

# EDUCATION ACHIEVEMENT CELEBRATION

April 30, 2012

*integration  
innovation  
impact*



UNIVERSITY OF TORONTO  
FACULTY OF MEDICINE

# WELCOME

Welcome to the Faculty of Medicine's 10<sup>th</sup> Annual Education Achievement Celebration! Thank you for joining us to celebrate outstanding teaching and education scholarship, as embodied by award winners, nominees, grant recipients, and staff, faculty, and clinical faculty in our full and community affiliates who prioritize educational excellence and contribute in critical ways to the strength of our Faculty's programs.

As exemplified in **Professor Chau's** keynote address "*I think I can, I think I can*", integration, innovation, and impact, core concepts in our Faculty's Strategic Plan, are unifying themes that run throughout this celebration, and characterize the exceptional teaching, scholarship, and contributions of our award recipients and nominees. Prof. Chau describes teaching as "...a journey of co-discovery aimed at cultivating the innovative ideas of the learner, integrating knowledge across generations and disciplines, and maximizing the impact on health." As we celebrate our newest education and teaching award winners, whether we are faculty members, administrative staff, learners or proud family members; we hope you enjoy their reflections on our strategic themes (in this program), and take the opportunity to talk with them about their successes. We invite you to investigate the poster presentations mounted by colleagues, funded by the Education Development Fund, the Continuing Education Research and Development Fund, and the Undergraduate Medical Education Curriculum Renewal Fund showcasing their accomplishments in the field of education scholarship. Please review their findings in poster format at the sides of the room, and take a moment to chat with them about their results. Abstracts are included at the end of the program.

Each of the honourees celebrated today is supported and sustained by myriad others: families, friends, communities, colleagues, and administrators. Thanks to all of you for your roles in supporting and sustaining educational excellence across our programs.

Enjoy our Education Achievement Celebration!



Jay Rosenfield  
Vice-Dean Undergraduate Medical Education



Salvatore Spadafora  
Vice-Dean Postgraduate Medical Education



Avrum I. Gotlieb  
Acting Vice-Dean Graduate Affairs



Dimitri Anastakis  
Interim Vice-Dean Continuing Education & Professional Development

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# ACKNOWLEDGEMENTS

Our very special thanks to **Vicki Wang** and to **Katrina Piggott and Kelly Piggott** for supporting this event by volunteering their time and sharing their musical talents with us.

Thank you also to **Glen Bandiera**.

## KEYNOTE ADDRESS

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### **Tom Chau** PhD PEng

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*Associate Professor, Institute for Biomaterials and Biomedical Engineering*

*Vice-President Research Holland Bloorview Kids Rehabilitation Hospital*

*Director, Bloorview Research Institute Canada Research Chair in Pediatric Rehabilitation Engineering*



#### **Keynote Address**

*"I think I can, I think I can"*

Education shapes us as individuals and equips us with the tools to contribute meaningfully to human society. In our faculty, teaching is often a journey of co-discovery aimed at cultivating the innovative ideas of the learner, integrating knowledge across generations and disciplines, and maximizing the impact on health. Verily, at the heart of teaching is the precious human connection between mentors and students. This talk will explore aspects of this connection, particularly, the power of affirmation in transforming students and mentors alike.

#### **About Tom Chau**

Tom Chau holds a doctorate from the University of Waterloo in the area of pattern analysis and machine intelligence and received post-doctoral training in pediatric rehabilitation engineering as a Duncan Gordon Fellow. Since 2004, he has held a Canada Research Chair in Pediatric Rehabilitation Engineering. He was graduate coordinator of the Master's of Health Science Program in Clinical Engineering from 2006-2011 and has been Leader of the NSERC CREATE: Academic Rehabilitation Engineering doctoral training program since 2009, both at the University of Toronto. To date, he has directly supervised over 50 graduate students and more than 110 undergraduate thesis and internship students. Professor Chau received the 2011 Faculty of Medicine Graduate Faculty Teaching Award for Graduate Student Mentorship.

His recent research has focused on the investigation of novel access pathways for children and youth with severe physical impairments. Prof. Chau has published 121 refereed scientific articles and holds 5 patents. His lab has developed numerous innovations aimed at maximizing possibilities for children. These include: the Virtual Music Instrument, a software tool that allows children of all abilities to access music; numerous alternative access switches that harness physiological or biomechanical signals from the body; a novel prosthetic control system and a medical device to assess swallowing safety. Several devices are being commercialized through various industry partners at present.

Research from his lab has been featured over 150 times in national and international media including CNN, Time Magazine, ITN (UK), Discovery Channel, and Report on Business. Prof. Chau was the lead editor of “Pediatric Rehabilitation Engineering: From Disability to Possibility”, published by CRC/Taylor & Francis in 2010. His contributions to pediatric rehabilitation have been recognized with accolades such as a Da Vinci Award for adaptive and assistive technology from the US National Multiple Sclerosis Society in 2009, Canada’s Top 40 Under 40 in 2007 and Maclean’s Magazine’s Honour Roll in 2006. In 2011, he was named by the Globe & Mail as one of 25 Transformational Canadians.

# AWARDS RECOGNITION

## President's Teaching Award

The prestigious university-wide President's Teaching Award recognizes sustained excellence in teaching, research in teaching, and the integration of teaching and research. Award winners are designated by the University as members of the Teaching Academy for a period of five years, and as members, they are periodically called upon to discuss teaching-related matters and to advise the Vice-President and Provost. They may also be asked to deliver an annual public lecture or convocation address. The awardees receive stipends of \$10,000 a year for five years to further their work.

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## Ivan Silver MD MEd FRCPC

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### *President's Teaching Award*

Affiliation(s): Department of Psychiatry  
Centre for Addiction and Mental Health  
Vice-President Education, CAMH

Context(s) Sustained excellence in teaching, educational scholarship  
for Award: and leadership in building a culture of teaching and  
learning within the Faculty of Medicine.

Ivan Silver is a full Professor in the Department of Psychiatry at the University of Toronto and the inaugural Vice President, Education at the Centre for Addiction and Mental Health. Formerly the Vice-Dean of Continuing Education and Professional Development (2005-2011) in the Faculty of Medicine at University of Toronto, Dr. Silver has also served as an Educational Consultant with the Li Ka Shing Knowledge Institute at St. Michael's Hospital and was the inaugural Director of the Faculty of Medicine's renowned Centre for Faculty Development (2002-2009). Prior to his move to CAMH, he was a staff psychiatrist at Sunnybrook Health Sciences Centre. Dr. Silver is a nationally and internationally respected scholar in the areas of Interprofessional Education and Collaboration, Continuing Education and Professional Development, and Faculty Development. He has built a national reputation as a skilled clinician, an



esteemed teacher and educator, and a creative facilitator. Among his many awards and honours is the prestigious 3M Teaching Fellowship, a national award that recognizes outstanding contributions to university teaching across all disciplines. Dr. Silver has profoundly influenced health professions education at and outside the University of Toronto as a teacher and mentor, as a translational scholar, as a faculty developer and as an educational leader with a passion for creating and nurturing a culture of teaching and learning.

## Impact

“The essential tenet of my teaching philosophy is that effective teaching is embedded in the relationship that I have with students whether I am meeting them individually, in small or large groups or online. Good relationships involve good conversation and exchange of ideas, mutual respect including respect for autonomy, trust, genuineness, and interest in the other, playfulness, empathy and emotional warmth. These features of good relationships have been the drivers in my teaching career to seek out or create “anew” teaching formats that support this philosophy.”

# **AWARDS PRESENTATIONS**

## **David Keeling Award for Administrative Excellence**

David Keeling served the Faculty of Medicine as Faculty Administrative Officer from 1992 through 2004. The David Keeling Award, established in 2004, recognizes David's longstanding commitment and excellent leadership while at the Faculty of Medicine. The award is presented annually to a Faculty of Medicine administrative staff member who has demonstrated a sustained contribution of excellence over many years or, in a shorter time period, has made a transformative contribution.

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# Merle Casci

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## *David Keeling Award for Administrative Excellence*

Affiliation(s): Department of Medical Biophysics  
Administrative and Business Manager

Context(s) Transformative role in the growth of the graduate  
for Award: programme; impact upon the cultural and academic life of  
students.

Merle Casci has been a valuable member of the Faculty of Medicine for the past 20 years. Executive Coordinator of the Department of Medical Biophysics from 1992-2010, she has now assumed the position of Business Manager and Administrator. She has made significant contributions throughout the Department, including in the areas of faculty promotion, student recruitment and enrollment, managing all departmental human resource and financial issues, student counseling, and administrative oversight of the Department's Graduate Program at all 4 sites. Ms. Casci handles all situations that arise with tact, efficiency and the utmost professionalism. Her support has been instrumental to the successful growth of the Department's physics stream which has increased five-fold since its inception. The admissions process she developed for the Physics Stream has been adopted by the entire Department. Her interest in and dedication to students led to the revamping of the programme's scholarship process which has matured into a system through which the circumstances of over 200 students are reviewed. She was also one of the first to advocate for placing student stipends on the hospital payroll and has provided, and continues to provide, guidance to the associated Institutes on the best practices of handling student "salaries". Ms. Casci is well regarded by her peers, supervisors and colleagues as an energetic individual who is known for her compassion, her innovation in the face of adversity and her willingness to always make time to lend a hand wherever help is needed.

## Impact

"I don't like to hear that something or some aspect of a job cannot be done. While it is true that not all problems can be solved, in my experience, many can if one assumes that a solution is possible."

# **UNDERGRADUATE MEDICAL EDUCATION AWARDS**

## **W.T. Aikins Faculty Teaching Awards**

These awards, named after William Thomas Aikins, the first Dean of the Faculty of Medicine following the 1887 reorganization, are the Faculty's most prestigious awards in Undergraduate Medical Education. They were established to recognize and formally reward outstanding teachers in the areas of Individual Teaching Performance (small and large group), Development & Use of Innovative Instructional Materials, and Course Development & Coordination. Recipients of these awards have significantly contributed to high-quality undergraduate teaching by establishing and integrating new and effective methods of instruction into the undergraduate curriculum.

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# Robert Silver

MD FRCPC FACP

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## *W. T. Aikins Faculty Teaching Award – Individual Teaching Performance (Small Group)*

Affiliation(s): Department of Medicine  
University Health Network / Toronto Western Hospital  
Director of Education, Division of Endocrinology

Context(s) PBL-Metabolism Nutrition Course; Endocrinology Rotation-  
for Award: UHN/Mt. Sinai Hospital; GIM Core Teaching Program-UHN

A graduate of Dalhousie Medical School (1978), Robert Silver is a Clinician Educator at the Toronto Western Hospital (UHN) and a Professor of Medicine. An educator of great passion and energy, he provides an estimated 1000 hours per year of formal teaching to Undergraduate and Postgraduate students in the areas of Endocrinology and General Internal Medicine. He has supervised an estimated 1500 students in his 27 years of clinical practice. For his achievements in teaching and education administration, he has been recognized and honoured with numerous career teaching awards including the Faculty of Medicine Excellence in Postgraduate Education Teaching Award (at the very first Education Achievement Day Celebration ten years ago), the Department of Medicine Teaching Award, the Wightman-Berris Academy Anderson Award for Extraordinary Contribution to Medical Education and two Provincial Association of Interns and Residents of Ontario (PAIRO) teaching awards.

## **Innovation**

“My passion for theater and music forms the basis of my creativity and innovation in medical education. Teaching is an in vivo “performance”, requiring great focus and energy, and a passion for creativity. I no longer am simply a teacher. I have become a learning “facilitator”, which requires organization, enthusiasm, approachability, accessibility, the passionate desire to make learning “fun”, a free exchange of ideas, flexibility, a sense of humor and above all, a mutual respect for and willingness to learn from the student. The teacher becomes the student and in turn, the student becomes the facilitator.”

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# Dante Morra

MD MBA FRCP (C)

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## *W. T. Aikins Faculty Teaching Award – Individual Teaching Performance (Large Group)*

Affiliation(s): Department of Medicine  
Toronto General Hospital (UHN), General Internal Medicine  
Medical Director, Centre for Innovation in Complex Care

Context(s) Course Director -The Manager Theme, Undergraduate  
for Award: Medical Education Program

Dante Morra is the clinical site director of General Internal Medicine at the Toronto General Hospital, Assistant Professor in the Faculty of Medicine at the University of Toronto and is cross appointed to the Rotman School of Management. His work in system transformation has been recognized with numerous individual and team awards including the 3M national quality award and the Goldie award for leadership. He is an award winning teacher and serves as the associate director of the Center for Inter-professional Education and Collaboration at the University of Toronto. The co-founder of the Center for Innovation in Complex Care which pioneers new models of care with the goal of healthcare transformation, Dr. Morra is an internationally recognized leader in hospital process improvement, healthcare innovation, and effective allocation of resources. His research has received national and international attention including recent articles in the Toronto Star, The Globe and Mail, Maclean's and the New York Times.

## **Innovation**

“Healthcare is undergoing a massive transformation: knowledge is expanding at fantastic rates, technology is disrupting the very skills that define physicianhood, and the delivery of care is migrating to interprofessional teams. The Manager theme is the beachhead of innovation in medical education and enables medical students to develop the skills they will need to thrive in this new health care system. Our goal is to help facilitate the necessary transition of physicians from vessels of knowledge to leaders in the delivery of systems that improve patient outcomes and patient experience.”

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# Anita Rachlis MD MEd FRCPC

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## *W. T. Aikins Faculty Teaching Award – Course/Program Development*

Affiliation(s): Department of Medicine  
Sunnybrook Health Sciences Centre, Infectious diseases  
Clerkship Director

Context(s) Clerkship curriculum renewal.  
for Award:

Anita Rachlis is Professor, Division of Infectious Diseases, Department of Medicine. She received her MD from University of Toronto and undertook residency training in Internal Medicine and Infectious Diseases at University of Toronto. She received a Master's of Education, OISE/University of Toronto. She is Active Staff at Sunnybrook Health Sciences Centre. She was Director of Undergraduate Education, Department of Medicine from 1994 to 2002, has been Clerkship Director, Undergraduate Medical Education since 2002 and is currently Co-Chair of the Canadian Clerkship Interest Group. Dr. Rachlis has been recognized for both her teaching and her clinical work. She received the Department of Medicine Teaching Award in 2006. She received a Council Award in February 2002 from the College of Physicians and Surgeons of Ontario for her work in the care and treatment of patients with HIV. She has been a member of the Ontario Advisory Committee on HIV/AIDS since 1991 and in June 2009 was appointed Co-Chair. She has been a member of the Ministerial Advisory Council on the Federal Initiative to Address HIV/AIDS in Canada since September 2003.

## **Innovation**

“The renewed clerkship curriculum is a shared vision designed to be responsive to the student experience and the transitions which reflect the continuum of medical education from undergraduate student to practicing physician.”

# MEDICAL ALUMNI ASSOCIATION AWARDS

Note: The winners of the Medical Alumni Association Awards are honoured at Convocation. Award recipients are acknowledged at the Annual Education Achievement Celebration in the following academic year.

## **Harry Whittaker Memorial Teaching Award**

A student nominated award, the Harry Whittaker Memorial Teaching Award is decided upon annually by the first year class. It is awarded to a lecturer, demonstrator or tutor who gave encouragement and displayed genuine concern for student well-being and, through personal commitment to quality teaching, provided practical and clear insights in the basic sciences during the first year of the undergraduate medical program.

