

Developing Faculty for the Future of Health Professions Education

Teresa M. Chan, MD, FRCPC, MHPE, DRCPSC
Office of Continuing Professional Development
Faculty of Health Sciences | McMaster University





@TChanMD



Disclosures





**HEALTH
SCIENCES**

Program for
Faculty
Development

What is a *futurist*?



Adapting	Strategizing around alternatives
Designing	Prototyping towards vision
Visioning	Developing your preferred future
Futuring	Identifying baseline & alternatives
Scanning	Exploring signals & indicators
Framing	Defining & Scoping



4

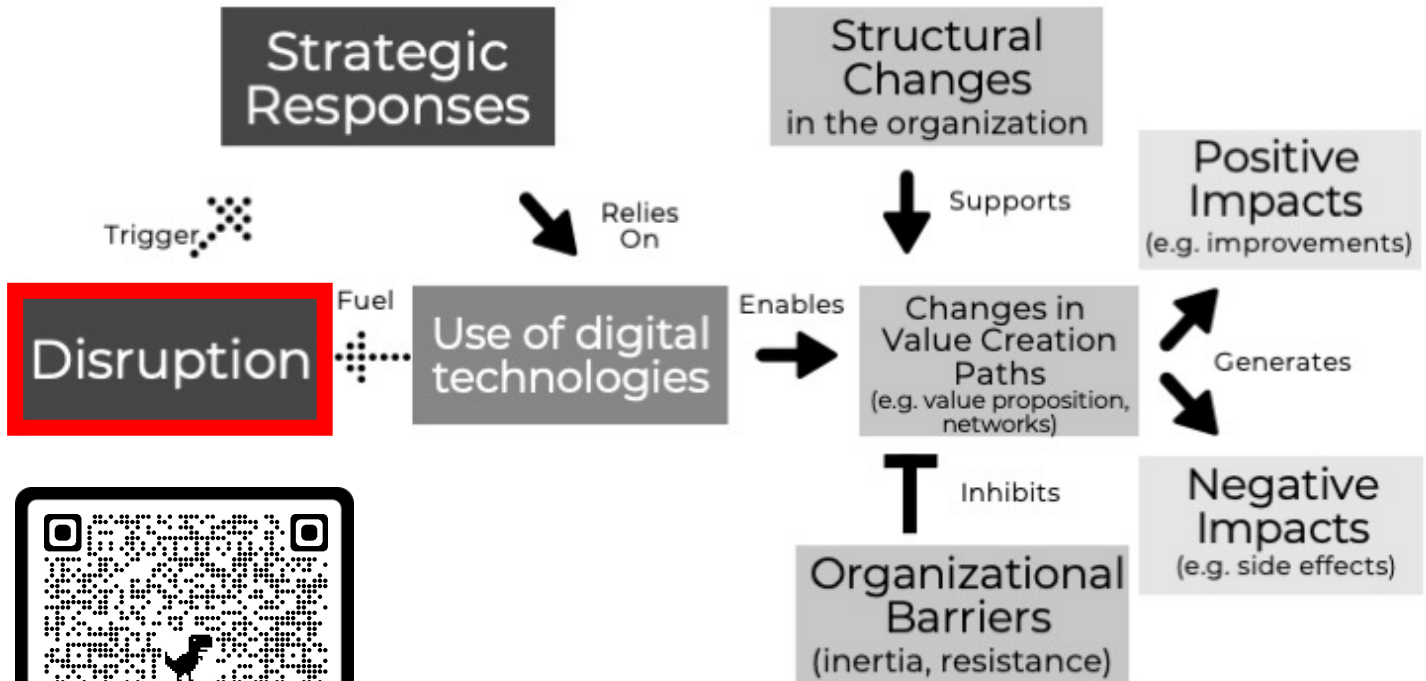
Lessons
learned from
digitally
transforming
#FacDev





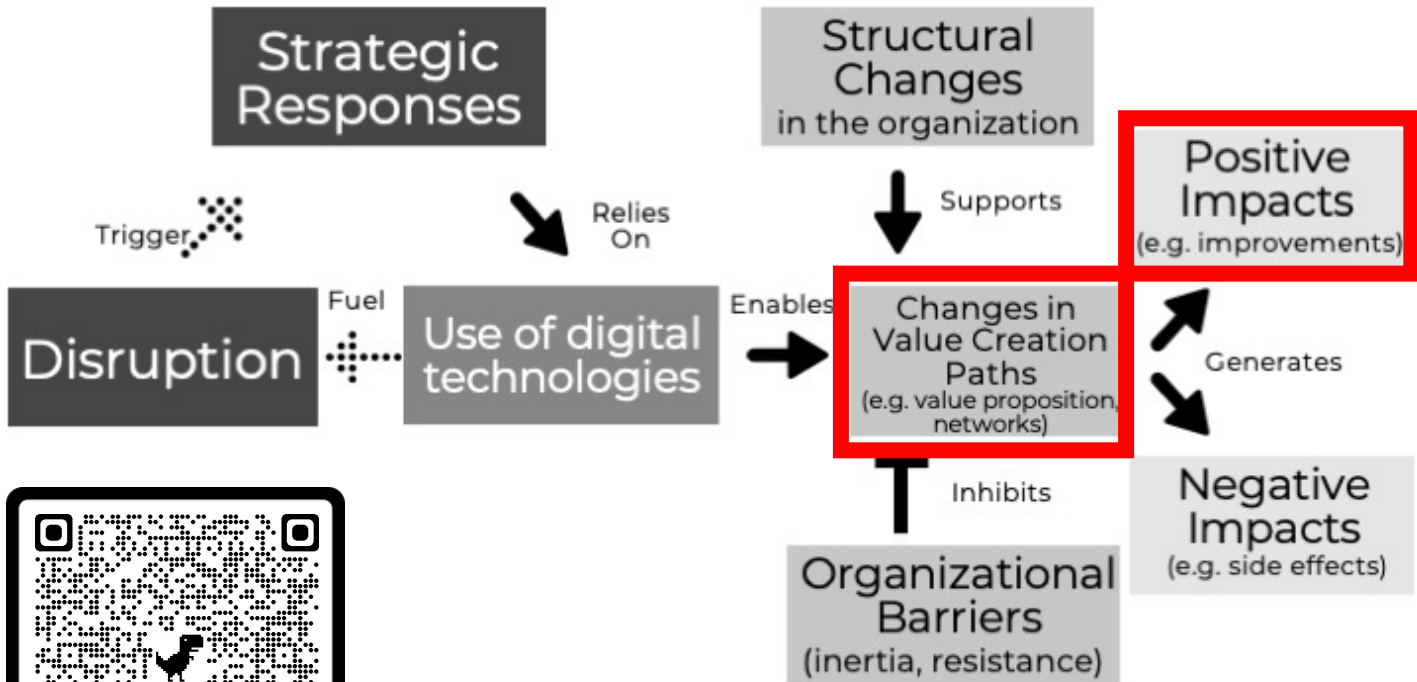
The pandemic

A disruption











The Digital Transformation of #MedEd & #HPE

is achievable and
desirable for many.



