

McGill

FACULTY DEVELOPMENT

Faculty of Medicine



Faculty Development Office
Faculty of Medicine
McGill University
www.mcgill.ca/medicinefacdev/





The **Faculty Development Office** at McGill University opened in the fall of 1994 with the aim of assisting faculty members in their roles as educators, researchers, and administrators, using a broad range of methods to achieve faculty goals.

Faculty Development endeavors are coordinated by members of the Faculty Development Team who work together closely with the Institute of Health Sciences Education, the Associate Deans for Undergraduate and Postgraduate Education, as well as the Chairs and Directors of the schools in the Faculty of Medicine. All activities are conducted in a variety of settings, including the university, the departments, affiliated hospitals and community-based sites.

Mission Statement: We support the life-long learning of the members of the Faculty of Medicine's academic community as it relates to their career development and to their roles as educators, researchers and leaders. With an emphasis on innovation and evidence-informed approaches, we achieve our goals through the **Construction** and delivery of Faculty Development-led educational activities, through **Collaboration** with like-minded colleagues and through **Consultation** services provided to support local initiatives.

Vision Statement: Enriching and supporting academic career roles and journeys.

Faculty Development Team

The McGill Faculty Development Team is a diverse group of educators with expertise in the development and delivery of programs that support faculty members in their multiple roles. We offer initiatives that are tailored to the specific needs of individuals, units and departments. We are an interdisciplinary team, with broad representation from the departments and schools of the Faculty of Medicine. Our interests include clinical and work-based learning, interprofessional education, patient safety, basic science education, graduate supervision, mentorship, games in medical education, and the creation of a safe and healthy learning environment.





Workshops

The Faculty Development Office, in collaboration with colleagues throughout the Faculty of Medicine, designs and implements faculty-wide and departmental workshops and seminars. The workshops and seminars are chosen in line with the needs of faculty members and include the following topics:

Assessment as a Part of the Clinical Learning Experience

This session focuses on principles and strategies to help improve the accuracy and quality of resident and student evaluations. The goals of this session are to: provide a framework for evaluating students and residents; focus on the “process” of evaluation; review methods of evaluation; and discuss how to overcome common challenges in evaluating residents.

Assessment Strategies in Biomedical Courses

By the end of this workshop, participants will be able to: describe a variety of assignments that assess deep learning and critical thinking; analyze how such assignments can be integrated within large biomedical courses; and discuss how to apply new assessment strategies in their own context.

Clinical Assessment in Clerkship: Doing it Better and Making it Easier

After completing this workshop, participants will be able to: describe the important principles of assessment in the clinical setting; assess a student using direct observation and narrative feedback; discuss the challenges of merging contributors into a global assessment.

Conflict Resolution: Hard Knocks or Opportunity Knocks?

The goals of this session are to help participants: define key concepts related to conflict resolution; recognize different conflict management styles; analyze the various components of a conflict; and apply a negotiation framework to a concrete situation.

Giving Effective Feedback

The goals of this session are to describe principles and strategies for giving constructive feedback and discuss common problems in giving effective feedback. Participants will be given opportunities to practice giving and receiving feedback.

Graduate Supervision in Biomedical Research

This workshop is designed to assist faculty members in their role as supervisors of graduate students.



Mark Daly
Faculty Development Team

The workshop will consider the common challenges and opportunities in graduate supervision. Particular emphasis will be placed on mentorship, as well as issues related to boundaries.

Improving Assessment: A Focus on Multiple Choice Questions

By the end of this module, participants will be able to: describe what can be tested with multiple-choice questions; become familiar with guidelines for writing effective multiple choice questions; evaluate multiple-choice questions using commonly accepted criteria; create multiple-choice questions for own stated purposes; and use statistics to evaluate multiple-choice test items.



Dr. M. Boillat, Associate Dean
Faculty Development



Leading Change

By the end of this workshop, participants will be able to: define leadership; contrast leadership and management; outline the challenges of “managing” professionals; and articulate a framework for analyzing change and apply it to a personal change initiative.

Learning is More than a Spectator Sport: Engaging Learners

The goals of this session are to: highlight the benefits of interaction for teaching and learning; describe interactive strategies that can be used in large and small groups; and discuss ways in which we can increase interactivity in our teaching sessions in order to enhance student learning. Examples of interactive teaching methods include breaking the class into smaller groups, using clinical cases, designing role plays, and conducting debates.

