



Office Of Educational & Faculty Development

2019 – 2022 Report

Supporting Excellence in Education



**University
of Manitoba**

**Rady Faculty of
Health Sciences**

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The Years in Review

Director's Message

Welcome to the Office of Educational and Faculty Development's (OEFD) 2019 – 2022 Report.

This period was marked by a rapid transition to virtual learning due to the Covid-19 pandemic. Our programs and their teachers were challenged to move teaching and learning to a virtual environment over a very short timeline. OEFD rose to meet this challenge. We responded quickly with resources, workshops, and consultations that supported Rady Faculty of Health Sciences' (RFHS) programs and teachers with their own response to teaching in the pandemic. Our Teaching Online series – offered virtually over 2020 & 2021 - provided 457 faculty, teachers, administrators, and educational leaders the guidance and support they needed to adapt quickly to online teaching.

During this time, OEFD also pivoted to work virtually. However, we continued to offer the same level of support and assistance for curriculum development, teaching, and educational research for which we have become known. In fact, we were able to increase our faculty development offerings by 50%. Our faculty development also reached a wider audience as we offered our workshops via Zoom and were no longer constrained by time and space with participation also growing by 50%. Our research and evaluation activities also expanded, and along with our partners, we secured over \$430,000 in research grants.

For much of the time covered by this three-year report, we were deeply embedded in the work of the RFHS.

“OEFD has played a vital role in helping members of our department implement new tools for teaching and research. There is absolutely no doubt that the training will positively impact both remote and in-person teaching going forward.”

-Barb Triggs-Raine, Department Head, Biochemistry and Medical Genetics

Drawing on the diversity and strengths of our team and a willingness to be responsive in meeting the needs of our constituents, we advanced excellence in health sciences education. With expertise in faculty and curriculum development, research and evaluation, leadership, and an understanding of the clinical and classroom teaching environments in the health sciences, we were able to contribute in important ways to the teaching and learning mandate of our community.

However, on April 1, 2022 the Office of Educational and Faculty Development transitioned from serving the Rady Faculty of Health Sciences and its five colleges, to focusing on the Max Rady College of Medicine. Our name also changed to the Office of Innovation and Scholarship in Medical Education (ISME). Since that time, all

activities relating to curriculum development, faculty development, instructional design, organizational development, program evaluation, and committee participation for the RFHS and the College of Dentistry, College of Nursing, College of Pharmacy, and College of Rehabilitation Sciences were transferred to the Centre for the Advancement of Teaching and Learning (CATL). Though, some faculty development and other work was completed after the transfer date under the auspices of ISME. Therefore, the work itemized in the 2021-2022 section was completed by OEFD up to and including March 31, 2022 and from April 1-June 30, 2022 by ISME.



Meeting our Mandate

Over the past three years, we continued to grow our offerings and support for the educational programs of the RFHS in areas of identified need and strategic priority. In the area of faculty development, we both increased our offerings and broadened the scope of offerings. We added workshops to support a positive learning environment; to support equity, diversity, and inclusion; to enhance and support the educational research happening across the colleges; and to support emerging program priority areas, such as fatigue risk management, competency by design, and curriculum renewal. We worked with faculty, staff, administration, and leaders of the five RFHS colleges in a range of capacities including leadership, pedagogical, and program evaluation support; curriculum development and innovation; and educational research.

Each year we survey faculty members and interview educational leaders to identify perspectives, needs, and priorities for educational and faculty development. An analysis of this data, along with emerging research and regulatory changes, informs our yearly faculty development planning. Additionally, we offer programming that is responsive to new or changing priorities throughout the year.

In March 2020, teaching and learning online became a high priority for the RFHS. By March 16, 2020 we had constructed a [website](#) and [Entrada](#) community with advice and resources to support the pivot. We moved all our faculty development workshops to Zoom by March 25th, 2020, and continued to offer our regular faculty development workshops without interruption. We offered our first workshop to support the pivot on May 8th 2020, [a best practices panel](#), to learn from faculty members who had already successfully moved their course online with Zoom. We continued to support the pivot over the summer of 2020 with a newly developed faculty development program to support virtual teaching. In the following six months we offered more than 25 specialized faculty development workshops to support the move to online teaching. We also offered daily virtual office hours to provide just-in-time support to faculty faced with teaching their course online. This virtual drop-in space was used by a number of faculty to solve the urgent problems they were facing with teaching using new technology under a tight timeline. Importantly, through soliciting continuous feedback, we were able to adapt our programming to meet emerging needs as the pandemic continued to evolve and impact subsequent academic terms.

During this time of upheaval, we continued our usual support for programs across the RFHS. We continued to support rigorous and relevant program evaluation producing more than 40 annual course evaluations for Undergraduate Medical Education (UGME) annually and supporting the development of program evaluation frameworks for Pharmacy, Physical Therapy, Postgraduate Medical Education (PGME), and several Nursing programs. We provided curriculum support to all colleges including assisting with online exams for Dentistry and

Our Mission

The Office of Education and Faculty Development in the Rady Faculty of Health Sciences is a resource for promoting excellence in teaching and scholarship across the continua of health professions education. Through evidence informed practice, office members engage in and support curriculum development and innovation; educational research and program evaluation; and faculty development activities that assist faculty members in their roles as educators, researchers, and administrators.



Pharmacy and curriculum mapping support for PGME, UGME, Nursing, and Master Of Physician Assistant Studies (MPAS) programs.

“In so many ways, OEFD, through Joanne Hamilton has been a beacon of support and advice for the Associate Dean, PGME and the PGME Office.”

*Cliff Yaffe
Associate Dean, Postgraduate
Medical Education*

We assisted with curriculum development for the MPAS, UGME, and PGME programs. We provided support for the PGME core curriculum, the development of an orientation program for new program directors, and supported the PGME Program Administrators Advanced Learning system (PAALs) program, additionally, we assisted with the needs assessment and consultation process for the revision of the Respiratory Therapy program.

Over the three years we were involved in a range of research projects including mapping and countering misinformation on the coronavirus outbreak, evaluating the implementation of competence by design, and exploring the impact of the pandemic on Respiratory Therapist practice with implications for curriculum development.

Ongoing projects include exploring the relationship between clinical reasoning and documentation; collaborating on an investigation of RFHS leadership visions for a learning environment that embodies social justice and health equity; and exploring faculty experiences with promotion and leadership from a gendered lens. **Taken together, research projects that office members were either Principle or Co-investigators on have successfully obtained a total of \$439,034 from grants.**

Activities that OEFD undertook for the Faculty, Colleges and Departments of the Rady Faculty of Health Sciences fall into three major areas:

1. *Enhancing Teaching and Learning*
2. *Program Evaluation and Educational Research*
3. *Organizational Development*

All activities are reported by area and college in Appendix A.