Digital Transformation

Prompted by the Pandemic.

Virtual Patient Care

Digital Learning

Digital Teaming



Virtual Patient Care



Christian Lunde



Sincerely Media

Are your faculty ready?

MacPFD Summer Webinars



Look under
"Inspired
Teaching"



Teaching Residents in Virtual
Patient Care (VPC) settings.

*Session #1: Setting the Learning
Environment.*

 Originally Delivered Thurs,
June 25th.


by Drs. JoAnn Corey, Haroon Yousef,
Amie Davis, Usha Parthasarathi, and
Zahra Merali

 [Recorded Webinar](#)



Teaching Residents in Virtual
Patient Care (VPC) settings.

*Session #2: Assessment &
Feedback in VPC Settings*

 Originally aired Thursday,
July 23rd.

by Drs. Dorothy Bakker, Amie Davis,
Heather Bannerman, Ted
Xenodemotropolous, Zena Samaan,
Haroon Yousef, Lisa Colizza

 [Recorded Webinar](#)

Supervising Learners in Virtual Care



A module to help preceptors through the challenges of supervising learners in a virtual care setting.

[PROGRAM](#) [RESOURCES](#) [MEMBERS](#)

Not a member yet? Not a problem.

[Sign Up Now](#)



Family Medicine

Effective Integration of Learners in Virtual Care - A Faculty Primer

This module will walk you through some of the challenges of supervising learners using virtual patient care including:

- obtaining & documenting consent
- technology requirements
- scope of practice
- "webside manner"

MacHealth.ca Module



SCAN ME

Digital Learning

Are you engaging your learners?



IAMSE

Digital Learning

Supporting
Faculty?



MacPFD.ca



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Home ▾

Event calendar

Video Archive

Podcast

Content Pillars ▾

Modalities ▾

More ▾



Program for Faculty Development

Welcome

Want FacDev in your Email?

Read MacPFD Blast

Want FacDev in your Earbuds?

MacPFD Spark Podcast

Thank you for visiting our site. We hope you come and stay a while!

This is the new Program for Faculty Development Teams Website - which will deliver all your new digital content from @MacPFD. This is a dynamic website where we could continue to provide high-quality digital faculty development for our McMaster Faculty of Health Sciences members in this time of uncertainty.

This site houses the content created by our diverse McMaster Faculty of Health Sciences Program for Faculty Development volunteer corps.

Looking for our upcoming events?

Upcoming Events

Looking for our archived webinars?

Video Archive



Screenshot

MacPFD.ca



MacPFD Team Site

[Home](#) ▾

[Event calendar](#)

[Video Archive](#)

[Content Pillars](#) ▾

[More](#) ▾

A large, solid red arrow pointing upwards, positioned centrally over the main title text.

Program for Faculty Development

Welcome


Webinar Events

Live
Synchronous
Engaging
Recorded



Multiple Wins:

*Ways to Make Your
Current Work into
Scholarship and Optimize
Your Productivity*

 Tuesday, June 23rd
from 8:00-9:00pm EDT

 Zoom Virtual Event


Info: [Click here](#)

Registration: [Click here](#)



HSL Digital Workshop:

Getting started with ORCID

 Wednesday, June
24th from
2:00-3:00pm EDT

 Zoom Virtual Event

Info: [Click here](#)



Program for Faculty Development



Welcome



MacPF Video Archive

As you may have noticed, many of our events are being recorded and archived. The following are links to...
The content has been arranged within different categories according to the MacPF...
Inspired Teaching, Leadership & Management, Scholarly Practice, Creativity & Hu...

Over 130
new
digital
offerings

Inspired Teaching



Wong Forum in
Medicine - The



Health Professions
Assessment in a



NORMAN ED
RESEARCH

Wednesday June
9:00 am - 1:30 p

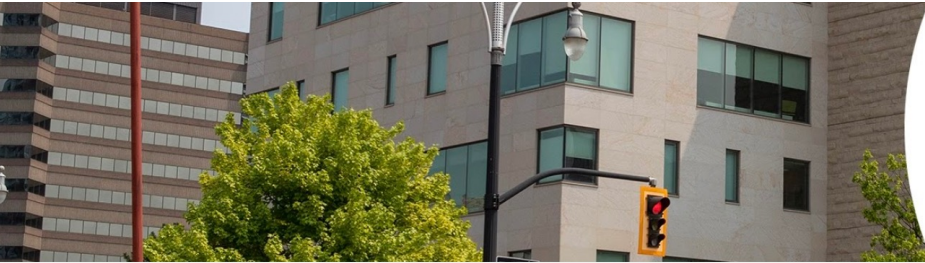
#NERD20 Keynote

Originally aired

80
Recorded
Digital
events

ons

YouTube



McMaster Program for Faculty Development

4 subscribers

CUSTOMIZE CHANNEL

YOUTUBE STUDIO

HOME

VIDEOS

PLAYLISTS

CHANNELS

DISCUSSION

ABOUT



Uploads

▶ PLAY ALL

Social Media 101
Part 3 - Advocating



HEALTH SCIENCES
Program for Faculty Development

Presenter:
Shore Bell

11:54

Social Media 101 - Part 3 - Advocacy & Leadership

Social Media 101
Part 2 - Networking



HEALTH SCIENCES
Program for Faculty Development

Presenter:
Tara Puckham

11:20

Social Media 101 - Part 2 - Social Media & Academic...

Social Media 101
Part 1 - Education



HEALTH SCIENCES
Program for Faculty Development

Presenter:
Teresa Chan

22:26

Social Media 101 - Part 1 - Social media for health...

Online Teaching
201



HEALTH SCIENCES
Program for Faculty Development


Presenters:
Sarah Lal
Rana Bayer
Anna Polina
Teresa Chan

1:08:01

MacPFD - Online Learning 201 - Zoomin' Teaching...

What is ORCID?

