



APPENDICES

Living our Professional Values: Essentials for Faculty Development Guide

Appendix 1: Standards of Professional Behaviour

Standards of Professional Behaviour for Medical Clinical Faculty (Faculty of Medicine University of Toronto)

As noted previously, the Standards articulate both desirable and unacceptable behaviours for physicians with Faculty of Medicine appointments. While the Standards are not directly relevant to other faculty members, the document clearly lays out what the Faculty's expectations are for its appointees, together with the processes for addressing alleged breaches of its professional standards. Therefore this content will be highly relevant for all Faculty of Medicine faculty members.

<https://medicine.utoronto.ca/sites/default/files/standardsofprofessionalbehaviourformedicalclinicalfaculty-05132020.pdf>

Appendix 2: Resources for Graduate Student Supervisors

University of Toronto Guidelines for Graduate Student Supervision

This is an excellent resource for clarifying the obligations of both supervisor and supervisee, and identifies resources and supports.

<https://www.sgs.utoronto.ca/resources-supports/supervision-guidelines/>

The following is an interesting resource on promoting a healthier research culture:

<https://www.weforum.org/agenda/2018/09/7-ways-to-promote-better-research-culture/>

The following is a tool to assess leadership in creating psychologically safe environments in your educational workplace:

<https://www.workplacestrategiesformentalhealth.com/psychological-health-and-safety/psychologically-safe-leader-assessment>

Appendix 3: Tips for Effective Online Teaching

Inclusive teaching:

<https://teaching.utoronto.ca/teaching-support/strategies/inclusive-teaching/>.

Setting up and Optimizing the Virtual Learning Environment

Set up your physical environment¹:

- Set up the camera so that your face and upper body are visible and you are looking up towards it
- Direct lighting towards your face, and minimize backlight wherever possible
- Choose an appropriate background (i.e. neutral, tidy, or appropriate virtual background)
- Minimize noise and distractions (i.e. turn off notifications, your phone)

Start by introducing yourself and allowing participants to introduce themselves. Remind participants to communicate in a professional manner throughout the session (e.g. chat conversations (which are not private despite being labelled as such and can be downloaded post session) and recordings)

Set **Expectations**:

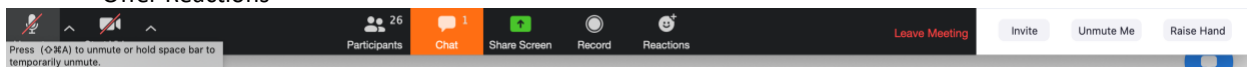
- Mute your mic, but get ready to jump in and participate
- Try to leave your camera on when speaking if comfortable for you
- There might be technological difficulties
- A reminder to adhere to the standards of professionalism set by the FOM

Move between speaker and gallery views (top right):



Orient yourself and the students to Zoom Features that encourage interactivity:

- Press space bar to unmute temporarily
- Raise Hand
- Use the Chat Box
- Offer Reactions



Share your screen on zoom by clicking on “Share Screen”:

- Watch this video for more instructions: <https://www.youtube.com/watch?v=YA6SGQIVmCA>
 - Tip: Ensure you are able to share your screen ahead of time by changing privacy settings to allow for screen recording.

Engage participants early and often¹

- Ask good questions, reward student for building on the points of others, set bounds for questions and discussions, and be enthusiastic!¹

Assign participants to their breakout rooms (as below), after orienting them to the activity. Remind them to take note of their group number and to select one student to report back to the larger group. You have the option in zoom to visit each breakout room to listen to the students.

Using Breakout Rooms in Zoom

1. Click BREAKOUT ROOMS
2. Select the number of rooms you would like to create (2), and how you would like to assign your participants to those rooms (Automatically).
3. Click CREATE ROOMS
4. Click OPEN ALL ROOMS
5. Set a timer or click CLOSE ALL ROOMS when time is up.

