FACULTY DEVELOPMENT DAY 2022

Humanity in Medicine
Physician Burnout or Joy: Rediscover the Rewards of a Career in Academic Medicine

SPONSORED BY:
THE DEPARTMENTS OF ANESTHESIOLOGY AND PAIN MEDICINE,
OTOLARYNGOLOGY-HEAD & NECK SURGERY
AND SURGERY,
TEMERTY FACULTY OF MEDICINE
UNIVERSITY OF TORONTO

FRIDAY, NOVEMBER 11, 2022
08:00 AM - 15:00 PM
LOCATION: DOUBLE TREE BY HILTON HOTEL
108 CHESTNUT ST
TORONTO, ON M5G 1R3

REGISTER HERE
KEYNOTE SPEAKER

NIRIT BERNHARD  M.Sc., MD, FRCPC

Dr. Nirit Bernhard is a general paediatrician and Assistant Professor with the Department of Paediatrics in the Temerty Faculty of Medicine at the University of Toronto. She holds a Hon BSc and MSc from the University of Toronto and completed her Medical Doctor degree from the University of Western Ontario in 2003. She completed post-graduate training as well as a year of Chief Residency with the Department of Paediatrics at the University of Toronto. Nirit is involved in medical education through her role as Faculty Lead, Portfolio in the MD Program and Post Graduate Medical Education and is regularly involved in teaching of medical students and resident doctors. She channels her passion for working with children with different health needs and abilities through her work in the Down syndrome clinic and work at Sick Kids and Women’s College Hospital. Nirit proudly lives in a multigeneration home with her family in Toronto.

ACCREDITATION

Royal College Maintenance of Certification - Section 1 (Group Learning Activity – In Person or Online)

PROGRAM DESCRIPTION

This will be an interdisciplinary Program with a focus on the Humanity in Medicine. Participants will be able to apply the content of the Program towards their individual personal, professional, clinical, and educational practices. The morning will begin with a 60 min (45min talk + 15 min Q&A) plenary address by Dr. Nirit Bernhard: The Art and Science of Being a Reflective Practitioner. Following, four interactive small group sessions and workshops will be offered over two consecutive 50 minute periods (10:10-11:00 and 11:10-12:00). The afternoon Program consists of three interactive small group sessions and workshops and will be offered by faculty over two consecutive 45 minute periods (12:15-1:00 pm and 1:15-2:00 pm). The afternoon will conclude with a session entitled "Academic Productivity: Why Do It and What Counts".
# Morning Program

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>8:00-8:45</td>
<td>Registration &amp; Breakfast</td>
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<tr>
<td>8:50-9:00</td>
<td>Welcome</td>
<td>Beverley Orser, Chair, Department of Anesthesia and Pain Medicine</td>
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<td></td>
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<td>Carol Swallow, Chair, Department of Surgery</td>
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<td></td>
<td></td>
<td>Danny Enepekides, Chair, Department of Otolaryngology-Head &amp; Neck Surgery</td>
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<tr>
<td>9:00-9:45</td>
<td>Plenary Session</td>
<td>The Art and Science of Being a Reflective Practitioner</td>
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<tr>
<td>9:45-10:00</td>
<td>Q&amp;A</td>
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<tr>
<td></td>
<td>Nirit Bernhard MSc, MD, FRCPC</td>
<td>1. Define reflection in medicine</td>
</tr>
<tr>
<td></td>
<td>Pronouns she/her</td>
<td>2. Explore the value of being reflective in medicine and surgery</td>
</tr>
<tr>
<td></td>
<td>Staff Physician, Sick Kids and Women's College</td>
<td>3. Share our approach to developing critically reflective practitioners</td>
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<tr>
<td></td>
<td>Hospital</td>
<td>through education</td>
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<tr>
<td></td>
<td>Assistant Professor, Department of Paediatrics</td>
<td>4. Consider the relationship between physician</td>
</tr>
<tr>
<td></td>
<td>Portfolio Faculty Lead, MD and PGME Programs</td>
<td>wellness and reflection</td>
</tr>
<tr>
<td></td>
<td>Temerty Faculty of Medicine</td>
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<tr>
<td></td>
<td>University of Toronto</td>
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<tr>
<td>10:00-10:10</td>
<td>Break &amp; Refreshments</td>
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<tr>
<td>10:10-11:00</td>
<td>Small Group Session #1</td>
<td>See Below</td>
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<tr>
<td>11:00-11:10</td>
<td>Break &amp; Refreshments</td>
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<tr>
<td>11:10-12:00</td>
<td>Small Group Session #2</td>
<td>See Below</td>
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## Small Group Session #1

