The Office of Professional Development (OPD), Faculty of Medicine plays a key role in facilitating lifelong learning opportunities for physicians and health professionals in the Province of Newfoundland and Labrador, nationally, and internationally. Since 1968, OPD has been a respected and credible provider of continuing medical education (CME)/continuing professional development (CPD) to the province’s physicians and health workforce. OPD is the only university-based provider of CPD in the province, offering onsite and online programs to provincial, national and international audiences. Other program areas include faculty development, public engagement, and certificates in medical teaching and leadership.

OPD is an accredited provider of university CPD by the Committee on Accreditation of Continuing Medical Education (CACME) of the Association of Faculties of Medicine of Canada (AFMC). CACME accreditation provides a transparent and accountable accreditation process to ensure that OPD exhibits the high standards of performance expected of academic institutions and contributes to the health needs of society. Such designation allows OPD to accredit College of Family Physicians of Canada (CFPC) and Royal College of Physicians and Surgeons of Canada (RCPSC) CPD programs by following accreditation guidelines set forth by the two colleges. The current mission of OPD focuses on supporting the professional development of faculty, physicians, health care providers, and learners, as well as advancing lifelong learning through evidence-informed CPD, scholarly research, and collaboration.

In 2016, the Medical Education Scholarship Centre (MESC) re-located offices and are now co-located with OPD in the professional development office suite next to the School of Nursing. MESC was established in 2009 as a centre of excellence in teaching and learning in the field of medical education. With a mandate to foster research and development in medical education, the centre provides educational support in the areas of student assessment, program evaluation, faculty development, and medical education research. These services are delivered by a team of professional staff with expertise in various aspects of educational scholarship.

Together, OPD and MESC support educational scholarship and development across the medical education continuum. This report is intended to highlight the key activities and accomplishments of OPD and MESC during the period of 2014 to 2017. The summaries presented in the report reflect the key academic, scholarly and professional development support to advance scholarly approaches in medical education, lifelong learning, and professional development across the faculty, nationally and internationally.

I would like to express a sincere thank you and acknowledgment to all staff, faculty and learners who have contributed to the key accomplishments and successes highlighted in this report. Partnerships and collaboration with a variety of disciplines, divisions and units across the Faculty of Medicine, and externally with other key stakeholders has been a key to the accomplishments and successes outlined in this report. I would like to express our thanks and gratitude to all our partners on our joint successes and accomplishments, and look forward to all future collaborations.

Dr. Vernon Curran PhD
Associate Dean of Educational Development
Faculty of Medicine

“Alone we can do so little; together we can do so much” - Helen Keller
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- Live CPD Programs
- Online CPD Programs
- CPD Programming Needs Assessments and Evaluations
- Faculty Development
- Clinical Skills Assessment and Training Program
- Certificate Programs
- Research and Educational Scholarship
- UGME Assessment and Evaluation
- Public Engagement Programs
- Awards
Medical Assistance in Dying (MAiD) in Newfoundland and Labrador

OPD, in partnership with the Eastern Health, offered 2 CPD programs in the area of MAiD. The programs were developed to provide information to over 250 health professionals on the guidelines and steps required to assess a patient that has made a request for medical assisted death. The program also identified resources to assist with ethical decision-making in planning for, and responding to, a medical assisted death request and serves as an example of the social accountability side of CPD.
With a geographically disbursed health professional audience, OPD also develops programs for online delivery. The flagship OPD online learning portal, MDcme.ca, is one of the OPD platforms that provides certified/accredited, asynchronous, self-learning opportunities to physicians and other health professionals, both provincially and nationally. These modules are designed to be completed online at a time and pace suitable to the individual learner, with some programs also available in French.

**Learning at a Distance**

In addition to MDcme, OPD has also partnered with the Mood Disorders Society of Canada, the Arthritis Society, the Association of Registered Nurses of Newfoundland and Labrador (ARNNL), and the Newfoundland and Labrador Council of Health Professionals (NLCHP) to develop custom online learning portals and programs. During the reporting period, OPD has offered over 70 online CPD programs to more than 20,000 registrants across all online learning portals.