## **Dr. Mary Hollington Teaching Awards**

In 1980, Dr. E. Mary Hollington, a British citizen and 1944 graduate of the Faculty of Medicine, retired from active practice in the British Isles. In gratitude for the financial and academic support she received from the Faculty throughout her difficult years in Canada during World War II, she made a gift of £5,000 to the Medical Alumni Association. The Executive of the Association elected to use the interest on this invested capital to initiate two awards recognizing excellence in undergraduate medical education. The Dr. Mary Hollington Excellence in Pre-clinical or Basic Science Teaching Award is presented to a teacher who has demonstrated excellence in pre-clinical or basic science teaching in the undergraduate medical education curriculum. The Dr. Mary Hollington Excellence in Clinical Teaching Award is presented to a teacher who has demonstrated excellence in clinical teaching in the undergraduate medical education curriculum. The winner of these awards is selected by the fourth year students and presented annually at the MAA Convocation Banquet.

## **Dean A.L. Chute Award (The Silver Shovel)**

The Silver Shovel Award was instituted by the graduating class of 1954. It was re-instituted by the Medical Alumni Association in 1973 and re-named in honour of Dean A. L. Chute. The award honours an undergraduate teacher who is deemed to have demonstrated excellence in overall clinical teaching in the undergraduate medical program. Presented annually at the MAA Convocation Banquet, the winner is selected by the fourth year class.



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# Michael J. Wiley

MSc PhD

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## *Harry Whittaker Memorial Award – Excellence in Teaching*

Affiliation(s): Department of Surgery  
Professor, Division of Anatomy

Context(s) Structure and Function Course (STF 111Y).  
for Award:

Michael Wiley began to develop a love for teaching Anatomy as a graduate student at Queen's University where he pursued research in Experimental Embryology and Teratology. He joined the Department of Anatomy at the University of Toronto as an Assistant Professor in 1976, and has served as Undergraduate Coordinator, Graduate Coordinator, and as Deputy Chair. When the Department of Anatomy and Cell Biology joined the Department of Surgery in 1999, he was appointed the first Chair of the new Division of Anatomy; a position he held until 2011. Dr. Wiley has a graduate faculty appointment with the Institute of Medical Sciences and a cross appointment with the Division of Biomedical Communications. He has taught Gross Anatomy, Neuroanatomy, Embryology, and Histology to a variety of students from first year undergraduates to postgraduate trainees. Over the years, he has taught students from the Faculties of Medicine, Dentistry, Nursing, Pharmacy, Arts and Science, Physical and Health Education, and the School of Graduate Studies. Dr. Wiley has received the W.T. Aikins Award, the President's Teaching Award and the Ontario Confederation of University Faculty Associations Teaching Award.

## **Impact**

“Any success I have had in my role as an educator can be attributed to the impact of 2 factors: 1) an extraordinary number of talented teacher role models including Harry Whittaker, and 2) the insights I have gained from the students' feedback and comments.”

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# Caroline Chessex MD FRCPC

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## *Dr. Mary Hollington Teaching Award – Excellence in Clinical Teaching*

Affiliation(s): Department of Medicine  
Toronto Western Hospital, Cardiology  
Medical Director of the Cardiovascular Rehabilitation and Prevention Program, Peter Munk Cardiac Centre

Context(s) for Award: Medicine Clinic, Toronto Western Hospital and ambulatory clinic.

Caroline Chessex graduated in Medicine from McGill University, and completed specialty training in Internal Medicine at the University of Toronto. Because of an interest in the epidemic of chronic diseases in low and middle income countries, she later pursued a Master's in International Health through Humboldt University in Berlin, Germany. An Assistant Professor in the Division of Cardiology, Dr. Chessex participates in interdisciplinary research in the areas of cardiac rehabilitation, cardiac care delivery, and simulation-based research, investigating the role of a High-Fidelity cardiac simulator in teaching cardiac auscultation skills. Dr. Chessex's primary academic drive is teaching. She feels most fulfilled when teaching or mentoring the physicians of tomorrow and is committed to the growth of her students. She attends on the Medicine Clinical Teaching Unit at the Toronto Western Hospital and also teaches in the ambulatory clinical setting. Dr Chessex is the co-director of the Medicine Clerkship at the Toronto Western Hospital site and she sits on the Medicine Clinical Clerkship Committee, roles that offer rewarding opportunities to be innovative and to contribute to the medical education curriculum at the University of Toronto.

## **Innovation**

“Do not go where the path may lead, go instead where there is no path and leave a trail.” (R. Emerson)

## *Dr. Mary Hollington Teaching Award – Excellence in Clinical Teaching*

Affiliation(s): Department of Medicine  
St. Michael's Hospital, General Internal Medicine

Context(s) Teaching in last year of clerkship (4th year medicine  
for Award: clerkship).

Yuna Lee graduated from McGill Medical School in 1995, and completed residency training in General Internal Medicine at the University of Toronto, including an R4 year with a special interest in Maternal Medicine and Women's Health. She completed her Master's in Education at OISE/UT in 2003. She was appointed to the staff at UHN from 1999-2002. Since 2002, she has been a member of the Division of General Internal Medicine at SMH, as a Clinician Teacher. An Associate Professor, Dr. Lee has been the year 4 clerkship director at St. Michael's Hospital since 2005. Her clinical interest is in general internal medicine, metabolic bone disease and women's health. As a result of her contributions to undergraduate and postgraduate teaching, Dr. Lee has received many awards including Gerald Wong Teaching Awards from the Department of Medicine at SMH (2006, 2009 and 2010); FitzGerald Academy Outstanding Clerkship Award (2005, 2006, 2009 and 2010); Dr. E. Mary Hollington Clinical Teaching Award (2006), W. T. Aikins Award (Small Group) (2010) and Postgraduate Medical Education Award (teaching performance, mentorship and advocacy) (2011) from the Faculty of Medicine; and St. Michael's Hospital's Postgraduate Teaching Award each year for the past eight years, and the Teacher of the Year Award for Postgraduate Teaching (2006).

## **Innovation**

“My ability to achieve excellence in teaching and the creation of new teaching methods and models was possible due to our students' ideas, thirst for learning and great participation. In addition, the opportunity given by the Department of Medicine at the University of Toronto created the perfect learning environment.”

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# Martin Schreiber MD MMedEd FRCPC

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*Dr. Mary Hollington Teaching Award - Excellence in Pre-clinical or Basic Science Teaching*

*Dean A. L. Chute Award (The Silver Shovel)*

Affiliation(s): Department of Medicine  
St. Michael's Hospital, Division of Nephrology  
Pre-clerkship Director, Faculty of Medicine

Context(s) Pre-clerkship teaching; Mechanisms, Manifestations and  
for Award: Management of Disease.

Martin Schreiber is a Professor in the Department of Medicine, and a staff physician in the Division of Nephrology at St. Michael's Hospital. He is involved in teaching undergraduate medical students in all four years of the program, and currently Chairs the Institutional Self-Study Task Force, and is Senior Academic Coordinator for the LCME-CACMS Accreditation / UME Accreditation (2012). Dr. Schreiber has been the recipient of many teaching awards, including the 2011 Ontario Confederation of University Faculty Associations (OCUFA) Teaching Award and the 2009 University of Toronto President's Teaching Award, the University's highest honour for excellence in teaching. He has received the prestigious student-nominated Dean A. L. Chute Award (Silver Shovel) nine times, an unprecedented tribute to his impact on teaching at this university.

## Impact

“My greatest professional satisfaction comes from taking a concept that I have worked hard to understand and use in my own practice, and turning it into something that can be taught in a memorable way to learners, from the most junior medical student to the most senior resident.”

## **EXCELLENCE IN UNDERGRADUATE TEACHING IN LIFE SCIENCES AWARDS**

The Faculty of Medicine in partnership with the Basic Sciences Departments and Divisions within the Faculty (Anatomy, Biochemistry, Immunology, Institute of Biomaterials & Biomedical Engineering, Laboratory Medicine & Pathobiology, Medical Biophysics, Molecular Genetics, Nutritional Sciences, Pharmacology & Toxicology, and Physiology) offer three annual Undergraduate Teaching Awards in Life Sciences. Three categories were established: (1) Excellence in Undergraduate Teaching, (2) Excellence in Undergraduate Laboratory Teaching, and (3) Excellence in Linking Undergraduate Teaching to Research.

The first award recognizes sustained excellence in teaching, coordination and/or development of an undergraduate lecture or seminar course in Arts and Science offered by the Basic Sciences Departments of the Faculty of Medicine. The second award recognizes sustained excellence in the teaching, coordination and/or development of laboratory based instruction, either in a formal Arts and Science laboratory course or as a mentor for students in an undergraduate research project course, offered by the Basic Sciences Departments of the Faculty of Medicine. The third award recognizes sustained excellence in integrating research in undergraduate teaching in Arts and Science within the Basic Science Departments of the Faculty of Medicine.

These awards honour outstanding and sustained contributions by faculty members to undergraduate Arts and Science teaching in Life Sciences programs and the undergraduate experience as a whole at the University of Toronto.

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# Douglas Templeton

MD PhD FRCPC

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## *Excellence in Undergraduate Teaching in Life Sciences Award*

Affiliation(s): Department of Laboratory Medicine and Pathobiology  
Pathobiology Specialist Program

Context(s) Pathobiology Specialist Program and core course LMP300Y  
for Award: *Introduction to Pathobiology.*

Douglas Templeton completed a PhD in Chemistry at Carleton University and his MD at Western University, followed by postdoctoral work at the Hospital for Sick Children. His research interests include trace element biology, analytical toxicology, and cell biology. He has published 175 peer-reviewed papers, co-authored two monographs on occupational health for the WHO, and edited the books *Molecular and Cellular Iron Transport*, and *Concepts in Toxicology*. Past Chair of the Pharmacology / Toxicology Panel of CIHR, he currently serves in leadership roles with the Medical Advisory Committee of the Thalassemia Foundation of Canada and the International Union of Pure and Applied Chemistry. Dr. Templeton received a Departmental teaching award for Graduate Education (1995). His subsequent introduction of the 4th Year course *Mechanisms of Disease* which has grown into the Pathobiology Specialist program led to his receipt of the Department's John B. Walter Prize (2004).

## Impact

“We educate a great many students at U. of T. (too many?) and give many a broad education (too broad?). We can have major impact in the Faculty of Medicine by identifying the best and brightest among undergraduate science students, guiding them to Specialist programs with limited enrollments and personalized attention to provide a platform for progress to further education as advanced medical research scientists and academic medical professionals. As arguably Canada's top research-intensive Medical Faculty, we have an obligation to train exceptional students to make their own impact on society.”

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# Michelle French PhD

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## *Excellence in Undergraduate Teaching in Life Sciences Award*

Affiliation(s): Department of Physiology

Context(s) for Award: Innovative, creative and engaging approach to courses and tutorials, and significant engagement with students both within and outside of the classroom.

Michelle French is a former University of Toronto student, graduating with a BSc and an MSc in physiology. She then obtained a PhD in physiology from Western University. Post-doctoral studies on insulin-dependent diabetes took her to the Walter and Eliza Hall Institute for Medical Research in Melbourne, Australia. She returned to Toronto for a second post-doc examining cell fate determination at the Hospital for Sick Children. An opportunity to pursue her passion for teaching arose in 2000 when she started to teach cell and molecular biology at U of T. For the next nine years, she taught courses in physiology, genetics, biotechnology and scientific communication at U of T. Dr. French joined the Department of Physiology as a Lecturer in 2009, coordinating and delivering lectures in large introductory physiology courses. In 2011, she created and delivered a popular fourth-year course entitled *Regenerative Medicine*. She has also developed a new first-year course entitled *Biomedical Research at the Cutting Edge* that will run for the first time in January 2013. Dr. French is a recipient of a student-nominated UTSU/APUS Undergraduate Teaching Award, the JJB Smith Award of Excellence for teaching in Human Biology, and two large class teaching awards from the Department of Physiology.

## Impact

“The greatest achievement a teacher can have is watching your students succeed and then having them say that you had an impact on their lives.”

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# Patricia Brubaker PhD

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## *Excellence in Linking Undergraduate Teaching to Research in Life Sciences Award*

Affiliation(s): Department of Physiology and Department of Medicine  
Canada Research Chair and Associate Chair (Academic)

Context(s) Excellence and leadership in creating and providing  
for Award: research experiences for undergraduate students.

Patricia Brubaker is a Professor in the Departments of Physiology and Medicine. Actively researching the synthesis, secretion and biological activities of the intestinal glucagon-like peptides (GLP-1 and GLP-2) since 1982 she has published over 150 papers, trained 10 post-doctoral fellows, 32 graduate students, 43 undergraduate project students and 49 undergraduate summer students to date, and has created multiple summer student programs. Recognition for her research has included the Canadian Diabetes Association Young Scientist Award (1998) and a Tier 1 Canada Research Chair in Vascular and Metabolic Biology (2007-2014). Recognition for her teaching has included: the Department of Physiology's Excellence in Teaching Award (1989, 1996, 2001, and 2008); Aikins Award for Excellence in Course Development (1995); Peters Academy 'Master Educator' Awards for Excellence in "Instruction", "Leadership", "Evaluation" and "Education Design" (1998); Excellence in Arts & Science Undergraduate Teaching Award (2006); and Excellence in Graduate Student Mentorship (2009).

## Impact

“My laboratory teaching philosophy is and has always been one of respect for the unique contribution(s) of each student. Hence, each student is assigned an independent research project, normally as part of a larger research project being conducted in the laboratory by a graduate student or post-doctoral fellow. My laboratory motto for all student-training is that we will ‘show you once’, ‘watch you once’, ‘let you try on your own’ and ‘repeat as necessary’. In this way, all students become both confident and competent in their laboratory skills.”



# **GRADUATE FACULTY TEACHING AWARDS**

## **Graduate Student Mentorship**

This award was established in 2002 to recognize sustained contribution to graduate student mentorship exemplified by, but not limited to, major involvement in graduate student learning; enthusiastic and empathic critical appraisal of students' work; timely assessment of students' research programs including program advisory committee meetings and prompt turnaround of written work; and careful attention to a critical path laid out for students' research.

## **Sustained Contribution to Excellence in Graduate Teaching**

The Sustained Contribution to Excellence in Graduate Teaching award was established in 2002 in an effort to recognize sustained contribution(s) to any aspect of graduate teaching including a course, curriculum development, graduate program administration, graduate student supervision or academic role modeling for more than five years. This award is presented to a faculty member who demonstrates regular support of their Graduate Departmental activities including participation in seminars, annual scientific days and significant contribution to service on student committees including thesis examinations.

## **Early Career Excellence in Graduate Education**

This award recognizes outstanding contributions to the training and experience of graduate students, as evidenced by excellence in teaching, supervision or mentorship, and dedication to students. This award is presented to faculty members in the early stages of their career, those within five years of their academic appointment.

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# Zhong-Ping Feng

MD MSc PhD

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## *Graduate Faculty Teaching Award – Graduate Student Mentorship*

Affiliation(s): Department of Physiology

Context(s) Exemplary mentorship of graduate students across all  
for Award: domains: scientific, academic, and career and personal  
development.

