

Faculty Development Spring Retreat 2019 Workshop Offerings

April 26th 3:15 - 4:30 pm workshops:

IQ Part 1: Launching New InQUIRY Curriculum for Scholarship for 2019 (Role as Educator Track) – Dale Guenter and Michael Lee-Poy

In July 2019, the EBM and QI streams will fade, and the new InQUIRY curriculum will take shape—a holistic scholarship curriculum, more standardized across our program, more progressive through the 2 years of residency. Learn what's it's about, contribute your own ideas before it starts, know your place in it. Open to all, vital to EBM and QI tutors.


Medical Education Research in the Context of Family Medicine (Research and Scholarship Track) – Lawrence Grierson, Alison Baker, and Catherine Tong

This workshop will focus on scholarly work in Medical Education as it pertains to the discipline of Family Medicine. In particular participants will have the opportunity to discuss challenges in Family Medicine training that would benefit from Medical Education Research and to consider the unique research opportunities available.

When You Care Enough to Speak Up (Leadership Track) – Cathy Risdon

When we see a friend mess up or do something to offend us – most of us speak up and get things back on track. If a colleague committed fraud or maliciously harmed a patient, most of would report them to the CPSO/authorities.

Much of organizational life falls somewhere in between. Are you someone who grins and bears it when a colleague appears oblivious or ill-informed? Do you often mutter “pick your battles” between clenched teeth if there is something going on that you disagree with? If a colleague misses a deadline for editing a shared project, do you sigh heavily and just “get ‘er done”? Would you rather complain about a colleague's behaviour than talk to them directly?



Caring for someone enough to call them back into a good relationship with you is one of the most important and generous organizational moves at our disposal. We will use this time together to consider the upstream prevention of common workplace misunderstandings, identify personal signals that will increase the chance someone will be kind enough to tell us when we are the problem and practice the most important first move when you muster the courage to care for a colleague who has wandered off track.

Is Medical Education Synonymous with Burnout? Is Compassion Fatigue the New Normal? (Resilience and Wellness Track) - Keyna Bracken

Burnout, mental health issues and substance use affect physicians at a higher rate compared with the general population. The toll on struggling medical trainees in particular can be enormous, from the burdens of anxiety, depression and substance use to avoidable critical adverse patient outcomes and the tragedy of suicide. How can we foster the development of resilient, humanistic physicians across the continuum of lifelong learning so they may avoid depersonalization and erosion of spirit, while simultaneously nurturing our own?

Participants will consider how medical training emphasizing individual, autonomous medical expertise may undermine the social humanities which may be a major contributor to burnout. In small groups, participants will discuss possible ways to mitigate stress and burnout in their own educational and clinical environments and ways to advocate and lead change.

April 26th 3:15 - 6:00 pm workshop: 3 HR WORKSHOP

The Psychology of Focusing on What Really Matters – Joe Kim

Many professionals feel overwhelmed at work -- pulled in multiple directions with increasing demands for time and attention. Without a game plan, confusion, procrastination and “busy work” dominate over moving toward higher goals. Research from psychology can provide effective strategies to choose priorities that separate signal from noise, focus attention to engage in deep work, and develop habits that invest limited resources on what really matters. This workshop explores how understanding the cognitive architecture of the mind leads to developing a working plan to handle daily challenges with optimized solutions. Participants will learn how to develop a culture for productivity that promotes deep work and movement towards key goals. Digital tools will be introduced which can be integrated into workflows to shift resources to important tasks like strategic planning and a life outside of work which also deserve attention.

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April 26th 4:45 - 6:00 pm workshops:

IQ Part 2: There's a Crack in Everything, That's How the Light Gets In (Role as Educator Track) - Dale Guenter and Michael Lee-Poy

Micro-skills for Everyone to Teach Scholarship. There are key moments in the residency trajectory where nudging in just the right way can shift the learner to better skill or comprehension. Come to hear and share some of your own, as they relate to InQuiry curriculum and the primary care knowledge base. Open to all, vital for EBM and QI tutors.

Qualitative Research Methods & Literature Searching (Research and Scholarship Track) - Meredith Vanstone, and Jennifer Lawson

The first half of this workshop will introduce you to qualitative research methods, covering what qualitative methods are, when they are appropriate, and pointing you to resources to help you learn more about using them. The workshop is intended for those who have limited familiarity with qualitative research and wish to understand whether this methodological approach is suited to the research questions they have. In the second half of the workshop, we will discuss the design and conduct of a literature search. You will learn how to effectively use the electronic resources available through McMaster to identify the relevant evidence you need for questions related to research or practice.

