

PAAC Report (S. Johnston)

PA Appreciation Event: We are excited to announce that the PA Appreciation Event is tentatively scheduled for **May 7th, 2025**. We encourage you to please share this date with your PAs and support their attendance. More details will follow soon.

PAAC Admin Series: We've had two well-attended sessions in our Admin Series talks so far this year, and we have several more planned for the coming months. These sessions have been a great opportunity for professional development and connection.

Mentorship Initiative: Work is underway on our new mentorship initiative, aimed at fostering relationships and knowledge sharing between experienced and newer PAs. We look forward to sharing more updates as this initiative takes shape.

Accreditation/Internal Review Committee Activities (L. Probyn/L. Murgaski/Y. Ishmael)

See attached (pg. 2).

OLA Career Advising Workshops (S. Bernstein/L. Premji)

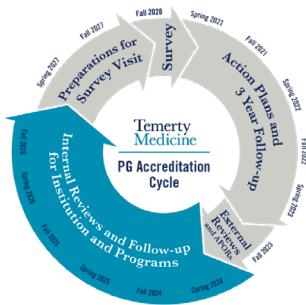
See attached (pg. 3).

Centre for Faculty Development (CFD) Offerings (L. Baker)

See attached (pgs. 4 – 21).

INTERNAL REVIEW COMMITTEE ACTIVITIES

The Internal Review Committee (IRC) is a subcommittee of the Postgraduate Medical Education Advisory Committee (PGMEAC) for the University of Toronto, Temerty Faculty of Medicine. For more information, please go to: <https://pgme.utoronto.ca/accreditation>



Confirmed Internal Reviews

49
RC Programs

6
AFC Programs

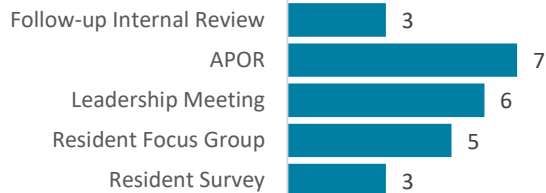
16
FM Core Sites

The expectation is that **all program directors participate in at least 2 internal reviews over the course of the internal review cycle**, once as chair of the review team and once as the second reviewer. Internal reviews qualify for 15 credits (per year) under Section 2, peer review. Please refer to <https://www.royalcollege.ca/en/cpd/maintenance-of-certification-program/moc-framework.html>

IRC ACTIVITIES JUNE-DECEMBER 2024

Internal Reviews Reviewed: 10

Follow-ups Requested



AFC-IRC ACTIVITIES JUNE-DECEMBER 2024

Internal Reviews Reviewed: 2

INSTITUTIONAL REPORT

Self-study (APE) is being reviewed by PGExec, and work is ongoing.

- ✓ Standard 1: Reviewed
- ✓ Standard 3: Reviewed
- ✓ Standard 7: Reviewed

UPCOMING ACTIVITIES FOR THE COLLEGES

- 5 External Reviews in 2026
- 3 APOR in 2026

ONGOING ACTIVITIES

- **NEW!** Workshops for RPC Agendas & Minutes Best Practices for program administrators
- Internal Review Workshops for program directors & administrators
- APE Building 1:1 Sessions with program directors & administrators
- Internal Review Training for review team members
- Internal Review Feedback Survey for private feedback from trainees (institutional requirement)

QUESTIONS? Please contact us at pgme.accreditation@utoronto.ca



2025 PGME VIRTUAL WORKSHOP SCHEDULE

Curated exclusively for University of Toronto PG Learners

JANUARY

27

6 PM - 7 PM

Making Tough Career Decisions in Training

DR. DAWN LIM & DR. HEATHER FLETT

MARCH

26

6 PM - 7 PM

Planning your Career

DR. SUSAN LIEFF

APRIL

7

6 PM - 7 PM

Family Planning for Physicians

DR. SHIRIN DASON

APRIL

8

6 PM - 7 PM

Pathways to Independent Practice for Internationally Trained Fellows

SAMANTHA TULIPANO (CPSO), MARIAM MALU & IRINA EDILOVA (OH), CHANTAL BENOIT (RCPSC)

MAY

5

6 PM - 7 PM

Pathways to the U.S.