Collaborations

The OEFD worked hard to develop productive, collaborative relationships with the faculty, administration, and staff of the RFHS and its constituent colleges.

For example, we worked closely with the Office of Equity, Diversity, and Inclusion to deliver a faculty development program to support inclusive curriculum design and teaching. Similarly, we’ve worked closely with the Office of Interprofessional Collaboration to support their work. We were also involved with the Office of Leadership Education to explore how leadership development can be supported across the RFHS.

“The OEFD was critical to the success of the work of the Office of Interprofessional Collaboration as we shifted all synchronous learning to a virtual platform in the academic year 2020-2021... In addition, the OEFD supported our learning activities with the creation of an animated version of one of our case studies. The final product surpassed our expectations and facilitated a more engaging learning experience for all students.”

*Moni Fricke BMR(PT), PhD,
Director and CoRS Lead, Office of
Interprofessional Collaboration*



Our Approach

Based on our mission and vision, OEFD followed the service model depicted in Figure 1.

This approach reflects the collaborative, evidence-based approach we believe is necessary to advance excellence in education across the RFHS.

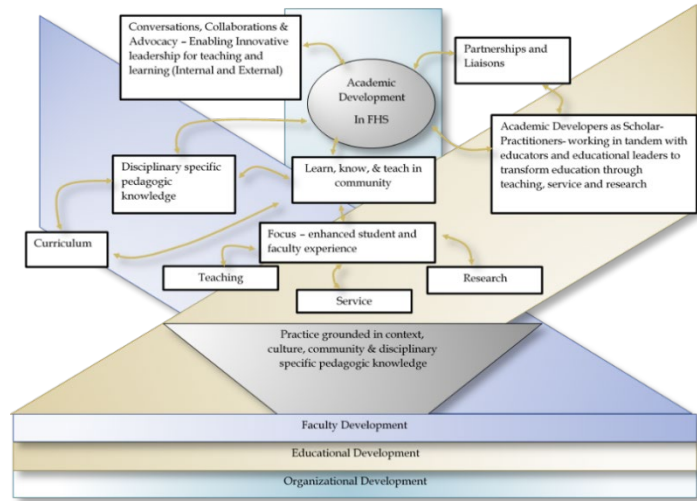


Figure 1: OEFD Service Model

Our Team

Each OEFD team member had defined roles and responsibilities, with some roles shared by all. We aimed to promote a culture where professional activities were informed by research, feedback from peers, and critical reflection on our professional practice. We began the 2019/2020 year with 10.1 EFT, with support from the Dean’s office for administrative duties via Holly Madden. As a result of the administrative restructuring, a number of positions were transferred to CATL, to assist with their support of the RFHS and the four colleges transferred to their portfolio. Currently, our office is supported by 6 EFT, outlined in table 1.

Table 1: Our 2022/2023 Team

| Team member | Role |
|---------------------------|--|
| Joanne Hamilton, RD, EdD | Director, ISME |
| Christine Rachul, MA, PhD | Director, Research and Evaluation |
| Anita Ens, PhD (on leave) | |
| Chelsea Jalloh, MEd, PhD | Educational and Faculty Development |
| Kathleen Legris, MEd | Program Evaluation |
| Ashley LaRosa | Faculty Development Coordination, Administration |
| Steve Yurkiw, MEd | Educational and Faculty Development |
| Teresa Cavett MD, MEd, * | Educational and Faculty Development |

*on short term contract

Enhancing Teaching and Learning

Rising Up: Meeting the Challenges of the Pandemic

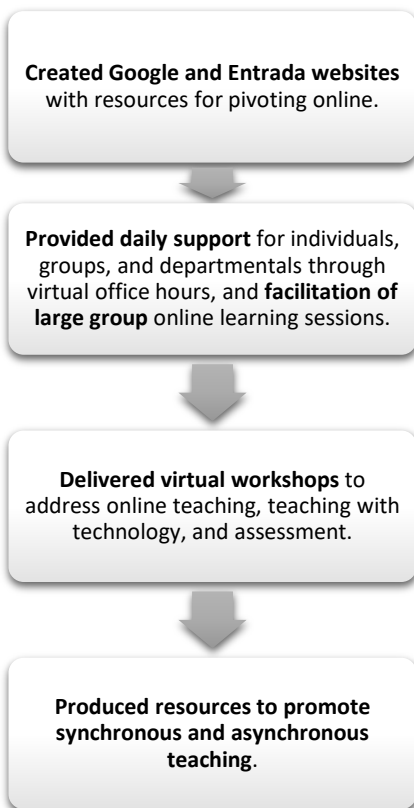
We were proud to ‘rise up’ to meet the unique challenges presented by the Covid-19 pandemic. Using technology to make learning accessible is not new to OEFD – we have always explored ways for busy faculty and clinicians to



participate in faculty development in non-traditional ways, such as webinars, podcasts, and infographics. But the rapid transition to online learning during Covid-19 in 2020 provided OEFD with the opportunity to flex. At the onset of the pandemic closure, OEFD became part of a faculty-wide effort to rapidly transform all face-to-face sessions for teaching, research, clinical skills, and simulation to a virtual format. As the pandemic continued to affect teaching and learning at the RFHS, we developed a strategy to meet evolving needs over the course of the next academic year.

Supporting the RFHS Response to the Pandemic: Pivoting Online

To assist with the rapid pivot to online teaching and learning, in April 2020 OEFD implemented a number of wrap-around services to assist with the many facets of transitioning online. In the first week, we developed readily



accessible websites on [Entrada](#) and [Google](#) to provide resources and assistance for the rapid transition. In April 2020, we began offering daily virtual office hours from 8 a.m.- 4 p.m., providing 40 hours per week for individuals, small groups, and departments to consult with educational specialists, test out educational technologies, and explore potential teaching strategies and resources.

We provided vital support for the entire spectrum of technology users from beginners to those already familiar with the unique characteristics and skills required to teach online. OEFD's virtual support room remained open to all faculty, leaders, and staff in the RFHS until June 2022 and was widely utilized by all the colleges. Throughout the pandemic OEFD provided a range of supports for teaching and learning. We offered webinars, custom workshops, and one-on-one consultations addressing online teaching, teaching with technology, assessment, and all the pieces in-between needed to successfully transition

and thrive in an online environment.



Our *'Teaching Online'* series and other specialized pandemic related workshops attracted more than 457 participants.

Session topics included getting started with teaching online; emerging practices in online teaching; teaching and learning in synchronous and asynchronous settings; online assessment; supporting graduate students online; and various technology support workshops. We also partnered with the Health Humanities program to offer weekly mindfulness sessions to assist faculty members dealing with the stress and burnout arising from the challenges presented by the pandemic.



