



Anesthesiology & Pain Medicine  
**UNIVERSITY OF TORONTO**

**Temerty  
Medicine**

## FACULTY DEVELOPMENT DAY

NOVEMBER 11<sup>TH</sup>, 2025, FROM 7:30 AM – 2:30 PM ET  
DEPARTMENT OF ANESTHESIOLOGY & PAIN MEDICINE  
TEMERTY FACULTY OF MEDICINE  
UNIVERSITY OF TORONTO

DOUBLETREE BY HILTON,  
TORONTO DOWNTOWN  
108 CHESTNUT ST, TORONTO, ON

**WiFi:** Hilton Honours Meeting  
Password: Diamond2025

## PROGRAM

<b>Registration and Breakfast</b>	<b>7:30 – 8:15 AM</b> Mandarin Foyer (Lower Level 2)
<b>Welcome &amp; Opening Address</b> <b>Welcome &amp; Opening Address</b> <b>Dr. Beverley Orser</b> , Chair, Department of Anesthesiology & Pain Medicine <b>Medical Education Updates</b> <b>Dr. Ahtsham Niazi</b> , Vice-Chair Education, Department of Anesthesiology & Pain Medicine <b>Faculty Development Updates</b> <b>Dr. Natalie Clavel</b> , Director of Faculty Development, Department of Anesthesiology & Pain Medicine <b>EDIIA Updates</b> <b>Dr. Lisa Isaac</b> , Director of EDIIA, Department of Anesthesiology & Pain Medicine	<b>8:15 – 8:45 AM</b> Mandarin Ballroom (Lower Level 2)
<b>Plenary Session with Dr. William Bynum</b> <i>The Transformative Power of Shame in Medical Education: Challenges, Opportunities, and Imperatives</i> <b>Dr. William Bynum IV</b> , Associate Professor of Family Medicine, Department of Family Medicine and Community Health, Duke University School of Medicine	<b>8:45 – 9:45 AM</b> Mandarin Ballroom (Lower Level 2)
<b>Networking &amp; Refreshment Break</b> <i>Professional headshots available.</i>	<b>9:45 – 10:15 AM</b> Mandarin Foyer (Lower Level 2)

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## Small Group Sessions A

10:15 – 11:15 AM

- **Breakout Session: *Navigating the Emotional Minefield of Difficult Feedback in Medical Education*** with **Dr. William Bynum**, Associate Professor, Department of Family Medicine and Community Health, Duke University School of Medicine
- **Breakout Session: *Effective Clinical Supervision of Learners*** with **Dr. Faraj Massouh**, Assistant Professor, **Dr. Konstantinos Alexopoulos**, Lecturer, **Dr. Urooj Siddiqui**, Lecturer, **Dr. Natalie Clavel**, Director of Faculty Development, Department of Anesthesiology & Pain Medicine
- **Breakout Session: *Creative Professional Activity for Academic Promotion*** with **Dr. Lakshmikumar Venkat Raghavan**, Fellowship Director, Department of Anesthesiology and Pain Medicine

Mandarin Ballroom  
(Lower Level 2)

Mandarin Ballroom  
(Lower Level 2)

Victoria Room  
(Second Floor)

## Remembrance Day: Two Minutes of Silence

11:00 AM

The Two Minutes of Silence is a solemn, symbolic moment at the heart of Canada's Remembrance Day Service. At the 11<sup>th</sup> hour on November 11, Canadians pause to honor those who served and sacrificed, marking the exact time in 1918 when the First World War ended.

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## Small Group Sessions B

11:15 AM – 12:15 PM

- **Breakout Session: *Navigating the Emotional Minefield of Difficult Feedback in Medical Education*** with **Dr. William Bynum**, Associate Professor, Department of Family Medicine and Community Health, Duke University School of Medicine
- **Breakout Session: *Effective Clinical Supervision of Learners*** with **Dr. Johnny Bai**, Lecturer, **Dr. Pablo Perez D'Empaire**, Assistant Professor, **Dr. Natalie Clavel**, Director of Faculty Development, Department of Anesthesiology & Pain Medicine
- **Breakout Session: *Incivility in Healthcare: The intersection of high performance and hierarchical systems*** with **Dr. Colin McCartney**, Chief, Department of Anesthesiology, Sunnybrook Health Sciences
- **Breakout Session: *Fatigue Risk Management Initiatives for Faculty and Learners at Temerty Medicine*** with **Dr. Julie Maggi**, Director of Faculty Wellness, Office of Clinical and Faculty Affairs, Temerty Medicine, **Dr. Heather Flett**, Director of Learner Wellness, Office of Learner Affairs (OLA), Temerty Medicine, **Dr. Mandeep Singh**, Associate Professor, Department of Anesthesiology and Pain Medicine