DR. LAILA PREMJI

JUNE

4

6 PM - 7 PM

Preparing for your First Job

DR. GILLIAN HAWKER





Centre for Faculty Development Programs Opening for Registration

January 2025



The CFD is dedicated to fostering the growth and success of our participants and community members across their diverse roles and activities in health professions education.

We offer flexible and dynamic programming designed to address emerging needs, build networks, and strengthen capacity as teacher, leaders, scholars and advocates.

We provide a wide range of resources and opportunities, including longitudinal programs, targeted workshops, curated resource collections, personalized coaching, and faculty development consultations.

Overview of Centre for Faculty Development (CFD) Offerings

Offering Type	Offering	Teaching			Leadership			Scholarship			Advocacy			Level ¹	Partners	Timeframe	Location	Format
		Clinical Teaching	Curriculum Development	Classroom Teaching	Academic Leadership	Mentorship & Coaching	Career Development	Program Evaluation	Education Research	Program Development	Wellness	System Change	Anti-Oppression					
Rounds	Best Practices in Education Rounds ² (BPER)	•	•	•	•	•	•	•	•	•	•	•	•	Foundational	CACHE ³ , The Wilson Centre	Monthly	Virtual	1 hour
Workshops	Workshops	•	•	•	•	•	•	•	•	•	•	•	•	Foundational	-	Ad hoc	Virtual and in person	3-hour workshop
Longitudinal Programs (3+ months)	Teaching and Learning in the Clinical Context (TLC)	•												Foundational	-	3 months	Virtual	7 eLearning modules; 5x 2-hour application sessions
	Stepping Stones	•	•	•	•	•	•	•	•	•	•	•	•	Foundational	-	2 years	Virtual	9x 3-hour workshops; 8x 2-hour journal club sessions
	Education Scholars Program (ESP)		•		•	•	•	•	•				•	Intermediate	-	2 years	Virtual and in person	5x 3-day modules, monthly 2-hour sessions, coaching sessions
	New and Evolving Academic Leaders (NEAL)				•		•							Advanced	-	1 year	Virtual and in person	3x 5 day modules, coaching sessions
Short Courses & Conferences	Atelier: Collaborative Education Research							•	•					Foundational	The Wilson Centre	1 week	Virtual	5 days of workshops
	Teaching for Transformation Conference	•	•	•										All	CACHE	3 days	Virtual	3 days of keynotes and workshops
	Course Design Institute		•							•				Intermediate	CTSI ⁴	2 days	In person	2 days of workshops
Coaching & Consultation	Teaching for Transformation Custom Consults	•	•	•										-	CACHE	Ad hoc	Virtual and/or in person	Consultation and custom programming
	Enhancing Teacher Performance (ETP)	•		•										-	-	3-6 months	Virtual	Workshops, coaching sessions
Resources & Supports	Resource Hub ²	•	•	•	•	•	•	•	•	•	•	•	•	-	-	n/a	Virtual	-
	Teaching for Transformation Online Supplements ²	•	•	•				•	•					-	CACHE	n/a	Virtual	eLearning, supplements to classroom teaching
Communities of Practice	Membership Mondays, Coaching Network, Mentorship Community, Faculty Development Leads	•	•	•	•	•	•	•	•	•	•	•	•	All	-	3-4 times per year	Virtual	1-2 hours

¹ **Foundational** - Open to anyone who is interested in learning about core concepts in health professions education.
Intermediate - Builds on foundational concepts and digs deeper into theory and systems level approaches. Aimed at individuals who are already familiar and comfortable with core concepts in health professions education.
Advanced - For academic leaders who are in more formal leadership roles.

² Free of charge.