- Open Researcher and Collaborator ID:
 - 1) Unique 16-digit number used to identify your research outputs across online systems
 - 2) Online profile where you can keep track of your work (either private or public)



32:32

MacPFD & HSL joint production - Getting Started...

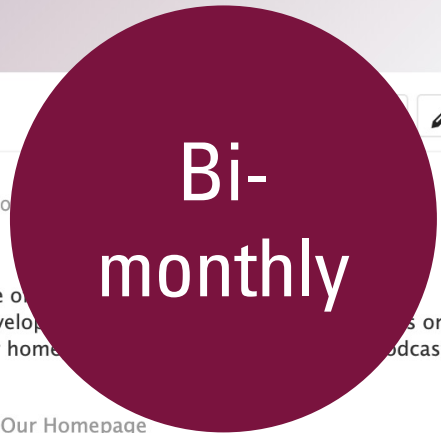


MacPFD Spark Podcast
McMaster Program for Faculty Development
Hamilton, Canada

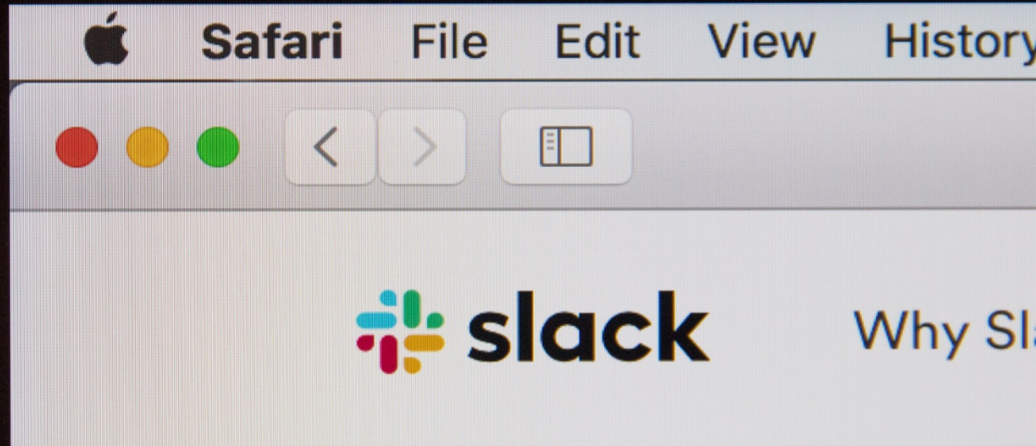
Upload header image

Podcast

All Popular tracks Tracks Albums Playlists Reposts



Digital Teaming



Are you connecting well?

2

Growth orientation

**must be folded into
every aspect of
our organizations.**



ORGANIZATIONAL GROWTH MINDSET

We preach to learners that we must constantly and continually learn, improve & grow.

But we must also do this...

As faculty members

As an organization



Faculty Learning

What's your next
development plan?



I AM

Define C

The
Optimizer
The Planner

groups of
friends
travelling
together

Self
of
Group

Time
Place

Understand RC

2. PROBLEMS / PAINS

Which problem
There could be
eg. existing sold
a good investm

TOO MANY
POINTS F
COMPAR
(FI

Hard
COO
booking
a group.

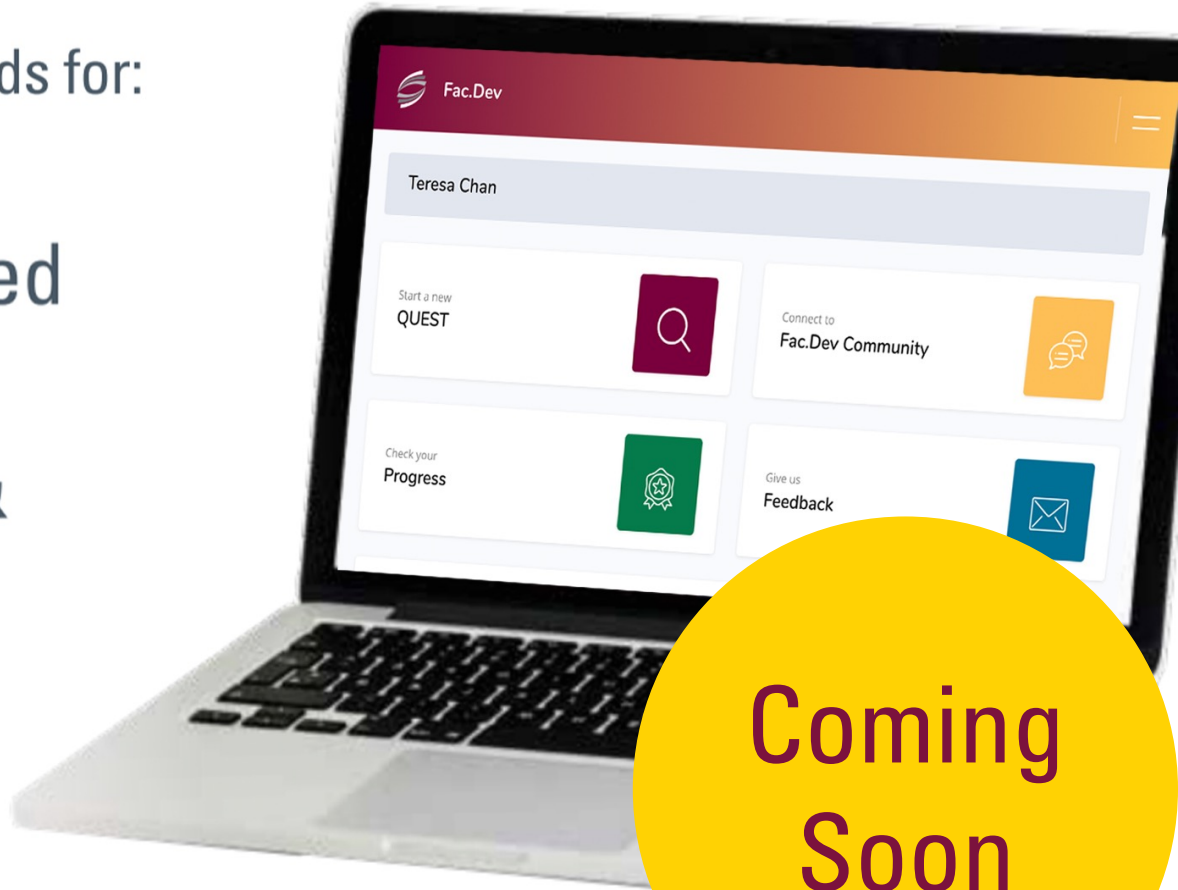
Organizations

Are you Deliberately Developmental?

