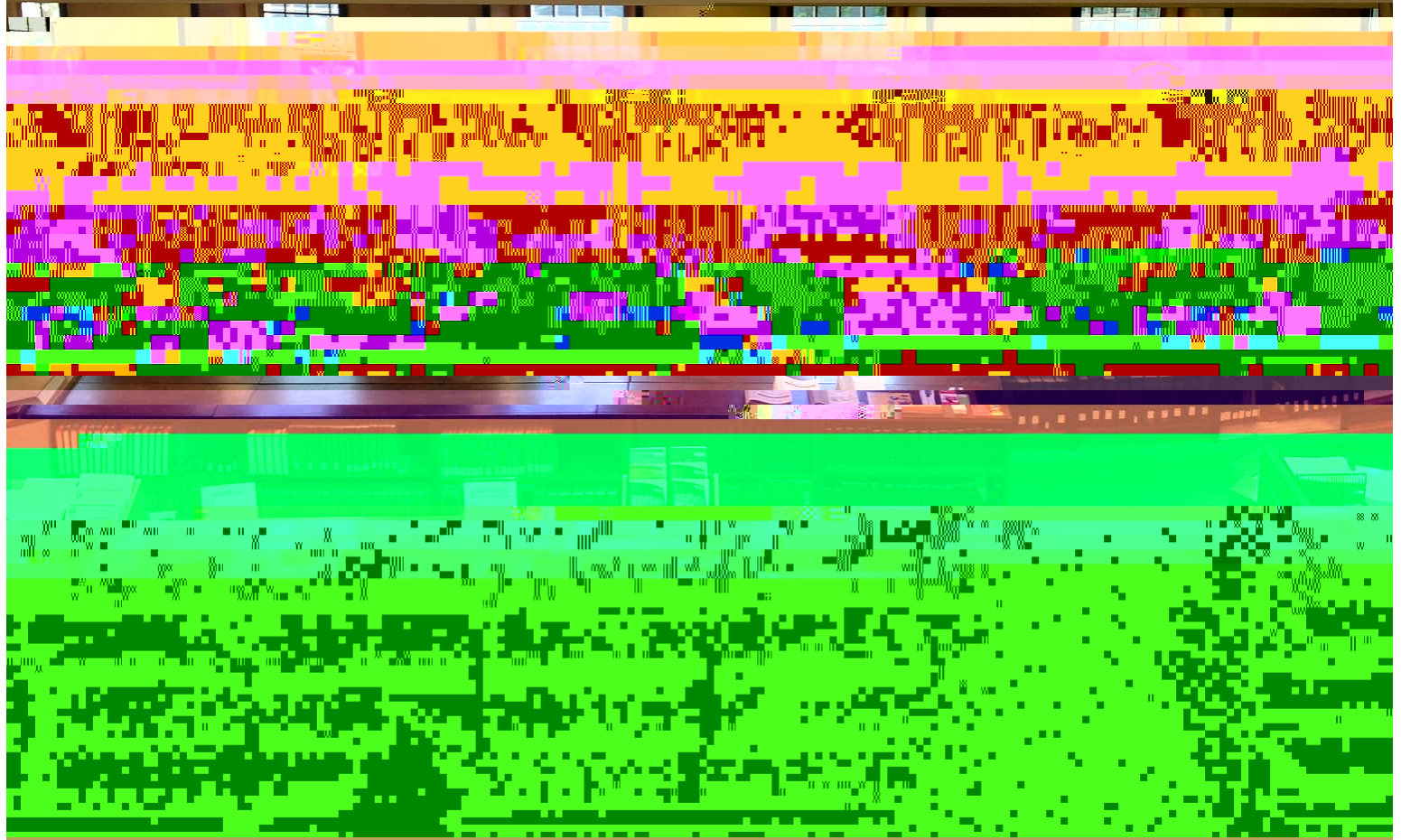


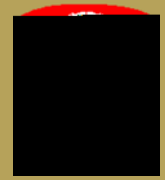


FACULTY DEVELOPMENT

Faculty of Medicine



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





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.