Mandarin Ballroom  
(Lower Level 2)

Mandarin Ballroom  
(Lower Level 2)

Victoria Room  
(Second Floor)

Vancouver Room  
(Second Floor)

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## Lunch

*Professional headshots available.*

12:15 – 1:15 PM

Mandarin Foyer

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## Large Group Session

1:15 – 2:30 PM

- ***Stream 1 Workshop: Academic Appointment and CFAR*** with **Dr. Greg Hare**, Chair, Faculty Academic Appointment Committee (FAAC), Temerty Medicine & DoAPM Department Appointment Committee (DAC) Site Representatives
- ***Stream 2 Workshop: Cracking the Royal College Examination – Tips and Tricks*** with **Dr. Brian Pollard**, Associate Professor, Department of Anesthesiology and Pain Medicine, **Dr. Kan Ma**, ACE-IT Royal College Exam Preparation Course, **Dr. Sanket Agrawal**, Successful Royal College Exam Candidate, **Dr. Lakshmikumar Venkat Raghavan**, Fellowship Director, Department of Anesthesiology and Pain Medicine (Moderator)
- ***Stream 3 Campfire Session: Focus on Faculty Experience*** with **Dr. Natalie Clavel**, Director of Faculty Development, Department of Anesthesiology & Pain Medicine, **Dr. Katherine Marseu**, Chair of the Competence Committee, Anesthesia Residency Program, Department of Anesthesiology and Pain Medicine
  - "Teaching vs Building" Resiliency (reflection/application of Dr. Bynum Session)
  - Fatigue Management (reflection/application of Dr. Maggi and Flett Session)
  - Psychological Safety (reflection/application of Dr. Marseu Session)
  - Incivility (reflection/application of Dr. McCartney Session)
  - Recognition in the Clinician Teacher role (reflection/application of MedEd Sessions)

Victoria Room  
(Second Floor)

Mandarin Ballroom  
(Lower Level 2)

Mandarin Ballroom  
(Lower Level 2)

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## Refreshments Available

2:30 – 3:00 PM

Mandarin Foyer

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# LEARNING OBJECTIVES & READINGS

## Plenary Session

### ***The Transformative Power of Shame in Medical Education: Challenges, Opportunities, and Imperatives***

[Optional Prereading: "Shame competence: addressing the effects of shame in health care"](#)

[Optional Prereading: "Why impaired wellness may be inevitable in medicine, and why that may not be a bad thing"](#)

#### Learning Objectives:

1. Define shame and outline its psychological origins.
2. Explain how shame can impact learning, wellbeing, and engagement in health professions learning.
3. Define shame competence and explain how its implementation can transform culture, drive learning, and support wellbeing.
4. List specific steps to building foundational shame competence in a healthcare environment.

## Small Group Sessions (AM)

### ***Navigating the Emotional Minefield of Difficult Feedback in Medical Education***

[Optional Prereading: "What is Shame Competence?"](#)

#### Learning Objectives:

1. Define and differentiate shame and guilt and describe how to leverage this distinction in the provision of feedback.
2. Report increased awareness of the emotional responses that difficult feedback may trigger in the recipient.
3. List specific strategies for providing difficult feedback in a way that minimizes risk of shame, facilitates growth, and enhances resilience.
4. List specific strategies for creating environments in which difficult feedback can be provided in a manner that facilitates growth and enhances resilience.

### ***Effective Clinical Supervision of Learners***

#### Learning Objectives:

1. Review the expectations of DoAPM faculty regarding the clinician teacher role, and provision of clinical supervision of learners.
2. Compare and contrast clinical supervision strategies for medical students vs. elective students vs. residents vs. Fellows using clinical examples .
3. Describe best practices for providing effective feedback on a CEA or EPA form (benchmarking for Likert scales, narrative comments).
4. Critique and Recommend improvements to, examples of learner feedback and evaluation forms.
5. Describe the process by which to support a learner who has experienced mistreatment
6. Describe the process by which to identify a learner in difficulty.

## ***Creative Professional Activity for Academic Promotion***

Prereading: "CPA Checklist"

### **Learning Objectives:**

- 1) Define Creative Professional Activity (CPA) and its role in academic promotion.
- 2) Describe the criteria for CPA and Explain how to build a CPA Dossier.
- 3) Identify strategies to demonstrate the effectiveness and impact of CPA.
- 4) Describe an approach to writing a CPA dossier for the purposes of junior or senior promotion.