**MDcme – Credible, Accessible, Flexible**

*Graphic 2a* displays the number of course registrants via the MDcme portal by profession and *Graphic 2b* displays the registrants by Province.

### 2a. Number of MDcme Registrants by Profession

<table>
<thead>
<tr>
<th>Profession</th>
<th>Registrants</th>
</tr>
</thead>
<tbody>
<tr>
<td>GP/Family Physician</td>
<td>3756</td>
</tr>
<tr>
<td>Specialist</td>
<td>104</td>
</tr>
<tr>
<td>Resident</td>
<td>554</td>
</tr>
<tr>
<td>Other</td>
<td>4297*</td>
</tr>
<tr>
<td>Pharmacist</td>
<td>855</td>
</tr>
<tr>
<td>Psychotherapist</td>
<td>475</td>
</tr>
<tr>
<td>Medical Student</td>
<td>702</td>
</tr>
<tr>
<td>Nurse Practitioner</td>
<td>481</td>
</tr>
<tr>
<td>Nurse</td>
<td>1866</td>
</tr>
<tr>
<td>Librarian</td>
<td>16</td>
</tr>
<tr>
<td>Social Worker</td>
<td>140</td>
</tr>
<tr>
<td>Legal Profession</td>
<td>1690</td>
</tr>
</tbody>
</table>

**Total number of Registrants:** 14936**

*Includes registrants of a public engagement online initiative.

**Not necessarily unique learners**

### 2b. MDcme Registrants by Province

- **Alberta**: 1943
- **British Columbia**: 1892
- **Manitoba**: 4727
- **Ontario**: 705
- **New Brunswick**: 265
- **Newfoundland and Labrador**: 2772
- **Northwest Territories**: 47
- **Nunavut**: 23
- **Nova Scotia**: 624
- **Prince Edward Island**: 58

**Opioid Prescribing for Chronic Non-Cancer Pain**

Prescriptions of opioid pain medications have increased in Canada in recent years, resulting in an increase in the harms associated with opioid use. OPD has undertaken a number of initiatives to help prescribers utilize opioid medications appropriately and safely:

- **In partnership with the College of Physicians and Surgeons of Newfoundland and Labrador**, OPD developed an online learning module titled “Introduction to Safe Prescribing: Opioids, Benzodiazepines and Stimulants”. Successful completion of this module is now mandatory for all new prescribers in the province of Newfoundland and Labrador.
- **OPD developed an online learning module titled “Opioids for Chronic Non-Cancer Pain: Using the Canadian Guideline in Your Practice”** to support the release of the revised 2017 Canadian Guideline for Opioids for Chronic Non-Cancer Pain (in partnership with the guideline authors at the Michael G. DeGroote National Pain Centre, McMaster University).
- **OPD/MDcme is a founding member of the “Pan Canadian Collaborative on Opioid Prescribing”** - a national partnership of 8 organizations formed to address the harms of prescription opioids. Partners include the Canadian Medical Association, College of Family Physicians of Canada, Royal College of Physicians and Surgeons of Canada, Canadian Centre on Substance Use and Addiction, Canadian Medical Protective Association, Federation of Medical Regulatory Authorities of Canada, and McMaster University.
Online CPD Programs - cont’d

Working Together
OPD partners regularly with both provincial and national organizations who have a shared objective to deliver accessible CPD to health professionals. Graphic 2c provides a sample of the many partnerships OPD have established and fostered. Graphic 2d shows examples of online programs.

