

FACULTY DEVELOPMENT DAY 2022



Humanity in Medicine Physician Burnout or Joy: Rediscover the Rewards of a Career in Academic Medicine



SPONSORED BY:

- DEPARTMENT OF ANESTHESIOLOGY & PAIN MEDICINE
- DEPARTMENT OF OTOLARYNGOLOGY-HEAD & NECK SURGERY
- DEPARTMENT OF SURGERY

Date: Friday, November 11, 2022

Time: 8:00 AM - 2:50 PM

Location: DoubleTree By Hilton Hotel
108 Chestnut Street, Toronto, ON M5G 1R3

[REGISTER HERE](#)

KEYNOTE SPEAKER

NIRIT BERNHARD M.Sc., MD, FRCPC

Dr. Nirit Bernhard is a general paediatrician and Assistant Professor with the Department of Paediatrics in the Temerty Faculty of Medicine at the University of Toronto. She holds a Hon BSc and MSc from the University of Toronto and completed her Medical Doctor degree from the University of Western Ontario in 2003. She completed post-graduate training as well as a year of Chief Residency with the Department of Paediatrics at the University of Toronto. Nirit is involved in medical education through her role as Faculty Lead, Portfolio in the MD Program and Post Graduate Medical Education and is regularly involved in teaching of medical students and resident doctors. She channels her passion for working with children with different health needs and abilities through her work in the Down syndrome clinic and work at Sick Kids and Women's College Hospital. Nirit proudly lives in a multigeneration home with her family in Toronto.



ACCREDITATION

Royal College Maintenance of Certification - Section 1 (Group Learning Activity - In Person or Online)

PROGRAM DESCRIPTION

This will be an interdisciplinary Program held along with the Departments of Surgery and Otolaryngology with a focus on the Humanity in Medicine. Participants will be able to apply the content of the Program towards their individual personal, professional, clinical, and educational practices. The morning will be in with a 60 min (45min talk + 15 min Q&A) plenary address by Dr. Nirit Bernhard: The Art and Science of Being a Reflective Practitioner. Following, four interactive small group sessions and workshops will be offered over two consecutive 50 minute periods (10:10-11:00 and 11:10-12:00). The afternoon Program consists of four interactive small group sessions and workshops will be offered by faculty over two consecutive 50 minute periods (13:10-14:00 and 14:10-15:00). Workshops will cover the following themes/skills: narrative medicine, social medicine, physician wellness, civility and professionalism, effective teaching, effective debriefing, and effective coaching/mentorship. The faculty represents a multidisciplinary team from: Family Medicine, Internal Medicine, Palliative Care, Emergency Medicine, Royal College of Physicians and Surgeons

Programs

8:00-8:45	Registration & Breakfast	
8:50-9:00	Welcome	Beverley Orser, Chair, Department of Anesthesia and Pain Medicine Carol Swallow, Chair, Department of Surgery Danny Enepekides, Chair, Department of Otolaryngology-Head & Neck Surgery
9:00-9:45	Plenary Session	The Art and Science of Being a Reflective Practitioner 1. Define reflection in medicine 2. Explore the value of being reflective in medicine and surgery 3. Share our approach to developing critically reflective practitioners through education 4. Consider the relationship between physician wellness and reflection
9:45-10:00	Q&A Nirit Bernhard MSc, MD, FRCPC Pronouns she/her Staff Physician, Sick Kids and Women's College Hospital Assistant Professor, Department of Paediatrics Portfolio Faculty Lead, MD and PGME Programs Temerty Faculty of Medicine University of Toronto	
10:00-10:10	Break & Refreshments	
10:10-11:00	Small Group Session #1	See Below
11:00-11:10	Break & Refreshments	
11:10-12:00	Small Group Session #2	See Below

Breakout Session #1

10:10-11:00		
	Session 1 (Part 1/2) Max 30 participants (2hr session) Diana Toubassi, MD, CCFP, FCFP Assistant Professor Department of Family & Community Medicine Toronto Western Family Health Team University of Toronto	Resident Reflection Rounds: A curriculum to support trainee wellbeing and professional identity formation 1. To define narrative medicine and review its efficacy in supporting trainee wellbeing and professional identity formation. 2. To share our experience developing, implementing and evaluating a reflective curriculum for Family Medicine residents. 3. To provide an introductory small-group narrative medicine experience. 4. To support those considering implementing a reflective curriculum in their residency program

	<p>Session 2</p> <p>Glen Bandiera, MD, FRCPC, BASC (Engin), MEd (he/him) Executive Director, Standards and Assessment Royal College of Physicians and Surgeons of Canada</p>	<p>Revisiting Rosetta: Do we have a ‘lost in translation’ problem in intergenerational medical education?</p> <ol style="list-style-type: none"> 1. Reference and Describe broad theories around intergenerational differences 2. Identify manifestations of, and develop an approach to, differing generational perspectives in common medical education scenarios 3. Identify opportunities presented by intergenerational collaboration in medical education and clinical workplaces.
	<p>Session 3</p> <p>Arno K. Kumagai, M.D. Professor and Vice Chair for Education Department of Medicine F.M. Hill Chair in Humanism Education Women’s College Hospital University of Toronto</p>	<p>Reaching Beyond Competencies: Teaching for Humanism in Medical Education</p> <ol style="list-style-type: none"> 1. Consider medical education as moral education. 2. Identify “what’s missing” in competence-based approaches to medical education. 3. Understand the role of the humanities in teaching future physicians. 4. Explore the role of stories, reflection, and dialogue in ways in which humanistic care may be learned and taught. 5. Begin to explore the thorny question of how this type of knowledge can be assessed.
	<p>Session 4</p> <p>Meb Rashid MD CCFP FCFP Medical Director, Crossroads Clinic Women's College Hospital Assistant Professor, DFCM, University of Toronto</p> <p>Philip B. Berger MD St. Michael’s Hospital - Unity Health Chair, Inner City Health Associates Associate Professor, Temerty Faculty of Medicine University of Toronto</p>	<p>Social Medicine: Widening the Surgical Field- The Case of Cuts to Refugee Health Care.</p> <ol style="list-style-type: none"> 1. Define Social Medicine 2. Increase awareness of how to identify circumstances affecting patients’ health beyond the individual patient’s illness. 3. Learn how to apply the social medicine definition in day-to-day practice. 4. Learn how to execute the social medicine definition at a system level.