Tech Tuesdays and Virtual Hours

In 2020, OEFD began offering weekly drop in sessions to support faculty and staff in their transition to teaching online. Specific technologies such as MS Teams, Powtoon, Storyline, and online assessment tools were highlighted, and participants were encouraged to drop in with any questions regarding the educational technologies they were exploring in their teaching practice.

We opened a virtual office at the beginning of the pandemic to offer daily support Monday – Friday and continued to be available until June 2022.



Curriculum Development

Curriculum development and innovation is a core function of OEFD. We supported all five colleges in this area during the scope of this report, from simple consultations regarding mapping of curriculum, and assistance with developing online components for courses, to co-leading the revision of an entire curriculum.

These activities may be led by OEFD members but are typically done in partnership with faculty members and subject matter experts. Activities in curriculum development for the 2019-2020, 2020-2021, & 2021-2022 academic years are listed by college in Appendix A.

Faculty Development

The OEFD offered workshops for members of all five colleges and the RFHS. Our workshops and services supported the development of faculty members ranging from new faculty to well-established academics. We had three important highlights or achievements over the past three years. First was the dramatic increase of faculty development offerings. We more than doubled the number of workshops we offered; likewise, participation numbers also dramatically increased. Second was the success of one of the workshops we developed, which was in high demand for residency programs, was offered twice nationally and once internationally: Our workshop entitled, Hidden in Plain Sight: Exposing the Hidden Curriculum. Finally, the success of our Medical Education Selective as part of the fourth year of the undergraduate medicine program was an important highlight. UGME has shared that this selective is highly sought after by medical students, as it prepares them, in a practical way, for their teaching roles during residency. For a list of the workshops by topic we have offered over the past three years, by category, see Appendix B.

Prior to the pivot to online teaching and learning in April 2020, we offered workshops in face-to-face and online formats. Evaluation of the events by participants was uniformly positive, with participants often offering recommendations for future topics. Since the start of the pandemic, all workshops have been offered online. The number of participants in our workshops increased by over 50% during the pandemic, and evaluation feedback continued to be positive and very supportive.

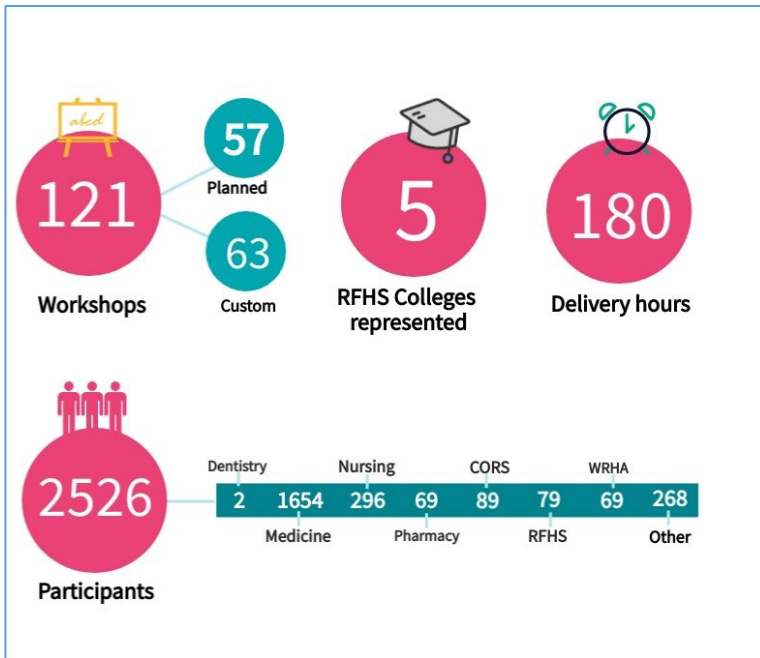


Faculty Development by the Numbers

In 2019/2020 we saw an increase in attendance by about 40% over the previous year. Changes to our

programming included moving all events to the Zoom platform, adding workshops to support the pivot to online learning, and expanding offerings in the health humanities and educational research.

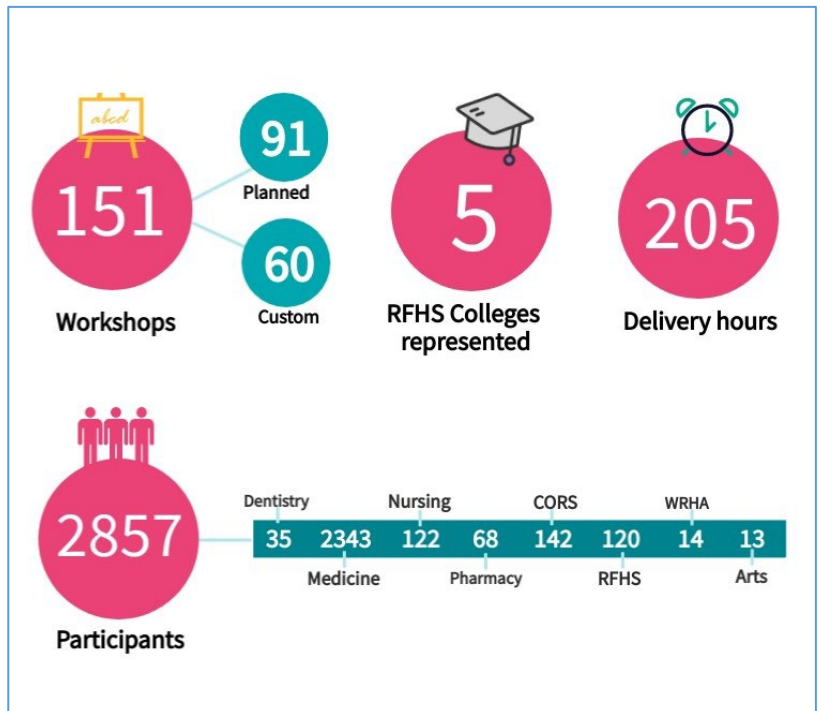
To address the stress of our faculty and staff transitioning to an online workplace, OEFD hosted weekly wellness workshops with Dr. Jillian Horton. Nearly 100 faculty and staff members joined in these sessions in the month of June alone.