Peer Mentorship: Increasing our Capacity to Mentor Each Other and Nurture Resilience (Leadership Track) – Joyce Zazulak and Liz Shaw

Learn to be a good mentee and a good mentor. In this workshop we will explore the concepts of and relationships between peer coaching, mentorship, and communities of practice. We will review the literature which supports the importance of each of these concepts in our development and resilience as educators. Different mentorship frameworks and important ingredients which lead to successful mentor/mentee relationships will be discussed.

The Parallel Chart: Promoting Wellness in our Learners (Resilience and Wellness Track) - Cindy Donaldson

The parallel chart is a teaching tool employed to encourage reflection on learner's patient's experiences of illness, and to examine what they the learners undergo in caring for patients. The parallel chart provides an opportunity for the writing of thoughts and reflections that, when shared in a group setting of peers and faculty, form the starting point for discussion and narrative inquiry.

Participants will be introduced to the idea of the parallel chart through a mini-workshop format, allowing for a first-hand experience of this teaching tool. The experience of Parallel Chart Rounds within the Community Based Residency Training (CBRT) program over the past 2 years will be

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shared and the academic underpinnings of this initiative will be reviewed. Participants will leave the session well prepared to incorporate the parallel chart into their teaching practice.

April 27th 9:30 am – 10:30 am Keynote Address:

You, Me, and Them: Our Work as Teachers – Allyn Walsh

Our understanding of medical education has advanced by leaps and bounds over the last decade or two, informed by research into how we learn, and what elements are effective in preparing both teachers and medical learners for their roles. Amidst all of this information, what is actually new and surprising? What confirms our longstanding views? And, most importantly, what actually makes a difference to learners? This talk will focus on the practical aspects of teaching, including a personal perspective of what we should keep doing; what we should start or do more; what we should do less of or stop; and finally some things to consider.

April 27th 10:45 am – 12:00 pm workshops:

Identifying and Supporting the Struggling Learner (Role as Educator Track) - Heather Waters


Working with a learner in difficulty is one of the most challenging tasks in medical teaching. These situations are usually stressful for both residents and supervisors. This workshop will help you to develop an approach to identifying and diagnosing the struggling learner. You will learn about approaches to support learners in difficulty, including useful resource

Part I: Pushing the Boat Out: Pilot and Feasibility Studies 101 for Primary Care (Research and Scholarship Track) – Dee Mangin

The Department offers seed funding for faculty and community physicians associated with McMaster DFM to carry out pilot and feasibility studies to help gather information that will inform the successful design, funding and implementation of larger studies. These kind of studies take a different design approach to larger research studies, with different kinds of information gathered. During this workshop participants will learn how to design a pilot / feasibility study, what kind of questions to ask, what outcomes should (and should not) be measured on a small scale with a small budget. Participants will come away knowing how to design a pilot or feasibility study to ensure it will be publishable in its own right, and will maximise the likely success of their larger research design and funding applications.

Part II: Research Study Design 101 for Primary Care – Michelle Howard and Gina Agarwal

During this workshop, participants will learn to recognize different study designs that can be applied to research questions in primary care. Designs will be introduced that answer questions



about describing the prevalence of an issue in practice, understanding the factors that predict it, and testing specific interventions. To this end, the workshop will cover the basics of observational study designs and interventional/experimental study designs.

#StayInYourLane to Avoid #MeToo: Has Social Media Changed the Rules? (Resilience and Wellness Track) – Keyna Bracken

How has the #MeToo viral explosion on social media meant to rally women and men to fight against sexual violence and harassment, influenced our interactions with trainees or colleagues? In times where more women than ever enter medicine, many continue to experience sexual harassment and gender discrimination in learning environments where hierarchical structures often impede reporting. A recent NEJM commentary worries that a #MeToo backlash creates a "hostile sexism" that punishes women by the withdrawal of mentoring opportunities, which may have been pivotal for their career. This session will discuss harassment within medicine, previously rarely discussed and how social media has moved this into more mainstream dialogue, resulting in murky boundaries where preceptors may stray from their lane.

Leading from Where You Are: Making Leadership Relevant for You and Your Learner (Leadership Track) – Erin Gallagher

During this workshop, participants will: explore the meaning and purpose of leadership in medical education; discover aspects of their own authentic leadership; survey various expectations of medical learners and the discipline of family medicine when it comes to leadership; discover tools and frameworks for enhancing leadership capabilities; and address barriers to leadership in academic and non-academic settings.

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