Watch this video to see how it works:

- <https://support.zoom.us/hc/en-us/articles/206476313-Managing-breakout-rooms>

Create a psychologically safe environment

- A psychologically safe environment is one where learners feel comfortable asking questions, taking risks, making mistakes, and asking for help. They feel respected, and that their efforts and skills are valued.²
- A supportive and safe environment MUST be created to allow students to feel comfortable participating. Encourage critical thinking while validating student responses, gently correcting misconceptions, and avoiding shaming.

References

1. Schiano, Bill and Espen Anderson. "Teaching with Cases Online." Harvard Business Publishing. May 25, 2017. https://s3.amazonaws.com/he-product-images/docs/Article_Teaching_With_Cases_Online.pdf
2. Edmondson, Amy. Psychological Safety and Learning Behaviour in Work Teams. Administrative Science Quarterly. Vol. 44, No. 2 (Jun., 1999), pp. 350-383. http://web.mit.edu/curhan/www/docs/Articles/15341_Readings/Group_Performance/Edmondson%20Psychological%20safety.pdf

Additional Resources for online teaching:

PIVOT MedEd - Faculty Resources

- <https://sites.google.com/view/pivotmeded/home>

CFD Online Education

<https://www.cfdresources.ca/online-learning-teaching/>

OISE also has some great resources:

- <https://wordpress.oise.utoronto.ca/teachingonline/2020/06/04/centering-equity-in-remote-learning/>
- https://www.oise.utoronto.ca/online/Instructors/Instructor_Resources/index.html

Appendix 4: Tips for Simulations

Beres Joyner & Dr Louise Young (2006) Teaching medical students using role play: Twelve tips for successful role plays, *Medical Teacher*, 28:3, 225-229, DOI: 10.1080/01421590600711252

To link to this article: <https://doi.org/10.1080/01421590600711252>

Yvonne Steinert (1993) Twelve tips for using role-plays in clinical teaching, *Medical Teacher*, 15:4, 283-291, DOI: 10.3109/01421599309006651

To link to this article: <https://doi.org/10.3109/01421599309006651>

[N.B. The University of Toronto's Standardized Patient Program is a great resource for creating simulations. Please note it works on a cost recovery model.](https://spp.utoronto.ca/simulation-services)

<https://spp.utoronto.ca/simulation-services>

Appendix 5: Resources to Prompt Discussion

These resources are a combination of online blogs, videos, popular media and academic articles that can be used to promote discussion in your group. Please contact the authors of the Essentials Guide (see appendix 6 for contact info.) in order to add your own resources so we can share these with our colleagues across the Faculty of Medicine.

Grey literature and popular references

- <https://abimfoundation.org/profile/power-and-professionalism-in-health-care>
- <https://www.mentalhealthcommission.ca/English/what-we-do/workplace/national-standard>
- [https://www.youtube.com/watch?v=9cEWQJ32nqU&feature=youtu.be.\(microaggressions\)](https://www.youtube.com/watch?v=9cEWQJ32nqU&feature=youtu.be.(microaggressions))
- White Academe Do Better
- BikiniMed#. <https://www.nytimes.com/2020/08/02/us/women-doctors-medbikini-professional-gender-bias.html>
- <https://www.kevinmd.com/blog/2020/06/medicine-vs-racism-white-coats-for-black-lives.html>
- <https://www.insightintodiversity.com/reconstructing-the-stem-hierarchy/>
- <http://erc-online.eu/gendertoolkit-etuc/initiative/athena-swan-charter-women-science/>
- <http://www.ihl.org/resources/Pages/Publications/there-can-be-no-quality-without-equity.aspx>
- <https://www.queensu.ca/gazette/stories/talking-about-race-stem>

- <https://rehabinkmag.com/previous-issues/rehabink-summer-2019-volume-1-issue-7/racialization-and-racism-uncovering-the-implicit-in-rehabilitation-sciences-and-research/>
- <https://www.catalyst.org/research/women-in-science-technology-engineering-and-mathematics-stem/>
- <https://www.newyorker.com/news/news-desk/cowboys-and-pit-crews>

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