³ Centre for Advancing Collaborative Healthcare & Education (CACHE)

⁴ Centre for Teaching Support & Innovation (CTSI)





STEPPING STONES

*“I truly enjoyed the Stepping Stones program! Not only the great diversity of topics, from clinically applicable teaching examples to simulation, theory of education and different research areas, but also the organization, enthusiasm and well-preparedness of the presenters and staff, the interactive workshops and meeting people with similar interests.
~Past participant*

Registration deadline

June 30, 2025

Program Dates

September 3, 2025 – June 30, 2028

Target Audience

Anyone who is interested in learning about core concepts in health professions education (teaching, leadership, scholarship, advocacy)

Level

Foundational



Program Goals

- To promote growth and development of individuals in relation to their educational roles (teaching, leadership, scholarship and advocacy);
- To provide opportunities for educational networking and collaboration across caring and learning environments.

Format

- 1-3 year program, workshops and monthly journal club sessions.

Topics Include

- Workplace based assessment
- Curriculum development
- Mentorship and coaching
- Developing tests that enhance learning
- Fostering adaptive expertise
- Faculty Wellness



EDUCATION SCHOLARS PROGRAM

“I've been applying ESP into my practice since the first day of the course. It has given me a framework to contextualize my education. It's allowing me to think of ways that I might change my curriculum and the actual skills that I need to do it.”

Application

Open January 20, 2025

Program Dates

September 2025 – June 30, 2027

Target Audience

Individuals with foundational experience in health professions education and are looking to deepen their skills in educational scholarship, leadership, and systems-level change.

Level

Intermediate



Program Goals

- To enhance participants' capacity as education scholars.
- To tackle the most pressing issues in education development, program evaluation, and education leadership and system change.

Format

- 2 year program, 5 3-day modules, monthly 2 hour sessions, coaching sessions

Topics include

- Paradigms of Education
- Teaching and learning Philosophies
- Critically Reflective Practice
- Partner and Community Mapping
- Designing for Sustainability
- Program evaluation
- Change leadership



NEW & EVOLVING ACADEMIC LEADERS

“NEAL was an incredible learning journey – it gave me a deeper understanding of my self-awareness and abilities, and equipped me with tangible tools I needed in my leadership role. The interactive shared learning and support from peers was particularly meaningful and has positively impacted my capacity as a leader in the academic healthcare environment.”

Application

Opens January 20, 2025

Program Dates

October 2025– May 2026

Target Audience

Individuals in academic health science contexts who either have formal roles as leaders or who are working to shape and shift our broader system for positive health outcomes

Level

Advanced



NEW & EVOLVING ACADEMIC LEADERS

Program Goal

- Equip leaders in academic health sciences with skills, resources, connections, community and transformative relationship with self, to enable them to work collaboratively in shaping and shifting our broader system for more inclusive, sustainable research, teaching and system influence.

Format

- Three intensive one-week modules over the year.

Topics include

- Authentic Leadership/
Values
- Power and Access
- Leading with Purpose
- Rapid Strategy Development
- Challenging Conversations



ATELIER: FOUNDATIONS IN HPE RESEARCH

the
Wilson
centre

Registration: Open

Partner: The Wilson Centre

Program Dates: May 26-28, 2025

Target Audience: Researchers and scholars who are not engaged in research as their primary activity and who want to build foundational knowledge in HPE research principles, methodologies, and applications, with dedicated time to advance their own projects

Level: Foundational

Program Goals

To support participants in:

- Collecting meaningful data through qualitative and quantitative methods
- Making meaning through words and numbers
- Communicating and sharing impactful stories

Format

- 3 days, in person

Topics include

- Conducting Interviews and Focus Groups
- Designing Scales and Questionnaires
- Inductive, Deductive, and Abductive Analysis Approaches
- Essentials for Publication and Dissemination
- Tips for Compelling Writing

Resource Hub

RESOURCE HUB

TEACHING

LEADERSHIP

SCHOLARSHIP

ADVOCACY

Search all resources



TEACHING

Assessment and Evaluation
Classroom Teaching
Clinical Teaching
Communication and Collaboration
Curriculum Development
Simulation
Teacher Performance
Technology Enhanced Learning
Theories of Education

LEADERSHIP

Academic Leadership
Change Leadership
Graduate Supervision
Late Career Transitions
Mentorship and Coaching
Professional values
Promotions and Teaching Dossiers