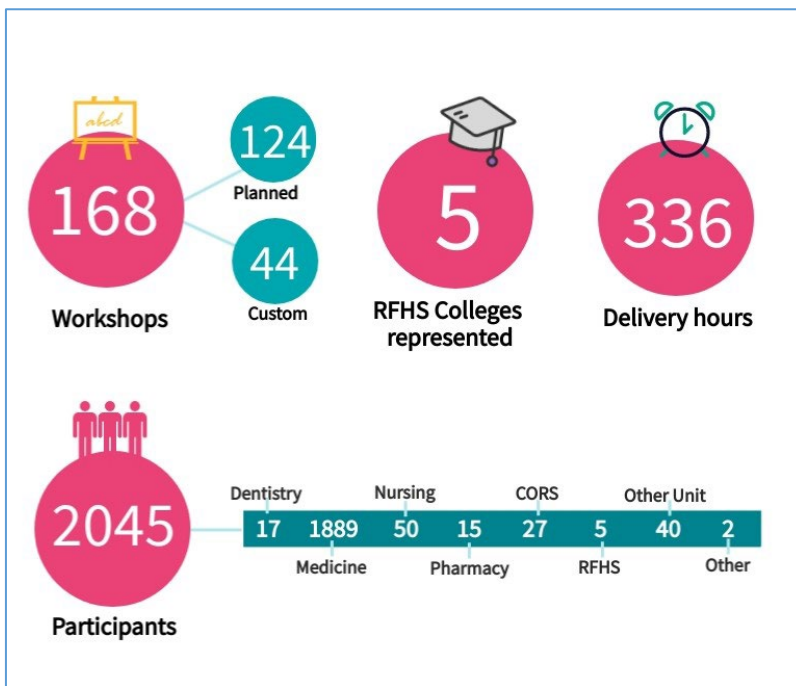
In the 2020-2021 academic year, a total of 2857 RFHS faculty, staff, and leaders attended 151 workshops, representing an almost 20% increase in offerings and 12% increase in attendance over the previous year. Sixty-two percent (1769) of participants attended custom workshops, while 38% (1088) attended our planned programming.

Our support of the shift to online learning continued. In addition, through the support of the Alan Klass Health Humanities Program, OEFD offered two humanities series that were facilitated by noted artists and writers.

Working with the Office of Equity, Diversity, and Inclusion and others in the RFHS, OEFD introduced a series of workshops aimed at addressing issues in equity, diversity, and inclusion in health care education.



In the 2021-2022 academic year, a total of 2045 RFHS faculty, staff, and leaders attended 168 workshops through the OEFD/ISME. Custom workshops were attended by 74%, while 26% attended our planned programming.



We increased both the number of sessions and number of series in the Health Humanities. With support from the Alan Klass Health Humanities Program, OEFD offered three humanities series that were facilitated by noted artists and writers.

We continued our work with the Office of Equity, Diversity, and Inclusion, Ongomiizwin Indigenous Institute of Health and Healing, and others in the RFHS to build faculty development aimed at addressing issues in equity, diversity, and inclusion in health care education.

Program Evaluation and Educational Research

OEFD is actively involved with research and evaluation in health professions education. Research and evaluation activities are critical to achieving excellence in education, as well as identifying and implementing innovations in education. Our research seeks to answer practical problems that matter to our educational leaders, teachers, and learners, using rigorous methodologies to develop innovative solutions.

Research and evaluation activities include those initiated by our office as well as consultation for projects initiated elsewhere. We have consulted and provided support at all stages of the research and evaluation process from designing rigorous quantitative, qualitative, or mixed methods educational research projects to writing and publishing educational research results and findings. We actively collaborated with others in research to advance health professions education practice across the health sciences. Similarly, we supported evaluation within the faculty, including program evaluation (from developed programs to those still in their early stages), and consulted on the development of evaluation frameworks, tools, processes, and with analysis of findings.

We have been involved in a range of projects at the local and national level. Nationally, we have collaborated on research mapping and countering misinformation on the coronavirus outbreak and exploring experiences of faculty development offices using an organizational theory lens. Locally, projects have included a realist evaluation of the implementation of competence by design; an exploration of the relationship between clinical reasoning and documentation skills; a rhetorical analysis of letters of recommendation for resident training; and examining the effect of assessment form changes on the quality of narrative feedback. **Taken together, research**



projects that office members were either Principle or Co-investigators on have successfully obtained a total of \$439,034.

Selected projects team members were involved in during 2019-2022:

- Realist Evaluation of the Implementation of Competence By Design at the University of Manitoba, **C. Rachul (PI), J. Hamilton, B. Collins**, M.-K. Chan, G. Srinivasan
- Rhetorical Analysis of Letters of Recommendation, **C. Rachul (PI), B. Collins**, N. Porhownik, W. Fleisher
- Patients as Teachers: Incorporating People with Lived Experience in Psychiatry Education, K. Wang (PI), P. Anang, W. Fleisher, **C. Rachul**
- Feedback on Feedback: Does it improve Feedback?, N. Kuzenko (PI), **J. Hamilton**, M. Harrington, **C. Rachul**, C. Yee
- A Needs Assessment of the Postgraduate Medical Education Core Curriculum, T. Wawrykow (PI), **J. Hamilton, C. Rachul, B. Collins**
- Achieving Health Equity Through a Partnership Between Urban Indigenous Youth and the University of Manitoba Psychiatry Training Program – details under grants
- Content Analysis of Learner Mistreatment Reports in Medicine, **C. Rachul (PI)**, J. Gruber, **J. Hamilton**, N. Porhownik, A. Squires, J. Gruber, E. Jacobsohn.
- Towards Gender Equity: Factors Shaping Promotion and Leadership in the Rady Faculty of Health Sciences from the Perspectives of Faculty, D. Martin, **J. Hamilton**, J. Gruber, P. Thille, Jodi Jones, Lalitha Raman-Wilms, Valerie Williams, and C. Monnin
- From Novice to Expert: Exploring the Relationship Between Clinical Reasoning and Documentation Skills in Medical Students, Residents, and Family Physicians. **C. Rachul, T. Cavett**, and L. Sadler (BScMed project)

Knowledge Translation and Mobilization

OEFD remains committed to engaging in knowledge mobilization in several ways. In addition to taking an evidence-based and scholarly approach to ongoing educational and faculty development initiatives, we have mobilized our research and scholarly work in the following ways:

1. Faculty Development Workshops

- *Developing Independent Learning Activities* – RFHS Faculty Development Workshop based on OEFD-led research study.
- *Writing Recommendation Letters* – RFHS Faculty Development Workshop based on funded OEFD-led research study.

2. Curricular Resource Development

- *Guidelines for Developing Assigned Studies in UGME* – UGME guidelines based on OEFD-led research study.
- *Interim Reports on the Evaluation of the Implementation of Competence By Design at the University of Manitoba* – Reports outlining facilitators and barriers to the implementation of CBD in PGME.

