


GOAL 1: LEARNING-CENTRED EDUCATION
Education Strategic Plan - Implementation: Initiatives 2018

Initiative	ESP objective(s) #	Activities	Outputs	Resources Needed
Examine the need to support student-centred learning (SCL) initiatives in the Basic Science undergraduate programs by bringing together 'education champions' identified by each Basic Science department to facilitate exchange of ideas, collaboration, and identification of support needs	<p>1B: Support the use of evidence by our teachers on learning-centred approaches to guide educational activities in the classroom, laboratory and in the clinical setting</p> <p>1E: Support faculty-driven initiatives that enhance the learning experience and are linked to new scientific inquiry (inquiry-based teaching) and recognize teaching excellence that is learner-centred</p> <p>1F: (Re)Design teaching and learning spaces to optimize the learning experiences, professional development and a sense of community of our students and our faculty</p>	<ul style="list-style-type: none"> Ask Basic Science chairs to identify an 'education champion'/Director of education who will represent their department at meetings Publish two manuscripts on benefits of SCL and enablers of deep learning Develop measurement framework for goal #1 using mixed-methods and identify stakeholders ✓ Constitute a workgroup to synthesize Basic Science teaching needs Advocate for Basic Science teaching spaces that will enhance SCL opportunities (Powell planning) 	<ul style="list-style-type: none"> Environmental scan of current SCL initiatives in the basic sciences Summary of evidence of benefits of SCL and key ingredients to deep learning-> develop product for Faculty Development (FD) Listing of TLS and FD offerings Proposal of plan to develop workshops and online modules with 'meet ups' facilitated by TLS or FD Report of baseline measurements in the Basic Sciences for Goal #1 ✓ Provide University leadership with report of the basic science teaching needs 	<p><u>Data analyst:</u> Development of interview guide (focus groups, interviews), qualitative analysis; Development of online surveys, descriptive statistics</p> <p><u>Project analyst:</u> Report of current status and needs re SCL; Oversight of development of SCL blended program, with TLS and FD</p> <p><u>Academic lead:</u> Leadership of Basic Science SCL program development and implementation</p>
Identify opportunities to enhance learning-centred education approaches in the Health Professions programs and the resources needed to support their enhancement	<p>1B: Support the use of evidence by our teachers on learning-centred approaches to guide educational activities in the classroom, lab and clinical setting.</p> <p>1C: Cultivate a supportive learning environment in clinical settings that optimizes educational experiences of learners and supports professional development of faculty members.</p> <p>1E: Support faculty-driven initiatives that enhance the learning experience and are linked to new scientific inquiry (inquiry-based teaching) and recognize teaching excellence that is learner-centred.</p> <p>1F: (Re)Design teaching and learning spaces to optimize the learning experiences, professional development and a sense of community of our students and our faculty.</p>	<ul style="list-style-type: none"> Ask clinical chairs to identify an 'education champion'/Director of education who will represent their department at meetings Consult members of the Alliance of Professional Programs (APP) to identify opportunities to enhance SCL approaches in their curricula Begin to explore, with Academic Affairs, mechanisms to enhance recognition and environmental supports to optimize clinical teaching Develop measurement framework for goal #1 using mixed-methods, identify stakeholders Advocate for Health Professions teaching spaces that will enhance SCL opportunities 	<ul style="list-style-type: none"> Scan of needs of clinical depts. re SCL Summary of evidence of benefits of SCL and key ingredients to deep learning-> develop product for FD Listing of TLS and Faculty Development (FD) offerings appropriate for this target Proposal of plan to develop online modules with 'meet ups' facilitated by TLS or FD Report of baseline measurements in the Health Professions for Goal #1 ✓ Provide Faculty/University leadership with detailed report of the health professions teaching needs 	<p><u>Data analyst:</u> Development of interview guide (focus groups, interviews), qualitative analysis; Development of online surveys, descriptive statistics; Baseline measurements</p> <p><u>Project analyst:</u> Report of current status and needs re SCL; Oversight of development of SCL blended program, with TLS and FD; Report on baseline measurements goal #1</p> <p><u>Academic lead:</u> Leadership of Health Professions SCL program development and implementation</p>