SCHOLARSHIP

Ethics
Getting Funded/Started
Knowledge Mobilization
Methodologies and Methods
Program Evaluation
Social Media

ADVOCACY

Accessibility
Allyship
Anti-Racism
Equity, Inclusion and Justice
Learner Mistreatment
Truth, Reconciliation and Decolonialism
Wellness

RESOURCE TYPE

Article
Course
Guide
Infographic/Image
Podcast
Video
Website

AUDIENCE

All Audiences
Health Professions
Patient/Client and Family Partners
Postgraduate Health Professions
Postgraduate Medicine
Undergraduate Health Professions
Undergraduate Medicine

CLEAR ALL

APPLY FILTER

<https://centreforfacdev.ca/resource-hub/>

Upcoming Program Registration

[Atelier: Foundations in Health Professions Education Research](#)

Open for Registration, Program duration: May 26 – May 28, 2024

[New and Evolving Academic Leaders \(NEAL\)](#)

Application open January 20, Program starts September 2025

[Education Scholars Program](#)

Applications open January 20, Program starts October 2025

[Stepping Stones: Foundations in Education](#)

Registration opens: March 1, 2024, Program starts September 2025



Foundations in Health Professions Education Research



Program Objective

The Wilson Centre and Centre for Faculty Development Atelier: Foundations in Health Professions Education Research is a hands-on primer for conducting research in health professions education (HPE). Participants will build foundational knowledge in HPE research principles, methodologies, and applications, with dedicated time to advance their own projects, whether in the analysis or writing stages. Participants should bring work they aim to finalize, as the Atelier provides structured time and support to move projects across the finish line.

Program Description

This Atelier, a collaborative offering from the Centre for Faculty Development and The Wilson Centre, focuses on core methodologies and contemporary topics in HPE research. Designed for scholars and educators whose primary role is not research, the program offers practical support and guidance for advancing participants' current projects.

Participants will learn to:

- Collect meaningful data through qualitative and quantitative methods
- Make meaning through words and numbers
- Communicate and share impactful stories

Topics Covered include:

- Conducting Interviews and Focus Groups
- Designing Scales and Questionnaires
- Analyzing Performance-Based Data
- Inductive, Deductive, and Abductive Analysis Approaches
- Comparisons and Associations
- Essentials for Publication and Dissemination
- Tips for Compelling Writing

Program Structure

The three-day program will take place in-person at the Li Ka Shing Knowledge Institute from 9:00 AM to 4:00 PM, with breakfast and lunch provided.

- Engaging Learning Formats: Sessions incorporate reflective exercises, small and large group discussions, and case-based learning for in-depth topic exploration.
- Coaching and Project Support: Participants will receive dedicated coaching time with Atelier faculty to address specific challenges in their own research projects.
- Effective Communication: Participants will learn terminology and strategies to convey the value and impact of HPE research effectively.
- Community Building: Opportunities to connect and network with fellow participants foster a supportive research community.
- Practical Application: Course material will be applied directly to participants' own research contexts, providing guidance on navigating both typical and unique research challenges.

On the fourth day, participants are invited to attend the Brian D. Hodges Symposium 2025, which brings together HPE researchers, educators, scholars, and students. The symposium encourages participants to think beyond their current projects, exploring intersections with other research. Attendees will engage in in-depth discussions on education theory and practice, featuring presentations from leading global figures and the next generation of education scientists and scholars.

Dates:

Monday May 26 2025 -
Wednesday May 28
2025

Location:

Li Ka Shing Knowledge
Institute

Cost:

Early bird rate: \$2250.00
Standard rate: \$2500.00

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Website:

[https://centreforfacdev.ca/
atelier](https://centreforfacdev.ca/atelier)

Early Bird Deadline:

April 26, 2025

NEAL

Thierry Mallevaey PhD (NEAL 2022)
Associate Professor & Associate Chair,
Graduate Studies, University of Toronto

NEAL opened the toolbox I needed as I stepped into a new leadership role. Importantly, I learned that authenticity and vulnerability are powerful and meaningful leadership tools.