The Mentoring Relationship: An Essential Academic Role

After completing this workshop, participants will be able to: List the potential outcomes to both mentors and mentees in mentoring relationships; distinguish between mentor vs. role model vs. academic advisor; recognize opportunities that may allow for the development of a mentoring relationship; define role and responsibilities of both the mentor and the mentee; and identify potential challenges and their solutions in mentoring relationship.

Moving Up the Academic Ladder: Everything You Wanted to Know About Promotion

By the end of this workshop, participants will be able to: reflect on the rationale that underlies the promotions process; list the types of appointment and promotion criteria for Contract Academic Staff; discuss the key components of a teaching portfolio; describe the standard McGill CV; outline the steps and timelines of the promotion process; and explain the link between promotions and the annual performance review.



Annie Chevrier
Faculty Development Team

Personal Effectiveness: Strategies for Managing the ‘Tyranny’ of Time

This workshop aims to help participants to: determine their personal and professional goals; analyze their individual time management skills and strategies; list the principles of effective time management; and learn how to apply these principles and strategies to their own setting.

Small Group Teaching Skills

The goals of this session are to: highlight the goals of small group teaching; describe effective small group teaching skills; discuss the advantages and limitations of this teaching method; and identify strategies to overcome common problems. Participants will also have an opportunity to assess and practice their small group teaching skills.



David Ragsdale
Faculty Development Team

Role Modelling: Making the Implicit Explicit

The goal of this session is to enable participants to think explicitly about role modelling, one of the most powerful teaching strategies that we use. In particular, we will examine: what makes for an effective role model; barriers to effective role modelling; what we communicate as role models; and how we can enhance the impact of this teaching strategy.



Serious Games in Health Professional Education

By the end of this workshop, participants will be able to: outline key game-related definitions and theories relevant to the design of a serious game in health professions education; choose clinical learning objectives that are coherent with a serious game instructional approach; explain the roles of clinical, gameplay and post-gameplay narratives in learning from serious games; create a serious game prototype for health professional education.

Teaching and Learning in a Millennial Environment

By the end of this workshop, participants will be able to: identify the characteristics of the millennial environment and their potential impact on teaching and learning; recognize the pitfalls of generalizations and biases surrounding the millennial learner; discuss practical strategies to manage relationships and to optimize teaching and learning in the millennial environment.

Teaching in the Ambulatory Setting

By the end of this workshop, participants will be able to analyze the opportunities and challenges of teaching in the outpatient setting; recognize 'teachable moments' in that context; describe a variety of strategies that can enhance clinical teaching; practice teaching in an outpatient setting using scenarios.

Teaching and Evaluating Professionalism

This session focuses on the evolving concept of professionalism and its role in society. The goals of this session are to explore methods of teaching and evaluating professionalism to students, residents, and practicing physicians.

Teaching When There is No Time to Teach

This workshop will focus on teaching strategies that can be used when time is limited. Participants will have the opportunity to practice different strategies relevant to their own context. By the end of this workshop, participants will be able to recognize "teaching moments" where time is limited, define and demonstrate a number of teaching strategies that can be used when time is constrained, and link these strategies with underlying educational principles.

Teaching With Technology

By the end of this workshop, participants will be able to: Identify the technologies that are currently available within McGill to support online teaching and learning; explore how these technologies can enhance the student experience; and discuss the benefits and challenges of using technologies in health professions education.



Michelle Elizov, Assistant Dean
Faculty Development

Teamwork: From a Group of Experts to an Expert Team

This workshop focuses on administrative, research, educational and clinical teams. It aims to help participants to: list the characteristics of effective teams; describe the roles and responsibilities of the team members; recognize and reflect on their own behaviour in teams; describe strategies to improve team function; and apply these strategies in their own setting.

Working Together to Improve the Learning Environment

By the end of this workshop, participants will be able to: describe the key features of an optimal learning environment; define common types of learner mistreatment; discuss strategies that will enhance the learning environment; and practice various approaches in managing complex issues related to the learning environment.



Jeffrey Wiseman
Faculty Development Team



LDP

Other Programs and Initiatives

Leadership Development Program

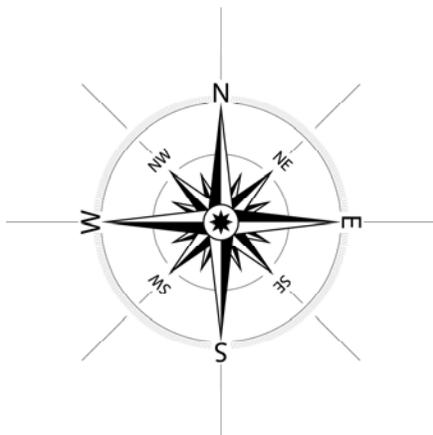
The Leadership Development Program is a 3.5 day program designed for faculty members in the Faculty of Medicine for whom leadership forms part of their career trajectory.

