



## Celebration of Education Scholarship

November 30-December 1, 2023

Presented by the Office of Education Scholarship

<b>Thursday, November 30, 2023</b> in person at The Faculty Club, 41 Willcocks Street, and via Zoom	
5:30-6:00 pm	<b>Reception</b>
6:00-7:00 pm	<p><b>Fireside Chat – Dr. Nicole Woods</b> <i>Reductionism in Health Professions Education Research: An Unapologetic Tale</i></p> <p>Objectives: After active engagement in this session, participants will be able to:</p> <ol style="list-style-type: none"> <li>1) Describe the forms of knowledge foundational to clinical reasoning in the health professions</li> <li>2) Define ‘cognitive integration’ and discuss its relevance to education in health disciplines</li> </ol>
<b>Friday, December 1, 2023</b> via Zoom only	
9:00-9:15 am	<b>Welcome, land acknowledgement and introductions</b>
9:15-10:30 am	<p><b>Panel Presentations: Capacity through Curiosity</b></p> <p>🔗 Dr. Melissa Nutik - <i>Generalism: Greater than the Sum of its Parts</i></p> <p>🔗 Drs. Sarah Wright &amp; Lindsay Herzog - <i>Thinking outside the box in Family Medicine Education</i></p> <p>🔗 Dr. Joyce Nyhof-Young - <i>Cultivating Curiosity: the ‘Better Together’ Consultation Service</i></p> <p>Moderated by Dr. Mahan Kulasegaram</p> <p>Objectives: After active engagement in this session, participants will be able to:</p> <ol style="list-style-type: none"> <li>1) Identify some of the big questions facing family medicine education and how they can be addressed through scholarship</li> <li>2) Discuss the values we are communicating to learners, faculty and scholars around generalism, assessment, and research.</li> </ol>
10:30-10:45 am	<b>BREAK</b>
10:45-11:35 am	<p><b>Breakout group discussions</b></p> <p>Discussion #1 - Reflecting on your interests and big questions</p> <p>Discussion #2 - Reflecting on getting involved in education scholarship</p> <p>Objectives: After active engagement in this session, participants will be able to:</p> <ol style="list-style-type: none"> <li>1) Identify how they might contribute to, or get involved in, the activities of the OES to solve some of the challenges facing family medicine education.</li> </ol>

	2) Describe avenues for encouraging collaboration and building scholarly community in our department.
11:35-12:00 pm	<b>Plenary discussion &amp; wrap-up</b>
12:00-1:00 pm	<b>BREAK</b>
1:00-2:00 pm	<p><b>AOP Presentations</b></p> <p><i>Registration for this session is limited to current and former participants of the AOP program, Essence course, Education Scholarship chats, and OES Team members.</i></p> <p><b>Dr. Kim Lazare:</b> <i>Not Doing it Justice: Perspectives of Recent Family Medicine Graduates on Mental Health and Addictions Training in Residency</i></p> <p><b>Dr. Deanna Telner:</b> <i>Education Technology Faculty Development Needs of Healthcare Educators</i></p> <p><b>Dr. Natalie Morson:</b> <i>Resident Perspectives on Entrustment Scales in Family Medicine Maternity Care</i></p> <p><b>Dr. Sherylan Young:</b> <i>Clerkship Rotation Factors: Effect on Student Performance</i></p>

**Accreditation** | College of Family Physicians of Canada – Mainpro+: This one-credit-per-hour Group Learning program meets the certification criteria of the College of Family Physicians of Canada and has been certified by Continuing Professional Development, Temerty Faculty of Medicine, University of Toronto for up to 4.5 Mainpro+ credits.

## Speaker Biographies



**Dr. Lindsay Herzog** is a family physician at Mount Sinai Hospital and lecturer within the Department of Family and Community Medicine. Following completion of her family medicine residency, she completed

a self-directed Enhanced Skills Program in Adolescent Health, and was the first trainee to complete the Education Scholar Enhanced Skills program. Lindsay is the Associate Faculty Lead for Portfolio in the Temerty Faculty of Medicine MD Program, and Program Co-Director for the Education Scholar Enhanced Skills Program at the DFCM. She is the Equity, Diversity, Inclusion and Social Accountability Lead at the Mount Sinai Academic Family Health Team, and her current research focuses on critical and transformative approaches in medical education.



**Dr. Mahan Kulasegaram** is the Director of the OES and a Scientist in DFCM. He is also a Scientist at the Wilson Centre and Temerty Faculty of Medicine where he holds the Temerty

Chair in Learner Assessment and Evaluation. His research focuses on how assessment practices and assessment data can be used to help learners, programs, and systems in meeting their goals. His focus on assessment for learning studies both the micro level (e.g. the impact of testing to enhance future learning) and the macro (e.g. how assessment data can reveal gaps in training for clinically important outcomes). He has a particular focus on assessment Big Data and in developing the conditions for its use in medical education. His additional interests include instructional design to promote transfer of learning and the validity of admissions and selection processes for medical training.



**Dr. Melissa Nutik** is an academic family physician and clinician educator in the Department of Family and Community Medicine at the University of Toronto where she practices comprehensive Family Medicine and

teaches learners of all levels. Following her medical training she undertook a formal academic fellowship in medical education and then subsequently completed a Masters of Education degree through the Ontario Institute for Studies in Education with a focus on Higher Education. She is the Undergraduate Education Lead for the Office of Education Scholarship at the Department of Family and Community Medicine. Her scholarship interests include curriculum design and evaluation, in particular related to promoting generalism and advocacy within medical school curricula. Her other areas of interest are multi-source feedback and work-based assessment and developing and studying innovative ways to support people new to education scholarship.



**Dr. Joyce Nyhof-Young** is a senior education scientist with a Ph.D. in Curriculum Teaching and Learning from OISE at the University of Toronto. She is an education scientist, medical educator, and

professor in the Department of Family and Community Medicine, the Academics Program at Women's College Hospital, the DFCM's Office of Educational Scholarship, and the family health teams of Women's College Hospital and Unity Health at St. Michael's Hospital. She has 30 years of experience with qualitative and mixed methods and a research focus in participatory program development and evaluation and capacity building in education scholarship. Under her mentorship, her diverse, interdisciplinary teams have developed many educational programs, curriculums and resources in the MD Program, her home departments, hospital clinics, and local communities.



**Dr. Nicole Woods** is a cognitive psychologist by training. Her work examines the role of basic science knowledge in clinical reasoning and the development of medical expertise. Her

primary interests focus on the mental representation of categories and instructional design that supports cognitive integration of basic and clinical sciences. Although closely linked to undergraduate education, her work has implications for developing expertise along the entire spectrum of professional education. In the OES, Dr. Woods leads our Big Ideas research pillar on generalism in family medicine.



**Dr. Sarah Wright** takes a critical lens to assessment and admissions practice. Her work is inspired and informed by a decade of experience as a psychometrician at Newcastle University Medical School

(UK). This practical experience has given her insight into how assessment frameworks can limit or support educational goals such as fostering compassionate practitioners or striving for social change. For example, she has combined psychometric and critical approaches to investigate the ways in which admissions policies often work to favour culturally and socially privileged medical students, thereby limiting attempts to improve student diversity. Through improved understanding of how emerging education goals transpire within existing education structures, her research seeks to improve education practice.