Small Group Session #2

11:10-12:00	<p>Session 1 (Part 2/2)</p> <p><i>CLOSED</i> <i>No new registrations</i> <i>Session cont'd from 10:10 start</i></p> <p><i>Diana Toubassi, MD, CCFP, FCFP</i> <i>Assistant Professor</i> <i>Department of Family & Community Medicine</i> <i>Toronto Western Family Health Team</i> <i>University of Toronto</i></p>	<p>Resident Reflection Rounds: A curriculum to support trainee wellbeing and professional identity formation</p>
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ANESTHESIA ONLY:

Parallel AM Program: Transition to Junior Practice (Open to: Lecturers, New Staff, Fellows)

<p>10:00-10:50</p>	<p>Session 1</p> <p>Carol Lofflemann</p>	<p>Setting Yourself up for Academic Success: Overview of requirements for 3 year academic review and junior promotion at The University of Toronto</p> <ol style="list-style-type: none"> 1. Identify and Locate the supporting documentation, templates, and requirements for 3 year review and academic promotion are located on the Department of Anesthesiology and Pain Medicine website 2. Describe the academic CV and Education Dossier. 3. Explain the purpose of an education/research philosophy. 4. Describe the requirements and expectations of Faculty, for the 3 year review 5. Describe the requirements for Junior Promotion 6. Identify common barriers to successful 3 year academic review and promotion to Assistant Professor.
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11:00-11:50	Session 2 Colin McCartney	Setting Yourself up for Academic Success: Overview of The University of Ottawa Junior Faculty Mentorship Program & Needs Assessment <ol style="list-style-type: none"> 1. Explain the rationale for the development of the Junior Faculty Mentorship Program 2. Compare and Contrast the role of a mentor vs. an academic advisor 3. Describe the key components of the Junior Faculty Mentorship Program 4. Conduct a needs assessment for the implementation of a Junior Faculty Mentorship Program at the University of Toronto
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Afternoon Session – Department of Anesthesiology and Pain Medicine ONLY

12:00-13:00	Lunch	CPD / CFD Fair
13:00-13:50	Small Group Session 3	See Below
13:50-14:00	Break	
14:00-14:50	Small Group Session 4	See Below

13:00-13:50 And 14:00-14:50	Session 5 2022 Education Award Winners Dr. Mika MacMillan (ICU) Dr. Azad Mashari (Cardiac) Dr. Andrea Furland (Chronic Pain)	Panel Discussion & CBL Improving Teaching Effectiveness in the Operating Room: What’s the Secret Sauce? <ol style="list-style-type: none"> 1. Review the evaluation form/competencies (TES) used by UGME and PGME to evaluate teacher effectiveness 2. Demonstrate how to establish learning objectives in an unpredictable OR environment 3. Describe the importance of guided autonomy in medical education (allowing for failure)
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	<p>Session 6</p> <p>Dr. Nadia Primiani Emergency Medicine Mount Sinai Hospital</p> <p>Dr. Warren Lewis Palliative Care Toronto Western Hospital</p>	<p>Panel Discussion, CBL</p> <p>Civility, Leadership and Professionalism: The Team Debrief – Death as a learning experience.</p> <ol style="list-style-type: none"> 1. Examine the impact of a patient death on medical learners / interdisciplinary team 2. Compare and contrast methods of Team Debrief used in Palliative Care and Emergency Medicine at the University of Toronto. 3. Describe & Apply approach taken in Palliative Care (CBL) 4. Describe & Apply approach taken in Emergency Medicine (CBL) <p>Prereading: https://link.springer.com/article/10.1186/s12909-016-0631-3</p>
	<p>Session 7</p> <p>Dr. Deepa Kattail (HSC) Dr. Fiona Campbell (HSC) U of T Communications (TBA)</p>	<p>Small Group Discussion & Interactive Tutorial</p> <p>Creative Professional Activity: Maximize your academic impact with a strong online and social media presence</p> <ol style="list-style-type: none"> 1. Discuss the advantages and disadvantages of maintaining a strong online and social media presence 2. Discuss the recommendations from CPSO / CMA / OMA / Royal College re: social media use and professionalism 3. Compare and Contrast the following social media platforms for academic purposes:

		<ul style="list-style-type: none"> -YouTube -Twitter -TikTok -LinkedIn -Blog (KevinMD) -Podcast <p>4. Identify areas for improvement to personal profile on Department of Anesthesiology and Pain Medicine Website</p>
	<p>Session 8</p> <p>Colin McCartney (SBK)</p>	<p>Small Group Interactive Session</p> <p>Supporting the academic development of junior faculty: The University of Ottawa Department of Anesthesiology & Pain Medicine Junior Faculty Mentorship Program</p> <ol style="list-style-type: none"> 1. Explain the rationale for the development of the Junior Faculty Mentorship Program 2. Compare and Contrast the role of a mentor vs. an academic advisor 3. Describe the key components of the Junior Faculty Mentorship Program 4. Describe potential barriers to, and expected benefits of, implementation of a Junior Faculty Mentorship Program <p>References: University of Ottawa Junior Faculty Mentorship Program ToR v.2019</p>