Zhong-Ping Feng is an Associate Professor in the Department of Physiology. She received her MD degree from Zhongshan Medical College and her internship/resident training in Peking Union Medical College Hospital in China, her PhD degree in Neuroscience from the University of Calgary, and her MSc degree in Pharmacology from the University of Alberta. Prof. Feng joined the Department of Physiology in 2003. Her research has focused on identification of new ion channels and novel proteins involved in rhythm activity, neuroregeneration and plasticity, with supports from NSERC, CIHR, HSFO and CFI. She has received numerous personal awards including CIHR New Investigator Award, HSF New Investigator Award, and Premier's Research Excellence Award. She was also the recipient of the 2007 Young Investigator Award in Canada by Boehringer Ingelheim Ltd.; the 2008 WISE Breaking the Glass Ceiling Award by Women in Science and Engineering, UofT; and the Department of Physiology's 2009 Innovative Course Design and Excellence in Teaching Performance Award. This award recognizes her sustained contribution to graduate education, especially her outstanding graduate student mentorship.

## **Impact**

"I believe that graduate training has significant impact on students' future careers. I aim to create a positive learning and working environment in my laboratory and my classes. I emphasize the importance of dedication, and continuously challenge and encourage my students to achieve their personal best. 'To learn and never be filled, is wisdom; to teach and never be weary, is love.' (Anonymous)"

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# Stephen G. Matthews PhD

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## *Graduate Faculty Teaching Award – Sustained Contribution to Excellence in Graduate Teaching*

Affiliation(s): Department of Physiology  
Ernest B. and Leonard B. Smith Professor, and  
Chair, Department of Physiology

Context(s) Graduate teaching and coordination of University of  
for Award: Toronto – Karolinska Institute (Sweden) exchange  
workshop in Developmental and Perinatal Biology.

Stephen Matthews is Professor of Physiology, Obstetrics and Gynaecology and Medicine at the University of Toronto. Professor Matthews received his undergraduate education at the University of Nottingham, and his PhD from the University of Cambridge, UK. He was appointed to the University of Toronto in 1996. His research investigates how alterations in the fetal environment can affect developmental trajectory leading to permanent modification of endocrine function and behaviour. He has received a number of research and teaching awards including the Mortyn Jones Memorial Medal in Neuroendocrinology and the Society for Gynecologic Investigation Research Achievement Award. The (UofT-Karolinska) exchange course is designed to provide a broad research-based training for graduate students, post-doctoral fellows, clinical residents & fellows in the area of developmental and perinatal biology with the emphasis on research translation. The course is internationally recognized and recently Mats Sundin, Former Toronto Maple Leafs captain announced the establishment of the Sundin Fellowships in Developmental Health to allow expansion of the program.

## **Impact**

“Enabling our students to relate their research to improved health is fundamental to our mission.”

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# Barbara Gibson

PhD, MSc, BMR(PT)

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## *Graduate Faculty Teaching Award – Early Career Excellence*

Affiliation(s): Graduate Department of Rehabilitation Sciences &  
Department of Physical Therapy  
Holland Bloorview Kids Rehabilitation Hospital

Context(s) Doctoral Student Supervision in the Graduate Department  
for Award: of Rehab Sciences and Grad Course: *Theory and Method for Qualitative Researchers: An Introduction*

Barbara Gibson is Assistant Professor in the Department of Physical Therapy at the University of Toronto and a Scientist at the Holland Bloorview Kids Rehabilitation Hospital. She received her PhD from the Collaborative Program in Bioethics in the Institute of Medical Sciences at the University of Toronto, and her Bachelor of Physical Therapy from the University of Manitoba. Her research and teaching integrate bioethics, critical social theory and the health sciences to examine the social and ethical dimensions of disability and rehabilitation. Dr. Gibson is an Academic Fellow at the Centre for Critical Qualitative Health Research and teaches qualitative inquiry to interdisciplinary doctoral students. She also teaches and coordinates the Ethics and Professionalism Theme in the Master's of Physical Therapy Program. Her graduate students hail from diverse fields including rehabilitation, mental health, sociology of sport, and bioethics but share a focus on critical inquiry into health practices and policy. Dr. Gibson holds a Career Development Award from the Canadian Child Health Clinician Scientist Program.

## Integration

“(E)ducation... is not only about giving people knowledge, but also helping them to translate that knowledge into true wisdom. With integrated education, there is no division between school and society, study and human life, knowledge and goodness.” (Meijun Fan)

# POSTGRADUATE MEDICAL EDUCATION AWARDS

## **Excellence in Postgraduate Medical Education Award - Development/Innovation in Postgraduate Education**

This award was introduced in 2003 and serves to recognize outstanding contributions of faculty members in program development, administration and innovation in postgraduate medical education.

## **Excellence in Postgraduate Medical Education Award - Teaching Performance / Mentorship / Advocacy**

This award, also established in 2003, recognizes outstanding contributions of faculty members who demonstrate excellence in teaching and serve as mentors and advocates to postgraduate medical trainees. The award may acknowledge continuous or long-term excellence in instruction, career counselling, promotion of collegiality, or role modeling for postgraduate trainees.

## **Sarita Verma Award for Advocacy and Mentorship in Postgraduate Medicine**

The Sarita Verma Award for Advocacy and Mentorship in Postgraduate Medicine was established in 2010 at the end of Dr. Verma's term as Vice Dean, Postgraduate Medical Education (PGME), in recognition of her exceptional contributions to postgraduate medical education in Ontario. The award recognizes staff or faculty members who exhibit an exemplary level of leadership and commitment to social responsibility, mentorship, advocacy, and resident wellbeing.

## **Charles Mickle Fellowship Award**

The Charles Mickle Fellowship is awarded annually to a member of the medical profession anywhere in the world who has "done the most within the preceding 10 years to advance and promote sound knowledge of a practical kind in the medical art or science by careful and thorough work".

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# Peter Ferguson MD MSc FRCSC

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## *Excellence in Postgraduate Medical Education Award – Development / Innovation*

Affiliation(s): Department of Surgery  
Mount Sinai Hospital, Orthopaedic Surgery  
Program Director

Context(s) Inaugural Director of Competency Based Curriculum in  
for Award: Orthopaedic Surgery.

Peter Ferguson is an Orthopaedic Surgeon at Mount Sinai and Princess Margaret Hospitals with a subspecialty interest in orthopaedic oncology. An Associate Professor in the Department of Surgery at the University of Toronto, he is the Program Director for the Orthopaedic Surgery training program and the inaugural Director of the Competency Based Curriculum stream in Orthopaedic Surgery - a novel pilot training program approved by the Royal College of Physicians and Surgeons of Canada that has been in place since July 2009. This program is the only completely competency based surgical training program approved in Canada (and the world). Awards recognizing Dr. Ferguson's excellence in teaching have included the Faculty of Medicine's W.T. Aikins Award; the Department of Surgery's D.R. Wilson Award for postgraduate teaching and Bruce Tovee Award for undergraduate teaching; and the Division of Orthopaedic Surgery's Robert Salter Award for excellence in teaching.

## **Innovation**

“The postgraduate training of surgeons has remained largely unchanged over the past several decades. More recently, multiple societal, financial and pedagogical factors have led a drive to rethink the process of training surgeons. Competency based training promotes early and frequent skills acquisition and formative and summative feedback. Progress through a program is based on demonstration of proficiency in assessment of cognition, technical skills and applied knowledge rather than a set time period of training. This important innovation stands to revolutionize surgical training.”

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# Rodrigo B. Cavalcanti MD MSc FRCPC

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## *Excellence in Postgraduate Medical Education Award – Development / Innovation*

Affiliation(s): Department of Medicine  
University Health Network, General Internal Medicine  
Director, General Internal Medicine Training Program

Context(s) Innovations in technology and simulation for postgraduate  
for Award: teaching in Internal Medicine.

Rodrigo Cavalcanti completed his MD at the University of Toronto (1997). Following his residency, he joined the Division of General Internal Medicine at Toronto Western Hospital, UHN (2002). He earned a Master's in Clinical Epidemiology at the University of Toronto (2005) and a Diploma in Tropical Medicine and Hygiene at the Gorgas Course (University of Alabama/UPCH-2003). Site Program Director for the Core Internal Medicine Program at Toronto Western Hospital from 2005-2012, his innovations include the Morning Report Blog; the Implementation of the first Harvey® cardiac simulator in Toronto; pioneering the use of blended simulation for combined assessment of procedural and communication skills; and the Master Teacher workshop series in technology enhanced medical education. In 2008, Dr. Cavalcanti co-founded the Herbert Ho Ping Kong Centre for Excellence in Education and Practice (CEEP) at the UHN. He has been recognized with ten teaching awards at the hospital, academy and departmental levels, and is part of the planning committee for the International Conference on Residency Education organized by the Royal College of Physicians and Surgeons of Canada. He is currently the Director of Scholarship at the Ho Ping Kong Centre (CEEP-UHN).

## **Innovation**

“In the 21st century, access to information is ubiquitous, and education must focus on creativity, communication, and critical thinking. In this context, innovation has to be seen as a core skill for teachers and learners.”

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# Heather Ross MD MHSc FRCP (C)

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## *Excellence in Postgraduate Medical Education Award – Teaching Performance / Mentorship / Advocacy*

Affiliation(s): Department of Medicine  
Toronto General Hospital, Cardiology

Context(s) Outstanding teaching and mentorship, including exemplary  
for Award: service as a role model to medical students and trainees.

Heather Ross is an Associate Professor of Medicine and Director of the Heart Failure and Transplant Program at Toronto General Hospital, Deputy Director of the Multi-Organ Transplant Program and Director of Education for the University of Toronto Transplant Institute. She received her MD from the University of British Columbia, her cardiology specialty training at Dalhousie University, and a postdoctoral fellowship in cardiac transplant at Stanford University, California. She earned her Master's Degree in Bioethics from the University of Toronto. She is the Supervisor for the CIHR Training Program in Regenerative Medicine, Course Director since 2007. She Chaired the ISHLT Master Academy in Heart Failure in 2010. She is currently on the executive of the Heart Failure Society of America, ex-officio on the ISHLT board and is the Secretary Treasurer for the Canadian Cardiovascular Society Academy.

## **Innovation**

“There is no time like the present, but don't forget the past. Combining current internet and web based innovative teaching technology and a good old fashioned Oslerian Approach has allowed us to move education forward without forgetting the reason we are here - specifically to improve patient care.”



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# Robert Mustard

MD FRCPC

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## *Excellence in Postgraduate Medical Education Award – Teaching Performance / Mentorship / Advocacy*

Affiliation(s): Department of Surgery  
St. Michael's Hospital, General Surgery

Context(s) Surgical Foundations Lecture Series  
for Award:

Robert Mustard originally studied mathematics and physics at the University of Toronto. Upon realizing, he says, “that he was not a genius”, Dr. Mustard transferred to medicine at the Western University earning his MD (1977), and returning to Toronto for General Surgery training FRCS (1982). After two years as an MRC Fellow, he began General Surgery practice at the Wellesley Hospital, then St. Michael's Hospital. Dr. Mustard's clinical interest has always been the surgical care of patients with complex nonmalignant disease. This typically includes patients suffering from severe surgical infections, acute pancreatitis, complications of surgery, trauma, etc. His management of these patients has formed the basis for teaching residents principles of surgical management. Dr. Mustard is currently an Associate Professor of Surgery at the University of Toronto and coordinator of the Surgical Foundation Lecture Series.

## Integration

The two-year Surgical Foundations Lecture Series is given to all PGY I and II residents in the Department of Surgery, and to Junior Residents in ENT Surgery and OBGYN Surgery. The aims include the integration of basic sciences into the management of surgical patients and a firm grounding in such subjects as Medical Ethics. Dr. Mustard's core training in the hard sciences has led to his belief that clinical management is best rationalized by a deep knowledge of basic sciences informed by clinical experience and evidence as expressed in clinical trials.

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# Ari Zaretsky MD FRCPC

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## *Sarita Verma Award for Advocacy and Mentorship in Postgraduate Medicine*

Affiliation(s): Department of Psychiatry  
Centre for Addiction and Mental Health  
Director, Postgraduate Medical Education

Context(s) Transformational leadership of the psychiatry residency  
for Award: program; outstanding resident mentorship and advocacy;  
creating a culture of caring within the residency program.

Ari Zaretsky graduated from the University of Toronto Medical School in 1988 and completed psychiatry residency training at the University of Toronto. He has been the Postgraduate Director for the Department of Psychiatry since 2005 and has been Director, Medical Education at the Centre for Addiction and Mental Health and Head of the Mood Disorders Clinic since 2007. Dr. Zaretsky is a Founding Fellow of the Academy of Cognitive Therapy and has a national reputation as a teacher of cognitive-behaviour therapy. He has previously won the 2010 Association of Chairs of Psychiatry of Canada (ACPC) Award for Excellence in Education, the 2005 Irma Bland Award from the American Psychiatric Association and the 2002 Association for Academic Psychiatry (AAP) Best Teacher Award. His current areas of research include CBT for bipolar disorder, CBT training and supervision, and residency education. Dr. Zaretsky has a special interest in enhancing resident resilience and has worked hard to transform the psychiatry residency training program by enhancing the teaching of neuroscience, quality improvement, health advocacy and self-reflection.

## **Impact**

Winston Churchill said: “We make a living by what we get, we make a life by what we give.” Mentoring and supporting residents has been the most satisfying work in my professional life. It is a privilege to work with and guide sensitive, caring and hard-working young people who are in the process of forming unique identities as healthcare professionals committed to serving people suffering from mental illness.

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# David McKnight

MD MHSc FRCPC

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## *Charles Mickle Fellowship Award 2012*

Affiliation(s): Department of Anesthesia  
St. Michael's Hospital  
Vice-Chair, Education, Department of Anesthesia

Context(s) Dedication to excellence and promotion of ethics and  
for Award: professionalism in medical education.

David J. McKnight received his MD in 1975 from the University of Toronto, and then completed anesthesia residency there. He joined the staff at St. Michael's Hospital in 1980. From 1989 to 2004 he was the Program Director of the University of Toronto Anesthesia Residency Program. In 2006, he completed an MHSc in Bioethics at the Joint Centre for Bioethics. He is currently Vice Chair, Education in the Department of Anesthesia, and Associate Dean, Equity & Professionalism, of the Faculty of Medicine. He is a member and former co-chair of the Association of Faculties of Medicine of Canada's Resource Group on Equity, Diversity and Gender. At the Royal College of Physicians of Surgeons of Canada he completed terms as a Member of Council, Chair of the Accreditation Committee, Chair of the Ethics & Equity Committee, Chair of the Anesthesia Specialty Committee, and a member of the Health & Public Policy Committee.

## **Impact**

"In society, we all have a duty to the future, to today's children, and to their children, and down the line. For those of us in health education the duty is to ensure that there are excellent health professionals for that future. It has been a privilege to have been able to play a part in achieving that goal."

# CONTINUING EDUCATION AND PROFESSIONAL DEVELOPMENT AWARDS

## **Colin R. Woolf Awards**

The Colin R. Woolf Awards were created to recognize outstanding contributions to continuing education courses. The first award is given to a University of Toronto-sponsored course for Excellence in Course Coordination. The second award is given for Excellence in Teaching, over a five year period, in a University of Toronto-sponsored Continuing Education course. The final category recognizes Long-Term Contributions, over a five year period, to Continuing Education activities and may include an administrative or research role in Continuing Education.

## **Fred Fallis Award**

This award was named to honour Dr. Fred Fallis, the first Assistant Dean in Continuing Education in the Faculty of Medicine, University of Toronto (1982-85) and one of the founders of Telemedicine for Ontario. The award recognizes an individual or group which has demonstrated innovation and excellence in online learning for health professionals.

## **Dave Davis CEPD Research Award**

Dr. Dave Davis has had a long and distinguished career in CE at the University of Toronto. He was the Associate Dean of Continuing Education from 1994 to 2005. Dr. Davis laid the groundwork for evidence-based CE with several seminal publications outlining what education delivery methods are effective agents of change for health professional behaviour and patient outcome. In 2001, he established the University of Toronto Knowledge Translation research program. The Dave Davis CEPD Research Award was created to recognize an outstanding completed research project in continuing education and professional development in the Faculty of Medicine.