Sandra Kim MD, FRCPC (NEAL 2023)
Division Head of Endocrinology &
Metabolism, Women's College Hospital

NEAL was an incredible learning journey – it gave me a deeper understanding of my self-awareness and abilities, and equipped me with tangible tools I needed in my leadership role. The interactive shared learning and support from peers was particularly meaningful and has positively impacted my capacity as a leader in the academic healthcare environment.

Ripudaman Minhas MD MPH (NEAL 2023)
Developmental Paediatrician & Director of
Pediatric Research, St. Michael's Hospital

The NEAL program created a supportive, reflective space to collaboratively learn about leadership in its many diverse forms. I highly recommend this program for leaders at different stages of their careers.

Ali Damji MD (NEAL 2023)
Division Head of Primary Care, Trillium
Health Partners

As a newly appointed young leader in one of the fastest growing communities and academic hospitals in Canada, NEAL helped me find and unleash my full potential. Through its innovative and rich program, I learned about myself and how others perceive me, tapped into my strengths, and worked on my weaknesses alongside a supportive community of incredible new leaders. I then turned these efforts into action, and led innovations that have benefited my entire community. What seemed so daunting when I started actually has become achievable now and that is thanks to NEAL!

Adaptive. Accessible. Connected.
Leading for Sustainable Impact.

Going into our 13th year, the New and Evolving Leaders (NEAL) program is designed for people in an academic health science context who are committed to becoming change agents in their spheres of influence and beyond by centering principles of equity, diversity, inclusion, Indigeneity and accessibility in their leadership practice. This program is intended for those who want to challenge the status quo, and need to develop networks, tools, skills, and evolving practices to positively shape our future academic health sciences system.

Unique features of NEAL

- Engagement with faculty and peers who are thought leaders from diverse spheres and lived experience
- Emphasis on collaborative approaches to leadership and inviting inclusive perspectives and models for leadership development
- Individualized and collaborative coaching experiences
- Initiation of a meaningful change effort in an academic context during the program
- Designed to ensure workplace-based learning and application

Discover YOUR Leadership Style

Through coaching, creative exercises, reflections, personalized feedback and dynamic learning sessions, you will develop your personalized learning agenda and authentic leadership style. Throughout the year, supported by your learning community and by your coach, you will increase your self-awareness as a leader.

Grow your network

The program is intentionally shaped to bring together a diverse set of participant leaders to consider how we all need to work collaboratively in shaping and shifting our broader system for positive health outcomes. As you learn with and from each other, you will build relationships and a network of support.

Who should attend?

NEAL is designed for people in academic health science contexts who either have formal roles as leaders or who are working to shape and shift our broader system for more inclusive, positive health outcomes.

Application

Applications will open mid-January.

New cohort starts every September/October.

For further details, visit: centreforfacdev.ca/new-evolving-academic-leaders



EDUCATION SCHOLARS PROGRAM

Curriculum Development, Program Evaluation and Leadership for System Change
Highly Applied, Interprofessional Program

Program Description

The Education Scholars Program (ESP) is a highly applied, intermediate level program designed for health professional educators to strengthen their capacity as education scholars.

Participants will work collaboratively to solve common challenges encountered in health professions education. Throughout the 2-year program they will tackle the most pressing issues in:

- curriculum and program development,
- program evaluation, and
- education leadership and system change.

Features

- 5 modules in-person that allow for deep exploration of topics through a variety of reflective, small and large group, case-based teaching and learning formats
- Additional monthly sessions to reinforce, extend and apply core concepts to your own education contexts, with a focus on how to navigate expected and unexpected educational dilemmas
- Highly applied, project-based learning
- Access to individual and collaborative coaching sessions
- Designed to build connection and community within and beyond the program

Who Should Attend

If your work involves curriculum/program development and evaluation and/or you are interested in strengthening your capacity as an education scholar, then ESP is for you.

Registration

Application for the next cohort will open on **January 20, 2025**. Please visit the [ESP Program Page](#) on our website for more information.