2c. Partnerships

2d. Examples of Online Programs

<table>
<thead>
<tr>
<th>Post-traumatic Stress Disorder: A Primer for Primary Care Physicians</th>
<th>Mental Health and Wellness in the Legal Profession</th>
<th>La santé mentale et le bien-être chez les membres de la profession juridique</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Children with Learning Disabilities</td>
<td>Identification, Diagnosis and Treatment of Adolescent Depression (Major Depressive Disorder)</td>
<td>IMG Communications Modules</td>
</tr>
<tr>
<td>Getting Clear About Concussion Care</td>
<td>Indigenous Child and Youth Health in Canada</td>
<td>Stroke Learning Series</td>
</tr>
<tr>
<td>School Children with Learning Disabilities</td>
<td>HIV Testing in Primary Care</td>
<td>Writing Prescriptions Module</td>
</tr>
<tr>
<td>School Children with Learning Disabilities</td>
<td>Cultural Awareness</td>
<td>School Children with Learning Disabilities</td>
</tr>
<tr>
<td>School Children with Learning Disabilities</td>
<td>5As of Healthy Pregnancy Weight Gain Framework</td>
<td>Arthritis and the Community Pharmacist - A Primer for the Management of Arthritis</td>
</tr>
<tr>
<td>School Children with Learning Disabilities</td>
<td>Combating Stigma for Physicians and Other Health Professionals</td>
<td>La santé mentale et le bien-être chez les membres de la profession juridique</td>
</tr>
<tr>
<td>Bugs, Drugs and Shots</td>
<td>Social Determinants of Health</td>
<td>Behavorial and Psychological Symptoms of Dementia module</td>
</tr>
<tr>
<td>Bugs, Drugs and Shots</td>
<td>Confronting Unnecessary Care</td>
<td>Pediatric Diabetic Ketoacidosis (DKA)</td>
</tr>
</tbody>
</table>
‘Needs Assessment’ and ‘Evaluation’ are mandatory components of the physician program certification/accreditation process. Needs assessment data supports the educational need for a program within the target audience. Evaluation is an integral part of ensuring that a program met participants’ needs and will support the delivery of future programming.

Satisfaction statistics (2017)*

3a. Live Programs
- Addressed my learning needs: 98.6%
- Relevant to practice: 85.5%
- Well-organized: 94.3%

3b. Online Programs
- Addressed my learning needs: 85.1%
- Relevant to practice: 91.1%
- Ease of navigation: 92.7%

3c. Public Engagement
- Addressed my learning needs: 96.7%
- Relevant to practice: 93.3%

What participants like:
- Practical knowledge.
- Excellent speakers.
- Relevance, diversity, variety of topics.
- Panel discussions.

What participants like:
- Interactive approach with patient scenarios.
- Easy to do at work or home.
- Excellent resources provided that were easy to use.

*Sample evaluation data from 2017 programs

---

28
needs assessments supporting CPD programming
17 provincial
11 national
49
program assessments/evaluations
28 live programs
21 online programs

Blood Transfusion in Newfoundland and Labrador
- Needs assessment to support certification/accreditation of online modules to be developed for NL family physicians and specialists.
- Literature review; environmental scan; focus group; online survey.
- In partnership with the Department of Health and Community Services, Government of Newfoundland.
Engaging faculty in faculty professional development is a key priority for both OPD and MESC. Both units have collaborated extensively on developing faculty development (FD) programs available via live, webinar, online, and one-on-one consultations with our Teaching Consultant. The collaboration between OPD and MESC has also enabled the certification/accreditation of FD programs where, similar to CPD programs, faculty can claim credits from their respective College (CFPC or RCPSC).

Enhancing Teaching Skills

Graphic 4a displays the various types of FD programs and includes the number of offerings and the number of attendees. Graphic 4b summarizes some of the topic areas of programs offered.

4a. FD Program Offerings

<table>
<thead>
<tr>
<th>Type</th>
<th># of Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Webinars</td>
<td>63</td>
</tr>
<tr>
<td>Workshops</td>
<td>730</td>
</tr>
<tr>
<td>Medical Education</td>
<td>87</td>
</tr>
<tr>
<td>Scholarship Forum</td>
<td>340</td>
</tr>
<tr>
<td>Family Medicine</td>
<td>340</td>
</tr>
</tbody>
</table>

Total Participants: 1220*

*Not necessarily unique.