3. Peer-reviewed Publications



- Kolomitro, K., **Hamilton, J.**, Leslie, K., Hazelton, L., Veerapen, K., Kelly-Turner, K., & Keegan, D. (2021). Viewing faculty development through an organizational lens: Sharing lessons learned. *Medical Teacher*, 43(8), 894-899. DOI: 10.1080/0142159X.2021.1931078
- Jalloh, C.**, Kaufert, J., Ormond, M., & Miller, C. (2021). Community partners' experiences of teaching undergraduate medical students. *Social Innovations Journal*, 9, 1-20. <https://socialinnovationsjournal.com/index.php/sij/article/view/945>
- Marcon, A.R., **Rachul, C.**, & Caulfield, T. (2021). The consumer representation of DNA ancestry testing on YouTube. *New Genetics and Society*, 40(2), 133-154. DOI:10.1080/14636778.2020.1799343
- Hamilton, J.** (2021). Educationalist Leadership in Medical Schools. (Doctoral dissertation, Northeastern University).
- Rachul, C., Collins, B.**, Ahmed, M., & Cai, G. (2021). Twelve tips for designing assignments that foster independence in learning. *Medical Teacher*. 43(1), 75-79. DOI:10.1080/0142159X.2020.1752914.
- Rachul, C.**, & Varpio, L. (2020). More than words: How multimodal analysis can inform health professions education. *Advances in Health Sciences Education*, 25(5), 1087-1097. DOI:10.1007/s10459-020-10008-9
- Rachul, C.**, Marcon, A. R., **Collins, B.**, & Caulfield, T. (2020). Covid-19 and "Immune boosting" on the Internet: A content analysis of Google search results. *BMJ Open*, 10, e040989. DOI:10.1136/bmjopen-2020-040989.
- Collins, B., Day, R., Hamilton, J., Legris, K., Mawdsley, H., & Walsh, T.** (2020). 12 tips for pivoting to teaching in a virtual environment. *MedEdPublish*, 9(170), 170. DOI:10.15694/mep.2020.000170. 1
- Jones, I., **Collins, B., Hamilton, J., & Mawdsley, H.** (2020). Initial employment patterns for the University of Manitoba's Master of Physician Assistant Studies (MPAS); 2010-2016: Initial employment of Manitoba's MPAS graduates. *The Journal of Canada's Physician Assistants*, 1(5), 1-8.

4. Conference Presentations

- Collins, B., Hamilton, J.**, Chan, M.-K., Srinivasan, G., & **Rachul, C.** (2022, April). *Influential structures: The impact of institutional structures on the implementation and practice of competency based medical education at the University of Manitoba* [Oral presentation]. Canadian Conference on Medical Education, Calgary, AB.
- Cook, K., **Jalloh, C.**, Borges, B., & Whetter, I. (2022, April). *Service Learning During a Pandemic*. [Oral presentation]. Canadian Conference on Medical Education, Calgary, AB.
- Rachul, C., Collins, B.**, Porhownik, N., & Fleisher, W. (2022, April). *The top ten percent: A rhetorical analysis of letters of recommendation for resident selection* [Oral presentation]. Canadian Conference on Medical Education, Calgary, AB.
- Hamilton, J.** and Kolomitro, K. (2022, February) *Viewing faculty development through an organizational lens: Sharing lessons learned* [Invited address]. Association of Medical Education in Europe.
- Rachul, C., Collins, B.**, Porhownik, N., & Fleisher, W. (2021, November). *The top ten percent: A rhetorical analysis of letters of recommendation for resident selection in Psychiatry and Internal Medicine*



- [Paper presentation]. Department of Psychiatry Research Forum, University of Manitoba, Winnipeg, MB.
- Rachul, C., Collins, B.,** Chan, M.-K., Srinivasan, G., & **Hamilton, J.** (2021, October). *Context is key: Impact of health sciences system's context on the implementation of CBME at the University of Manitoba.* [Poster presentation]. International Conference on Residency Education, Virtual.
- Collins, B., Hamilton, J.,** Chan, M.-K., Srinivasan, G., & **Rachul, C.** (2021, October). *Rivalries for attention: Insights from a realist evaluation of the postgraduate competency-based medical education implementation at the University of Manitoba* [Oral presentation]. Competency Based Medical Education Program Evaluation Summit, Virtual.
- Cook, K., **Jalloh, C.,** Fullerton, L., & Whetter, I. (2021, July). *Exploring Community Compensation in Community-University Partnerships: What Does "Reciprocity" Really Mean?* [Oral presentation]. Towards Unity for Health Conference, Virtual.
- Collins, B., Hamilton, J.,** Chan, M.-K., Srinivasan, G., & **Rachul, C.** (2021, June). *Rivalries for attention: Initial insights from a realist evaluation of the Competence By Design implementation at the University of Manitoba* [Poster presentation]. Rady Faculty of Health Sciences Health Professions Education Research Day, University of Manitoba, Winnipeg, MB.
- Cook, K., **Jalloh, C.,** Whetter, I., Berrington, R., Condo, N., Rubayita, F., & Fullerton, L. (2021, June). *Community Perspectives: Results from Community Partners' Formal Review of the Service Learning Program for Undergraduate Medical Students* [Oral presentation]. Rady Faculty of Sciences Health Professions Education Research Day, University of Manitoba, Winnipeg, MB.
- Mignone, J., Suarez Aguilar, B., Ospina, D., & **Jalloh, C.** (2021, June). *Joint Creation of an Epidemiology and Data Management Diploma Program in Colombia: Anas Wayuu, University of Manitoba and Universidad de Antioquia* [Oral presentation]. Rady Faculty of Sciences Health Professions Education Research Day, University of Manitoba, Winnipeg, MB.
- Rachul, C., Collins, B.,** Porhownik, N., & Fleisher, W. (2021, June). *A rhetorical analysis of letters of recommendation in the Canadian residency matching process* [Poster presentation]. Rady Faculty of Health Sciences Health Professions Education Research Day, University of Manitoba, Winnipeg, MB.
- Sadler, L., **Rachul, C.,** & **Cavett, T.** (2021, June). *Exploring the relationship between clinical reasoning and patient documentation skills in medical learners and physicians* [Poster presentation]. Rady Faculty of Health Sciences Health Professions Education Research Day, University of Manitoba, Winnipeg, MB.
- Courtis, S., **Rachul, C.,** Fotti, S., & Fleisher, W. (2020, September). *Improving narrative feedback for resident-led academic rounds: The effects of evaluation form design changes.* [Poster session cancelled]. International Conference on Residency Education, Vancouver, BC.
- Rachul, C., Hamilton, J., Mawdsley, H., Collins, B.,** Chan, M.-K., & Srinivasan, G. (2020, September). *Rivalries for attention: Implications for evaluating the implementation of Competence by Design*



(CBD). [Poster session cancelled]. International Conference on Residency Education, Vancouver, BC.