Upon completion of this program, participants will be able to:

- Identify their goals as leaders in the health professions and discuss ways of achieving these goals
- Analyze their own leadership styles and consider how style influences practice, using different models of leadership and change
- Apply a framework for analyzing change to specific situations in their own professional contexts
- Identify different conflict management styles and negotiation strategies
- Describe an approach to establishing and leading effective teams
- Discuss key issues related to organizational development and strategic planning that apply to the McGill context



Sophie Vaillancourt
Faculty Development Team



Your Teaching Journey at McGill Program

The Your Teaching Journey Program is a 2-day workshop that has been developed to assist and support new and existing faculty members in their role as teachers by providing them with an overview of key educational principles, strategies and practical tools, and by connecting them to a network of like-minded teachers in the Faculty of Medicine.

Upon completion of this program, participants will be able to:

- Describe the key educational principles that support best

teaching practices

- Consider practical ways of engaging learners in the educational process
- Recognize the characteristics of effective feedback and how to provide it
- Discuss the characteristics of an optimal learning environment, whether in the lab, classroom or clinical environment
- Describe effective and context-specific assessment strategies that contribute to learning (assessment for learning)
- Devise a personal action plan for their ongoing development as a teacher at McGill University



Adriana Venturini
Faculty Development Team



In Collaboration with the Office of Continuing Professional Development

Patient Safety Series: Enhancing Patient Safety Across the Health Professions

This three workshop, interprofessional series is based on the domains outlined by the Canadian Patient Safety Institute:



Domain 1: Contribute to a Culture of Patient Safety



Evelyn Constantin
Faculty Development Team

- A commitment to applying core patient safety knowledge, skills and attitudes to everyday work

Domain 2: Work in Teams for Patient Safety

- Working within interprofessional teams to optimize both patient safety and quality of care

Domain 3: Communicate Effectively for Patient Safety

- Promoting patient safety through effective health care communication

Domain 4: Manage Safety Risks

- Anticipating, recognizing and managing situations that place patients at risk

Domain 5: Optimize Human and Environmental Factors

- Managing the relationship between individual and environmental characteristics in order to optimize patient safety

Domain 6: Recognize, Respond to and Disclose Adverse Events

- Recognizing the occurrence of an adverse event or close call and responding effectively to mitigate harm to the patient, ensure disclosure, and prevent recurrence

*information sourced from the Canadian Patient Safety Institute Website at www.patientsafetyinstitute.ca

Safety is Everybody's Business I: Role Modelling & Teaching Pa-

tient Safety Competencies

In this workshop, we will look at key patient safety concepts and disclosure guidelines; identify teacher, learner and system factors that may influence patient safety; instruct learners on how to communicate with patients about adverse events; recognize the importance of role modelling in advancing patient safety; and discuss the impact of adverse events with learners. (Canadian Patient Safety Institute: Domains 1, 5 & 6).

Safety is Everybody's Business II: Teamwork & Communication

By the end of this workshop, participants will be able to: describe the components of effective teamwork and communication that improve patient safety; apply effective communication strategies for optimal patient safety (including Situation—Background—Assessment—Recommendation (SBAR) communication tool); discuss how to enhance management of safety risks within their context.

Safety is Everybody's Business III: Building Quality from the Ground Up

By the end of this workshop, participants will be able to: introduce a framework for integrating quality improvement into practice; analyze the barriers to implementing quality improvement practices and how to overcome them; discuss strategies to embed quality improvement in everyday clinical care and education; and apply quality improvement strategies to solve specific challenges in everyday clinical care and teaching.



In Collaboration with the Institute of Health Sciences Research

Health Sciences Education Rounds (HSE)

Together with the Institute of Health Sciences Education, the Faculty Development Office offers Health Sciences Education Rounds to faculty members interested in innovations and research in health sciences education.

Recent presentations have included:

Where have we failed?: A critical perspective on health professions education

Prof. Erik Driessen (Maastricht University)

Digital Medicine: Impact and Consequences for Teaching & Learning

Dr. Jörg Goldhahn (Swiss Federal Institute of Technology)

Looking Around: The Architecture of Medical Education

Dr. Annemarie Adams (McGill University)

Improving Learning Environments in the Health Professions

Dr. David Irby (University of California at San Francisco)

From Orchestras to Operating Rooms: Professional Culture & Learning

Dr. Christopher J. Watling (McGill University)

Social Accountability as an Imperative for Health Professions Education

Drs. A. Aalamian, E. Constantin, N. Li-Jenssen, S. Razack & Ms. C-A. Miller (McGill University)

Mapping Landscapes and Minding Gaps

Dr. Alik Thomas (McGill University)



Preetha Krishnamoorthy
Faculty Development Team

Medical Education & All That Jazz: A Focus on Faculty Development in the Health Professions

Another example of the collaborative efforts of the Faculty Development Office and the Institute of Health Sciences Education in the design, delivery and evaluation of faculty development programs focusing on individual and organizational change.