Faculty Development Online Resources

OPD and MESC have developed several teaching resources for faculty. These are available online at https://www.med.mun.ca/opd/facdev/

Teaching Tips are brief, concise summaries that describe useful ideas and practical methods for effective teaching in medical education settings. Medical educators will find these Teaching Tips helpful for answering questions and learning about different approaches and techniques for teaching in medical education.

- Faculty Evaluation at the FoM
- Lecturing 101
- Models of Office-based and Bedside Teaching
- Qualitative Research in Medical Education
- Writing Multiple-Choice Questions 101
- Writing Objectives for Academic Sessions
- Quantitative Research in Medical Education

OPD’s Explainer Videos provide faculty with a concise overview of a topic or concept in medical education. Using animation as the medium, our Explainer Videos focus on presenting concepts in an easy-to-access and engaging format.

- Giving Effective Feedback
- The Microskills Model of Clinical Teaching (One Minute Preceptor)
- How to Complete Clinic Cards
- Entrustable Professional Activities (EPAs)

Medical Education Scholarship Program (MESP)

In 2016/17 OPD and MESC collaborated on an extended and formalized professional development program designed to support faculty in enhancing their skills in planning and undertaking scholarly work in medical education. The program was delivered to a fully subscribed faculty audience and focused on enhancing competencies in educational scholarship. The program was highly successful and feedback from participants was very positive.

“I enjoyed collaborating with professionals from different specialties of medicine.”

“This seminar addressed some important topics that need to be considered in order to collaborate successfully and publish in quality journals.”
Clinical Skills Assessment and Training Program (CSAT) is administered from Western Memorial Regional Hospital in Corner Brook and is responsible for coordinating International Medical Graduate (IMG) training in all 4 RHAs, in collaboration with the College of Physicians and Surgeons of Newfoundland and Labrador. The program was developed to assess the core knowledge, skills, and competencies of physicians in a general practice setting in the Province.

Meeting Individual Needs
Candidates come from all over the world and bring to Newfoundland and Labrador a diverse background culturally and professionally. CSAT provides specific, individualized training, and evaluates the effectiveness of that training through in-training evaluation and in some cases re-assessment. In addition to IMGs, program participants may include current practitioners and physicians who have been out of practice or may require further training and/or continuing education in order to meet licensing requirements.

5a. Assessments per year

<table>
<thead>
<tr>
<th>Period</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 2014-Aug 2015</td>
<td>11</td>
</tr>
<tr>
<td>Sept 2015-Aug 2016</td>
<td>21</td>
</tr>
<tr>
<td>Sept 2016-Aug 2017</td>
<td>18</td>
</tr>
</tbody>
</table>

5b. Weeks of Training Per Year

<table>
<thead>
<tr>
<th>Period</th>
<th>Weeks of Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 2014-Aug 2015</td>
<td>275 (based on 11 Assessments)</td>
</tr>
<tr>
<td>Sept 2015-Aug 2016</td>
<td>450 (based on 19 Assessments as 3 were Re-Assessments with no training weeks)</td>
</tr>
<tr>
<td>Sept 2016-Aug 2017</td>
<td>350 (based on 14 Assessments as 4 were Re-Assessments with no training weeks)</td>
</tr>
</tbody>
</table>

Success in Partners

In 2013, the CSAT Program began partnering with the CFPC, the Medical Council of Canada (MCC), and The Federation of Medical Regulators of Canada (FMRAC) to develop standardization of its Practice Ready Assessment (PRA) Program with those similar across the country. In 2018, successful CSAT candidates will only be required to wait one year before attempting the CCFP exam. If success is achieved on this exam it will allow portability throughout Canada of their practice license. This success was achieved due to the work of CSAT’s Academic Committee, preceptors, examiners, and entry requirements based on MCC exams.
Certificate Programs

