

Theme 1b: Education – Postgraduate

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Key trends, which may have an impact on this area over the next 5 to 10 years:

Key opportunities	Key issues/challenges
<ul style="list-style-type: none"> • Size of the department and the number of residents and clinical fellows • Breadth of residency programs • Local clinical expertise • Local educational resources • Surgical skills labs • Simulation • Expansion to community hospitals (T-IME) 	<ul style="list-style-type: none"> • Increasing body of knowledge and clinical expertise required • Issues related to decreasing work duty hours of residents • Service to education balance conflicts • Perceived lack of importance of teaching by the Department • Perceived reduced financial support for teachers • Reduced recruitment of new faculty surgeon teachers • Promotion based on teaching excellence less likely than for Surgeon-Scientists • Inadequate capture of quantity and quality of teaching efforts by faculty • Faculty development for teaching

Goals	Actions	Expected Outcomes/ Measures
<ol style="list-style-type: none"> 1. Improve Departmental valuation of Surgeon-Teachers and teaching excellence in general 2. Faculty development for teachers 	<ul style="list-style-type: none"> • Improve capture of teaching effort (quantity and quality) by better use of MedSIS and POWER • Hire more surgeon teachers • Increase responsibility for surgeons/services/divisions to insure excellence in teaching • Allocate a portion of Academic Enrichment Funds department-wide to supporting teaching/education • All new recruits to attend the Departmental Faculty Development Day • Better engagement by our community surgeons 	<ul style="list-style-type: none"> • Renewed enthusiasm for excellence in teaching • More promotions and career development of Surgeon Teachers • More surgeons engaged in the educational mandate of the Department • Better teachers • Better teaching

Goals	Actions	Expected Outcomes/ Measures
<p>3. Objective Competency Based Assessment Program</p>	<p>in the teaching enterprise</p> <ul style="list-style-type: none"> • All Surgeon-Teachers be required to obtain higher level career development in teaching expertise (Centre for Faculty Development, Wilson Centre, Masters programs, etc) • Teachers with low teaching evaluations be required to enroll in faculty development courses <ul style="list-style-type: none"> • More well defined objectives at milestone stages of surgeons/resident development • Every residency program to develop an Objective Competency Based Assessment Program that objectively determines cognitive and technical skill acquisition at appropriate milestones • Use of simulation and skills lab to objectively assess certain technical skills • OSATS to better assess clinical skills • Oral exams by third party experts • Written exams marked anonymously 	<ul style="list-style-type: none"> • Promotion from one PGY level to the next is arbitrary and inappropriate given the increasing restriction of duty hours and increasingly limited education time • More reliable method of assessment of residents and progress and attainment of competence • Deficiencies will be identified earlier and remediation can be undertaken in more timely and effective manner. No more “surprises” at PGY 4, 5, and 6 levels • Better trained and more confident residents and fellows
<p>4. Duty work hours</p>	<ul style="list-style-type: none"> • Develop innovative and effective teaching methods that maximizes residents educational experience • Use of simulation and surgical skills labs 	<ul style="list-style-type: none"> • More knowledgeable and technically capable residents
<p>5. Residents as Teachers</p>	<ul style="list-style-type: none"> • Enhance the opportunities of residents to serve as teachers 	<ul style="list-style-type: none"> • Better trained residents • Residents more engaged in the teaching role

Goals	Actions	Expected Outcomes/ Measures
6. Career development and career assistance of our graduates	<ul style="list-style-type: none"> • The current job market for our graduates is difficult • Explicitly recognize this and provide assistance to our graduates in a more concrete fashion • Ensure that funding, mentorship support are in place to ensure the ongoing success of the Surgeon Scientist Training Program as this is unique to University of Toronto and does make our graduates more competitive 	<ul style="list-style-type: none"> • Better career placement of our graduate
<p>Unique considerations for this theme including overlaps with other working groups: Opportunities to advance cross-cutting themes:</p> <ul style="list-style-type: none"> - <i>Faculty development-education is a lifelong initiative and largely self directed that must start during residency</i> - <i>Innovation – innovative methods of teaching</i> - <i>Global Health and Social responsibility – our graduates are the next generation of health care providers and must be part of the solution to insuring that we fulfill our Global health and Social Responsibility</i> 		

Top 2 implementation priority activities for this area – for next 12 to 18 months

1.

Key processes, mechanisms and infrastructure required to achieve these goals.

1. Responsibility and value for teacher’s efforts
2. Development of objective competency based assessment program