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<tr>
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<th>Event</th>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>10:10-11:00</td>
<td>Session 1 (Part 1/2)</td>
<td>Resident Reflection Rounds: A curriculum to support trainee wellbeing and</td>
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<tr>
<td></td>
<td>Max 30 participants (2hr session)</td>
<td>professional identity formation</td>
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<td></td>
<td>Diana Toubassi, MD, CCFP, FCFP</td>
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<tr>
<td></td>
<td>Assistant Professor</td>
<td>1. To define narrative medicine and review its efficacy in supporting trainee</td>
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<tr>
<td></td>
<td>Department of Family &amp; Community Medicine</td>
<td>wellbeing and professional identity formation.</td>
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<tr>
<td></td>
<td>Toronto Western Family Heath Team</td>
<td>2. To share our experience developing, implementing and evaluating a</td>
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<td></td>
<td>University of Toronto</td>
<td>reflective curriculum for Family Medicine residents.</td>
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<td></td>
<td>3. To provide an introductory small-group narrative medicine experience.</td>
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<td></td>
<td>4. To support those considering implementing a reflective curriculum in</td>
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<tr>
<td></td>
<td></td>
<td>their residency program</td>
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Pronouns she/her

Staff Physician, Sick Kids and Women’s College Hospital
Assistant Professor, Department of Paediatrics
Portfolio Faculty Lead, MD and PGME Programs
Temerty Faculty of Medicine
University of Toronto
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<tr>
<th>Session 2</th>
<th>Revisiting Rosetta: Do we have a ‘lost in translation’ problem in intergenerational medical education?</th>
</tr>
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</table>
| Glen Bandiera, MD, FRCPC, BASc (Engin), MEd  
(he/him)  
Executive Director, Standards and Assessment  
Royal College of Physicians and Surgeons of Canada | 1. Reference and describe broad theories around intergenerational differences  
2. Identify manifestations of, and develop an approach to, differing generational perspectives in common medical education scenarios  
3. Identify opportunities presented by intergenerational collaboration in medical education and clinical workplaces. |

| Session 3   | Reaching Beyond Competencies:  
Teaching for Humanism in Medical Education |
|------------|------------------------------------------------------------------------------------------|
| Arno K. Kumagai, M.D.  
Professor and Vice Chair for Education  
Department of Medicine  
F.M. Hill Chair in Humanism Education  
Women’s College Hospital  
University of Toronto | 1. Consider medical education as moral education.  
2. Identify “what’s missing” in competence-based approaches to medical education.  
3. Understand the role of the humanities in teaching future physicians.  
4. Explore the role of stories, reflection, and dialogue in ways in which humanistic care may be learned and taught.  
5. Begin to explore the thorny question of how this type of knowledge can be assessed. |

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<tr>
<th>Session 4</th>
<th>Social Medicine: Widening the Surgical Field—The Case of Cuts to Refugee Health Care.</th>
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| Meb Rashid MD CCFP FCFP  
Medical Director, Crossroads Clinic  
Women’s College Hospital  
Assistant Professor, DFCM, University of Toronto  
Philip B. Berger MD  
St. Michael’s Hospital - Unity Health  
Chair, Inner City Health Associates  
Associate Professor, Temerty Faculty of Medicine  
University of Toronto | 1. Define Social Medicine  
2. Increase awareness of how to identify circumstances affecting patients’ health beyond the individual patient’s illness.  
3. Learn how to apply the social medicine definition in day-to-day practice.  
4. Learn how to execute the social medicine definition at a system level. |
### Session 1 (Part 2/2)