OPD supports the development and delivery of certificate programs, meeting the needs of learners who want more in-depth opportunities to explore specific areas. Currently OPD has 2 certificate programs being offered: The Certificate in Medical Teaching and The Physician Management and Leadership Program (PMLP). Coming in 2018, OPD will be offering 2 new certificate programs: the first, in partnership with the Division of Community Health and Humanities, is the Certificate in Local and Global Health Equity and the second, in partnership with the Undergraduate Medical Education office, will be a Leadership in Medicine Certificate offered to undergraduate medical education students.

Certificate in Medical Teaching (MED 6100)
The Certificate in Medical Teaching is designed to accommodate the needs of clinician learners and is delivered via a blended learning model including online learning, asynchronous discussion, and monthly seminars/webinars. The Certificate in Medical Teaching is achieved by successfully completing the MED6100: Teaching & Learning in Medical Education graduate course (3 credit hours).

Graphic 6a presents the participant numbers and breakdown of faculty and residents in the reporting period.

6a. Certificate in Medical Teaching Participants

<table>
<thead>
<tr>
<th>Cohort</th>
<th>EH</th>
<th>CH</th>
<th>WH</th>
<th>LG</th>
<th>FoM</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>11</td>
<td>6</td>
<td>6</td>
<td>3</td>
<td>7</td>
<td></td>
<td>33</td>
</tr>
<tr>
<td>2015-16</td>
<td>15</td>
<td>6</td>
<td>4</td>
<td>0</td>
<td>6</td>
<td>3</td>
<td>34</td>
</tr>
<tr>
<td>2016-17</td>
<td>18</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>31</td>
</tr>
</tbody>
</table>

*Two (2) sections of the Program were offered (local and distance).

Physician Management and Leadership Program
Since 2012, in partnership with Eastern Health and the Faculty of Business Administration (Gardiner Centre), OPD has offered the PMLP to faculty and physician leaders throughout the 4 RHAs. A highly successful and well received program, this one year certificate consists of 10 modules delivered via blended learning modalities. Topic areas include: project and change management, communications, patient safety, and strategic planning.

Graphic 6b displays the participants represented by the RHAs and the FoM.

6b. PMLP Participants

Accredited CPD Provider Innovation Award
In the fall of 2014, the PMLP was awarded the prestigious RCPSC Accredited CPD Provider Innovation Award. This annual award exemplifies how life-long-learning strategies of Fellows and Health Professionals participating in the Maintenance of Certification Program of the RCPSC have been enhanced. Since its inception in 2012, the PMLP has been offered to almost 200 faculty and physician leaders throughout the Province.
Research and educational scholarship across the medical education continuum is essential for advancing the training of students, residents, and physicians and for, ultimately, improving healthcare outcomes in our communities. MESC and OPD have a diversity of expertise and experience in this area and collaborate with students, residents, faculty, and practicing physicians in the areas of research and educational scholarship.

7a. Research Projects

![Bar chart showing research projects across different categories]

- **Undergraduate Medical Education**: 28 projects
- **Postgraduate Medical Education**: 38 projects
- **Faculty Development**: 10 projects
- **Continuing Medical Education**: 37 projects

7b. Topics

**UNDERGRADUATE MEDICAL EDUCATION**
- Entrustable Professional Activities (EPAs)
- Peer Assessment
- Integrated Learning Sessions

**POSTGRADUATE MEDICAL EDUCATION**
- Scenario Development for High Fidelity Simulation
- The Collaborator Role and Formative Assessment
- Competency by Design in Anesthesia

**FACULTY DEVELOPMENT**
- Faculty Evaluations in the Spiral Curriculum
- Peer Observation of Teaching Skills

**CONTINUING MEDICAL EDUCATION**
- Physician Health & Work/Life Balance
- Self-directed Learning in a Digital Age
- Safe Prescribing
- Physician Leadership

**Highlights**

**Entrustable Professional Activities (EPAs) in Undergraduate Medical Education**
- Memorial University was the first in Canada to introduce EPAs into an undergraduate medical education program. This complemented the widespread educational paradigm shift towards competency-based medical education that has been happening at the postgraduate level.