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# Patient Safety and Quality Improvement Certificate Course

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## *Colin R. Woolf Award – Excellence in Course Coordination*

Affiliation(s): Department of Medicine  
Sunnybrook Health Sciences Centre  
Hospital for Sick Children

Planning Committee Members: Edward Etchells MD MSc FRCPC  
Chaim Bell MD FRCPC  
Olavo Fernandes MD FRCPC  
Lawrence Librach MD FRCPC  
Anne Matlow MD MSc FRCPC  
Kaveh Shojania MD FRCPC  
Vandad Yousefi MD FRCPC

Context(s) for Award: Excellence in course coordination, integrative leadership and capacity-building in patient safety and quality improvement.

The Patient Safety and Quality Improvement Certificate Program, launched in 2008, encourages program directors, faculty, clinical associates, fellows and residents to become engaged in quality improvement and patient safety efforts by enhancing their knowledge and skills and through supporting the development of infrastructure for measurement. The Program attracts participants from across the Faculty of Medicine and has been fully subscribed (n=40) annually for 3 years.

Edward Etchells is Associate Director and Site Director, Sunnybrook Health Sciences Centre of the University of Toronto Centre for Patient Safety and Medical Director of Information Services at SHSC. His research interests include medication reconciliation, computerized medication order entry, and real time alerting and decision support for critical laboratory values.

# Integration

“The University of Toronto Centre for Patient Safety's created the Certificate in Safety and Quality Improvement to meet the continuing education needs of those interested in improving patient care. We developed an innovative curriculum drawn from epidemiology, engineering, psychology, and qualitative research. We particularly valued the integration of health care professionals and providers from many disciplines and institutions.”

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# Douglas Moseley

PhD DABR

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## *Colin R. Woolf Award – Excellence in Teaching*

Affiliation(s): Department of Radiation Oncology  
Princess Margaret Hospital, Radiation Medicine Program  
Medical Physicist

Context(s) Accelerated Education Program – Image-Guided Radiation  
for Award: Therapy.

Doug Moseley graduated from the University of Waterloo (1989) with a BMath in Applied Mathematics and Computer Science, and completed his PhD in Applied Mathematics at Western University (1995). Doug moved to a position at Honeywell’s Industrial Automation and Control Division where he worked for 4 years on large-scale simulation followed by 3 years working in Advanced Process Control and Optimization. In 2001, Doug transitioned to a small bio-medical startup company before landing in the Radiation Therapy Physics department at Princess Margaret Hospital in 2002. He is an Assistant Professor in the Department of Radiation Oncology as well as an Adjunct Professor in the McMaster School of Computational Science and Engineering and the Faculty of Science at Western University. Since 2008, Doug has been the Deputy Chief of Medical Physics at the Stronach Regional Cancer Centre at Southlake. His current research interests focus on the development of novel image processing techniques as well as the use of image-guidance with cone-beam CT for radiation therapy delivery. Dr. Moseley is currently certified in Therapeutic Radiologic Physics by the American Board of Radiology.

## **Innovation**

“We imaged the first patient at Princess Margaret Hospital using a linac-based cone-beam computed tomography technique in October 2003. Since then, we have taken over 250,000 volumetric images for more than 8000 patients receiving radiation therapy. The IGRT course has been a key component in educating our own staff as well as sharing our techniques with clinicians world wide.”

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# Jagdish Butany

MBBS MS FRCPC

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## *Colin R. Woolf Award – Long-Term Contribution*

Affiliation(s): Department of Laboratory Medicine & Pathobiology  
University Health Network / Toronto General Hospital  
Director, Anatomical Pathology

Context(s) for Award: Leadership and innovation in education and professional development; building bridges between the university, hospitals, and professional associations/societies.

Medically trained in India, Jagdish Butany qualified as a pathologist (Toronto, '79) followed by a year at the NIH (NHLBI – Pathology Branch). His research interests are cardiovascular disease and prosthetic cardiac devices. He has over 250 peer-reviewed publications, and was a founding member and past President of the Society for Cardiovascular Pathology, and Co-Editor-in-Chief of *Cardiovascular Pathology* (2002-11). A career long proponent of CME, he participated in the development of the Maintenance of Competence (MOCOMP) program of the RCPSC and has initiated and participated in CME programs at the University of Toronto, nationally (CAP-ACP) and internationally (International Academy of Pathology, Association of Indian Pathologists in North America, World Association of Societies of Pathology & Laboratory Medicine). Dr. Butany believes in the holistic approach to patient care and a multidisciplinary approach to CPD exemplified by "Saturday in Pathology", a Microscope based, small group program combining different specialties.

## **Innovation**

“Educational innovation should be an integrated part of a multidimensional process to continuously transform education. In the face of technological capabilities enabling instant access to online information and unlimited opportunities for independent learning, it is critical that we do not let the human and hands-on aspects of teaching and learning become a ‘missing link’. Adding these ‘touchy-feely’ elements in my teaching sessions at all levels ensures learners do not miss this important dimension in their learning experience.”



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# Cathy Evans

PhD MSc BScPT

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## *Fred Fallis Award – Excellence in Online Learning*

Affiliation(s): Department of Physical Therapy

Context(s) An Online Course in Evidence Based Practice in Manual  
for Award: Therapy for Physiotherapists

Cathy Evans is a physiotherapist, Graduate Coordinator and Assistant Professor in the Department of Physical Therapy. She earned her BSc PT at the University of Toronto, MSc in Epidemiology at McMaster University, and a PhD from the University of Toronto in technology and education and is interested in online learning and communities of practice to support Canadian and international health professional continuing education. The Online Course in Evidence Based Practice in Manual Therapy for Physiotherapists is a 10- week modular course offered to physiotherapists across Canada who wish to develop critical appraisal and research skills in manual therapy practice.

## **Innovation**

“If we are very fortunate, we find ourselves in a time and place where individuals and systems support us in our small and sometimes naïve attempts to shape the contours of the future. I am in such a place, where educational innovation is inspired by colleagues and desired by learners who believe in possibilities.

Innovation in online learning is an experience which allows us to play with new ideas, build on shared creativity and take a few risks along the way. With innovation, ‘we have to continually be jumping off cliffs and developing our wings along the way.’ (Kurt Vonnegut)”

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# Catherine Yu MD FRCPC MHSc

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## *Dave Davis CEPD Research Award*

Affiliation(s): Department of Medicine, Endocrinology and Metabolism  
Keenan Research Centre in the Li Ka Shing Knowledge  
Institute, St. Michael's Hospital

Context(s) Improving health outcomes through continuing education:  
for Award: *Insulin order sets, in the context of a multi-faceted  
interprofessional educational intervention, improve  
glycemic control and processes of care.*

Catherine Yu is a Staff Endocrinologist at St. Michael's Hospital, Assistant Professor in the Department of Medicine at the University of Toronto, and Associate Scientist in the Keenan Research Centre in the Li Ka Shing Knowledge Institute of St. Michael's Hospital. In addition, she is the Chair of the Clinical Practice Guidelines Dissemination and Implementation Committee of the Canadian Diabetes Association. Her clinical practice is in diabetes and general endocrinology. Her research focus is on the care of the patient with diabetes in the context of a health care team, revolving around the role of patient and clinician education and behaviour change strategies in improving quality of care. In particular, she is involved in the development and evaluation of innovative and integrative tools for continuing professional development and patient education in chronic disease management.

## Impact

如果你正計劃一年，播種水稻；  
如果你正計劃十多年來，種植樹木；  
如果你是一百年的規劃，教育人。

If you are planning for a year, sow rice;  
if you are planning for ten years, plant trees;  
if you are planning for one hundred years, educate people.

(Chinese Proverb)

# **CLINICAL TEACHING AWARDS FOR UNIVERSITY OF TORONTO COMMUNITY-BASED FACULTY MEMBERS**

## **Excellence in Community-Based Clinical Teaching Awards**

Established by the Faculty of Medicine in 2012 under the auspices of the Office of Integrated Medical Education, these awards acknowledge the significant contribution of an increasing number of University of Toronto community-based teachers to the learning of medical students and residents at the University of Toronto. The first award recognizes excellence in community-based clinical teaching in a Community Hospital, the second award recognizes excellence in community-based clinical teaching in a Clinic or Office setting, and the third award recognizes sustained excellence in community-based clinical teaching.

The inaugural awards will be presented at the 2013 Education Achievement Celebration.

# **FACULTY DEVELOPMENT AWARDS**

## **Helen P. Batty Faculty Development Awards**

These awards, named after one of our own award-winning Faculty educators, were established in 2005 to recognize outstanding departmental faculty development programs leading to the enhancement of education, instruction, career development, professionalism, inter-professionalism, and/or health professional leadership within the Faculty in the categories of Program Excellence and Teaching Performance.

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# Martin van der Vyver MD FRCPC

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## *Helen P. Batty Faculty Development Award – Innovation in Program Development and Design*

Affiliation(s): Department of Anesthesia  
Sunnybrook Health Sciences Centre, Anesthesiology  
Director of Faculty Development Programs

Context(s) Development of a longitudinal faculty development for  
for Award: junior faculty in the department of Anesthesia.

Martin van der Vyver completed undergraduate and resident training at the University of Stellenbosch in South Africa; and undertook a fellowship in Obstetric Anesthesia at Women's College Hospital (2000). He is Chair of the Continuing Education and Professional Development committee of the Canadian Anesthesiologists' Society. Dr. van der Vyver is an alumnus of the Education Scholars program at the Centre for Faculty Development at the University of Toronto / St. Michael's Hospital. His current interest is incorporating CanMEDS competencies in Professional development programs. The longitudinal faculty development program he has designed, which is described as "innovative, energetic and effective", is comprised of four elements: a Faculty Development Day, a New Faculty Awareness Program, the establishment of a Faculty Development Committee, and a Faculty Remediation Program. This integrated approach to faculty development is a significant contribution to Faculty Development in the Department of Anesthesia.

## **Innovation**

"Traditional delivery of Continuing Professional Development Programs has not been able to reach many in need of it. Through the use of innovation in terms of delivery methods we may be able to change this."

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# Teacher's Meetings Planning Committee

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## *Helen P. Batty Faculty Development Award - Innovation in Program Development and Design*

Affiliation(s): Department of Family & Community Medicine  
St. Michael's Hospital

Members: Yee-Ling Chang MD CCFP FCFP  
Abbas Ghavam-Rassoul MD MHSc CCFP FCFP  
Judith Peranson MD MPH CCFP  
Karen Weyman MD MEd CCFP FCFP

Context(s) Inter-professional faculty development and the creation of  
for Award: communities to support the sharing of teaching expertise  
and experience.

The renewal of the “Teacher’s Meetings” professional development program was grounded in a three-part needs assessment which included a survey sent to participants, a review of undergraduate and postgraduate program evaluations and an environmental scan of important and upcoming topics. By adjusting the scheduling and planning the curriculum for Teacher’s Meetings sessions in response to the results of the needs assessment, the Planning Committee succeeded in increasing participation and engagement of teaching faculty.

Yee-Ling Chang teaches at all levels at the Faculty of Medicine, (pre-clerkship, clerkship and postgraduate). She is active in faculty development at the DFCM and is the Professional Development coordinator at St. Michael’s. She is pursuing a Master’s of Community Health degree (U of T) with a focus on quality improvement in practice management and patient wait times.

Abbas Ghavam-Rassoul is Postgraduate Education Director for the DFCM at St. Michael’s. He is an active teacher in the Interprofessional Applied

Practical Teaching (INTAPT) Faculty Development program at the DFCM at U of T.

Judith Peranson is co-chair of the Department of Family and Community Medicine (DFCM) IPE Working Group at St. Michael's, and an active member of the U of T DFCM's IPE Advisory committee, she divides her time between clinical work and designing and evaluating IPE programs.

Karen Weyman is the Deputy Chief of Department and Undergraduate Education Director for the DFCM at St. Michael's. She is also the Medical Director at Covenant House. She enjoys working with and teaching learners at all levels and working with her colleagues on the St. Michael's Hospital, Family Medicine Education Committee.

## Impact

“We have learned that one can have remarkable impact by starting small but planning well. From the beginning of this endeavor, we adhered to sound educational principles with continued invitation and incorporation of faculty needs. Through session redesign and faculty centred teaching topics; attendance has increased considerably with consistently positive evaluations. These educational sessions have evolved into a collegial, safe and interactive learning environment for our teachers. We continue to evaluate our sessions to sustain and build upon our successes.”

## AWARD NOMINEES

The Faculty of Medicine would like to formally acknowledge and congratulate the following members of our excellent Faculty and Staff on their nominations for our most prestigious awards. We sincerely thank you for your outstanding contributions and dedication:

Bodley, Janet Louise

Brown, Mitchell

Burns, Peter

Burnstein, Marcus

Colgan, Terrence

Comelli, Elena

Corey, Paul

Dueck, Andrew

Etchells, Edward

Fish, Joel

Gupta, Neeru

Hanley, Anthony

Herschorn, Sender

Hodaie, Moji

Ingles, James

Jackson, Suzanne

Jaglal, Susan

Jay, Richard

Kulkarni, Abhaya

Lindsay, Thomas

McPherson, Peter

Melady, Don

Ni, Heyu

Osborne, Lucy

Penciner, Rick

Peters, Walter

Radisic, Milica

Raphael, Simon

Stanisz, Greg

Wolever, Thomas

Wong, Rene

Wooster, Douglas

Yousef, George

Zandstra, Peter

*Come Play with Me: Learning to  
Partner with your Child in Play,  
"The Play Group"*

*The Wilson Centre Atelier  
Qualitative Research*



# FACULTY OF MEDICINE TEACHING HONOURS AND AWARDS 2011-2012

What follows is a sampling of the many and diverse honours earned by those who teach our learners, including faculty members, Allied Health Professionals, and Residents in recognition of outstanding commitment, skill and innovation in teaching and education. Omission from this list does not signify diminished importance.