How does your org learn?

QUEST stands for:

Query-based
Ubiquitous
Educator &
Scholars
Training



**Coming
Soon**

Start your QUEST

Take a journey with us to discover a new world of Faculty Development.

Top Seller


Updated 13/10/20

Macademia Explorer

★★★★★ (1)

 4  5

Orientation

Scroll Down 
to discover more

3

Social Connection & Networks

**are how we interface
with the world**



CONNECTIONS & NETWORKS

COVID-19 has shown us that old models of information exchange and dissemination are no longer the norm.

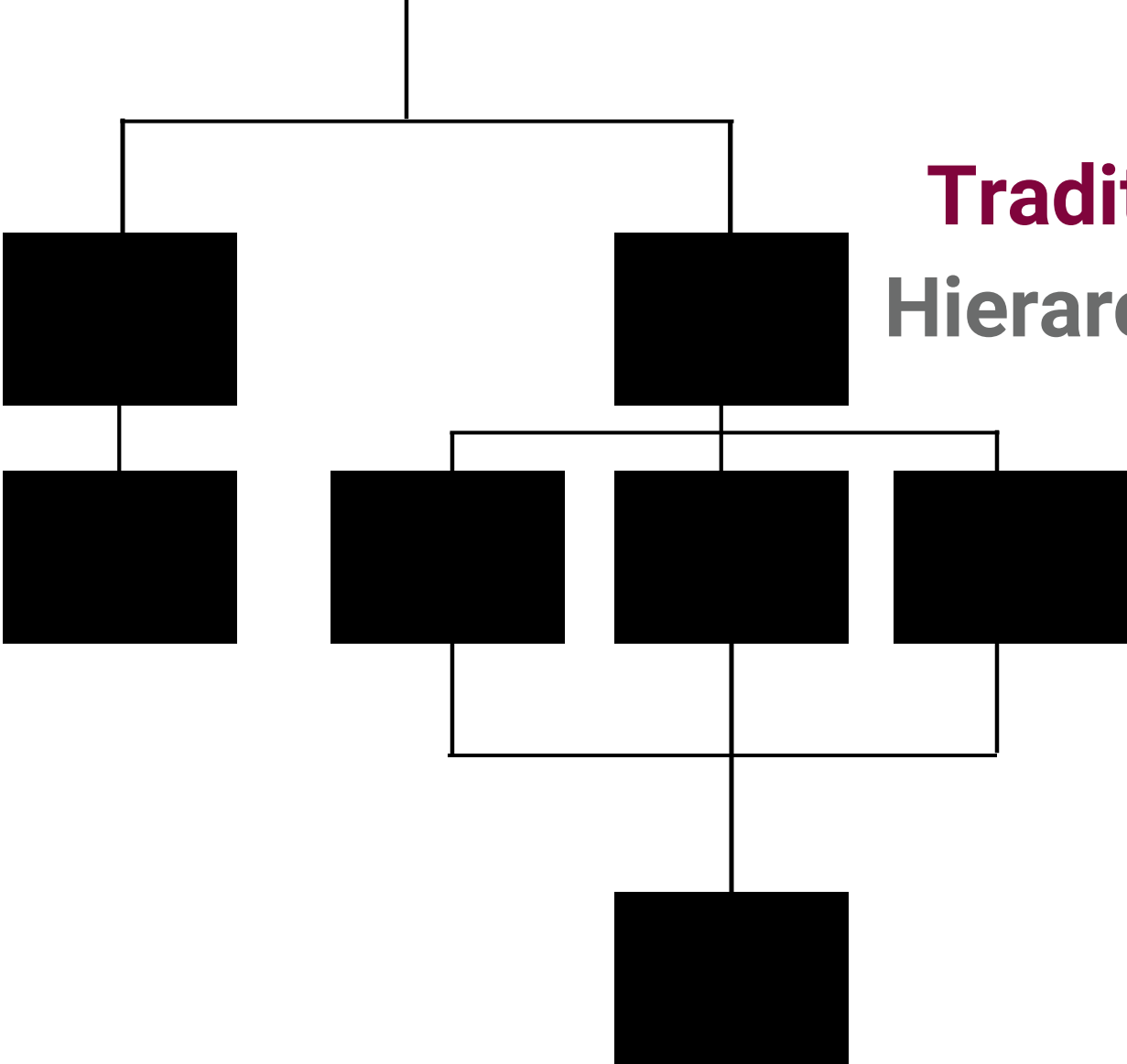
Twitter, Facebook, and even TikTok have entered into prime time as an undeniable facet of our daily lives.

We must consider how we might...

Leverage networks for learning and education
Create networks & communities of practice
Become socially responsible & engaged



Traditional Hierarchical





Going forward
Networked
Non-hierarchical
Open



Digital Community of Practice

McMaster Prog FacDev

Channels

- # 1-start-here
- # 2-curriculum-oversight
- # admin-team
- # advisory-board
- # announcements
- # coaching
- # covid19facdev
- # facdevleads
- # grants
- # humanism-creativity
- # leadership-mgt
- # mindfulnessseries
- # need-help
- # negotiations-101
- # podcast
- # podcast-releases
- # random
- # registration
- # reimaging-utpcertificate
- # rock_the_podium
- # scholarlypractice

Search McMaster Prog FacDev

#need-help ☆ Add a topic

81

Wednesday, July 29th

The Academic G...

Finding your Spark

The Academic Spark

Mac Podcast for Faculty Development (MacPFD still for short)

The Spark

8:05 PM
'Spark' names go nicely with #BrighterWorld branding

Teresa Chan 8:07 PM
I can see the branding being about sparking new inte ideas?

Thread
Nick Hoskin

yesterday at 10:52 AM
I can have the video done by today for sure. As for the audio, I'll see what I can do!

2 replies

Teresa Chan 23 hours ago
oh also i asked Sarrah to re-record her opening of this...
It's in your dropbox folder

Teresa Chan 23 hours ago
i figure if you can splice this in to just before rebecca starts. that'll make for a better video?