Rachul, C., Collins, B., Mawdsley, H., Chan, M.-K., Srinivasan, G., & **Hamilton, J.** (2020, September). *Implementing Competence by Design at the University of Manitoba: A realist evaluation* [Oral presentation]. Competency-Based Medical Education Program Evaluation Summit, Ottawa, ON.

Courtis, S., **Rachul, C.** (presenter), Fotti, S., & Fleisher, W. (2020, September). *Improving narrative feedback for resident-led academic rounds: The effects of evaluation form design changes* [Short communications presentation]. Association for Medical Education in Europe Annual Conference, Glasgow, UK.

Rachul, C. (2020, June). *Boosting immunity and COVID-19: Representations on the Internet* [Panel Presentation]. Anatomy of a Pandemic: COVID-19 and the Internet - hoaxes, misinformation and fake news, O'Brien Institute for Public Health, University of Calgary, Calgary, AB.

Hamilton, J., Mawdsley, H., Rachul, C., Bernstein, K., & Ripstein, I., (2020, April). *Perceptions of Competency: Does gender influence self-assessment in UGME?* [Poster session canceled]. Canadian Conference on Medical Education, Vancouver, BC.

Rachul, C., Collins, B., Mawdsley, H., Bernstein, K., Ripstein, I., & **Hamilton, J.** (2020, April). *Curriculum renewal as organizational learning* [Oral session canceled]. Canadian Conference on Medical Education, Vancouver, BC.

Rachul, C., Hamilton, J., Mawdsley, H., Toews, I., Chan, M.-K., & Srinivasan, G. (2019, September). *Realist evaluation of Competence by Design at the University of Manitoba: A work in progress.* [Poster presentation]. Competency Based Medical Education Program Evaluation Summit, Ottawa, ON-

5. Grants (Total grants as PI or Co-I = \$439,034)

Mar 2022 – Sept 2024 – University Collaborative Research Program (URCP), *Towards Gender Equity: Factors Shaping Promotion and Leadership in the Rady Faculty of Health Sciences from the Perspectives of Faculty.* Principle Investigator: D. Martin, and co-investigators P. Thille, **J. Hamilton,** J. Jones, L. Raman-Wilms, and C. Monnin. Total Amount: \$25,000 CAN.

Mar. 2022 – Mar. 2025 - Social Sciences and Humanities Research Council (SSHRC), Race, Gender, and Diversity Initiative, *Achieving Health Equity Through a Partnership Between Urban Indigenous Youth and the University of Manitoba Psychiatry Training Program,* partnership with Ndinawemaaganag Endaawaad Inc, Co-directors: K. Stubbs and P. Anang, and co-investigators C. Katz, **C. Rachul,** N. Krueger. Total Amount: \$327,818 CAN.

Mar. 2020 – Feb. 2023 - Canadian Institute for Health Research (CIHR), Canadian 2019 Novel Coronavirus (COVID-19) Rapid Research Funding Opportunity, Coronavirus Outbreak: Mapping and Countering Misinformation, Principal Applicant: T. Caulfield (U of A), Co-principal investigators G. Pennycook (U of R), C. Peters (U of C), & C. Rachul (U of M). Total Amount: \$166,460 CAN (U of M amount: \$50,816 CAN)



Jan. 2020-Dec. 2020 - Canadian Association for Medical Education, 2020 Early Career Health Professions Education Grant, *A Rhetorical Analysis of Letters of Recommendation for Canadian Residency Programs*, Principal Investigator: **C. Rachul**, and co-investigators W. Fleisher, N. Porhownik. Total Amount: \$5000 CAN

Aug. 2019-Dec.2021 -The College of Family Physicians of Canada, 2019 Scholarly Work in Family Medicine Education Grant, *From Novice to Expert: Exploring the Relationship Between Clinical Reasoning and Documentation Skills in Medical Students, Residents, and Family Physicians*, Co-Principal Investigators: T. Cavett & **C. Rachul**, and co-investigator L. Sadler. Total Amount: \$5000 CAN

Jan. 2019 – Dec. 2020 - Royal College of Physicians and Surgeons of Canada, 2018 Strategic Grant, *Realist Evaluation of Competence By Design in Postgraduate Medical Education*, Principal Investigator: **C. Rachul**, and co-investigators, **J. Hamilton**, H. Mawdsley, I. Toews, M.-K. Chan, G. Srinivasan. Total Amount: \$25,400 CAN

Awards

Canadian Association for the Study of Discourse and Writing's Best Article or Chapter in Writing and Discourse Studies for 2019 (**C. Rachul**)

Research Faculty Development

We supported the Office of Research Development in the delivery of their workshops while we also developed and delivered our own Research Series to support members of the Rady Faculty of Health Sciences with engaging in health professions education research in a variety of formats including working sessions, research roundtables, and workshops. These included **research methods roundtables** on:

- Grounded Theory
- Institutional Ethnography
- Conducting Peer Reviews for HPE Journals
- Participant Recruitment in HPE Research
- Conceptual vs. Theoretical Frameworks
- Supervising Students and Research Associates

Health Professions Education Research Day

During the pandemic, we continued with our Health Professions Education Research Day, but offered it in a virtual format due to the pandemic. While the 2019-2020 Health Professions Education Research Day was initially planned as an in-person event, it was postponed due to COVID19 and rescheduled for Zoom on January 21, 2021, with **Dr. Rachel Ellaway** from the University of Calgary who presented on *"Rethinking the Ways we Use Data in Health Professions Education."*

In 2020-2021, we continued with the virtual format, and Health Professions Education Research Day was offered on Zoom on June 23, 2021. The virtual Keynote address *"The illusion of Independence in Health Professions Education"* was presented by **Dr. Laura Nimmon** from the University of British Columbia. This was followed by a



workshop presented by Dr. Nimmon, on *“Integrating Theory into Practice.”* We had nine presentations from researchers doing educational research from across the RFHS.

Organizational Development

OEFD provided consultation and support in the area of organizational development on an as requested basis. In 2019-2020 and 2020-2021 we were involved in faculty-level EDI, health humanities, and wellness projects. We supported the strategic planning activities in the College of Dentistry. We also participated in various organization related activities such as representing the Dean’s Office, Max Rady College of Medicine in UM’s Office of Sustainability activities on Bannatyne campus.

Committees and Service

By actively participating on various education related committees, OEFD members assisted programs in achieving their educational mission. Participation not only provided access to educational expertise for the programs, it also helped inform the activities of OEFD, keeping faculty development relevant and consistent with our various programs’ missions and philosophies. Representing the University of Manitoba nationally and internationally, OEFD members made valuable connections with the greater academic and health professions communities.