GOAL 2: INTERPROFESSIONAL AND INTERDISCIPLINARY EDUCATION

Initiative	Corresponds to objective(s) #	Activities	Outputs	Resources Needed
Support expansion of IPE activities through the Office of Interprofessional Education (OIPE)	<p>2A: Continue to develop and evaluate the benefit of an interprofessional education curriculum that aims to foster teamwork, mutual respect and professionalism in the classroom and in the clinical setting</p> <p>2C: Provide teachers with training in IP teaching and learning approaches and their value</p> <p>2D: (Re)Design and utilize teaching and learning spaces, technologies and other infrastructure that promote interaction between learners and teachers across programs</p>	<p>✓ Together with the Dean, propose strategies for phase 1 expansion</p> <ul style="list-style-type: none"> • Work with APP and OIPE to facilitate knowledge exchange and collaboration in curriculum development • Advocate for permanent budget that meets expanding IPE needs • OIPE to meet with clinical dept champions and (clinical) Directors of Education to explore IPE in situ needs • Conduct an environmental scan of all IPE offerings within the Faculty and communicate to enhance awareness and use • Develop measurement strategy (goal #2) 	<ul style="list-style-type: none"> • Permanent budget in place that meets goals and new directions • Schedules in Health Professions programs accommodated for regular IPE learning activities • Proposal for IPE Fellows program • Proposal for IPE in situ • Report baseline measurements of IPE partnerships 	<p><u>Data analyst:</u> Development of interview guide (focus groups, interviews), qualitative analysis; Development of online surveys, descriptive statistics; Baseline measurements</p> <p><u>Project analyst:</u> Assist OIPE with environmental scan and development of communication strategy; Report on baseline measurement of goal #2</p>
Create shadowing/mentorship program (Basic Science graduate students paired with clinicians with specialty areas related to their research to facilitate bi-directional learning)	<p>2B: Develop new interdisciplinary educational initiatives at the undergraduate and graduate levels in the biomedical sciences, in response to student needs</p>	<ul style="list-style-type: none"> • Work with Basic Science champions to develop mentorship program • Consult with graduate students to meet their needs • Consult with dept champions and with chairs to optimize feasibility • Develop measurement strategy (goal #2) 	<ul style="list-style-type: none"> • Develop a MASH equivalent in the Basic Sciences as a mechanism to engage students • Proposal for science-practice mentorship program • Report baseline measurements of IDE collaborations 	<p><u>Data analyst:</u> Develop online survey for graduate students to appreciate key requirements; Baseline measurements</p> <p><u>Project analyst:</u> Prepare proposal, with Academic Lead: Report on baseline measurement of goal #2</p> <p><u>Academic Lead:</u> Leadership of the mentorship program</p>
Create an interdisciplinary certificate program on career trajectories for Basic Science graduate trainees	<p>2B: Develop new interdisciplinary educational initiatives at the undergraduate and graduate levels in the biomedical sciences, in response to student needs</p>	<ul style="list-style-type: none"> • Environmental scan of existing resources on campus (Desjardins Centre, CAPS) and nationally/internationally • Gather information on advanced skills needed for employment in alternate career paths • Student engagement to ensure needs are met • Involve experts in online education 	<ul style="list-style-type: none"> • Listing of existing resources, distributed to graduate students • Report of competencies needed for different career paths • Proposal for career advancement certificate program 	<p><u>Data analyst:</u> Develop online survey for graduate students re key requirements</p> <p><u>Project analyst:</u> Conduct environmental scan; Prepare proposal, with Academic Lead</p> <p><u>Academic Lead:</u> Leadership of the interdisciplinary career advancement program</p>



GOAL 3: EDUCATION RESEARCH

Initiative	Corresponds to objective(s) #	Activities	Outputs	Resources Needed
Minimize the knowledge-to-action gap: identify what knowledge is needed by whom and the best formats to package this information for uptake and use	3C: Develop effective strategies that promote dissemination and uptake of educational research to inform practices and policy (i.e. knowledge translation and exchange)	<ul style="list-style-type: none"> Constitute a workgroup to identify knowledge gaps and stakeholder targets and develop products, in collaboration with CME and CPD Determine the knowledge needs of students who will be teachers (Health Professions, Graduate students) Determine knowledge needs of teachers 	<ul style="list-style-type: none"> Listing of educational research (knowledge) that warrants uptake Report of knowledge needs of learners and teachers (Basic Sciences, Clinical Educators) Proposal on curricular content and products needing development for learners and teachers (with FD, TLS) 	<p><u>Data analyst:</u> Develop online surveys (learners, teachers) to recognize needs and preferred formats</p> <p><u>Project analyst:</u> Assist with preparation of products and tools; Report on curricular content needs</p> <p><u>Academic Lead:</u> Leadership of the knowledge translation (education science to practice) program</p>
Enhance recognition of educational research and scholarship	<p>3A: Recognize, value and promote educational research, scholarship and innovation in the health sciences</p> <p>3E: Strengthen our position as national and international leaders in educational research in the health sciences</p>	<ul style="list-style-type: none"> Constitute a workgroup on recognition of educational excellence and scholarship; Conduct focus groups of key stakeholder groups Consult with Academic Affairs, to develop strategies Develop measurement strategy (goal #3) 	<ul style="list-style-type: none"> Report with recommendations to enhance recognition of educational research and excellence Report baseline measurements of educational research and scholarship (goal #3) 	<p><u>Data analyst:</u> Development of interview guide (focus groups, interviews), qualitative analysis; Development of online surveys, descriptive statistics; Baseline measurements</p> <p><u>Project analyst:</u> Prepare reports, with Academic Lead, to include baseline measurements</p> <p><u>Academic Lead:</u> Leadership on recognition</p>
Explore the potential benefits and feasibility of a learning institute and/or health sciences education department	<p>3B: Facilitate interprofessional/ interdisciplinary research collaboration in the university and in clinical settings, across the health professions and the foundational academic disciplines, including the traditional basic sciences</p> <p>3D: Explore new organizational structures and investments that support educational research growth and development</p> <p>3E: Strengthen our position as national and international leaders in educational research in the health sciences</p>	<ul style="list-style-type: none"> Constitute a workgroup in collaboration with CME, to clarify benefits vs risks of dept and/or institute Identify and consult with all key stakeholders 	<ul style="list-style-type: none"> Make a recommendation re status quo vs dept vs institute 	<p><u>Data analyst:</u> Develop online survey for graduate students re key requirements</p> <p><u>Project analyst:</u> Conduct environmental scan; Prepare proposal, with Academic Lead</p> <p><u>Academic Lead:</u> Assist the Vice Dean in informed decision-making process</p>

ABBREVIATIONS

APP: Alliance of Professional Programs

CAPS: Career Planning Service

CME: Centre for Medical Education

CPD: Continuing Professional Development

FD: Faculty Development

IDE: Interdisciplinary Education

IPE: Interprofessional Education

OIPE: Office of Interprofessional Education

SCL: Student-centred learning

TLS: Teaching and Learning services

Activities- what we will do

Outputs- what we will have

Resources- what we will need