Message #need-help

B *I* Aa @

Facilitates Work Between Meetings

"Digital Corridor"

McMaster Prog FacDev

Search McMaster Prog FacDev

#need-help 81

Wednesday, July 29th

The Academic Spark 1

Finding your Spark 3

The Academic Spark 4

Mac Podcast for Faculty Development (MacPFD still for short) 1

The Spark 9

8:05 PM

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1

Message #need-help

🔗 B I 🔒 </> 🔗 ☰ ⋮

Watercooler Convos
Info Sharing
Celebrating Success

COMMUNITY ENGAGEMENT

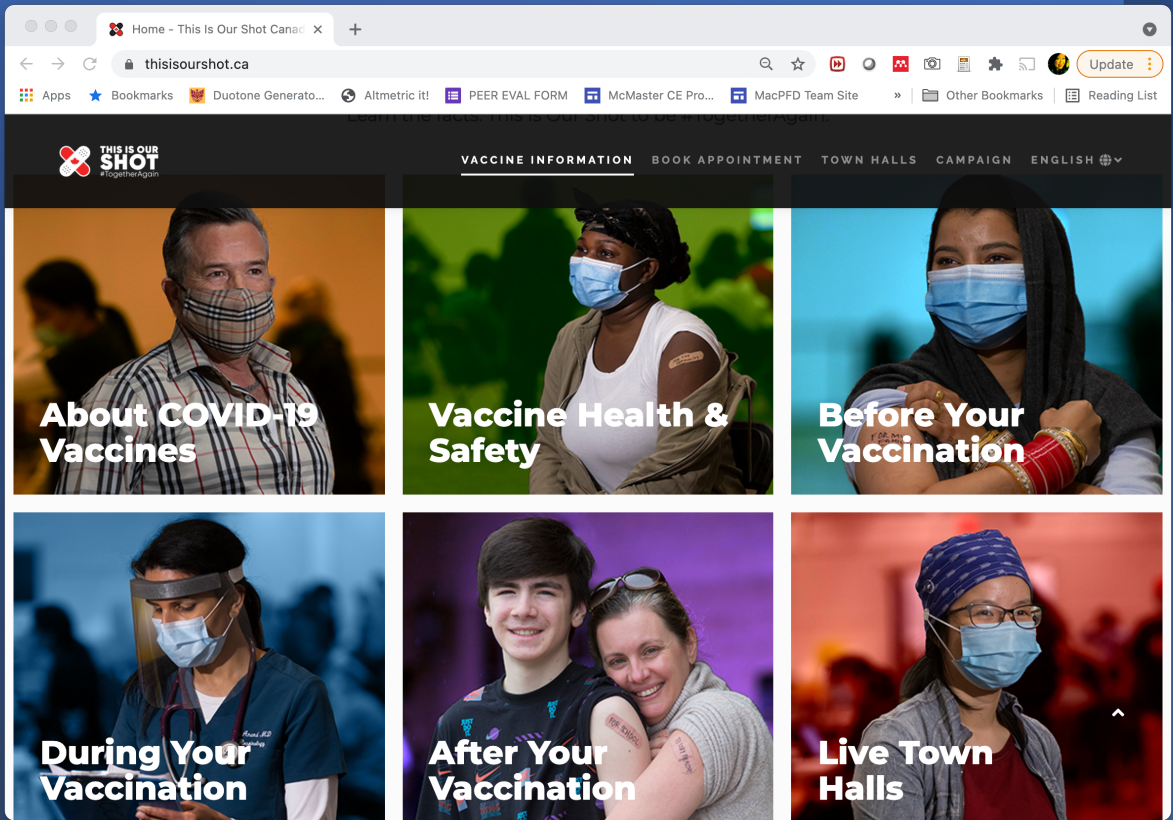
Social missions will be crucial.

But as the world shifts and swirls...
new problems must be considered.

Socioeconomics
Environment

**What is our role as healthcare practitioners
and leaders?**





**THIS IS OUR
SHOT**
#TogetherAgain

WHATSAPP

Local community educators and healthcare providers for the #ThisIsOurShot campaign