Abedi, Behnaz	Interprofessional Education Award, Women's College Hospital
Aberman, Arnold	Order of Canada (Officer), Governor General of Canada
Abrahamson, John	Dr. John H. Fowler Excellence in Teaching Award, Toronto East General Hospital
Agur, Anne	Excellence in Teaching, Occupational Science and Occupational Therapy
Akhtar, Sabrina	Faculty and Staff Achievement Award in Clinical Teaching New Teacher Award (Postgraduate Education Program), Family and Community Medicine; Teaching in the Family Medicine Clerkship (Hospital-based) Award, Family and Community Medicine
Al-Abbasi, Thamer	Resident Teaching Awards, Professional Association of Interns & Residents of Ontario; Excellence in Teaching Award, Toronto East General Hospital
Al-Hertani, Walla	PeRLS (Paediatric Resident Lecture Series) Teaching Award, Paediatrics
Altieri, Julie	Faculty and Staff Achievement Award in Educational Achievement Resident Advocacy (Postgraduate Education Program), Family and Community Medicine
Amaral, Andre Carlos	Excellence in Teaching Award, Medicine, Sunnybrook Health Sciences Centre
Amin, Reshma	Subspecialty Teaching Award, Paediatrics
Anastakis, Dimitri	Individual Teaching Excellence Award - Postgraduate, Wightman-Berris Academy
Antao, Viola	New Leadership in Professional Development Award (Professional Development Program), Family and Community Medicine
Ashby, Peter	Individual Teaching Excellence Award - Undergraduate, Wightman-Berris Academy
Avendano, Monica	Certificate of Excellence in Clinical Teaching, Medicine, West Park Healthcare Centre
Ayoub, Elicia	New Leadership in Professional Development Award (Professional Development Program), Family and Community Medicine
Azzie, Georges	POWER Teacher Awards, Paediatrics
Baba, Cindy	Certificate of Excellence in Clinical Teaching, Occupational Therapy, West Park Healthcare Centre

Batty, Helen	Interprofessional Education Award, Women's College Hospital
Bearss, Erin	Teaching in the Family Medicine Clerkship (Hospital-based) Award, Family and Community Medicine
Bell, Alan	Excellence in Teaching in the Family Medicine Longitudinal Experience (Undergraduate Education Program), Family and Community Medicine
Bernstein, Michael	Young Teacher Award, Medicine, Sunnybrook Health Sciences Centre
Bhalerao, Shree	Award for Excellence in Undergraduate Medical Education, Psychiatry, St. Michael's Hospital
Black, Sandra	William J. Sibbald Mentoring Award, Medicine, Sunnybrook Health Sciences Centre
Bleakney, Robert	E. L. Lansdown Award, Medical Imaging
Bloch, Gary	Award of Excellence, College of Family Physicians of Canada (Ontario)
Bodley, Janet	Chair's Award for Undergraduate Teaching, Obstetrics and Gynaecology
Body, Janet	Certificate of Excellence for Clinical Teaching, West Park Healthcare Centre
Bonta, Mark	Individual Teaching Excellence Award - Undergraduate, Wightman-Berris Academy
Bordman, Risa	Award of Excellence, Ontario College of Family Physicians
Bouchard, Shelley	Education Innovation Award, Women's College Hospital
Boyko, Robert	Teaching in the Family Medicine Clerkship (Community-based) Award, Family and Community Medicine
<i>Bridgepoint Health Occupational Therapists</i>	Sustained Outstanding Contribution to Occupational Therapy Education (Organization), Occupational Science and Occupational Therapy
Brooks, Ruth	Teaching in the Family Medicine Clerkship (Hospital-based) Award, Family and Community Medicine; Interprofessional Education Award, Women's College Hospital
Burrell, Karen	Teacher/Educator Award, Women's College Hospital; Interprofessional Education Award, Women's College Hospital
Calpin, Carolyn	R. H. A. Haslam Preclerkship Teaching Award, Paediatrics
Caplan, Leigh	Interprofessional Health Teaching Award (Undergraduate Education Program), Family and Community Medicine
Cardella, Jonathan	Resident Teacher Award, FitzGerald Academy
Catford, Erika	New Leadership in Professional Development Award (Professional Development Program), Family and Community Medicine
Chaban, Michele	Excellence in Faculty Development Award (Professional Development Program), Family and Community Medicine
Chan, Bowen	Excellence in Teaching in the Family Medicine Longitudinal Experience (Undergraduate Education Program), Family and Community Medicine
Chan, Kelvin	Certificate of Excellence in Clinical Teaching, Physical Therapy, West Park Healthcare Centre
Chang, Yee-Ling	Mentorship Award (Professional Development Program), Family and Community Medicine

Cheng, Susanna	Ambulatory Teaching Award, Medicine, Sunnybrook Health Sciences Centre
Chenkin, Jordan	Advanced Life Support Education Award, Medicine, Sunnybrook Health Sciences Centre
Cheung, Mark	Outstanding Contribution by Faculty, Peters-Boyd Academy
Cheung, Matthew	Jerry Scott Teaching Award, Medicine, Sunnybrook Health Sciences Centre
Chien, Vincent	Outstanding Postgraduate Teacher Award, Medicine, St. Michael's Hospital; Dr. Gerald Wong Award, Medicine, St. Michael's Hospital
Childerhose, Debbie	Interprofessional Education Award, Women's College Hospital
Chung, Chin	Clerkship Teaching - Family & Community Medicine, Peters-Boyd Academy
Chung, TaeBong	Individual Teaching Excellence Award - Postgraduate, Wightman-Berris Academy
Clarkson, Blaise	Award of Excellence in Development and Use of Innovative Instructional Methods, Family and Community Medicine
Clyde, Julie	Certificate of Excellence for Clinical Teaching, West Park Healthcare Centre
Cologna, Ingrid	New Teacher/Educator Award, Women's College Hospital
Connelly, Kim	Dr. Luigi Casella Award, Medicine, St. Michael's Hospital
Cooke, Mary Ellen	Clinical Teacher Award, Canadian Anesthesiologists' Society
Cooper, Sari	Faculty and Staff Achievement Award in Clinical Teaching Role Modeling Clinical Excellence (Postgraduate Education Program), Family and Community Medicine
Cross, Karen	Leo Mahoney Resident Teaching Award, Surgery, St. Michael's Hospital
Daneman, Denis	PERLs Award (Paediatric Educational Resident Lecture Series), Paediatrics
Daniels, Timothy	Jameel Ali Continuing Education Award, Surgery, St. Michael's Hospital
Davis, Jane	Excellence in Research Supervision, Occupational Science and Occupational Therapy
Delgado, Diego	Individual Teaching Excellence Award - Undergraduate, Wightman-Berris Academy
Dell'Erba, Cara	Outstanding Lab Demonstrator, Occupational Science and Occupational Therapy
Dessouki, Omar	Resident Teaching Award, Peters-Boyd Academy
Dilkas, Steven	Certificate of Excellence for Clinical Teaching, West Park Healthcare Centre
Dodge, Jason	Master Teacher Award, Obstetrics and Gynaecology; Undergraduate Teaching Excellence Award, Obstetrics and Gynaecology
Dueck, Andrew	Clerkship Teaching - Surgery, Peters-Boyd Academy
Eisen, Jeff	Faculty and Staff Achievement Award in Clinical Teaching Excellence in Teaching (Postgraduate Education Program), Family and Community Medicine

Elman, Debra	Certificate of Merit Award, Canadian Association for Medical Education; Faculty and Staff Achievement Award in Clinical Teaching Role Modeling Clinical Excellence (Postgraduate Education Program), Family and Community Medicine
Ennis, Andrea	DOCH-I Teaching Award, Peters-Boyd Academy
Escallon, Jaime	Individual Teaching Excellence Award - Undergraduate, Wightman-Berris Academy
Esho, David	New Teacher Award (Undergraduate Education Program), Family and Community Medicine
Feldman, Mark	POWER Teacher Awards, Paediatrics
Feldman, Perle	Enid Johnson MacLeod Award, Federation of Medical Women of Canada
Feldman, Sid	Outstanding Contribution to Family Medicine Undergraduate Program, Family and Community Medicine
Ferreira, Ludmilla	Certificate of Excellence for Clinical Teaching, West Park Healthcare Centre
Fine, Rebecca	Dr. John H. Fowler Excellence in Teaching Award, Toronto East General Hospital
Fook, Trevor Chin	Best Surgical Ophthalmology Award, St. Michael's Hospital
Forte, Milena	Faculty and Staff Achievement Award in Educational Achievement Innovation in Education (Postgraduate Education Program), Family and Community Medicine
Fraser, Janet	Certificate of Excellence for Clinical Teaching, West Park Healthcare Centre
Freire-Lizama, Tatiana	Undergraduate Teaching Excellence Award, Obstetrics and Gynaecology
French, Michelle	Undergraduate Large Class Teaching Award, Physiology
Fulton, Jessica	Undergraduate Medicine Teaching Award, Women's College Hospital
Fung, Ron	Individual Teaching Excellence Award - Allied Health, Wightman-Berris Academy
Gans, Marvin	The Lionel Weinstein Clerkship Teaching Award, Paediatrics
George, Ralph	William Horsey Postgraduate Teaching Award, Surgery, St. Michael's Hospital
Ghabbour, Nagi	Paul Steinhauer Award for Best Postgraduate Teacher in Child Psychiatry, Psychiatry
Ghorab, Zeina	MMMD Teaching Award, Peters-Boyd Academy
Gora, Irving	Teaching in the Family Medicine Clerkship (Hospital-based) Award, Family and Community Medicine
Gorman, Daniel	Robin Hunter Postgraduate Teaching Award, Psychiatry
Gospodarowicz, Mary	May Cohen Award for Women Mentors, Canadian Medical Association
Graham, John	Outstanding Postgraduate Teacher Award, Medicine, St. Michael's Hospital
Granton, John T.	Anderson Award for Extraordinary Contribution, Wightman-Berris Academy
Griffin, Virginia	Teacher of the Year Award - 2nd Year Family Medicine, North York General Hospital

Grossman, Stacey	Clerkship Teaching - Obstetrics & Gynaecology, Peters-Boyd Academy
Grover, Samir	PBL Teacher Award, FitzGerald Academy; Outstanding Postgraduate Teacher Award, Medicine, St. Michael's Hospital
Grundland, Batya	Interprofessional Education Award, Women's College Hospital
Guiang, Charlie	AMS - The Mimi Divinsky Award for History and Narrative in Family Medicine, College of Family Physicians of Canada; Complete Physician Award, St. Michael's Hospital
Gupta, Rajesh	Friends of the Academy Award, FitzGerald Academy
Hagen, John	Individual Teaching Excellence Award - Undergraduate, Wightman-Berris Academy
Halman, Mark	Award for Excellence in Postgraduate Medical Education, Psychiatry, St. Michael's Hospital; Award for Excellence in Continuing Medical Education, Psychiatry, St. Michael's Hospital
Hare, Greg	William Noble Award, Anesthesia, St. Michael's Hospital
Harvey, Bart	Eric Martin Award, American Medical Writers Association
Hazan, Sandra Joan	Individual Teaching Excellence Award - Undergraduate, Wightman-Berris Academy
Hebert, Philip	Reg L. Perkin Family Physician of the Year College of Family Physicians of Canada (Ontario); 2011 Regional Family Physicians of the Year, Ontario College of Family Physicians
Heineck, Katja	Interprofessional Education Award, Women's College Hospital
Henderson, Robert	Larkin Health Professional Education Award, Rural Ontario Medical Program
Heng, Marilyn	Paul McGoey Teaching Award, Surgery, St. Michael's Hospital
Herr, Gabriella	Interprofessional Health Teaching Award (Undergraduate Education Program), Family and Community Medicine
Hicks, Christopher	St. Michael's Hospital Emergency Medicine Master Teacher of the Year, St. Michael's Hospital
Ho, Alex	Art Dunn Postgraduate Award, Anesthesia, St. Michael's Hospital
Hodaie, Mojgan	Individual Teaching Excellence Award - Postgraduate, Wightman-Berris Academy
Hodges, Brian	2011 President's Award for Exemplary National Leadership in Academic Medicine, Association of Faculties of Medicine of Canada (AFMC); 2012 Ian Hart Award for Distinguished Contribution to Medical Education, Canadian Association for Medical Education (CAME); 2012 John P. Hubbard Award, National Board of Medical Examiners (NBME)
Hong, Tommy	Teaching in the Family Medicine Clerkship (Community-based) Award, Family and Community Medicine
Hooks, Rosalie	Award of Excellence in Teaching, Family and Community Medicine
Horner, Richard	Undergraduate Small Class Teaching Award, Physiology
Hughes, Lesley	New Teacher/Educator Award, Women's College Hospital
Hughes, Vince	Art Dunn Undergraduate Award, Anesthesia, St. Michael's Hospital
Imperial, Marjorie	Individual Teaching Excellence Award - Allied Health, Wightman-Berris Academy

Ismil, Nadia	Graduate Teaching/Education Award, Laboratory Medicine and Pathobiology
Ivers, Noah	New Teacher Award (Undergraduate Education Program), Family and Community Medicine
Johnson, Tracy	Teacher/Educator Award, Women's College Hospital
Johnston, Miles	John B. Walter Teaching Prize, Laboratory Medicine and Pathobiology
Johnstone, Julie	Christopher Ondaatje Award, Paediatrics
Joos, Shone	Sustained Outstanding Contribution to Occupational Therapy Education (Individual), Occupational Science and Occupational Therapy
Judah, Sybil	Undergraduate Teaching Excellence Award, Obstetrics and Gynaecology
Kaasa, Benjamin	Teacher of the Year Award - 1st Year Family Medicine, North York General Hospital
Kahane, Steve	Community-based Contributor to Professional Development Award (Professional Development Program), Family and Community Medicine
Kanani, Ronik	Marvin Gerstein Award, Paediatrics
Kaplovitch, Harvey	Teaching in the Family Medicine Clerkship (Community-based) Award, Family and Community Medicine
Kassam, Tasneem	New Teacher Award (Undergraduate Education Program), Family and Community Medicine
Kates, Warren Bradley	Best Medical Ophthalmology Award, St. Michael's Hospital
Kaul, Tom	Emerging New Teacher Award, Toronto East General Hospital
Kay, Rex	Psychotherapy Award for Academic Excellence, Psychiatry
Kayssi, Ahmed	Resident Teaching Award, Peters-Boyd Academy
Kazarian, Nancy	PAIRO Excellence in Clinical Teaching Awards, Professional Association of Interns & Residents of Ontario
Kee, Nohjin	Innovative Course Design Award and Excellence in Teaching Performance, Physiology
Kelly, Catherine	Director's Special Award, Peters-Boyd Academy
Kives, Sari	Paul McCleary Award, Obstetrics & Gynaecology, St. Michael's Hospital
Knight, Burton	Excellence in Specialty Teaching, North York General Hospital
Korpai, Elizabeth	Certificate of Excellence in Clinical Teaching, Occupational Therapy, West Park Healthcare Centre
Kukreti, Vishal	Individual Teaching Excellence Award - Postgraduate, Wightman-Berris Academy
Kupfert, Bev	Postgraduate Community Teaching Award, Paediatrics
Kwan, Yvonne	Individual Teaching Excellence Award - Allied Health, Wightman-Berris Academy
LaCroix, Eileen	Clerkship Teaching - Psychiatry, Peters-Boyd Academy
Lakhanpal, Gita	Outstanding Guest Lecturer, Occupational Science and Occupational Therapy
Landry, Mireille	Teacher/Educator Award, Women's College Hospital
Lansang, Perla	Bernice Rose Krafchik Teaching Award for Outstanding Clinical Teaching, Medicine, Sunnybrook Health Sciences Centre