- We evaluated the introduction of EPAs into the clerkship portion (Phase 4) of the undergraduate curriculum. For this project, Dr. Katherine Stringer won the Medical Graduates Society’s Dr. Wallace Ingram Award.

- Results of this research have been presented at national and international conferences.

**A Mixed Methods Study of the Self-Directed Learning (SDL) Habits of Adult Learners in a Digital Age**
- We are exploring how physicians, nurses, pharmacists, and social workers use digital, social and mobile technologies (DSMTs) for SDL and/or for continuing professional education (CPE).

- Scoping review; focus groups; interviews; online survey.

- Funded by the Social Sciences and Humanities Research Council (SSHRC)

- Data collected to-date has been presented provincially, nationally, and internationally.
Research and Educational Scholarship - cont’d

7c. Types of Research Activities

- Curriculum Development
- Instrument Design
- Needs Assessments
- Research
- Program Evaluations
- Surveys
- Data Collection
- Literature Reviews
- Proposal Writing
- Ethics Applications
- Conference Presentations

Medical Education Scholarship Forum

The Medical Education Scholarship Forum is an annual event that brings together students, residents, faculty, and staff who are engaged in medical education research and innovation. The Forum provides an opportunity for the dissemination of research in medical education, participation in interactive workshops, and networking with colleagues. Participants have found the Forum to be an inspiring and community-building event and a highlight of the academic year.

7d. Breakdown of Forum Activities

<table>
<thead>
<tr>
<th>Year</th>
<th>Posters</th>
<th>10-Minute Orals</th>
<th>3-Minute Orals</th>
<th>Workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>31</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>18</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>2015</td>
<td>27</td>
<td>8</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>2017</td>
<td>21</td>
<td>13</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

7e. Dissemination

Conferences: 57

- Oral Presentations: 27
- Poster Presentations: 30

<table>
<thead>
<tr>
<th>Location</th>
<th>Poster</th>
<th>Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honolulu</td>
<td>–</td>
<td>1</td>
</tr>
<tr>
<td>Vancouver</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Winnipeg</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Montreal</td>
<td>–</td>
<td>3</td>
</tr>
<tr>
<td>Quebec City</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>Moncton</td>
<td>–</td>
<td>1</td>
</tr>
<tr>
<td>St. John’s</td>
<td>17</td>
<td>6</td>
</tr>
<tr>
<td>Glasgow</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Helsinki</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>San Diego</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Scottsdale</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Colorado Springs</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>Chicago</td>
<td>–</td>
<td>1</td>
</tr>
<tr>
<td>Toronto</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>Boston</td>
<td>–</td>
<td>1</td>
</tr>
<tr>
<td>Milan</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>Sarasota</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>Cancun</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>Perth</td>
<td>–</td>
<td>1</td>
</tr>
</tbody>
</table>
**Assessment and Evaluation**

Under the direction of the Undergraduate Medical Studies Committee (UGMS), assessment activities are managed by the Student Assessment Sub Committee (SAS) and evaluation activities are managed by the Program Evaluation Sub Committee (PESC).