Connecting educators across Canada during COVID-19

MedEd Networks of Educators in Africa



TWITTER

Social movements

Advocacy

Connection

#FOAMed

#WomeninMedicine

#ILookLikeASurgeon

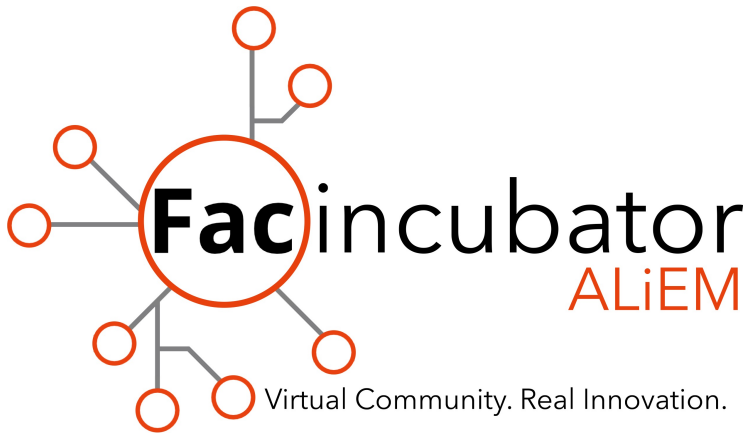
#MeToo

#ThisIsOurShot

#BlackLivesMatter

#ThisIsOurLane

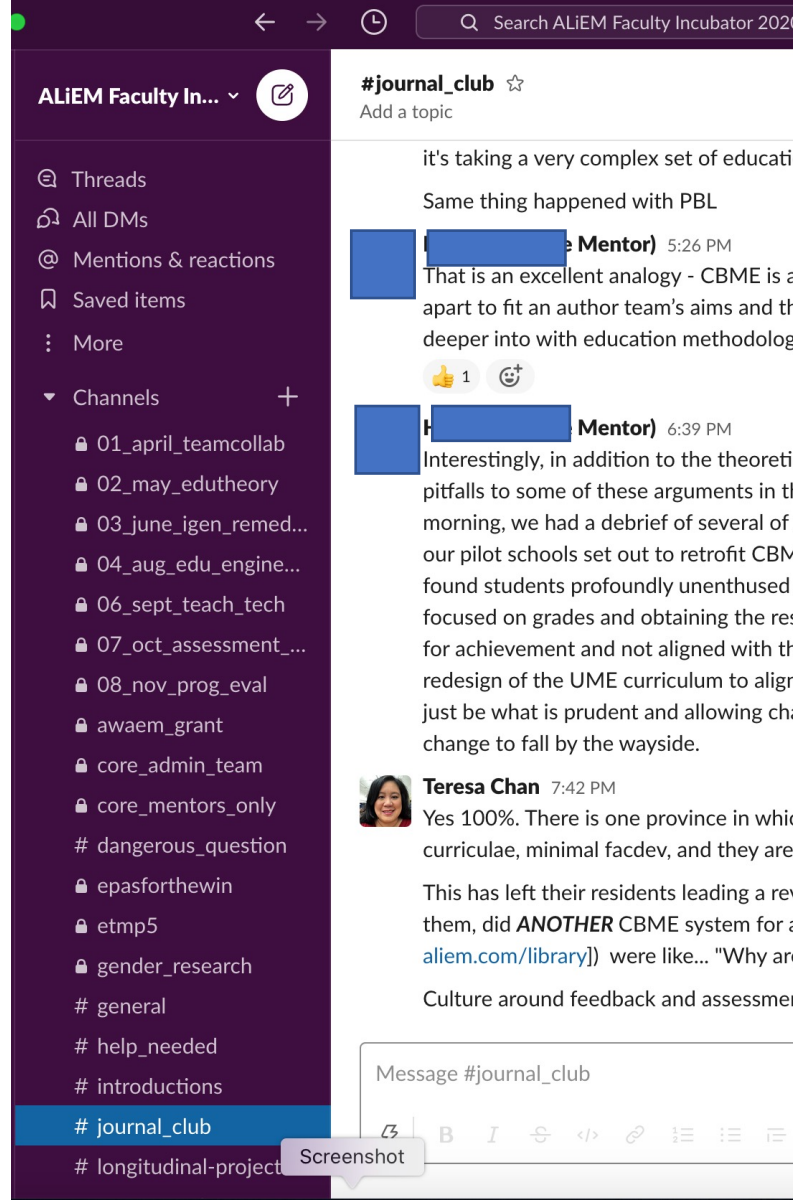




Program
Description
at this QR code



Paper in
Academic Medicine
at this QR code



A background of a complex network of black lines and nodes on a light blue-grey gradient, resembling a web or data network. The lines vary in thickness and density, creating a sense of depth and connectivity.

@MacPFD

Website

Twitter/LinkedIn

YouTube

Soundcloud

Digital Events

All #FOAMed





Isn't #FOAMed just another way to broadcast?





Where was the online PBL?

MEDIC Series | The Case of the Absentee Audience

By [Teresa Chan, MD](#) | July 25th, 2014 | [MEDIC series](#) | [71 Comments](#)

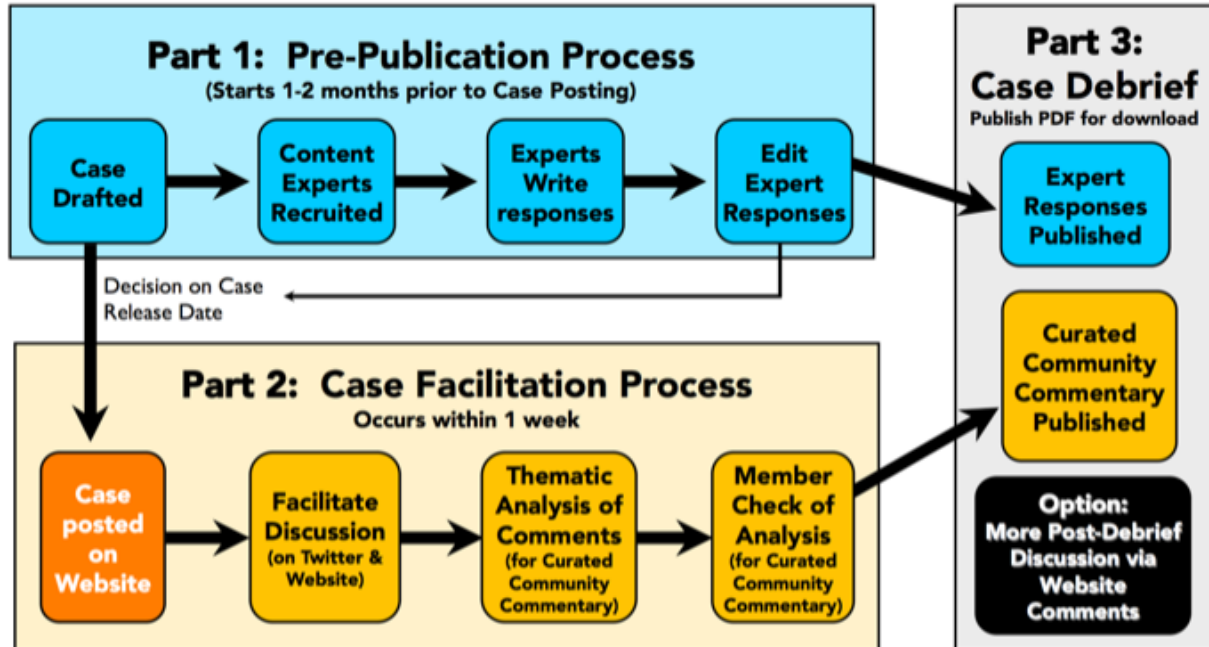


Have you ever been at a lecture where the audience didn't seem in 'sync' with the speaker? Or perhaps as a junior presenter, some of you may have been at a lecture or two that just didn't seem to *work*. This month, we ask you to advise Dr. Xiu, a presenter who is experiencing this exact problem. Come out and discuss the Case of the Absentee Audience.



MEDIC SERIES: THE CONCEPT

Inspired by the [Harvard Business Review Cases](#) and led by Dr. Teresa Chan ([@TChanMD](#)) and Dr. Brent Thoma ([@Brent_Thoma](#)), the **Medical Education In Cases (MEDIC) series** puts difficult medical education cases under a microscope. On the **fourth Friday of the month**, we pose a challenging hypothetical dilemma, moderate a discussion on potential approaches, and recruit

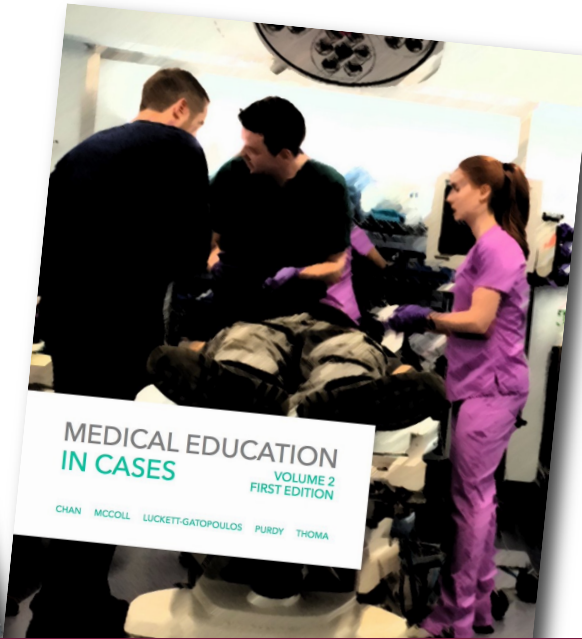




ALiEM is your digital connection to the cooperative world of EM. We strive to reshape medical education and academia in their evolution beyond the traditional classroom.