Larson, Charles	Christopher Ondaatje Award, Paediatrics
Latta, Eleanor	Kalman Kovacs Award - Undergraduate Teaching, Laboratory Medicine, St. Michael's Hospital
Law, Marcus	Faculty and Staff Achievement Award in Educational Achievement Resident Advocacy (Postgraduate Education Program), Family and Community Medicine
Lawler, Valerie	Education Innovation Award, Women's College Hospital
Laxer, Ronald	POWER Teacher Awards, Paediatrics
Lee, Sabrina	Undergraduate Teaching Excellence Award, Obstetrics and Gynaecology
Leis, Jerome	Individual Teaching Excellence Award - Undergraduate, Wightman-Berris Academy
Lenkov, Pamela	Undergraduate Medicine Teaching Award, Women's College Hospital
Leung, Fok-Han	Master Teacher Award, FitzGerald Academy
Lieff, Susan	Award for Outstanding Contribution to Faculty Development, Association of Faculties of Medicine of Canada; President's Teaching Award (2011), University of Toronto
Limaye, Navika	New Teacher Award (Undergraduate Education Program), Family and Community Medicine
Livingstone, Donald	Part-time Teaching Award, Medicine, Sunnybrook Health Sciences Centre
Lopez Filici, Ana	Individual Teaching Excellence Award - Allied Health, Wightman-Berris Academy
MacFadden, Derek	Resident Teaching Awards, Professional Association of Interns & Residents of Ontario
MacLeod, Tara	Undergraduate Teaching Excellence Award, Obstetrics and Gynaecology
MacMillan, Lindsay	New Teacher Award (Undergraduate Education Program), Family and Community Medicine
MacNeill, Heather	DOCH-II Teaching Award, FitzGerald Academy
MacPherson, Colin	Award for Best Medical Staff Teacher (Undergraduate), Psychiatry, Centre for Addictions and Mental Health (CAMH)
Mahmud, Farid	POWER Teacher Awards, Paediatrics
Malachowska, Alicia	Certificate of Excellence in Clinical Teaching, Occupational Therapy, West Park Healthcare Centre
Malek, Rowja	Teaching in the Family Medicine Clerkship (Community-based) Award, Family and Community Medicine
Malik, Rebecca	The Dr. Elizabeth Anne Beattie Teaching Award for Excellence in Teaching in the Pre-Clerkship Curriculum (Undergraduate Education Program), Family and Community Medicine
Manis, Danielle	Teaching in the Family Medicine Clerkship (Hospital-based) Award, Family and Community Medicine
Mark, Patrick	Undergraduate Education Award, Toronto East General Hospital
Mason, Robin	Excellence in Education Award, Nursing Network on Violence Against Women; Teacher/Educator Award, Women's College Hospital
Matthews, Stephen	Innovative Course Design Award and Excellence in Teaching Performance, Physiology

McDonald, Michael	Individual Teaching Excellence Award - Postgraduate, Wightman-Berris Academy
McNamee, Jane	Certificate of Excellence for Clinical Teaching, Nursing, West Park Healthcare Centre
Meffe, Filomena	Sustained Excellence in Postgraduate Teaching, Obstetrics & Gynaecology, St. Michael's Hospital
Meuser, James	Certificate of Merit Award, Canadian Association for Medical Education; Excellence in Leadership and Innovation in Professional Development (Professional Development Program), Family and Community Medicine
Midmer, Deana	Honorary Member, College of Family Physicians of Canada
Moayed, Yasbanoo	Dr. Murray Muirhead Postgraduate Award PGY2, Medicine, St. Michael's Hospital
Moe, Samantha	Interprofessional Health Teaching Award (Undergraduate Education Program), Family and Community Medicine
Monardo, Melissa	Certificate of Excellence in Clinical Teaching, Occupational Therapy, West Park Healthcare Centre
Moran, Geoff	Teaching in the Family Medicine Clerkship (Community-based) Award, Family and Community Medicine
Morgan, Gwen	Interprofessional Education Award, Women's College Hospital
Mossman, Kerstin	Faculty and Staff Achievement Award in Educational Achievement Innovation in Education (Postgraduate Education Program), Family and Community Medicine
Munoz, David	Bernadette Garvey - Postgraduate Teaching, Laboratory Medicine, St. Michael's Hospital
Murdoch, Stuart	Faculty and Staff Achievement Award in Educational Achievement Program Leadership (Postgraduate Education Program), Family and Community Medicine
Musgrave, Melinda	Donald J. Currie Undergraduate Teaching Award, Surgery, St. Michael's Hospital
Muskat, Tammy	Excellence in Field Instruction Award, Council on Social Work Education
Nel, Louise	New Teacher Award (Undergraduate Education Program), Family and Community Medicine
Noack, Greg	Outstanding Guest Lecturer, Occupational Science and Occupational Therapy
O'Connor, Shirlee	Interprofessional Education Award, Women's College Hospital
Oyewumi, Lami	Resident Teaching Award, Peters-Boyd Academy
Palmer, David	Community-based Contributor to Professional Development Award (Professional Development Program), Family and Community Medicine
Panisko, Daniel	Osler Award, Canadian Society of Internal Medicine
Patel, Yashesh	Award for Excellence for Promotion of Women in Academic Health Professions, Society for Executive Leadership in Academic Medicine
Pattani, Reena	Dr. Murray Muirhead Postgraduate Award PGY1, Medicine, St. Michael's Hospital
Paupst, Millie	Dr. John Armstrong Award for Teaching in Mental Health, North York General Hospital



Pedery, Andrew	Teaching in the Family Medicine Clerkship (Community-based) Award, Family and Community Medicine
Perumalla, Christopher	Innovative Course Design Award and Excellence in Teaching Performance, Physiology
Phillips, David	Excellence in Teaching in the Family Medicine Longitudinal Experience (Undergraduate Education Program), Family and Community Medicine
Philpott, Jane	Faculty and Staff Achievement Award in Educational Achievement Program Leadership (Postgraduate Education Program), Family and Community Medicine
Pimlott, Nicholas	Excellence in Faculty Development Award (Professional Development Program), Family and Community Medicine
Pirie, Jonathan	Harry Bain Award, Paediatrics
Pittini, Richard	Undergraduate Teaching Excellence Award, Obstetrics and Gynaecology
Pocrnick, Tom	Best Clinical Teacher Award, Medicine, Sunnybrook Health Sciences Centre
Poldre, Peeter	Director's Special Award, Peters-Boyd Academy
Post, Martin	Excellence in Graduate Teaching Award, Physiology
Poutanen, Susan	Undergraduate Teaching/Education Award, Laboratory Medicine and Pathobiology
Powis, Jeff	Research Educator Award, Toronto East General Hospital
<i>Providence Healthcare Occupational Therapists</i>	Outstanding Significant Contributions (Organization), Occupational Science and Occupational Therapy
Rachlis, Val	Jan Kasperski Leadership Award, Ontario College of Family Physicians
Radziunas, Ina	Teacher/Educator Award, Women's College Hospital
Ravitz, Paula	Ivan Silver Award for Excellence in Continuing Mental Health Education, Psychiatry
Reel, Kevin	Outstanding Significant Contributions (Individual), Occupational Science and Occupational Therapy
Remington, Gary	Paul E. Garfinkel Award for Best Fellowship Supervisor, Psychiatry
Rhee, Steven	Outstanding Teaching in a Family Medicine Elective Award (Undergraduate Education Program), Family and Community Medicine
Roberts, Michael	Mentorship Award (Professional Development Program), Family and Community Medicine
Robertson, David	Allan B. Tennen Award for Excellence in Teaching/Supervising in Psychotherapy, Psychiatry
Rogers, Ian	Robert Goode Early Career Teaching Award, Physiology
Sacks, Jordana	Teaching in the Family Medicine Clerkship (Hospital-based) Award, Family and Community Medicine
Sampson, Gweneth	New Leadership in Professional Development Award (Professional Development Program), Family and Community Medicine
Sanders, Kevin	Excellence in Specialty Teaching, North York General Hospital

Sasaki, Ayako	Certificate of Excellence in Clinical Teaching, Occupational Therapy, West Park Healthcare Centre
Satok, David	Excellence in Teaching in the Family Medicine Longitudinal Experience (Undergraduate Education Program), Family and Community Medicine
Sawires, Hany	Dr. John H. Fowler Excellence in Teaching Award, Toronto East General Hospital
Schreiber, Martin	Teacher of the Year, Medicine; Teaching Award, Ontario Confederation of University Faculty Associations (OCUFA); Advocate for Students Award, Ontario Medical Association (OMA)
Seidelin, Peter	Individual Teaching Excellence Award - Postgraduate, Wightman-Berris Academy
Selby, Peter	Excellence in Interprofessional Education Award, University of Toronto Centre for Interprofessional Education
Sem, Wai Chun	Faculty and Staff Achievement Award in Clinical Teaching Excellence in Teaching (Postgraduate Education Program), Family and Community Medicine; Excellence in Teaching Award, Toronto East General Hospital
Shapiro, Heather	Chair's Award for Excellence in Postgraduate Program Development/Innovation, Obstetrics and Gynaecology
Sharma, Malika	Dr. J. J. Connors Award, Medicine, St. Michael's Hospital
Shouldice, Michelle	Continuing Medical Education Award, Paediatrics
Silver, Brian	Teaching in the Family Medicine Clerkship (Community-based) Award, Family and Community Medicine
Silverman, Jeffrey	Excellence in Specialty Teaching, North York General Hospital
Singh, Narendra	The Undergraduate Community Teaching Award, Paediatrics
Sivananthan, Shankar	Resident Teaching Award, Peters-Boyd Academy
Sivjee, Khalil	Inpatient Teaching Award, Medicine, Sunnybrook Health Sciences Centre
Sockalingam, Sanjeev	Young Leaders Award (Early Career), Canadian Medical Association; Individual Teaching Excellence Award - Postgraduate, Wightman-Berris Academy
Soh, Colleen	Certificate of Excellence in Clinical Teaching, Occupational Therapy, West Park Healthcare Centre
Sokolov, Stephen	Award for Best Medical Staff Resident Supervisor (Postgraduate), Psychiatry, Centre for Addictions and Mental Health (CAMH)
Solomon, Melinda	POWER Teacher Awards, Paediatrics
Song, Christine	Dr. Murray Muirhead Postgraduate Award PGY3, Medicine, St. Michael's Hospital
Soric, Rajka	Certificate of Excellence for Clinical Teaching, West Park Healthcare Centre
Spavor, John	Outstanding Fieldwork Supervision, Occupational Science and Occupational Therapy
Sridhar, Srikala	Individual Teaching Excellence Award - Postgraduate, Wightman-Berris Academy
Steel, Andrew	Individual Teaching Excellence Award - Undergraduate, Wightman-Berris Academy

Steele, Donna	Clerkship Award, FitzGerald Academy; Excellence in Undergraduate Teaching, Obstetrics & Gynaecology, St. Michael's Hospital
Stekel, Natasha	Occupational Therapy Award, Peters-Boyd Academy
Stremler, Denise	Certificate of Excellence in Clinical Teaching, Physical Therapy, West Park Healthcare Centre
Streutker, Cathy	Arthur Vandenbroucke Award - Laboratory Technologists and Technicians, Laboratory Medicine, St. Michael's Hospital
Stroud, Lynfa	Pre-Clerkship Teaching Award, Medicine, Sunnybrook Health Sciences Centre
Stubbs, Barbara	Excellence in Research and Professional Development Award (Professional Development Program), Family and Community Medicine
Sunderji, Nadiya	Interprofessional Education Award, Women's College Hospital
Tai, Melissa	Dr. John H. Fowler Excellence in Teaching Award, Toronto East General Hospital
Tandon, Anu	Clerkship Teaching - Medicine, Peters-Boyd Academy; Respiriology Resident Teaching Award, Medicine, Sunnybrook Health Sciences Centre
Tannenbaum, David	Individual Teaching Excellence Award - Postgraduate, Wightman-Berris Academy
Taylor, Glenn	Danny Ghazarian Resident Teaching Award, Laboratory Medicine and Pathobiology
Telner, Deanna	Award of Excellence in Development and Use of Innovative Instructional Methods, Family and Community Medicine
Tepper, Joshua	(Merit for) Outstanding Leadership in Advancing Interprofessional Education Award, University of Toronto Centre for Interprofessional Education
Thomas, Jackie	Chair's Award for Postgraduate Teaching, Obstetrics and Gynaecology; Chair's Award for Excellence in Continuing Medical Education Course Coordination, Obstetrics and Gynaecology
Thomas, Mary	Teaching in the Family Medicine Clerkship (Hospital-based) Award, Family and Community Medicine
Tibbet, Juliana	Postgraduate Education Award, Toronto East General Hospital
Tobe, Sheldon	Continuing Education Teaching Award, Medicine, Sunnybrook Health Sciences Centre
Tran, Todd	Interprofessional Education Award, Women's College Hospital
Trinkaus, Tina	Outstanding Postgraduate Teacher Award, Medicine, St. Michael's Hospital
Tseng, Alice	Individual Teaching Excellence Award - Allied Health, Wightman-Berris Academy
Varadi, Robert	Certificate of Excellence for Clinical Teaching, West Park Healthcare Centre
Verbeek, Richard	Clerkship Teaching Award - Emergency Medicine, Peters-Boyd Academy
Vesik, Lisa	Interprofessional Health Teaching Award (Undergraduate Education Program), Family and Community Medicine

Volling, Jason	Individual Teaching Excellence Award - Allied Health, Wightman-Berris Academy
Walsh, Sandra	Education Innovation Award, Women's College Hospital
Ward, Michael	PAIRO Excellence in Clinical Teaching Awards, Professional Association of Interns & Residents of Ontario
Weber, Linda	New Teacher Award (Undergraduate Education Program), Family and Community Medicine
Weisbrod, Mitchell	Undergraduate Education Award, Toronto East General Hospital
Weissberger, Jeff	ASCM-I/II Teaching Award, Peters-Boyd Academy
Whittle, Wendy	Chair's Award for Continuing Medical Education Teaching Excellence, Obstetrics and Gynaecology
Wiebe, Carmen	Award for Outstanding Continuing Education in an Academic Setting, Canadian Psychiatric Association
Wilansky, Rhonda	New Teacher Award (Undergraduate Education Program), Family and Community Medicine
Windrim, Patricia	Excellence in Faculty Development Award (Professional Development Program), Family and Community Medicine
Windrim, Rory	Master Teacher Award, Obstetrics and Gynaecology; Undergraduate Teaching Excellence Award, Obstetrics and Gynaecology
Wong, Brian	Certificate of Merit Award, Canadian Association for Medical Education
Wong, David	ASCM Teacher Award, FitzGerald Academy
Wong, Michael	Outstanding Postgraduate Teacher Award, Medicine, St. Michael's Hospital
Wong, Natalie	Outstanding Postgraduate Teacher Award, Medicine, St. Michael's Hospital
Woo, Vincent	Abe Miller Undergraduate Teaching Award, Psychiatry
Yeung, Teresa	Certificate of Excellence in Clinical Teaching, Physical Therapy, West Park Healthcare Centre
Young, Kelli	Outstanding Significant Contributions (Individual), Occupational Science and Occupational Therapy
Yudin, Mark	Carl Nimrod Educator of the Year Award, Association of Professors of Obstetrics and Gynaecology
Zafar, Rosy	Faculty and Staff Achievement Award in Clinical Teaching New Teacher Award (Postgraduate Education Program), Family and Community Medicine
Zahedi, Afshan	Undergraduate Medicine Teaching Award, Women's College Hospital

# ABSTRACTS OF POSTER PRESENTATIONS

The following are abstracts of projects supported by the Education Development Fund (EDF), the Continuing Education Research and Development Fund (CERD), and the Undergraduate Medical Education Curriculum Renewal Fund (UME-CR).

## *Education Development Fund (2010-11)*

The Education Development Fund for Innovation in Education is a seed fund designed to catalyze initiatives that immediately and directly impact Faculty of Medicine education and teaching programs through innovation and development.