In addition, OEFD participation locally on curriculum and education committees embedded faculty development and pedagogical best practices into the curriculum design and governance processes. Ideally, each OEFD member participated in relevant educational committees related to their role. These typically included curriculum committees, program evaluation committees, planning committees, and University of Manitoba committees. A full list of committees and service can be found in Appendix A, organized by college.

National/International Service work

AFMC Faculty Development Committee Chair / Executive
 AFMC Committee on Education
 AFMC Social Accountability Committee
 AFPC- Pharmacy Experiential Programs of Canada (PEP-C) Committee
 CAME Board and Executive Committees
 CAME Grants Committee, Chair
 CAME Grants, Adjudication Committee
 Canadian Research Centre Director’s Group
 CMEJ Editorial Board
 RCPSC CBME National Faculty Leads Committee
 Directors of Health Professionals Education Research Units Network
 Abstract reviewers – CCME, FMF, CFPC Janus Awards



*APPENDIX A – Activities by College***Dr. Gerald Niznick College of Dentistry (supported by Dieter Schönwetter)**

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| <i>CURRICULUM DESIGN</i> |
| Advisory Role, CPD Dentistry program |
| Assistance with online exams/online assessment |
| Curriculum mapping support |
| <i>INSTRUCTIONAL DESIGN</i> |
| Individual instructor as requested |
| <i>FACULTY DEVELOPMENT</i> |
| Faculty development – Dental Hygiene program |
| <i>ORGANIZATIONAL DEVELOPMENT</i> |
| Assistance with strategic planning |
| <i>PROGRAM EVALUATION</i> |
| Consultation on models and approaches |
| <i>COMMITTEES</i> |
| Strategic plan retreat planning committee |

Max Rady College of Medicine

| |
|--|
| <i>CURRICULUM DESIGN</i> |
| 1. Development of UGME leadership course with Dr. Maury Pinsk |
| 2. Curriculum mapping for UGME, MPAS, and PGME |
| 3. PGME rotation objectives consultations |
| 4. Co-development MPAS research in clinical practice course |
| 5. Support for blended delivery – curriculum integration course MPAS |
| 6. Lead implementation CBME/CBD PGME |
| 7. Co-develop PGME Core curriculum (professionalism series, teaching development program, safe prescribing, and conflict management) |
| 8. PGME Truth and Reconciliation Action Planning (TRAP) Indigenous health curriculum development |
| 9. Responding to accreditation issues: PGME, MPAS, UGME (e.g curriculum mapping, program evaluation, fatigue risk management training in PGME, tutor training in UGME) |
| 10. Participate in review of all proposed changes to UGME curriculum |
| 11. Assisted with Admissions office’s development of virtual MMI for UGME, and for the MPAS program |
| 12. Support for specific projects/problems on request (e.g., PH course review, consultation on assessments, student evaluation of teaching, teaching around EDI) |



13. Review and advisement on CanAMS submissions for all residency education programs – focussing on curriculum mapping and FM Enhanced skills programs

INSTRUCTIONAL DESIGN

1. MPAS – instructional design for selected topics for Curriculum Integration course using storyline
2. Instructional design for PGME core curriculum (TDP, Conflict management, safe prescribing)
3. Instructional design for various residency programs to support virtual academic half day delivery and OSCE/Exam prep
4. Support for creation of voice over PowerPoints for blended delivery of some UGME courses and PGME programs

FACULTY DEVELOPMENT

1. Presentation of our Hidden Curriculum workshop nationally and internationally. Presented at ICRE, (main sessions and PA tract), and AMEE conference
2. Custom faculty development for several departments, PGME Program Directors orientation and Program Administrators (PaALS), Genetics counselling program, MPAS, and basic science programs
3. Training of practice supervisors and auditors for IMG program in partnership with CPSM
4. Plan, develop and co-deliver PGME PD orientation program
5. Assist with planning, development, and delivery of PGME program administrators' professional development program
6. Provide one-on-one coaching for faculty who are identified as "struggling"*
7. Co-developing and delivering faculty development to support EDI implementation (with office of EDI)
8. Supporting faculty development in the health humanities, in partnership with the Alan Klass Health Humanities program
9. Working with HSC patient safety officer to support faculty development around patient safety
10. Individual coaching for residents (e.g. giving feedback, exam/test taking difficulties) on request

*requests for coaching faculty who are struggling with various teaching roles are increasing.

ORGANIZATIONAL DEVELOPMENT

1. Developing a medicine specific teaching awards program in partnership with the Associate Dean, Academic Affairs
2. Development of a strategic planning process with Marcia Langham

PROGRAM EVALUATION

1. Development of an evaluation framework for UGME.
2. Development of an evaluation logic model for PGME and MPAS.
3. Data collection, analysis, and reporting for UGME course/clerkship evaluation processes. (Approximately 50 reports annually).
4. MPAS graduate and employer surveys, development, analysis, and reporting.
5. Development of MPAS activity tracker.
6. Exit interviews with Genetic counselling graduates, data collection, analysis, and report writing.



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| 7. Exit interviews and focus with MPAS graduates, data collection, analysis, and report writing. |
| 8. Evaluation of the implementation of CBD for PGME. |
| 9. Assistance with MMSA ISA survey as requested by MMSA. |

RESEARCH

- | |
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| 1. Feedback on Feedback with Department of Psychiatry |
| 2. Content Analysis of Speak up and Mistreatment Reports with Office of Professionalism |
| 3. Realist evaluation of the implementation of CBD with PGME office |
| 4. Rhetorical analysis of letters of recommendation with W. Fleisher and N. Porhownik |
| 5. Patients as Teachers: Incorporating People with Lived Experience in Psychiatry – resident research in Psychiatry |
| 6. A Needs Assessment of the PGME Core Curriculum with PGME office |
| 7. Achieving Health Equity Between Urban Indigenous Youth and the Department of Psychiatry with Department of Psychiatry |
| 8. From Novice to Expert: Exploring the Relationship Between Clinical Reasoning and Documentation Skills in Medical Students, Residents, and Family Physicians. – BscMed project |

“GUEST” LECTURING

- | |
|--|
| 1. UGME Leadership course |
| 2. MPAS – Research in Clinical Practice course and Student Orientation |
| 3. IMG program – presentations in Orientation Program |
| 4. PGME residency half days – as requested (e.g., topics included hidden curriculum, fatigue risk management, giving and receiving feedback) |
| 5. PGME residency retreats – as requested (e.g., topics include leadership in change, giving feedback) |
| 6. Writing for publication – CIP program |