Season One Cases (2013-2014)

Case	Original Post	Wrap Up Post	PDF link
Case 1.1: The Case of the Difficult Consult	Link	Link	PDF
Case 1.2: The Case of the Facebook Faceplant	Link	Link	PDF
Case 1.3: The Case of the Woman in White	Link	Link	PDF
Case 1.4: The Case of the New Job Negotiations	Link	Link	PDF
Case 1.5: The Case of the Magnificent Mentor	Link	Link	PDF
Case 1.6: The Case of the Terrible Teammate	Link	Link	PDF
Case 1.7: The Case of the Culture Clash	Link	Link	PDF
Case 1.8: The Case of the Not-so-Humorous Humerus	Link	Link	PDF
Case 1.9: The Case of the Unexpected Outcome	Link	Link	PDF



iTunes & ResearchGate



Innovation Report

Creating, Curating, and Sharing Online Faculty Development Resources: The Medical Education in Cases Series Experience

Irene M. Chan, MD, Brent Thoma, MD, MA, and Michelle Lu, MD

Abstract

Problem
It is difficult to engage clinicians in continuing medical education that does not focus on clinical expertise. Evolving online technologies (e.g., massive open online courses [MOOCs]) are disrupting and transforming medical education, but few online nonclinical professional development resources exist.

Approach
In August 2013, the Academic Life in Emergency Medicine Web site launched the Medical Education in Cases (MEiC) series to engage clinicians in an online professional development exercise. Each month, a complex, realistic scenario featuring a

nonclinical medical education dilemma is published with accompanying discussion questions. A weekly discussion is moderated on Twitter and the Web site. This discussion is curated to create a community commentary, which is published alongside preselected expert responses. Case resources are available for download.

Outcomes
The first six MEiC cases (published August 2013–January 2014) emphasized different CanMEDs and/or Accreditation Council on Graduate Medical Education competencies. Median reader engagement metrics (interquartile range 25%–75%) in the first week following publication

were 861 (634–1,114) pageviews, 767 (218–958) unique visitors from 326 (218–405) cities in 45 (32–50) countries, 30 (24–39) comments, 52 (40–56) tweets, 17 (13–20) Facebook Likes, and 5 (3–7) Google Plus +1s.

Next Steps
The MEiC series is proof of concept that online activities can engage clinicians in nonclinical professional development. The early experience suggests the connectivist nature of MEiC allows for crowdsourcing solutions to ill-defined problems via the wisdom of readers. This methodology may also be effective for other nonclinical and medical education topics.

Problem
More than 100 years after Abraham Flexner revolutionized medical education in the United States, another great shift is occurring. Rapidly evolving technologies, such as massive open online courses (MOOCs), are disrupting medical education and distance education and are transforming the way we envision

IM Chan is assistant professor, Division of Emergency Medicine, Department of Medicine, McMaster University, Hamilton, Ontario, Canada.
B. Thoma is an emergency medicine resident, University of California, San Diego, San Diego, CA, and a simulation fellow, Learning Laboratory and Simulation Center, Department of Emergency Medicine, Massachusetts General Hospital, Boston, Massachusetts.

M. Lu is associate professor and endowed chair of medical education, Department of Emergency Medicine, University of California, San Francisco, San Francisco, CA 94116.
Correspondence should be addressed to Irene M. Chan, Hamilton General Hospital, McMaster Clinic, 237 Barton St. E., Room 224, Hamilton, ON, L8N 2Y2, Canada; telephone (905) 521-2100, ext. 76225; e-mail irene.chan@mcmaster.ca.

Accepted: March 2015; 90-00-00.
This article is freely available at <http://dx.doi.org/10.1093/acem/nnt003>
Supplemental digital content for this article is available at <http://dx.doi.org/10.1093/acem/nnt003>.

lecture halls and classrooms.¹ These asynchronous online technologies allow educators to reach and teach thousands of learners without regard to geography or time zones.

There are two different types of MOOC: the xMOOC focuses on the unidirectional transmission of knowledge from teacher to learners and may be a course provided by a company or university (e.g., Coursera, Udacity, edX). Critics of xMOOC often argue that these courses are rebranded forms of lecturing and passive learning. In medical education, the use of video-recorded lectures is similar to these “tag on a stage”-type resources.²

The connectivist MOOC (cMOOC), in contrast, emphasizes connections among participants and the generation of new knowledge. Courses and peer teachers create content on digital platforms to enhance the learning experience for all. The connectivist origins of cMOOCs encourage “crowdsourcing” (i.e., obtaining content or ideas by inviting contributions from large groups of people, often online communities of practice) and active educational

engagement. This makes the cMOOC model well suited to engaging learners in discussions of ill-defined problems that require complex solutions.

It is difficult to engage practicing clinicians in continuing medical education (CME) that does not focus on their clinical expertise. As a result, few online CME resources have been developed to target professional development in areas such as medical education. In this report, we describe our innovative cMOOC-type approach to creating novel online educational resources that engage clinicians in nonclinical professional development focused on medical education.

Approach
Academic Life in Emergency Medicine (ALEM; www.ailem.com) is an open access medical education Web site that was founded in 2009 by one of this report’s authors (ML). ALEM has grown into a multimedia educational site that is part of the expanding Free Open Access Medical Education.³ In 2014, ALEM received over 100,000 pageviews and 76,000 unique visitors per month on average.

And even... Academic Medicine!



ALiEM + ICE = Education Theory Made Practical

www.aliem.com/library

All Open Access Please Enjoy



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***Looking for our
upcoming events?***

[Upcoming Events](#)

***Looking for our
archived webinars?***

[Video Archive](#)



4

Change is required.

**Educators need to be
to be ready to make
and lead change.**



"The only constant in life is change"
- Heraclitus



The image features two shiny, chrome-like metal wrenches lying on a rough, grey concrete surface. One wrench is positioned in the lower-left corner, and the other is in the upper-right corner. The background is a textured concrete wall with some small holes and discoloration.

Quality Improvement

Change Management

Human Factors

+ Great Design

Systems Change

Definitely at home...



Quality Improvement

Change Management

Human Factors

+ Great Design

Systems Change

Increasingly in healthcare...