- EDF-1**      Development of interactive animations of key physiological processes to enhance student competency
- EDF-2**      Hinting Strategies for Improving the Efficiency of Medical Student Learning of Deliberately Practiced Web-based Radiographs
- EDF-3**      Friend or Foe: Phase 2 of an educational intervention addressing the disruptive effects of IT on patient-physician communication
- EDF-4**      An Objective Tool for Assessment of Surgical Skill in Laparoscopic Roux-en-Y Gastric Bypass
- EDF-5**      International Medical Graduate Fellowship Training Needs: Lessons Learned from Psychiatry and Surgery Fellowship Programs
- EDF-6**      Supporting Health Care Professionals in Medical Education
- EDF-7**      The integration of basic science with clinical knowledge in undergraduate teaching
- EDF-8**      Implementing a Bedside Ultrasound Curriculum for Procedures into an Internal Medicine Residency Program
- EDF-9**      Working with Portfolios: Preliminary results from UGME clerkship student interviews about portfolios and reflective capacity

## **EDF-1: Development of interactive animations of key physiological processes to enhance student competency**

**Investigators:** *Michelle French*<sup>1</sup>, Nohjin Kee<sup>1</sup>

<sup>1</sup>Department of Physiology, University of Toronto, Toronto, Canada

**Context:** Students in our introductory physiology courses often tell us that they are overwhelmed by the amount of material that they have to learn. The method of lecturing contributes to this impression with small bits of static information being presented on each slide. The dynamic, integrative nature of physiology; however, is better conveyed with animations.

**Objective:** To create and evaluate the effectiveness of interactive animations that are tailor-made for our introductory physiology courses. Each animation brings together a large amount of information from different organ systems to illustrate a core physiological concept.

**Project Outline:** We worked with three animators who are graduates from the Master's in Biomedical Communication Program at U of T to develop animations of key physiological processes, specifically, the response to blood loss, the autonomic nervous system, the regulation of blood pH, and the female reproductive system.

**Evaluation:** To evaluate the animations, student volunteers are divided into two equal groups. Students in each group complete a quiz related to the animation. One group works individually with the animation, while the other group studies relevant lecture notes. Both groups then complete a second quiz with novel questions. Quiz scores pre- and post-animation viewing and between groups are compared. Students who view the animations also complete a survey.

**Outcomes:** While the evaluation is ongoing, preliminary survey comments include: "Will definitely be of value to students. Highly recommend implementing this animation into the course as soon as possible" and "Being able to click different organs to learn more information was a very nice touch".

**Dissemination:** The completed animations will be made available to students in all of our introductory physiology courses (approximately 2,500 students per year). We also plan to present our project results at teaching conferences.

## EDF-2: Hinting Strategies for Improving the Efficiency of Medical Student Learning of Deliberately Practiced Web-based Radiographs

**Investigators:** Kathy Boutis<sup>1</sup>, Jane Ridley<sup>2</sup>, Martin Pecaric<sup>3</sup>, Martin Pusic<sup>4</sup>, Maria Shiau<sup>5</sup>, John Andrews<sup>6</sup>

<sup>1</sup> Staff Emergency Physician, The Hospital for Sick Children, Toronto, Canada

<sup>2</sup> Medical Student, University of Toronto (presenter)

<sup>3</sup> IT Consultant, Contrail Consulting Services, Toronto, Canada

<sup>4</sup> Education Researcher, New York University Medical School, New York, USA

<sup>5</sup> Director of Medical Education in Radiology, New York University, New York, USA

<sup>6</sup> Emergency Physician, Minnesota Children's Hospital, Minnesota, USA

**Context:** On a web-based learning platform, medical students spent almost 50% less time on each radiograph case when compared to radiologists, despite relatively higher error rates.

**Objectives:** To examine whether a "hint" manoeuvre mitigates medical student tendency to abandon the search for pathology prematurely, thereby increasing the accuracy of their interpretation.

**Project Outline:** Final year medical students were enrolled into this randomized, three-arm, multi-centre trial. All groups included 50 pediatric ankle radiographs and a 20 case post-test, but varied in the ratio of "hint strategy". The "hint strategy" was a dialogue box that appeared after a student reviewed a case, and informed the student that they may have made an error and encouraged reconsideration of the case. Group 1 (control) had no "hint." Group 2 was presented a hint dialogue box 66% of the time when the student answered in correctly, and after 33% of correct responses. Group 3 (strong hint) was presented a hint for 80% of the incorrect cases, and for 20% of the correct cases.

**Outcomes:** The primary outcome was the medical student performance measured as dPrime on the 20 case post-test. A secondary outcome measured knowledge retention two weeks later.

**Evaluation:** Participants included a total of 115 final year medical students from three sites. The number of students in each group were: Group 1 (36), Group 2 (39), and Group 3 (40). In groups 2 and 3, only 14/79 (17.8%) reconsidered their responses after being provided the "hint strategy." There were no differences in the performance between the three groups on post-test ( $p=0.39$ ), nor in knowledge retention at two weeks ( $p=0.22$ ).

**Dissemination:** Only a minority of students reconsidered their answers after being provided a hint suggesting that their answers may be incorrect. As a result, the hint strategy did not have any significant effect on the learning of radiograph interpretation.

## **EDF-3: Friend or Foe: Phase 2 of an educational intervention addressing the disruptive effects of IT on patient-physician communication**

**Investigators:** *Arun Radhakrishnan*<sup>1</sup>, *Seetha Radhakrishnan*<sup>2</sup>, *Elizabeth Borycki*<sup>4</sup>, *Andre Kushniruk*<sup>4</sup>, *David Wong*<sup>1</sup>, *Jacqueline James*<sup>3</sup>

<sup>1</sup>Department of Family and Community Medicine, University of Toronto

<sup>2</sup>Department of Pediatrics, University of Toronto

<sup>3</sup>Department of Medicine, University of Toronto

<sup>4</sup>School of Health Information Science, University of Victoria, Victoria, Canada

**Context:** Though current policies encourage electronic medical records (EMR) use in healthcare, concerns remain about the negative impacts of EMR with patient communication. A three part longitudinal pilot curriculum was designed to introduce University of Toronto preclerkship students to these negative impacts and skills to compensate. In 2011-12, Phase 2 of this curriculum introduced second year students to an educational EMR, to apply knowledge and skills from Phase 1.

**Objective:** To evaluate knowledge changes, skills integration and explore the students' experiences with the pilot curriculum.

**Project Outline:** Students were to use the EMR tool during practice patient interview sessions and evaluate their skills in pairs. Students completed the following surveys: pre-post knowledge evaluation, assessment of self and peer skills integration, and satisfaction. Focus groups were used to assess the students' experience of this curriculum.

**Outcomes:** Paired t-tests of the 9.5% of students completing pre and post knowledge evaluation surveys found a non-significant improvement in mean scores, while peer and self evaluation found the majority of respondents considered or observed the core skills. The majority of students were neutral or not satisfied with the curriculum and EMR tool.

Focus groups involving 23 students identified the importance of learning about EMRs early in training. Students identified three themes affecting the pilot; course integration (e.g. lack of support from tutors), hardware integration (e.g. inability to use this EMR on Mac-OS) and software integration.

**Evaluation:** After completing the curriculum, students may be integrating skills to mitigate the negative effects of EMRs on communication. However issues with curriculum integration and faculty privacy concerns related to educational EMRs need to be addressed.

**Dissemination:** Findings are being presented at CCME 2012 and Walter Rosser Research Day 2012. Manuscripts will be prepared for both educational and informatics journals.



## **EDF-4: An Objective Tool for Assessment of Surgical Skill in Laparoscopic Roux-en-Y Gastric Bypass**

**Investigators:** Boris Zevin<sup>1</sup> MD, Esther M. Bonrath<sup>2</sup> MD, Rajesh Aggarwal<sup>3</sup> MBBS, Teodor Grantcharov<sup>1,2</sup> MD

<sup>1</sup>Department of Surgery, University of Toronto, Toronto, Canada

<sup>2</sup>Division of General Surgery, St. Michael's Hospital, Toronto, Canada

<sup>3</sup>Department of Surgery & Cancer, Imperial College London, London, UK

**Introduction:** Laparoscopic Roux-en-Y gastric bypass (LRYGB) is an advanced procedure without an objective tool to assess operative skill. The objective of this study was to develop and validate such a tool.

**Methods:** (1) A Hierarchical Task Analysis (HTA) of 10 LRYGB procedures was conducted to deconstruct LRYGB into its component tasks. (2) An online Delphi survey was administered to a panel of experts to identify tasks for inclusion into the final assessment tool. Tasks were rated (1 to 5) and responses were returned to the panel until consensus (Cronbach's alpha  $\geq 0.80$ ) was achieved. Tasks that 80% of experts rated as  $\geq 4$  were included in the tool. (3) Inter-rater and test-retest reliability (Cronbach's alpha), construct validity (expert versus novice scores; Mann-Whitney U test) and convergent validity (Spearman correlation with OSATS scores) was confirmed by independent assessment of 19 LRYGB videos by two trained raters.

**Results:** (1) 214 discrete steps were identified in HTA. (2) Twelve experts completed 1<sup>st</sup> round (alpha = 0.65) and seventeen experts completed 2<sup>nd</sup> round (alpha = 0.85) of the survey. (3) The tool demonstrated excellent inter-rater (alpha = 0.90) and test-retest (alpha = 0.98) reliability. Experts scored significantly higher than novices on jejunojejunostomy (29.7 $\pm$ 4.2 vs. 25.6 $\pm$ 2.4; p=0.016) and gastrojejunostomy (31.0 $\pm$ 2.2 vs. 26.9 $\pm$ 3.7; p=0.033) components of the operation. There was moderate correlation with OSATS scores for jejunojejunostomy (Spearman rho = 0.54; p=0.025), gastric pouch creation (Spearman rho = 0.50; p=0.041) and gastrojejunostomy (Spearman rho = 0.58; p=0.014) component scores.

**Conclusions:** A reliable and valid tool for objective assessment of surgical skill in LRYGB has been developed. Implementation of this tool is expected to enhance trainee's understanding of the constellation of skills necessary to perform a successful LRYGB and to focus the trainee on specific aspects of the operation that require further training.

**Dissemination:** This work has been submitted for presentation at American College of Surgeons - 2012 Clinical Congress.

## **EDF-5: International Medical Graduate Fellowship Training Needs: Lessons Learned from Psychiatry and Surgery Fellowship Programs**

**Investigators:** *Sanjeev Sockalingam*<sup>1</sup>, Allan Okrainec<sup>2</sup>, Attia Khan<sup>1</sup>, Adrienne Tan<sup>1</sup>, Raed Hawa<sup>1</sup>, Susan Abbey<sup>1</sup>, Timothy Jackson<sup>2</sup>, Sophie Grigoriadis<sup>1</sup>, Ari Zaretsky<sup>1</sup>.

<sup>1</sup>Department of Psychiatry, University of Toronto,

<sup>2</sup>Division of Surgery, University Health Network

**Context:** International Medical Graduates (IMGs) entering Canadian fellowship programs may have unique needs due to their senior training level and shorter training period. A needs assessment is paramount to the expansion and improvement in the quality of IMG fellowship training in Canada.

**Objective:** The objective of our study is to identify the training needs of IMG fellows by conducting a needs assessment. The information collected from the assessment will be used to develop a curriculum for preparing IMGs for Canadian fellowship training.

**Project Outline:** Consenting IMG fellows and their supervisors from the Department of Psychiatry, University of Toronto and the Division of Surgery, University Health Network were asked to participate in an online survey. Supervisor and fellow perceptions on challenges in clinical communication, health related systemic and education domains and orientation curriculum content were assessed. IMG fellows were further invited to an interview to elicit specific challenges during the fellowship transition.

**Outcomes:** 46 Supervisors and 51 fellows were asked to participate in the study, 41% and 65% responded. Demographics showed 67% of respondents were male and English was a second language to 33% IMG fellows. Supervisor and fellow perceptions differed, supervisors highlighted communication in teams and with patients, adapting to the Canadian Healthcare System and using evidence-based medicine as the biggest challenges for IMG fellows, whereas 51% of fellows expressed the need for diversity training for trainees and supervisors, 73% showed interest in IMG orientation curriculum in their program and 30% reported experiencing discrimination related to being an IMG during their fellowship training.

**Evaluation:** The preliminary results of the study support the need for specific orientation programs for IMG fellows and justify the need for faculty development integrating a component of diversity training. We anticipate that results of the on-going interview part of the study will further strengthen these claims.

**Dissemination:** AMEE conference (France), Association for Academic Psychiatry Annual Conference (Texas), and the Department Of Psychiatry Harvey Stancer Research Day (Toronto).

## EDF-6: Supporting Health Care Professionals in Medical Education

**Investigators:** *Serena Beber*<sup>1,2</sup>, *Viola Antao*<sup>1,3</sup>, *Paul Krueger*<sup>1</sup>, *Deanna Telner*<sup>1,2</sup>, *Christopher Meaney*<sup>1</sup>, *Judith Peranson*<sup>1,4</sup>, *Maria Meindl*, *Fiona Webster*<sup>1</sup>, *Rahim Moineddin*<sup>1</sup>, *Jamie Meuser*<sup>1</sup>

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<sup>4</sup> St. Michael's Hospital, Toronto, Canada

**Context:** Health Care Professionals (HCP) play an increasingly important role in primary care and in teaching family medicine trainees, a role traditionally held exclusively by physicians.

**Objective:** To understand the barriers and supports experienced by HCP in medical education and to provide recommendations to the Department of Family and Community Medicine (DFCM) for strategies to support the teaching role of allied health professional educators.

**Project Outline:** Using standard qualitative methods, fifty HCP were asked to participate in focus groups, which were later audio taped and transcribed. Recruitment continued until saturation of themes. The first transcript was manually coded by 2 independent reviewers, who met to discuss initial coding and developed a coding framework for subsequent transcripts. Codes were grouped into recurring themes across several team meetings.

**Outcomes:** Twenty-one HCP participated in four focus groups. Variability was reported in teaching structure across the teaching units. Perceived challenges included lack of integration into the medical curriculum and teaching units as well as time, space and money constraints. Participants desired more information about learners' needs, more clarity about their roles as educators and more feedback about their teaching performance. HCP felt that professional development opportunities and having faculty appointments would improve access to resources and networking.

**Conclusion:** Formally integrating HCP into the medical curriculum by clearly defining medical trainee needs and goals, as well as formalizing teaching evaluations should help support and develop teaching roles of HCP. Support may also be improved by promoting faculty appointment and access to PD opportunities.

**Dissemination:** The results of this study will be presented at DFCM Walter Rosser Research Day, April, 2012, shared with the DFCM Professional Development Program, and submitted to a peer reviewed journal.

## **EDF-7: The integration of basic science with clinical knowledge in undergraduate teaching**

**Investigators:** *Nicole N. Woods*<sup>1</sup>, Kulamakan Kulasegaram<sup>2</sup>, Veronica Wadey<sup>3</sup>

<sup>1</sup> Director of Education Evaluation, Department of Surgery, University of Toronto

<sup>2</sup> Research Fellow, The Wilson Centre, University of Toronto

<sup>3</sup> Assistant Professor, Department of Surgery, University of Toronto

**Background:** It has become standard for medical training to include both the clinical and basic biomedical sciences. However, the precise role of basic science knowledge in clinical practice and the most appropriate place for basic science training in the curriculum remain contentious issues. Recent research in education suggests that the integration of basic science and clinical instruction in undergraduate training can complement and aid development of clinical knowledge. One of the most promising methods for integration is presenting basic science as a causal explanation for clinical knowledge. Rather than providing basic science instruction followed by clinical presentations, this technique uses the basic science mechanisms and underlying disease processes to help students understand why a particular sign/symptom occurs. The aim of the current study is to establish whether integrated teaching of basic science and clinical knowledge in undergraduate training affects critical learning outcomes in clinical reasoning.

**Methods:** We have developed a model for integrated instruction by creating a learning module in which basic science concepts are fully integrated with clinical instruction. We are evaluating the effectiveness of integrated instruction in improving medical students' ability to diagnose disease pathologies in comparison to traditional sequestered teaching. Using an experimental study design, pre-clerkship students are being randomly assigned to either integrated or segregated learning of five pathologies. Clinical reasoning of both groups of students is assessed immediately after learning and after a one-week delay.

