education (HPE)  
[kalyani.premkumar@usask.ca](mailto:kalyani.premkumar@usask.ca)

**Greg Malin**

Peer Observation Program; PROMPT-MED  
[greg.malin@usask.ca](mailto:greg.malin@usask.ca)

**Amy Winik**

Administrative Coordinator  
[medicinefaculty.development@usask.ca](mailto:medicinefaculty.development@usask.ca)

**Paul Olszynski**

ASSET Program  
[p.olszynski@usask.ca](mailto:p.olszynski@usask.ca)

**Rob Woods**

Lead Clinical Educator Program  
[rob.woods@usask.ca](mailto:rob.woods@usask.ca)

**Sean Polreis**

Teaching & Learning Specialist  
[sean.polreis@usask.ca](mailto:sean.polreis@usask.ca)

**Office Location**

5B57 B Wing, Health Science Building  
(306) 966-5171



@usask\_com\_fac\_dev



@USaskCoMFacDev



**UNIVERSITY OF SASKATCHEWAN**

# College of Medicine

**FACULTY DEVELOPMENT**

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