

Faculty Professional Development Day 2014

“Innovation in Medical Education: Embrace the Change - Transform the Culture”

Department of Obstetrics and Gynaecology
University of Toronto

12:00-18:00, November 11, 2014
The Vaughan Estates | 2075 Bayview Ave, Toronto, ON M4N 3M5

12:00-12:45	Registration & Lunch	<i>Reception & Main Ballroom</i>
12:45-13:00	Chair's Welcome John Kingdom	<i>Main Ballroom</i>
13:00-13:50	Opening plenary lecture (Trans)formation: Learners, teachers and 21st century health professional curricula Brian Hodges	<i>Main Ballroom</i>
14:00-14:50 15:00-15:50	Workshop I: Assessment in Competency-Based Medical Education Nicolette Caccia	<i>Main Ballroom</i>
14:00-14:50 15:00-15:50	Workshop II: Key Strategies Toward Successful Grant Writing Theodore Brown and Kellie Murphy	<i>Dunvegan</i>
15:00-15:50	Workshop III: A New Frontier in The Clerkship Year: Launching a Longitudinal Integrated Clerkship (LinC) at U of T Rajiv Shah and Stacey Bernstein	<i>Academy of Medicine</i>
14:00-14:50	Workshop IV: The Pathway to Promotion based on Excellence in Education Filomena Meffe and Richard Pittini	<i>Academy of Medicine</i>
14:00-14:50 15:00-15:50	Workshop V: The Second Victim: Running the Gauntlet Amy Nakajima	<i>The Valleyanna</i>
16:00-17:00	Key-note lecture Blurring the Lines: Learning from Practice to Inform Education Stella Ng	<i>Main Ballroom</i>
17:00-18:00	Awards Ceremony & Wine-and-Cheese reception	<i>Reception & Main Ballroom</i>

Program Director: *Dr. Filomena Meffe*

Program Description

This program has been designed to highlight some innovative developments in the medical education landscape and emphasize the need for faculty members to be receptive to exploring new approaches, reflective, adaptive to change and accepting of the challenges associated with cultural transformation. Successful career advancement can be achieved through research and education.

Program Objectives

1. Examine the changes occurring in health professional curricula with respect to competency-based medical education and longitudinal integrated clinical clerkships
2. Explore opportunities for career advancement with respect to academic promotion and successfully obtaining research funding
3. Recognize the impact of adverse events on health care providers and develop a culture that promotes health and wellness for health care providers
4. Recognize how reflective practice can impact on medical education

Descriptions, Goals and Objectives of Lectures and Workshops

KEYNOTE LECTURE - Blurring the Lines: Learning from practice to inform education

Dr. Stella Ng

Description

In this session, the blurred lines between practicing clinically, teaching future clinicians, and creating new knowledge will be explored. Theoretical bases for different framings of what 'counts' as knowledge and work in academic health sciences will be shared. Practical implications for academic health science practitioners and systems will be discussed, with a view to empowering individual clinicians/teachers to engage in meaningful knowledge work and reflective practice.

Goal

The goal of this session is to foster knowledge creation and sharing through and within practice, by exploring helpful theoretical framings for 'knowledge work.'

Objectives

1. Describe at least 3 different conceptions of 'knowledge'
 2. Discuss dominant conceptions or 'frames' of knowledge in academic health sciences
 3. Apply alternative 'frames' for knowledge creation, such as reflective practice, to daily work
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PLENARY OPENING LECTURE: (Trans)formation: Learners, teachers and 21st century health professional curricula

Dr. Brian Hodges

Description

Competence is a hot topic being greatly debated in many academic circles. What competence is considered to be has changed considerably over different historical eras. Today there are many calls to re-examine our definitions of competence, including the Lancet report of 2010 - "Health professional for a new century..." which argues that many of our approaches are outdated and not adapted to changing health care systems.

Goals

This talk explores briefly the history of models of competence and then examines three domains that are likely to require specific attention in the 21st Century - knowledge and its evolution, skills and the ability to perform and identify, and the ability to work in teams.

Objectives

1. Explore briefly the history of models of competence
 2. Examine 3 domains that are likely to require specific attention in the 21st Century:
 - knowledge and its evolution
 - skills and the ability to perform and identify, and
 - the ability to work in teams
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A New Frontier in the Clerkship Year: Launching a Longitudinal Integrated Clerkship at UofT

Drs Rajiv Shah & Stacey Bernstein

Description

The University of Toronto Undergraduate Medical Education program launched a Longitudinal Integrated Clerkship in the fall of 2014. Seven third-year medical students are currently enrolled in this pilot project at the Fitzgerald Academy with the goal of expanding this innovative clerkship model to a subset of students at all Academies in the upcoming years. This interactive workshop will equip you with an understanding of the longitudinal integrated clerkship and how it applies to Ob/Gyn training.