**Results:** Data collection is ongoing. We hypothesize that integrated learning will result in superior diagnostic skill over time and that participants will rate basic science material in the integrated teaching condition to be more useful than in the sequestered learning conditions.

**Dissemination:** The learning materials produced for the study are intended to serve as a model for the creation of similar online and classroom-based interventions. The results of the study will be presented at Wilson Centre Research Day and submitted for publication.

## **EDF-8: Implementing a Bedside Ultrasound Curriculum for Procedures into an Internal Medicine Residency Program**

**Investigators:** *Graham Slaughter*<sup>1</sup>, Brian Wong<sup>1</sup>, Lynfa Stroud<sup>1</sup>, Mark Cheung<sup>1</sup>, Jordan Chenkin<sup>1</sup>

<sup>1</sup>Department of Medicine, University of Toronto

**Purpose:** We designed and implemented a train-the-trainer bedside ultrasound curriculum for a core group of internal medicine faculty with the aim of establishing a cohort of faculty to facilitate and sustain a bedside US training curriculum for internal medicine residents. Our ultrasound curriculum focused on 3 procedures: thoracentesis, paracentesis, lumbar puncture (LP).

**Relevance:** Medical residents routinely perform invasive procedures on patients at the bedside. The use of ultrasound-guidance may improve success rates and reduce the risks of procedure-related complications.

**Methods:** Training sessions for faculty (6 hours) and residents (2 hours) used didactic lectures and hands-on training with standardized patients. Both groups evaluated the sessions with a questionnaire. Residents receive feedback on performance in real time from one of the trained faculty. A follow-up structured skills assessment is planned for the future. Data collection from clinical procedures, where bedside ultrasound is indicated, is ongoing to assess ultrasound usage, success and complication rates.

**Results:** Ten faculty and 16 residents have been trained. Both groups identified a need for training, were enthusiastic participants, and rated the training sessions highly. Of the 20 procedures since 1 March 2012 where ultrasound was indicated, 10 used ultrasound (6/10 thoracentesis, 3/5 paracentesis, 1/5 LP). There were no immediate procedural complications.

**Conclusion:** The train-the-trainer curriculum is a promising model for teaching a new technical skill to trainees in a program with limited faculty capacity. The ultrasound curriculum has generated interest amongst residents and faculty, and demonstrates clinical uptake in preliminary data collection.

**Dissemination:** The train-the-trainer model lends itself to ongoing dissemination of skills within the residency program. To date our results have been presented locally. Once more data is available from clinical use and the planned structured assessment, a manuscript will be prepared. In addition, we intend to present this work at the International Conference on Residency Education in 2013.

## EDF-9: Working with Portfolios: Preliminary results from UGME clerkship student interviews about portfolios and reflective capacity

**Investigators:** Allan Peterkin<sup>1</sup>, Michael Roberts<sup>2</sup>, Lynn Kavanagh<sup>3</sup>, Joyce Nyhof-Young<sup>4</sup>, Ken Locke<sup>5</sup>

<sup>1</sup>Associate Professor, Department of Psychiatry and Family Medicine, Toronto, Canada

<sup>2</sup>Assistant Professor, Department of Family and Community Medicine, Toronto, Canada

<sup>3</sup>Research Coordinator, Mount Sinai Hospital, Toronto, Canada

<sup>4</sup>Associate Professor of Family and Community Medicine, Toronto, Canada

<sup>5</sup>Assistant Professor, Department of Medicine, Toronto, Canada

**Context:** Portfolios are reflective collections (of writing or other creative expressions) that demonstrate achievements such as learning, professional growth, experience; noteworthy accomplishments, personal growth and the achievement of goals over time.<sup>i</sup> Their use as learning and assessment tools in undergraduate medical education is growing.<sup>ii</sup> Although preliminary research into the effects of portfolios shows promising results for increasing reflective capacity in these students, more research is needed.<sup>iii</sup>

In 2010/2011, the University of Toronto, Faculty of Medicine introduced a mandatory Portfolio learning initiative into the third year curriculum. Throughout the year, students participated in six small group sessions/seminars on six different CanMEDS roles that aimed to guide them in the creation of a required writing piece or other expressive form (e.g., art, audio-recording) highlighting a clinical experience in relation to each CanMEDS role. Groups contained eight students and were facilitated by two academic scholars – one faculty member and one resident.

**Objective:** This study will contribute to the growing body of research needed to better understand portfolio process outcomes. It also aims to evaluate course efficacy and whether this novel course meets its goal of increasing students' reflective capacity.

**Project Outline:** Students participated in an hour long, audio-recorded, post course semi-structured interview about their experiences. Interviews were analyzed using descriptive thematic analysis.

**Evaluation and Outcomes:** Nine students were interviewed. Preliminary analysis suggests students appreciated discussions and reflections on their clinic experiences and the group process. Constructive critique of the course was provided.

**Dissemination:** Study results will be presented in peer review journals and medical education and humanities conferences. A teaching module for using reflective writing to teach CanMEDS roles will be produced for use in undergraduate and postgraduate medical training.

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<sup>i</sup> Colbert, C. Y., Ownby, A. R., Butler, P. M. (2008) A Review of Portfolio Use in Residency Programs and Considerations before Implementation. *Teaching and Learning in Medicine*, 20, 4, pp. 340 - 345.

<sup>ii</sup> Driessen, E., van Tartwijk, J., van der Vleuten C., Wass, V. (2007) Portfolios in medical education: Why do they meet with mixed success? A systematic review. *Medical Education*, 41, pp. 1224 – 1233.

<sup>iii</sup> Buckley, S., Coleman, J., Davison, I., Khan, K. S., Zamora, J., Malick, S., Morley, D., Pollard, D., Ashcroft, T., Popovic, C., Sayers, J. (2009) The educational effects of portfolios on undergraduate student learning: A Best Evidence Medical Education (BEME) systematic review. BEME Guide No. 11. *Medical Teacher*, 31, pp. 282 – 298.

## *Undergraduate Medical Education Curriculum Renewal Fund (2009-10)*

This fund was established with MOHLTC funding to promote innovation in medical education. Funding in the form of grants has been provided for the development of curriculum renewal projects which promote faculty development enhancement, community outreach and engagement initiatives, career planning activities, interprofessional collaboration opportunities and increased curriculum flexibility.

**UME-1:** Evaluation of Case-Based Interprofessional Education (IPE)  
Sessions: Development and Implementation

## **UME-1: Evaluation of Case-Based Interprofessional Education (IPE) Sessions: Development and Implementation**

**Investigators:** *Susan J. Wagner*<sup>1, 2</sup>, Brian Simmons<sup>3, 4, 5</sup>, Martina Esdaile<sup>5</sup> and Scott Reeves<sup>6</sup>

<sup>1</sup>Centre for Interprofessional Education, University of Toronto, Toronto, Ontario, Canada

<sup>2</sup>Department of Speech-Language Pathology, Faculty of Medicine, University of Toronto, Toronto, Ontario, Canada

<sup>3</sup>Department of Pediatrics, Faculty of Medicine, University of Toronto, Toronto, Ontario, Canada

<sup>4</sup>Standardized Patient Program, Faculty of Medicine, University of Toronto, Toronto, Ontario, Canada

<sup>5</sup>Women and Babies Program, Sunnybrook Health Sciences Centre, Toronto, Ontario, Canada

<sup>6</sup>Centre for Innovation in Interprofessional Healthcare Education, University of California - San Francisco, San Francisco, California, U.S.A.

**Context:** The University of Toronto initiated a competency-based interprofessional education (IPE) curriculum in 2009 for 11 of its health science professional programs. The development of core and elective learning activities based on clinical cases is an essential part of the curriculum. Case studies are a proven pedagogical approach that has been found to promote analytical, decision-making and clinical reasoning skills along with oral communication and teamwork through 'learning by doing' with authentic problems (Herreid, 1994).

**Objective:** This poster describes the development, implementation and evaluation of a complex interprofessional case study that incorporates uniprofessional and interprofessional knowledge and skills that can readily be integrated within existing health science curricula.

**Project Outline:** The inclusive and comprehensive case development approach utilized to create the cases for a competency-based IPE curriculum will be discussed. 'Just in time' faculty development prior to sessions was provided to enhance the development and implementation process. In addition, instruction guides and a case template for further case development and utilization are being created. Evaluation explored faculty and student perceptions and satisfaction regarding the process in relation to efficacy as an IPE approach utilizing focus groups. Student reaction and learning gain and behaviour change was also assessed.

**Outcomes:** Assessment of student learning during the pilots, utilizing global rating scales based on IPE core competencies, revealed that students' perception of competencies related to values and ethics, communication and collaboration improved. As well, evaluation results focused on strengths and challenges for both faculty and students in developing and implementing these sessions.

**Evaluation:** An inclusive and comprehensive approach to case study development is effective for this educational method in IPE.

**Dissemination:** This work was presented at the Interprofessional Education (IPE) Ontario conference in Toronto, Ontario in January 2011 and at the Collaborating Across Borders IPE Conference in Tucson, Arizona, U.S.A. in November, 2011.



## *Continuing Education Research and Development Fund (2010-11)*

The Office of Continuing Education and Professional Development Research and Development grants have been offered three times a year since 1997, and are intended to support projects (up to \$5,000) that directly relate to the planning, implementation, delivery and evaluation of continuing education for health professionals.

- CERD-1** Building Community in COIL (Collaborative Online Interprofessional Learning): An examination of facilitation in online synchronous interprofessional education
  
- CERD-2** Basic Life Support Training (BLS) at St. Michael's Hospital (SMH)

# **CERD-1 Building Community in COIL (Collaborative Online Interprofessional Learning): An examination of facilitation in online synchronous interprofessional education**

**Award Recipients:** *Elizabeth Hanna*<sup>1</sup>, Heather Mac Neill<sup>2</sup>, Mandy Lowe<sup>3</sup>, Lynne Sinclair<sup>4</sup>, Stephen Hall<sup>4</sup>, Scott Reeves<sup>5</sup>

<sup>1</sup>Dept. of Speech Language Pathology, Faculty of Medicine, University of Toronto

<sup>2</sup>Faculty of Medicine, University of Toronto

<sup>3</sup>Dept. of Occupational Science and Occupational Therapy, Faculty of Medicine, University of Toronto

<sup>4</sup>Dept. of Physical Therapy, Faculty of Medicine, University of Toronto

<sup>5</sup>Li Ka Shing Knowledge Institute of St Michael's Hospital

**Context:** Facilitators are crucial for productive online IPE collaboration. Limited research has focused on the asynchronous online experience and indicates skill sets of online and face-to-face (F2F) facilitators have considerable overlap but demands on the online facilitator are higher. COIL (Collaborative Online Interprofessional Learning, [www.bridgепointhealth.ca/coil](http://www.bridgепointhealth.ca/coil)) uses synchronous audio streaming in a virtual classroom to support interprofessional teams' collaboration in learning about complex chronic disease as part of a 12 week course.

**Objective:** What do online IPE facilitators perceive as the factors that contribute to the effectiveness of facilitation in the synchronous online IPE setting?

**Project Outline:** Focus groups and three additional key informant interviews provided qualitative data.

**Outcomes:** Analysis revealed five major themes as important for understanding facilitation in the synchronous online IPE setting:

- Technology as a dynamic force,
- Reduction in non-verbal cues,
- Evolution of the online IPE group process,
- Co-facilitation
- IPE facilitation is IPE facilitation irrespective of setting.

**Conclusions:** IPE facilitation is more challenging online: a firm grounding in F2F IPE facilitation principles along with substantial hands-on F2F experience are valuable prerequisites for facilitators. More supports (increased session structure, training for online that includes foundational theory and substantial hands-on practice) also assist in preparing online IPE facilitators. Facilitators may need to provide more support for their learners, and may need to be more explicit in group direction to ensure the collaborative process. Learners and facilitators within IPE will likely benefit by being prepared for group formative processes to progress at a slower pace than in the F2F milieu.

**Dissemination:** An article summarizing this work has been submitted to the Journal of Interprofessional Care. This poster was presented at CAB III in 2011 and received an honourable mention. An oral presentation there also drew on this research. An oral presentation was presented at the CCME in Banff this April.

## **CERD-2 Basic Life Support Training (BLS) at St. Michael's Hospital (SMH)**

**Investigators:** *Dr. Natalie Wong*<sup>1</sup>, *Dr. Laurie Morrison*<sup>2</sup>, *Dr. Paul Dorian*<sup>3</sup>, *Dr. Patricia Houston*<sup>4</sup>, *Dr. Teodor Grantchorov*<sup>5</sup>, *Katherine Allan*<sup>6</sup>, *Dr. Varinder Randhawa*<sup>7</sup>, *Paula Iantomasi*<sup>8</sup>, *Kari White*<sup>8</sup>, *Matthew Common*<sup>9</sup>

<sup>1</sup> Assistant Professor, Critical Care and Internal Medicine, St. Michael's Hospital, Toronto Canada

<sup>2</sup> Director, Clinician Scientist, RESCU, St. Michael's Hospital, Toronto Canada

<sup>3</sup> Division Director, Cardiology, University of Toronto, Toronto, Canada

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<sup>5</sup> Director, Allan Waters Family Simulation Centre, St. Michael's Hospital, Toronto Canada

<sup>6</sup> Research Coordinator, Electrophysiology Department, St. Michael's Hospital, Toronto Canada

<sup>7</sup> Post Graduate Year 2, Department of Medicine, St. Michael's Hospital, Toronto Canada

<sup>8</sup> Respiratory Therapist, St. Michael's Hospital, Toronto Canada

<sup>9</sup> Research Interface Development Programmer Analyst, St. Michael's Hospital, Toronto Canada

**Context:** This project proposes innovative BLS training and retraining that utilize high-fidelity simulation to improve delivery of high quality BLS by first responders.

**Objective:** The primary objective is to assess first responder's response to in-hospital cardiac arrests immediately following simulation training and at 3, 6, and 12 month intervals post training.

**Project Outline:** Participants undertake a 2 hour in-class didactic simulation training session that is team-based, using unit-specific equipment and policies. BLS knowledge and skills are assessed after training with a multiple-choice quiz and simulated evaluation of the BLS response by first responders. Participants are recalled for retention analysis at 3, 6 and 12 months.

**Outcomes:** First responders were evaluated for baseline knowledge and retention of BLS skills at 3 and 6 months following training. At baseline, participants (n=480) scored  $94.95 \pm 7.21\%$  on the MCQ, and demonstrated effective CPR at a mean compression depth of  $2.28 \pm 0.58$  inches and a mean compression rate of  $104.08 \pm 11.29$  per min. At 3 months, participants (n=16) scored  $94.38 \pm 6.02\%$  on the MCQ, with mean compression depth of  $2.42 \pm 0.67$  inches and mean compression rate of  $103.99 \pm 13.30$  per min. At 6 months, participants (n=15) scored  $98.21 \pm 2.49\%$  on the MCQ, with mean compression depth of  $2.73 \pm 0.60$  inches and mean compression rate of  $87.50 \pm 10.33$  per min. Preliminary results suggest BLS skills up to 6 months of retention testing are preserved relative to baseline. Retention analysis at 12 months is pending.

**Evaluation:** Summative findings from this study are being used to modify the BLS training and retraining programs, and to help design a multimedia web-based learning module.

**Dissemination:** Development of effective knowledge translation and assessment tools of BLS skills in first responders will enable the dissemination of BLS to additional medical facilities.