Upon completion of this workshop, participants will be able to:

- Describe best practices in faculty development based on the available literature
- Articulate the role and scope of faculty development in health professions education
- Incorporate a broad range of approaches, from workshops to communities of practice
- Apply key principles and effective strategies in the development of programs and activities
- Design a systematic evaluation of a faculty development program or activity
- Identify an agenda for research and scholarship in faculty development
- Recognize opportunities for organizational change through faculty development
- Integrate lessons learned in the implementation or renewal of faculty development initiatives in their setting

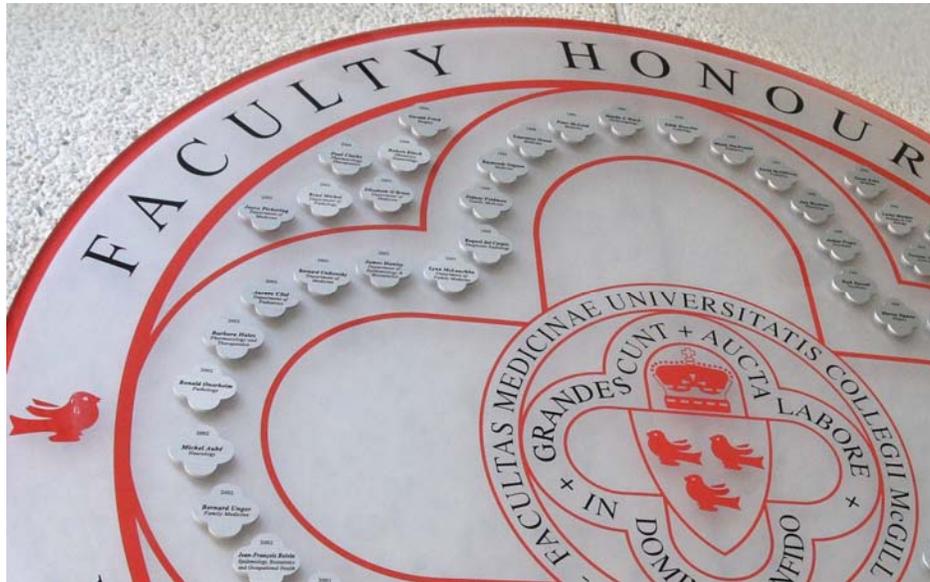




Faculty Honour List for Educational Excellence

The Faculty Honour List for Educational Excellence aims to recognize outstanding contributions to education in the Faculty of Medicine, in the areas of teaching, educational leadership and innovation, faculty development, and research and scholarly activity.

2016-2017 marks the 19th year that this award has been given and over 130 faculty members have been recognized for their contributions to education.



Outreach and Consultations

The Outreach Program aims to provide professional development activities to specific McGill departments or groups, targeting faculty needs. These activities are delivered in a workshop format of one to three hours or in a one to two hour grand rounds format and are held in McGill-affiliated hospitals and teaching sites.

Examples of recent activities include:

- Role Modeling: Making the Implicit Explicit
- Narrative/Qualitative Assessment of Trainees
- Graduate Supervision in Biomedical Research
- Teaching When There's No Time To Teach
- Effective Teamwork
- Teaching and Learning in a Millennial Environment
- L'évaluation formative et sommative: Rétroaction constructive, évaluation juste
- Working Together to Improve the Learning Environment

The Faculty Development Office is also available for consultation with colleagues who would like assistance in developing educational materials or delivering professional development activities targeting specific needs.



Audrey Juras
Faculty Development Team



Selected Publications

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- McLeod P, Steinert Y, Snell S. Use of retrospective pre / post assessments in faculty development. Medical Education, 2008, 42 (5), 543.



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- Steinert Y. Learning together to teach together: Interprofessional education and faculty development. Journal of Interprofessional Care, 2005, 19 (Supplement 1), 60-75.
- Steinert Y. Staff development for clinical teachers. Clinical Teacher, 2005, 2 (2), 104-110.
- Steinert Y. Student perceptions of effective small group teaching. Medical Education, 2004, 38 (3), 286-293.
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