



Celebration of Education Scholarship

December 5-6, 2024

Presented by the Office of Education Scholarship

Thursday, December 5, 2024 The Faculty Club, 41 Willcocks Street (in-person and via Zoom)	
5:30-6:00 pm	Reception
6:00-7:00 pm	Fireside Chat – Dr. Risa Freeman <i>Mentorship and Leadership in Scholarship</i> Objectives: After active engagement in this session, participants will be able to: <ol style="list-style-type: none"> 1) Understand the potential opportunities for leadership in the DFCM 2) Describe the development of education scholarship at DFCM over the past 30 years.
Friday, December 6, 2024 500 University Avenue, Room 303/365 (in-person and via Zoom)	
8:30-9:00 am	Breakfast
9:00-9:15 am	Welcome, land acknowledgement and introductions
9:15-10:30 am	Panel Presentation – Drs. Melissa Nutik, Gurpreet Mand, Batya Grundland, Nicole Woods <i>Lessons from the front line</i> Objectives: After active engagement in this session, participants will be able to: <ol style="list-style-type: none"> 3) Understand the role of leadership in Family Medicine education scholarship 4) Analyze effective practices in balancing scholarship and leadership, and advancing leadership through scholarship in Family Medicine education 5) Identify strategies to mentor and to be mentored effectively in education scholarship leadership
10:30-10:40 am	Video Tribute
10:40-11:00 am	BREAK
11:00-12:00 pm	Small group discussions <i>Building capacity for leading locally and nationally</i> Objectives: After active engagement in this session, participants will be able to: <ol style="list-style-type: none"> 1) Understand the role of leadership in Family Medicine education scholarship 2) Analyze effective practices in balancing scholarship and leadership, and advancing leadership through scholarship in Family Medicine education 3) Identify strategies to mentor and to be mentored effectively in education scholarship leadership

12:00-1:00 pm	LUNCH
1:00-2:00 pm	<p>Art of the Possible Education Grant Presentations</p> <p>Muna Al Khaifi, AOP 9 - Through Their Eyes: A Breast Cancer Survivor-led Art Workshop for Undergraduate Medical Students</p> <p>Kirsten Wentlandt, AOP 9 - Palliative Care education for nurses, occupation therapists, physical therapists, midwives, and social workers: A systematic review of the evidence, models, format, content and outcomes</p> <p>Alis Xu, AOP 9 - Why They Stay: Factors that Attract and Retain Family Physicians</p> <p>Shelly-Anne Li, AOP 9 - Practicing Empathetic Conversations: Enhancing Patient-Centered Care for BIPOC Groups through Forum Theatre</p> <p>Natalie Morson, AOP 7 - Resident Perspectives on Entrustment Scales in Family Medicine Maternity Care</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 4.0 Mainpro+ credits.

SPEAKER AND MODERATOR BIOGRAPHIES

Dr. Risa Freeman



Dr. Risa Freeman is the Vice Chair of Education and Scholarship in the Department of Family and Community Medicine. She is a community-based family physician affiliated with North York General Hospital and holds a cross appointment in the School of Graduate Studies, Dalla Lana School of Public Health, Division of Clinical Public Health, and membership as a Scholar at The Wilson Centre.

Dr. Freeman has been engaged in the national discourse regarding education in family medicine for over two decades and has held numerous leadership roles at the University of Toronto and the College of Family Physicians of Canada. Her contributions have been recognized with teaching, research

and program development awards at the local and national level.

Dr. Freeman’s scholarly work in medical education focuses on adopting and promoting scholarly change in curriculum innovation, learning strategies, evaluation, faculty development and leadership. She is a mixed method researcher in health professions education with a strong track record of leading, mentoring, and supervising research projects for students and faculty members.

In all these activities, Dr. Freeman’s greatest pleasure has been working with learners from across the continuum of medical and interprofessional education.

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Dr. Melissa Nutik is an academic family physician and Community Medicine at UofT where she practises 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. Gurpreet Mand currently works as a community family physician and preceptor at the Schulich Family Medicine Teaching Unit at Humber River Health. Gurpreet is interested in medical education and completed a Master of Science in Community Health through the Dalla Lana School of Public Health with a focus in Health Practitioner Teacher



Education in 2020. She is currently the site Faculty Development Lead at HRH, Continuous Quality Improvement Lead in Postgraduate Medical Education at the DFCM and is the Co-course Director for the ESSENCE course. Gurpreet's current areas of medical education interest are learning more about the high performing learner, Faculty Development and Quality Improvement in education. Gurpreet is mom to four kids and enjoys spending time with her family, fitness and travel.

Dr. Batya Grundland is a family physician and clinical teacher at Women's College Hospital. She has a Masters of Adult Education and Community Development from the Ontario Institute for Studies in Education. Her current leadership role is the Associate Postgraduate Program Director, Curriculum & Remediation. With respect to education scholarship, her work has focused on incorporating arts informed methods into curriculum and virtual care education. She has also supported a variety of local projects around use of entrustability scales in postgraduate education, social accountability curricula, planetary health curricula and digital health curricula.



Dr. Nicole Woods is a cognitive psychologist who received her PhD at McMaster University (2005). Her work examines the role of basic science knowledge in clinical reasoning and the development of medical expertise. Applying principles of memory and human cognition to education across the health professions, her research program focuses on the mental representation of categories and instructional design that supports cognitive integration of basic and clinical sciences. Working with her research collaborators and graduate students, Dr. Woods is building a theoretical model of knowledge acquisition and integration in the health professions. Although most closely linked to undergraduate education, her work has implications for the development of expertise along the entire spectrum of professional 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. 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.

