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<th>Number</th>
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<th>Faculty Leading the Workshops</th>
<th>Learning Objectives</th>
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| 1      | What are the Required Competencies of an Educator in a CBD World? | Adelle Atkinson (Pediatrics) Alayne Kealy (Anesthesia) | 1. Identify the core competencies for faculty educators and explore the relationship between teaching competencies and medical educator roles.  
2. Reflect on the assessment of competencies in faculty evaluations to ensure ongoing development as an educator. |
| 2      | Leading Academic Professionals               | John Oesch (Rotman)                              | Participants will be able to:  
 1. Separate leadership myths from empirical knowledge about leadership.  
 2. Define terms and characterize relationships between variables in the practical model of leadership.  
 3. Use the model to analyze some case facts and solve a leadership challenge. |
| 3      | Subarctic Survival                            | Jim Rutka (Surgery) Tara Lynn Teshima (Plastic Surgery) | 1. To promote team development by teaching participants about synergy and the behaviours and skills that contribute to effective group problem solving.  
 2. Develop participants’ rational, interpersonal, leadership, and communication skills.  
 Assess the impact of team-building and team assessment. |
| 4      | Running Effective Meetings                   | Glen Bandiera (PGME)                            | 1. Identify and address common mistakes in organizing and chairing meetings.  
 2. Undertake a systematic approach to determining the need for, and planning, a meeting.  
 3. Discuss common challenges in managing the contributions of attendees. |
| 5 | Physician Burnout: Medicine’s “Dirty Secret” No More | Michael Kaufmann  
OMA, Physician Health  
Program and  
Professionals Health Program | 1. Review individual considerations to promote resilience and prevent burnout;  
2. Learn about the systemic factors that influence or mitigate physician burnout;  
3. Become familiar with OMA initiatives and services designed to promote physician wellbeing. |
|---|---|---|---|
| 6 | Schwartz Rounds for Compassionate Care | Darlene Hubley  
(Holland Bloorview  
Kids Rehabilitation  
Hospital)  
Nadine Sunarich  
(Holland Bloorview  
Kids Rehabilitation  
Hospital) | Schwartz Rounds was established in 1997 to provide a forum for health care providers to have interprofessional discussion of the social and emotional issues related to caring for others.  
Explain the membership model and how to engage with the newly formed Schwartz Rounds - Canadian Leadership Collaborative  
reflect on how Schwartz Rounds could enhance compassionate care in your setting. |
| 7 | Diversity in Medicine | Gianni Lorello  
(Anesthesia)  
Nancy Baxter  
(Surgery)  
Nouman Ashraf  
(Rotman) | 1. To understand the gender disparities that exist in Medicine  
2. To understand privilege and power  
3. To understand how to be an ally for any and all socially marginalized individuals |
| 8 | Physician Behaviour in the Professional Environment | David Rouselle (CPSO) | 1. Learn about the processes used by the CPSO to handle complaints  
2. Become familiar with common types of complaints  
3. Learn strategies that MDs have adopted to reduce complaints |
| 9 | **Difficult Patient Conversations** | David Urbach (Surgery) | 1. To list patient characteristics associated with difficult conversations  
2. To analyze videos of difficult patient encounters and describe communication pitfalls  
3. To use effective communication techniques to de-escalate difficult patient encounters |
|---|-----------------------------------|------------------------|------------------------------------------------------------------|
| 10 | **Creative Professional Activity for Academic Promotion** | Annette Vegas (Anesthesia)  
Melanie Barwick (Psychiatry) | 1. Understand and identify the criteria for senior promotion based on CPA  
2. Learn how to build a CPA  
3. Review ways of demonstrating impact for your CPA  
4. Provide practical tips on writing a CPA portfolio |
| 11 | **Writing compelling narratives for award dossiers and reference letters** | Sarah Carson, PhD  
Manager, University Awards & Honours | 1. Recognize and apply keys to impactful structure in research self-narratives and reference letters.  
2. Pitch the tone and language of a research narrative to engage readers and address selection criteria.  
3. Provide effective guidance to encourage strong reference letters from other supporters. |
| 12 | **Best Practice for Prescribing Postoperative Pain Medication** | Hance Clarke (Anesthesia)  
Savtaj Brar (Surgery) | 1. Provide an up to date context to the Canadian Opioid Crisis  
2. Discuss the Perioperative environment as it relates to persistent opioid use / diversion  
3. Present the University of Toronto Best Practice in Surgery (BPIGS) Guideline for the  
4. Prescription of Pain Medication at discharge after Elective Surgery |
| 13 | **Learning from Adverse Events, Near Misses and Errors in the Perioperative Setting** | Josh Gleicher (Anesthesia)  
Eric Monteiro (OLG) | 1. Define safety incidents and adverse events  
2. Review strategies for disclosure of adverse events and errors  
3. Discuss the impact of adverse events on care providers (i.e. the second victim)  
4. Learn how to analyze safety incidents |
| 14 | **Start Up Entrepreneurship** | Paolo Campisi (OLG)  
Vito Forte (OLG) | 1. Discuss the requirements of disclosure and rules of intellectual property  
2. Identify sources of support and partnership within the University environment  
3. Recognize the challenges of commercialization |