Goals

This workshop is designed to provide participants with a basic framework of the Longitudinal Integrated Clerkship which is being piloted at St. Michael's Hospital in the academic year 2014-15 and will be expanded to additional academies in the next few years.

Objectives

1. Discuss the rationale for implementing a Longitudinal Integrated Clerkship (LIC) program
 2. Describe the anatomy of the LIC program as it pertains to the Obstetrics and Gynaecology rotation
 3. Recognize the challenges and opportunities of the LIC program within our specialty
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Key Strategies Toward Successful Grant Writing

Drs Theodore Brown & Kellie Murphy

Description

Obtaining funding for research grants presents an ever increasing challenge. This workshop will outline a basic approach to the preparation and structure of a research grant, discuss available grant opportunities and how to determine which granting agency is appropriate, as well as examine barriers to successfully obtaining funding and possible solutions to overcome them.

Goal

This workshop is designed to provide participants with a basic approach to research grant writing and strategies for success in today's competitive environment.

Objectives

1. Describe the basic steps in preparing and structuring a research grant proposal
 2. Recognize available grant opportunities
 3. Identify which granting agencies are appropriate for application
 4. Discuss barriers to success in getting funding and examine solutions on how to overcome them
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The Pathway to Promotion based on Excellence in Education

Drs Filomena Meffe & Richard Pittini

Description

This workshop will provide an introduction to the excellence in education pathway for promotion to the academic rank of Associate and Full Professor at the University of Toronto. The criteria used to assess excellence will be described and strategies for success highlighted. This workshop will set the stage for a second workshop for those faculty members interested in moving their application for promotion forward.

Goal

This workshop is designed to assist those individuals who plan to apply for promotion to Associate and Full Professor on the basis of excellence in education.

Objectives

1. Define excellence in education
 2. Outline key requirements for promotion based on excellence in education
 3. Express practical advice on how to be successful in applying for promotion
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Assessment in Competency-Based Medical Education

Dr. Nicolette Caccia

Description

The Royal College of Physicians and Surgeons of Canada has embarked on a major paradigm shift in medical education: Competency Based Medical Education (CBME), which has at its core frequent, criterion-based workplace assessment based on direct observation, with an emphasis on formative assessment, measuring the application of knowledge, rather than merely its acquisition. To that end, a wide variety of assessment tools are needed and an understanding by faculty of these tools is crucial to successful implementation of CBME.

Goal

To gain knowledge of the basic principles and assessment tools of CBME and the utility of these tools in summative and/or formative assessment. All participants will be expected to review an e-module explaining the basics of CBME prior to the workshop to facilitate interactivity and engagement during workshop discussions.

Objectives

By the end of this workshop, the participant will be able to:

1. describe the basic principles of CBME
 2. recognize the assessment tools which can be used in CBME
 3. explain the use of CBME tools in summative and/or formative assessment
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The Second Victim: Running the gauntlet

Dr. Amy Nakajima

Description

In Canada, an estimated 7.5% of hospitalized patients experience a serious adverse event each year, and these rates are likely higher in teaching hospitals. As with the appreciation of the impact of adverse events on patients, the first victims, there is an emerging dialogue of the impact of these events on the involved health care providers, the “second victims.” This workshop explores the health care provider experience of being involved in an adverse event which is often very painful, and associated with feelings of confusion, anxiety, grief and depression.

Goals

1. To describe the emotional, psychological, and professional impact of being involved in an adverse event on the health care provider; and
2. To recognize the need for a just culture of safety to promote the health and wellness of providers,
3. To support the health care provider's healing and recovery from an adverse event

Objectives

1. To review the concept of the “second victim.”
2. To discuss the impact of being involved in an adverse event on the health care provider.
3. To explore how to support health care providers who are involved in an adverse event.

Speaker Biographies



**Dr. John Kingdom,
MD, FRCSC, FRCOG,**

Dr. John Kingdom began his role as ***Gordon C. Leitch Chair*** of the University of Toronto's Department of Obstetrics and Gynaecology on July 1, 2013.

Dr. Kingdom graduated from Trinity College, Dublin, Medical School in 1984. He then survived dual residency training programs in Pediatrics and Obstetrics-Gynecology in Glasgow, Scotland, where he developed his research interest in the placenta. He completed his Maternal-Fetal Medicine Fellowship at University College Hospital, London, followed by three years as Assistant Professor. In 1998, he was recruited as a Clinician-Scientist in Maternal-Fetal Medicine at Mount Sinai Hospital in Toronto. He established the Placenta Clinic within the Maternal-Fetal Medicine Division in 1999. His basic and clinical research interests in Placental Development and Pathology are funded by the Canadian Institutes of Health Research and the Ontario PSI Foundation. Until recently, he held the Rose Torno Chair at Mount Sinai Hospital. Dr. Kingdom directed the Toronto Maternal-Fetal Medicine Fellowship Program for 10 years until 2009 and has received university, provincial and federal teaching awards. In 2012 he was appointed Head of the Division of Maternal-Fetal Medicine at the University of Toronto. He currently has approximately 230 peer-review publications and supervises a wide range of trainees, from medical students to clinical and basic science fellows.