**CLOSED**

*No new registrations*

*Session cont’d from 10:10 start*

**Diana Toubassi, MD, CCFP, FCFP**  
Assistant Professor  
Department of Family & Community Medicine  
Toronto Western Family Health Team  
University of Toronto

**Resident Reflection Rounds: A curriculum to support trainee wellbeing and professional identity formation**

### Session 2

**Glen Bandiera, MD, FRCPC, BASc (Engin), MEd**  
(he/him)  
Executive Director, Standards and Assessment  
Royal College of Physicians and Surgeons of Canada

**Revisiting Rosetta: Do we have a ‘lost in translation’ problem in intergenerational medical education?**

1. Reference and Describe broad theories around intergenerational differences  
2. Identify manifestations of, and develop an approach to, differing generational perspectives in common medical education scenarios  
3. Identify opportunities presented by intergenerational collaboration in medical education and clinical workplaces.

### Session 3

**Arno K. Kumagai, M.D.**  
Professor and Vice Chair for Education  
Department of Medicine  
F.M. Hill Chair in Humanism Education  
Women’s College Hospital  
University of Toronto

**Reaching Beyond Competencies: Teaching for Humanism in Medical Education**

1. Consider medical education as moral education.  
2. Identify “what’s missing” in competence based approaches to medical education.  
3. Understand the role of the humanities in teaching future physicians.  
4. Explore the role of stories, reflection, and dialogue in ways in which humanistic care may be learned and taught.  
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## Afternoon Program – Department of Surgery ONLY

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00 - 12:15pm</td>
<td>Grab and Go Lunch</td>
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<tr>
<td>12:15 - 1:00pm</td>
<td>Workshop Session #1</td>
<td>See Below</td>
</tr>
<tr>
<td>1:00 - 1:15pm</td>
<td>Break &amp; Refreshments</td>
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<tr>
<td>1:15 - 2:00pm</td>
<td>Workshop Session #2</td>
<td>See Below</td>
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<tr>
<td>2:00 – 2:15pm</td>
<td>Break &amp; Refreshments</td>
<td></td>
</tr>
<tr>
<td>2:15 – 3:15pm</td>
<td>Workshop Session #3</td>
<td>See Below</td>
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### Workshop Session #1

<table>
<thead>
<tr>
<th>Time</th>
<th>Workshop</th>
<th>Target Audience</th>
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</thead>
<tbody>
<tr>
<td>12:15 - 1:00pm</td>
<td>Workshop #1</td>
<td>Early and established leaders</td>
</tr>
</tbody>
</table>
| Workshop #1    | **Addressing Unprofessional Behavior as a Way to Promote Positive Culture Change** | Dr. Pier Bryden  
Acting Vice-Dean, Clinical and Faculty Affairs  
Associate Professor, Department of Psychiatry  
Temerty Faculty of Medicine  
University of Toronto  
Dr. Reena Pattani  
Director, Learner Experience  
Assistant Professor, Department of Medicine  
Temerty Faculty of Medicine  
University of Toronto |
| Workshop #2    | **Academic Promotion: Everything You Need to Know** | Dr. Robin Richards  
Vice-Chair, Clinical  
Department of Surgery  
Sylvia Perry  
Executive Assistant to the Chair  
Department of Surgery |
| Workshop #3    | **How to Prepare for Your Continuing Appointment Review** | Dr. Ori Rotstein  
Associate Chair  
Department of Surgery  
Alina Gaspar  
Academic HR/Payroll Administrator  
Department of Surgery  
Faculty members who have not yet undergone a continuing appointment review |
<table>
<thead>
<tr>
<th>Workshop Session #2</th>
<th>1:15 - 2:00pm</th>
<th>Target Audience</th>
</tr>
</thead>
<tbody>
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Department of Surgery | Early career faculty |
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<thead>
<tr>
<th>Workshop Session #3</th>
<th>2:15 - 3:15pm</th>
<th>Target Audience</th>
</tr>
</thead>
</table>
| **Academic Productivity: Why Do It and What Counts** | Dr. Mary Jane Esplen  
Chair, Decanal Promotions Committee  
Professor  
Department of Psychiatry  
Temerty Faculty of Medicine  
University of Toronto | All faculty members |