COMMITTEE PARTICIPATION

- | |
|---|
| 1. UGME - Curriculum Executive, Curriculum Management, Pandemic Planning, Curriculum Implementation, Preclerkship Curriculum, Clerkship Curriculum, Preclerkship Student Evaluation, Clerkship Student evaluation, Committee on Online Learning, Leadership Course, Program Evaluation Committees, and related accreditation and other associated working groups |
| 2. PGME – PGME Executive, CBME Steering, CBME Cohort, CBME Faculty Development, CBME research, Truth and Reconciliation Program (Steering, Curriculum Development, Faculty Development), Academic Curriculum/Core Curriculum, CQI, Accreditation Steering, Committee on Education Support and Remediation, Assessment and Entrada, Professionalism, and CIP Residency Program Committees, and various associated working groups |
| 3. MPAS – Curriculum and Progress Committees |
| 4. Department of Family Medicine – Executive, Strategic, Residency Program, and Faculty Development Committees |
| 5. Section of General Surgery – Faculty Development Planning group |



MEDICAL EDUCATION NATIONAL COMMITTEE PARTICIPATION

1. AFMC Faculty Development Committee (chair).
2. AFMC Committee on Education.
3. AFMC Social Accountability Committee
4. AFMC AI, Data Science and Health Systems, and Planetary Health working groups
5. CAME Board and Executive, Grant (chair), ECME Awards, and Grant Review Committees.
6. CFPC Faculty Development Committee
7. CMEJ Editorial Board
8. RCPSC National CBD Leads Committee
9. RSPSC Credentials Committee
10. Abstract reviewer for AMEE and CCME conferences.

College of Nursing**CURRICULUM DESIGN**

Curriculum mapping support, NP, BN, and Midwifery programs NP, BN, Midwifery

Student assessment support (Community of inquiry re: assessment of clinical learning)

FACULTY DEVELOPMENT (Nursing FD Lead: Cheryl Dika)

PBL training, Midwifery and NP programs

Custom faculty development workshops (including for CEFs)

Support for delivery of FD webinars by Nursing

PROGRAM EVALUATION

Program evaluation framework and logic model development for Masters, Bachelors, and Nurse Practitioner programs

College of Pharmacy**CURRICULUM DESIGN**

Assistance with development of Jurisprudence course

Support for PharmD bridging program

Support for Research capstone course

PRN for specific courses as requested

INSTRUCTIONAL DESIGN

Jurisprudence course

Exam/assessment support for online courses

Preceptor training modules

FACULTY DEVELOPMENT

Clinical Preceptor development



TIPS for graduate students

Other PRN

PROGRAM EVALUATION

Development and support of program evaluation framework

Development, data collection and assistance with analysis of Graduate survey, Faculty & staff surveys and Course feedback surveys

COMMITTEE PARTICIPATION

Faculty/Staff committee

Staff team meeting

Program Evaluation committee

AFPC – Experiential Learning Committee

College of Rehabilitation Sciences

CURRICULUM DESIGN

Speech Language Pathology/Audiology proposal support (curriculum development) wrap up

Curriculum renewal support RT program

Support for OT capstone day

Program specific requests (e.g., support for peer physical exam guidelines; support for OSCE development)

Instructor specific support as requested

INSTRUCTIONAL DESIGN

Assessment support for pivot to online

Pain management curriculum (national project)

FACULTY DEVELOPMENT

Custom workshops to Support for Pivot to online

Teaching with technology series for RT

On a prn basis/department specific – mostly focused on clinical learning

PROGRAM EVALUATION

Assistance with development of OT evaluation framework, and data collection/analysis support for – Alumni survey, learning objectives survey, and field placement survey.

Support of evaluation prn (construction of surveys, analysis) for PT program

RESEARCH

An environmental scan of Respiratory Therapy programs in Canada and the US.



Rady Faculty of Health Sciences

CURRICULUM DESIGN

Course delivery support and consultation on curriculum PRN OIPC

INSTRUCTIONAL DESIGN

Heal courses, Interdisciplinary Health program

Support OIPC

Support CCA

FACULTY DEVELOPMENT

RFHS wide program (includes short sessions, longer sessions, and series)

Research development series (in partnership with Office of Research Development)

Health Profession Education Research days

Graduate students teaching (TIPS, Writing)

Visiting professor series

Podcast series (x 3 series)

Online resources and recorded webinars

Health Humanities Series

ORGANIZATIONAL DEVELOPMENT

Consultation on revised strategic planning process

PROGRAM EVALUATION

RFHS family centre evaluation

RFHS learner diversity

RFHS Schirle report

Program support (graduate survey) – IHP program

RESEARCH

Towards Gender Equity: Factors Shaping Promotion and Leadership in the Rady Faculty of Health Sciences from the Perspectives of Faculty: (led by Donna Martin)

Social Justice and Health Equity in the Teaching & Learning Environment: Perspectives of Academic Leaders in Health Profession Programs (led by nursing)

Impact of COVID on teaching in RFHS (planning stage)

COMMITTEE PARTICIPATION

Entrada Steering committee (paused)

Schirle Working group

Learner Diversity Working group



| |
|---------------------------|
| EDI community of practice |
| RFHS Leadership Education |



Appendix B

Faculty Development Offerings by topic by year.

| 2019-2020 | | | 2020-2021 | | | 2021 -2022 | | |
|--|------------|-------------|--|------------|-------------|--|------------|-------------|
| Topic | Sessions | Attendance | Topic | Sessions | Attendance | Topic | Sessions | Attendance |
| Career Development | 8 | 120 | Career Development | 6 | 171 | Career Development | 15 | 166 |
| Clinical Teaching | 32 | 922 | Clinical Teaching | 48 | 1166 | Clinical Teaching | 28 | 553 |
| Curricular Design | 16 | 133 | Curricular Design | 10 | 91 | Curricular Design | 3 | 71 |
| Humanities | 12 | 141 | Humanities | 19 | 196 | Humanities | 84 | 579 |
| Pivoting Online | 5 | 131 | Pivoting Online | 30 | 322 | Pivoting Online | 0 | 0 |
| Research | 4 | 48 | Research | 5 | 195 | Research | 4 | 26 |
| Resident and Student Faculty Development | 15 | 520 | Resident and Student Faculty Development | 11 | 460 | Resident and Student Faculty Development | 20 | 563 |
| Teaching & Learning | 19 | 411 | Teaching & Learning | 12 | 156 | Teaching & Learning | 4 | 12 |
| Journal Club | 10 | 100 | Journal Club | 10 | 100 | Journal Club | 10 | 75 |
| Total | 121 | 2526 | Total | 151 | 2857 | Total | 168 | 2045 |