## ***Psychological Safety and The Resident-Faculty Relationship***

Optional Prereading: "Psych Safety"

### **Learning Objectives:**

- 1) Define psychological safety and explain how it can transform culture, drive learning, and support wellbeing.
- 2) Identify validated tools used to measure psychological safety, for the purposes of research and quality improvement.
- 3) Review the reported DoAPM faculty psychological safety scores.
- 4) Compare and contrast psychological safety scores between faculty and learners at different stages. Compare and contrast psychological safety scores and across teaching sites.
- 5) Identify opportunities for anesthesia leadership and advocacy in establishing psychological safety to transform culture, drive learning, and support wellbeing.

## ***Incivility in Healthcare: The intersection of high performance and hierarchical systems***

Optional Prereading: "Physician incivility in the health care workplace"

Optional Podcast: "Confronting the high stakes of incivility in health care"

### **Learning Objectives:**

- 1) Define incivility and Identify examples of uncivil behaviour in the OR.
- 2) Explain how situational triggers can increase uncivil behaviour.
- 3) Explain how uncivil physician behaviour leads to poor patient outcomes, adverse effects on healthcare professionals, and increased organizational costs.
- 4) Identify examples of hidden curriculum, as it relates to incivility in the learning environment and workplace.
- 5) Explain the system design failure in medical education, as it relates to uncivil physician behaviour.

Fatigue Risk Management Initiatives for Faculty and Learners at Temerty Medicine

Optional Prereading: "Fatigue Risk Management Toolkit"

### **Learning Objectives:**

- 1) Define fatigue and fatigue risk management. Recognize fatigue as an occupational hazard in medicine.
- 2) Compare and contrast "physical fatigue" vs. "psychological fatigue" vs. "stress syndrome."
- 3) Explain the rationale for fatigue risk reduction/management in the workplace and learning environment.
- 4) Identify and Explain evidence-based strategies to prevent and manage the hazard of fatigue in the workplace and learning environment (Fatigue Risk Management Toolkit).

- 5) Explain the role of institutional/organizational culture in fatigue risk management.

## Large Group Sessions (PM)

### ***Stream 1 Workshop: Appointment and CFAR***

[Prereading: CFAR](#)

[Prereading: E-Portfolio](#)

[Prereading: Junior Promotion](#)

#### Learning Objectives:

- 1) Describe the rationale for, and ongoing process of holding an academic appointment at DoAPM.
- 2) Explain the role of the DAC Committee and the FAC Committee. Identify site DAC committee members.
- 3) Describe the rationale for, and the process of undergoing Continuing Faculty Appointment Review (CFAR). List the required documentation and review the DAC evaluation criteria for each.
- 4) Identify Departmental resources available to support faculty during the process of CFAR (incl. E-Portfolio, DoAPM webpage, templates, DAC committee).
- 5) Identify the most common barriers to successful CFAR review. Explore the most common feedback to faculty, by the DAC regarding mandatory documents and preparation for CFAR.
- 6) Compare and contrast the quality of sample mandatory documents (incl. Education Dossier, CV, Personal Statements, Letter of Intent).
- 7) Create a 3 to 5-year academic plan and identify potential barriers to successful CFAR and/or junior promotion.

### ***Stream 2 Workshop: How to ACE-IT: Preparation for the Royal College Exam***

#### Learning Objectives:

- 1) Review the eligibility criteria, application process, fees, mandatory documents and training required for the Royal College Exam.
- 2) Review the written and oral components of the Royal College Exam (and score required to pass each).
- 3) Review common strategies for Royal College Exam study and preparation (including testimonials from previous Fellows/IMGs).
- 4) Identify specific areas of weakness in written/oral exam preparation.
- 5) Develop a 1-year study plan for the written/oral exam.
- 6) Compare and contrast the role of an academic coach vs. Mentor.
- 7) Describe a structured approach to answering questions on the Canadian Royal College oral examination.
- 8) Critique and Suggest improvements to sample oral exam question responses.

### ***Stream 3 Campfire Session: Focus on Faculty Experience (Facilitated Large Group discussion and knowledge translation)***

#### Learning Objectives:

- 1) Review UGME/PGME Program data regarding learner experience and satisfaction. Explore and Document faculty perspectives regarding the work and learning environment at DoAPM. Compare and contrast Faculty vs. Learner data. Compare and contrast data across teaching

sites/academies.

- 2) Reflect, Explore and Document faculty perspectives regarding the work and learning environment at DoAPM, with emphasis on: resident-faculty relationship, (in)civility, fatigue reduction, psychological safety, shame competence.
- 3) Reflect and Apply conference learnings to suggest quality improvement initiatives in UGME/PGME at DoAPM.
- 4) Identify opportunities for anesthesia leadership and advocacy to transform culture, drive learning, and support wellbeing in the learning environment.
- 5) Identify opportunities for anesthesia leadership and advocacy to transform culture, drive learning, and support wellbeing in the workplace.