Dr. Brian D. Hodges is Professor in the Faculty of Medicine and Faculty of Education (OISE/UT) at the University of Toronto, the Richard and Elizabeth Currie Chair in Health Professions Education Research at the Wilson Centre for Research in Education and Vice President Education at the University Health Network (Toronto General, Toronto Western, Princess Margaret, and Toronto Rehab Hospitals). He leads the AMS Phoenix Project: A Call to Caring, an initiative to rebalance the technical and compassionate dimensions of healthcare.



***Dr. Brian Hodges, MD,
PhD, FRCPC***



**Dr. Nicolette
Caccia, MD, FRCSC**

Dr. Nicolette Caccia has been a pediatric and adolescent gynecologist at the Hospital for Sick Children for more than 15 years and is an Assistant Professor in the Department of Obstetrics and Gynaecology at the University of Toronto and an Assistant Professor (Adjunct) - Obstetrics & Gynecology, McMaster University. She has been heavily influenced by the "Toronto" way of practicing medicine having completed an undergraduate degree in Biochemistry & Microbiology and graduate research in Molecular Immunology followed by her undergraduate and postgraduate medical training at the University of Toronto. She immediately joined the staff at Sick Kids, but balanced this by also practicing for five years in Bowmanville, where she developed her interests in medical education and collaborative care. When the obstetrical department in Bowmanville was absorbed by Lakeridge Health-Oshawa, she returned to Toronto to continue her practice of Pediatric & Adolescent Gynaecology at Sick Kids and establish a practice at Humber River Hospital. To this busy schedule, she added part-time studies toward a Masters of Education at OISE with research interests in interprofessional education and the drivers of healthcare practice. She completed her Masters in 2007 and has continued her interest in these topics and expanded her interests to include patient safety, e-learning and teaching and assessment of the implicit CanMEDs competencies and more recently Competency Based Medical Education.



**Dr. Theodore
Brown, PhD**

Dr. Brown is an Investigator at the Lunenfeld-Tanenbaum Research Institute, and Professor and Head of the Division of Reproductive Endocrinology and Infertility within the University of Toronto's Department of Obstetrics and Gynecology, the Chief of the Department's Research Committee. Dr. Brown is a reproductive endocrine biologist who was intrigued by the complexity of this disease, the potential indirect role of reproductive factors, and the need to improve outcomes for patients. He examines the role steroid hormones play in cancer risk and progression, with a focus on epithelial ovarian cancer. In order to develop effective treatments and better diagnostic tests, Dr. Brown is working to identify markers of early stage disease. In collaboration with scientists at Mount Sinai Hospital and Princess Margaret Hospital, Dr. Brown is using gene microarrays to identify the molecular pathways and genes (including BRCA1/2) associated with ovarian cancer

predisposition and progression. Dr. Brown holds several research grants including CIHR operative grants and is always willing to share his expertise with his colleagues.

Dr. Kellie Murphy completed her obstetrical residency program at Albert Einstein College of Medicine in New York City in 1995. Following residency, she completed a Maternal-Fetal Medicine fellowship program and a Master of Epidemiology at Columbia Presbyterian Medical Center and School of Public Health in New York. In August of 1998, she joined the Department of Obstetrics and Gynecology at the University of Toronto where she is currently an associate professor, based out of Mount Sinai Hospital. In addition, she holds a joint appointment with the Clinical Epidemiology and the Department of Health Policy Management and Evaluation at the University of Toronto. Her primary research interests include prematurity, perinatal epidemiology and infectious diseases in pregnancy.



**Dr. Kelly Murphy, MD,
MSc, FRCSC, FACOG**



**Dr. Rajiv Shah, MD,
MSc, FRCSC**

Dr. Rajiv Shah graduated from the University of Western Ontario Medical School in 1996. He completed his postgraduate training in Obstetrics and Gynaecology in 2001 and subsequently completed his Masters in Clinical Epidemiology at the University of Toronto in 2007. He is an Assistant Professor of Obstetrics and Gynaecology and is a clinician-teacher at St. Michael's Hospital which specializes in Inner-City Health. In 2013, he became the Director of Undergraduate Medical Education for the Department of Obstetrics and Gynaecology, Faculty of Medicine at the University of Toronto.