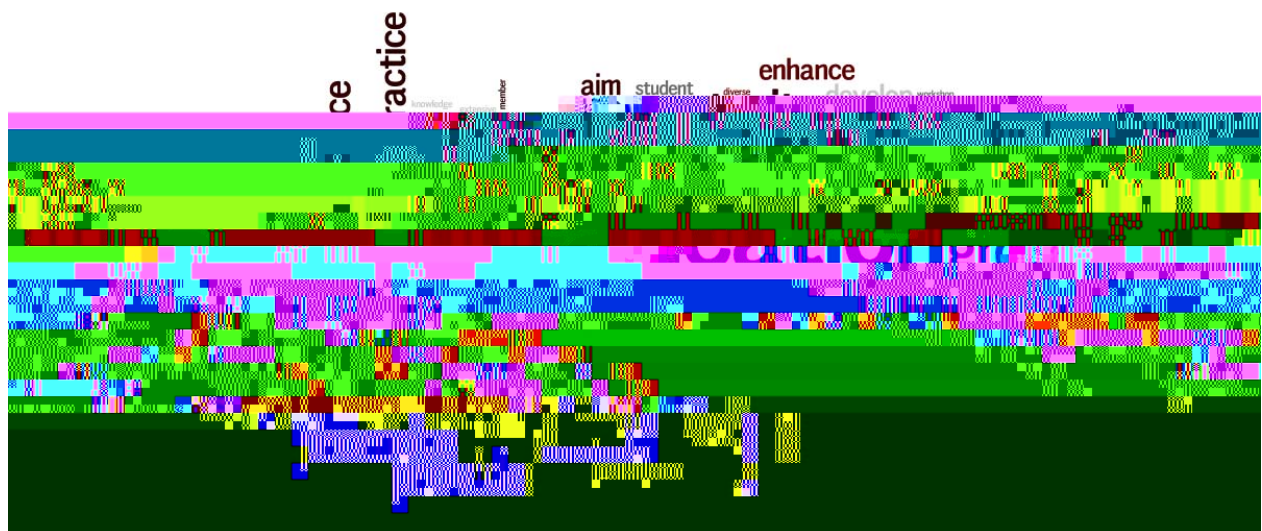
Faculty Development endeavors are coordinated by members of the Faculty Development Team who work together closely with the Institute of Health Sciences Education, the Associate Deans for Undergraduate and Postgraduate Education, as well as the Chairs and Directors of the schools in the Faculty of Medicine. 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 **C**onstruction and delivery of Faculty Development-led educational activities, through **C**ollaboration with like-minded colleagues and through **C**onsultation 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 educa





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



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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



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 infl

ways



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

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 Patient 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.

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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

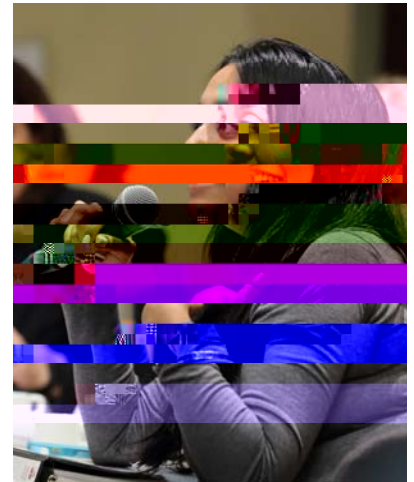
Dr. Christopher J. Watling (McGill University)

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. Aiki Thomas (McGill University)



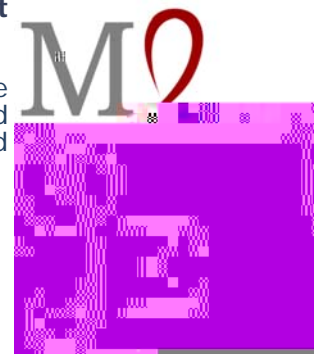
Preetha Krishnamoorthy
Faculty Development Team

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











Annie Chevrier