### 8a. Curriculum map of the four year undergraduate medical education (UGME) program

- **Years 3 and 4**
  - Phase 4
- **Year 2**
  - Phase 3
- **Year 1**
  - Phase 2
  - Phase 1

### 8b. Assessment and Evaluation Methods

<table>
<thead>
<tr>
<th>Segment/Phase</th>
<th>Assessment Methods</th>
<th>Evaluation Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phases 1, 2, 3</td>
<td>• Multiple-choice examinations • Written assignments • Objective Structured Clinical Examinations (OSCEs) • Research project</td>
<td>• Quality Improvement sessions • Faculty evaluations • Course evaluations</td>
</tr>
<tr>
<td>Phase 4 – Year 1</td>
<td>• Multiple-choice examinations • Formative clinic cards • Summative In-Training Assessment Reports (ITARs) • Discipline-specific assessments</td>
<td>• Rotation evaluations • Resident teaching evaluations • Faculty teaching evaluations</td>
</tr>
<tr>
<td>Phase 4 – Year 2</td>
<td>• ITARs • OSCE • Multiple-choice examination • Checklists in simulation laboratory • Research project</td>
<td>• Course evaluations • Rotation evaluations • Faculty teaching evaluations • Phase reviews (all phases)</td>
</tr>
</tbody>
</table>

### 8c. Assessment and Evaluation Reports by Year

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Reports</td>
<td>18</td>
<td>13</td>
<td>18</td>
<td>49</td>
</tr>
<tr>
<td>Evaluation Reports</td>
<td>18</td>
<td>20</td>
<td>25</td>
<td>63</td>
</tr>
</tbody>
</table>

### 8d. Number of faculty and resident teaching evaluations

<table>
<thead>
<tr>
<th>Phase/stage of learning</th>
<th>Number of reports</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phases 1, 2, 3</td>
<td>~700 evaluations in each academic year</td>
<td>After each block of content while the phase is running</td>
</tr>
</tbody>
</table>
| Clinical faculty evaluations- Phase 4 Clerkship and Residents | ~289 full-time faculty  
~1097 part-time faculty | Twice annually in January and July |
| Resident teaching evaluations by Clerks | ~285 resident reports annually | Once annually in February |

**Assessment:** The Faculty of Medicine at Memorial was the first undergraduate medical program in Canada to use EPAs to develop programmatic assessment in a competency-based system in Phase 4/Clerkship.

**Evaluation:** The Faculty of Medicine’s undergraduate medical education program has developed an evaluation system that mirrors the principles of a spiral curriculum.
UGME Assessment and Evaluation – cont’d

Assessment & Evaluation Processes

8e. Course/Rotation Evaluation Process

1. Evaluation instrument method approved by PESC
2. Feedback received from Students
3. Report prepared, approved by PESC Chair and sent to Phase Lead
4. Response to findings prepared by Phase Lead for PESC
5. Response reviewed by PESC and compared to previous offerings

8f. Course/Rotation Assessment Process

1. Assessment plans approved by SAS/UGMS
2. Implementation and oversight of plans
3. Report prepared, approved by SAS Chair and sent to Phase Lead
4. Response to report prepared for SAS by Phase Lead
5. Response reviewed by SAS and compared to previous offerings

8g. Faculty Evaluation Process

01. Evaluation instrument approved by PESC
02. Evaluation released to students
03. Reports prepared and reviewed by appropriate administrative head
04. Reports disseminated to individual faculty members
Public Engagement Programs

Fostering and collaborating on public engagement initiatives is considered a key priority of OPD, the Faculty of Medicine, and Memorial University of Newfoundland. OPD has offered several programs that fall under public engagement, giving the public opportunities to learn from and with members of the health professional community and other health stakeholders.

Learning Together

Over this reporting period, OPD has offered over 58 public engagement programs including our flagship Mini Medical School, the Faculty of Medicine’s Body Works display, and the online learning portal, Lived Experience. Graphic 9a represents the attendees of our public engagement programs; a total of 1821 people have attended.