Dr. Stacey Bernstein is an Associate Professor in the Department of Paediatrics and a Hospitalist at the Hospital for Sick Children. She is currently the Clerkship Director at the University of Toronto and previously served as the Undergraduate Director for Pediatrics, Deputy Clerkship Director and the Interim Associate Academy Director for the Mississauga Academy of Medicine. She has received numerous teaching awards including the W.T. Aikins Teaching Award and Wightman Berris Academy Award. Dr. Bernstein graduated in Medicine from the University of Toronto in 1992 and completed her residency in Toronto in 1996. She is a graduate of the Education Scholars Program in 2006 and has a strong interest in faculty development and small group teaching.



Dr. Filomena Meffe,
MD, FRCSC, MSc

Dr. Filomena Meffe is an Associate Professor in the Faculty of Medicine at the University of Toronto and Clinician Teacher in the Department of Obstetrics and Gynecology at St. Michael's Hospital. She obtained her Master's Degree in Clinical Epidemiology at the University of Toronto in 1996. In 2001, she became the Director of Undergraduate Medical Education for the Department of Obstetrics and Gynaecology, Faculty of Medicine. She spent 12 years in that role, until 2013, when she was appointed Director of Faculty Development.

She has been the recipient of numerous awards including: the Award for Sustained Excellence in Postgraduate Teaching in the Department of Obstetrics and Gynecology at St. Michael's Hospital; Merit for Outstanding Leadership for Advancing Interprofessional Education, Centre for IPE, University of Toronto; Educator of the Year Award, APOG; Berlex Award for Teaching Excellence in the Undergraduate Teaching Program, Department of Obstetrics and Gynaecology, University of Toronto; and the Chair's Award for Undergraduate Teaching, Department of Obstetrics and Gynaecology, University of Toronto.

To further her interest in medical education, she completed the two-year Education Scholars Program with the Centre for Faculty Development at the University of Toronto. Since 2006, her research has been focused on Interprofessional Education and Collaboration in the maternity care setting, both at the undergraduate student and licensed maternity care provider level, with funding support from: the Dean's Excellence Fund, University of Toronto; the Department of Obstetrics and Gynaecology, University of Toronto; HealthForceOntario (2007-2008, 2009-2010); Ryerson University; and the Canadian Medical Protective Association.

Dr. Richard Pittini graduated from the University of Toronto Medical School in 1993. He completed his Postgraduate training in Obstetrics and Gynaecology in 1998 and subsequently completed his Masters of Education degree at OISE/UofT in Health Professional Education in 2001. He is an Associate Professor of Obstetrics and Gynaecology and is a clinician educator at Sunnybrook Health Sciences Centre who specializes in evaluation methodology. He has chaired the Examination & Student Assessment Committee since 2000 and is currently the Director of Evaluations for the MD Program responsible for overseeing student, faculty and curriculum evaluations. His research interests include the evaluation of technical and non-technical skills and team based performance using simulation.



Dr. Richard Pittini,
MD, MEd, FRCSC,



**Dr. Amy Nakajima,
MD, FRCSC**

Dr. Nakajima completed her residency training at the University of Saskatchewan and received her Royal College of Physicians and Surgeons of Canada (RCPSC) certification in Obstetrics and Gynecology in 2000. She provides obstetrics and gynecology consultation services at the Wabano Centre for Aboriginal Health and at Bruyère Continuing Care in Ottawa.

Dr. Nakajima is an active clinician-teacher at the University of Ottawa, Faculty of Medicine, providing formal patient safety teaching. She has contributed to The Good Practices Guide, the Canadian Medical Protective Association's online patient safety curriculum for medical students and faculty. She was a member of the working groups authoring the Canadian Patient Safety Institute's Canadian Disclosure Guidelines: Being Open with patient and families and the Canadian Framework for Teamwork and Communication. She is a member of the CPSI Incident Management Faculty and a speaker for the Canadian Patient Safety Officer course. She has served as an advisory member on the RCPSC CanMEDS 2015 Patient Safety and Quality Improvement Expert Working Group and is the lead author on the Royal College of Physicians and Surgeons of Canada Competence by Design white paper on patient safety, "Just Culture of Patient Safety."

Dr. Stella Ng is a health professions education scientist, a pediatric-educational audiologist, and an educator. She conducts qualitative research on 'epistemologies of practice' and 'knowledge work' in the context of complex systems.

Primary Appointments:

Director of Research, Centre for Faculty Development; Education Scientist, Centre for Ambulatory Care Education; Assistant Professor, Dept. of Speech-Language Pathology; Associate Scientist, Li Ka Shing Knowledge Institute



**Dr. Stella Ng, PhD,
FAAA**