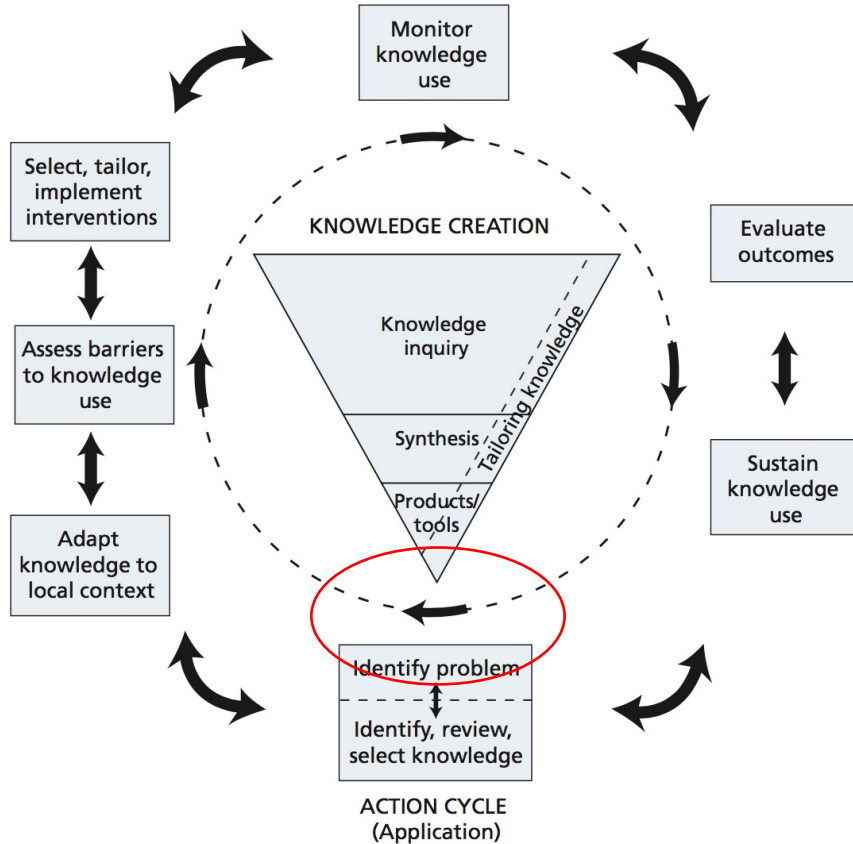




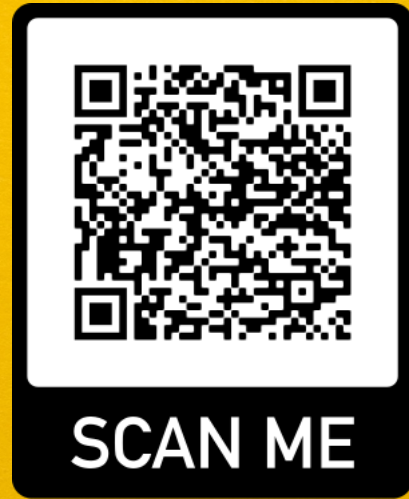
Quality Improvement
Change Management
Human Factors
+ Great Design
Systems Change

What about in Medical Education?
Wait for accreditation vs PDSA →

Knowledge-To-Action Cycle



We must CLOSE the gap



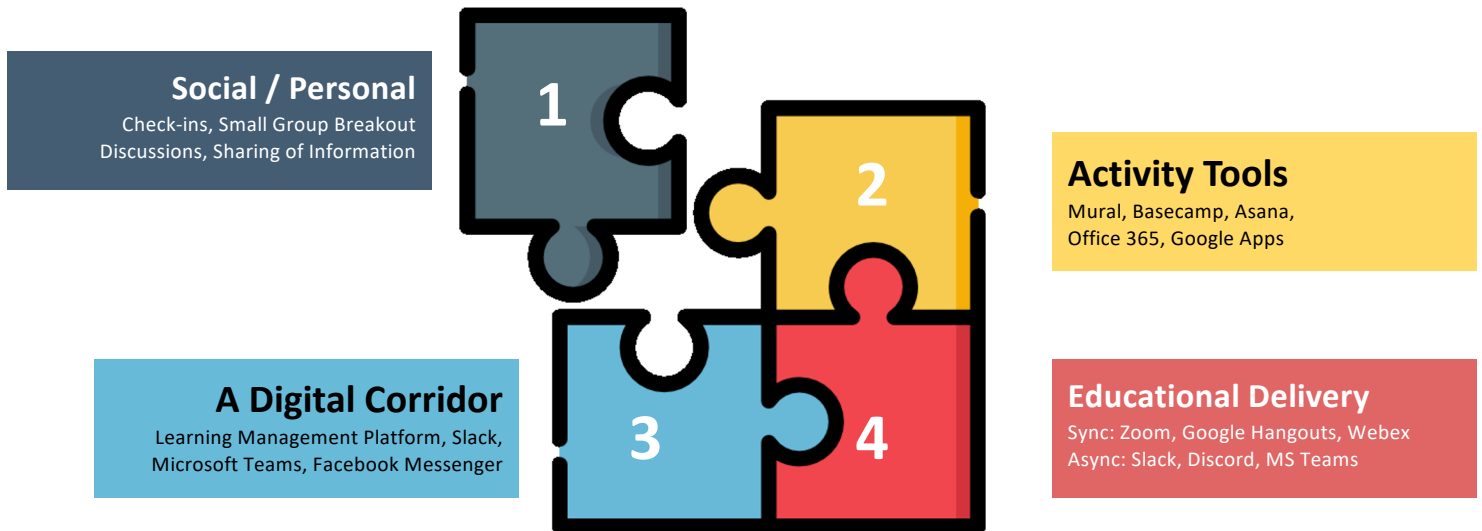
**McMaster
Clinician Educator
AFC Diploma**



3 campuses
~ 40 Active Trainees
Dozens of projects
Improving Education

McMaster
Clinician Educator
AFC Diploma

Social & Personal – Activity – Corridor – Education (SPACE)



How would you design online learning to **maximize engagement** and **enhance long-term learning**?

4

Lessons
learned from
digitally
transforming
#FacDev



1 The Digital Transformation of #MedEd & #HPE is achievable and desirable for many.

2 Growth orientation must be folded into every aspect of our organizations.

3 Social Connection & Networks are how we interface with the world.

4 Change is required. Educators need to be to be ready to make and lead change.





Questions?

Tweet me
@TChanMD