<table>
<thead>
<tr>
<th>Category</th>
<th>Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Public</td>
<td>1561</td>
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<tr>
<td>Physicians</td>
<td>54</td>
</tr>
<tr>
<td>UGME/PGME Students</td>
<td>69</td>
</tr>
<tr>
<td>Other Health Professionals/Workers</td>
<td>107</td>
</tr>
<tr>
<td>Nurses/Nurse Practitioners</td>
<td>30</td>
</tr>
</tbody>
</table>

Our Fascination with Plastination

Body Works is a free family friendly event opened to the general public and offered in the Atrium of the new Medical Education Centre 1-2 times per year. Over 2000 people have taken the opportunity to see the magnificent collection of anatomical specimens, known as “plastination”, prepared by Dr. Shakti Chandra who is a professor of anatomy at the Faculty of Medicine.

Research Ready – The Lived Experience

People with the lived experience of depression can be invaluable allies in all aspects of research. OPD partnered with The Mood Disorders Society of Canada and The Canadian Depression Research & Intervention Network (CDRIN) to develop a custom online portal that delivered 8 learning modules. The objective of this program was to prepare lived experience participants from the public with the knowledge to actively participate in a research team and communicate effectively with depression researchers and other mental health professionals. Over 170 people participated in each of the 8 modules which covered topic areas around team work, collaborative research, ethics, and publishing.

Mini Medical School

The Mini Medical School began in 2004 in the spirit of building stronger ties with the community by sharing the expertise of our medical faculty. With medicine advancing at a rapid rate and with the increase in access to information via the Internet and various social media platforms, many people are increasingly concerned with maintaining good health. Faculty members volunteer their time to present on areas related to health and medicine. The format for the program allows participants to attend live or via webinar to explore topical medical issues followed by a question and answer session.

Topic areas have included: Smoking Cessation, Healthy Eating, Breastfeeding, Vitamin Supplements, Palliative Care, Marijuana Use, Transgender Medicine, Medical Assisted Death, Adolescent Depression, and many more.
Both OPD and MESC recognize excellence in the areas of CPD and Mentorship through 2 awards presented to members of the teaching community. The Max House Teaching Award for Excellence in Continuing Medical Education/Continuing Professional Development (CME/CPD) recognizes the outstanding contribution of an individual to advancing CME/CPD planning, teaching and/or scholarly research for physicians and health professionals in the Province of Newfoundland and Labrador and beyond. The Meridith Marks Mentorship Award recognizes an individual who excels in the mentorship of those involved in medical education scholarship and innovation.

Max House Teaching Award
Dr. A. Maxwell House was an instrumental figure in the establishment and development of CME programming in the Province of Newfoundland and Labrador. He held a number of leadership positions in CME including: Director, Continuing Medical Education (1968-1977); Assistant Dean, Continuing Medical Education (1978-1981); and Associate Dean, Continuing Medical Education and Clinical Affairs (1981-1984). Through his pioneering work in Telemedicine (distance technologies to support patient consults, continuing education) he brought CME programming to physicians and other health professionals across many rural communities in the Province.

Meridith Marks Mentorship (MMM) Award
This award commemorates the life and work of Dr. Meridith Marks, an alumna of Memorial University of Newfoundland, Faculty of Medicine, Class of ‘87. Dr. Marks was committed to fostering the best in others and throughout her career advocated for medical education innovation and research. The MMM Award is bestowed annually in honour of the important mentorship Dr. Marks provided in her clinical work and in her medical education scholarship. The recipient exemplifies the characteristics of an excellent mentor and as a trusted advisor, the mentor contributes to the mentee’s development by taking on four roles: coach, facilitator, counsellor and networker.

Past Recipients
Max House Teaching Award
2015-2016 – Dr. Susan MacDonald, Associate Professor of Medicine and Family Medicine, Memorial University of Newfoundland, and Medical Director of Palliative Care for Eastern Regional Health Authority.

Meridith Marks Mentorship Award
2015 – Dr. Glenn Regehr, Associate Director, Research, Centre for Health Education Scholarship, University of British Columbia
2016 – Dr. Lorelei Lingard, Founding Director & Senior Scientist, Centre for Education Research & Innovation, University of Western Ontario