Contact

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Mariangela Palumbo, Education Coordinator

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STEPPING STONES

Workshop examples:

Advocacy

- Our Evolving Professional Values: Using Positionality and Relationship to Ensure Inclusive Environments for All
- Supporting Learners Who Witness and Experience Mistreatment

Teaching

- The Art and Science of Giving and Receiving Feedback
- Curriculum Design: Getting Started with Effective Planning

Leadership

- Developing Skills as a Mentor
- Coaching Approaches to Support Clinical Teaching Performance

Scholarship

- Starting Your Education Scholarship Journey
- If, When and How to Use Surveys in Education Scholarship

Stepping Stones is our award-winning foundational program for all health professions educators interested in learning about teaching, scholarship, advocacy, and academic leadership. Stepping Stones is a great way to engage with the programming at the CFD and connect with the community.

Why Stepping Stones?

Build a foundation in faculty development

As our foundational program, Stepping Stones supports learning across all of the intersecting roles and activities that support faculty development. If you are interested in education but not sure where to take your next step, this program allows you to engage with all activities to build your knowledge and skill-set.

Be flexible with your learning

Stepping Stones' flexible, adaptable curriculum features a wide variety of workshop topics, constantly evolving in response to participant needs and environmental shifts. You will be able to create your own curriculum of workshops that best suit your needs. The program can be completed in 1-3 years, offering flexibility in your learning timeline.

Connect with community


As part of Stepping Stones, you will participate in monthly Journal Club sessions. This allows you to have open discussion in a supportive environment from people of different backgrounds. You will be exposed to new perspectives and connect with a community that you can engage with, even outside of this program.

Who should register?

All health professions educators who are interested in learning about core concepts in health professions education.

Registration

Registration for our 2025-2028 cohort opens on March 1st.



TEACHING AND LEARNING IN THE CLINICAL CONTEXT

Adaptive, responsive clinical teaching

Program Description and Goals

The TLC program is a virtual clinical teaching program designed for supervisors/preceptors from all health disciplines.

The goals of the TLC program are for participants to:

- Develop the foundational knowledge and skills needed to teach in the clinical context
- Recognize how to be adaptive clinical teachers, responsive to unique contextual and learner needs

The program includes eLearning modules and facilitated sessions.

[Click here](#) to watch a video showcasing program features.

[Click here](#) for more details about the program including module topics.

Unique Features

- Developed by an interprofessional group of clinicians and education scientists
- Blended virtual curriculum to accommodate the varied, busy schedules of clinical teachers
- Cohort-based model to promote community building and peer learning
- Accessible to local, national and international learners through a virtual format

Program Structure

Unit	Week	Module	Format*
	Week 1	Orientation	Group Session
Unit 1: Preparing for Teaching and Learning	Week 2	Module 1: Who am I as a Clinical Teacher?	eLearning Module
	Week 3	Module 2: The Clinical Learning Environment	eLearning Module
	Week 4	Module 3: Expectations, Needs, Objectives	eLearning Module
	Week 5	Unit 1 Application	Group Session
Unit 2: Facilitating Active Learning	Week 6	Module 4: Educational Approaches	eLearning Module
	Week 7	Module 5: Feedback in the Clinical Setting	eLearning Module
	Week 8	Unit 2 Application	Group Session
Unit 3: Supporting the Learner	Week 9	Module 6: The Learner in Difficulty	eLearning Module
	Week 10	Module 7: Learner Mistreatment	eLearning Module
	Week 11	Unit 3 Application	Group Session
	Week 12	Supporting the Clinical Teacher and Consolidation	Group Session

* Note: All sessions are virtual. eLearning modules are self-paced and self-directed and the facilitated group sessions are scheduled on the specific date and time indicated. Completion of all sessions is required for the program.

Who should register?

Current and/or aspiring clinical teachers from all health disciplines who provide teaching directly to learners in a clinical setting. The program is open to clinical teachers who have an interest in developing or refreshing their clinical teaching knowledge and skills.

Registration open

[Click here](#) for more information or to register.

Contact

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Mariangela Palumbo, Education Coordinator
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