**WELCOME**

On behalf of the TISLEP Planning Committee, we are pleased to welcome you to the fourth annual Toronto International Summit on Leadership Education for Physicians (TISLEP 2017). TISLEP has become an important international platform for healthcare leaders, educators, patients, learners, faculty and other interested stakeholders to explore and disseminate new insights, innovative ideas and best practices on healthcare leadership education and development. This year, as we explore leadership and social accountability, we are honoured to welcome our keynote speaker Dr. Jean Zigby, President of Canadian Physicians for the Environment who will discuss "Healthcare Advocacy and Leadership: Learning Together Across the Continuum". We would like to thank all of today's speakers, our conference organizer Nadine McHorgh for her patience and expertise, our sponsors: The University of Toronto Faculty of Medicine and Institute of Health Policy, Management and Evaluation, and the Royal College of Physicians and Surgeons of Canada for their generous support over the past few years, and finally, all of you for joining us today. We hope you have a productive and meaningful day.

**Dr. Anne Matlow**  
Co-Chair, TISLEP Organizing Committee

**Dr. Ming-Ka Chan**  
Co-Chair, TISLEP Organizing Committee

**OBJECTIVES**

By the end of the TISLEP meeting, participants will be able to:

1. Discuss educational strategies to enhance social accountability and leadership in healthcare

2. Identify opportunities to teach, learn and enact advocacy and leadership in healthcare

**TARGET AUDIENCE**

- Learners – inclusive of Medical Students, Residents, other Healthcare professional learners and Masters/PhD Candidates
- Clinician Educators
- Physicians and other Healthcare Professionals
- Faculty and/or Administrative staff involved in Leadership Education – within and outside healthcare
- Anyone else interested in leadership education for healthcare professionals
- Patients
## PROGRAMME

**TISLEP 2017:**

**Fostering leaders to meet healthcare's social contract: closing the gap**

**Wednesday October 18, 2017, Quebec City**

<table>
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<tr>
<th>Time</th>
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<tr>
<td>08:00</td>
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| 08:30  | **Welcomes:** Dr. Sal Spadafora, University of Toronto  
Dr. Saleem Razack, Royal College of Physicians and Surgeons of Canada |
| 08:35  | **Opening Remarks:** Introductions and Objectives for the Summit (TISLEP 2017 Co-Chairs)  
Dr. Fiona Moss, Royal Society of Medicine, United Kingdom  
Dr. Geoff Anderson, Institute for Health Policy, Management & Evaluation, University of Toronto |
| 08:45  | Plenary: Dr Jean Zigby, President, Canadian Physicians for the Environment  
"Healthcare Advocacy and Leadership: Learning Together Across the Continuum" |
| 09:45  | **Fostering leaders to meet healthcare's social contract: Closing the gap**  
Breakout Sessions  
1. Leading & advocating for global health - A lever of social accountability for medical schools (Julien Poitras, Jacques Girard)  
2. Leading-edge change techniques for learner and faculty resilience (Chris Trevelyan, Diane Meschino)  
3. Getting our leaders to be socially accountable (Anurag Saxena, Fedde Scheele)  
4. Residency training programmes response to societal need (Glen Bandiera, Maureen Topps)  
5. Learners taking the lead in leadership & social accountability (Justin Hall, Hidy Girgis) |
| 12:30  | Networking Lunch                                                        |
| 13:30  | **Controversies in healthcare leadership education: Breakout Sessions**  
1. Teaching and Assessing Healthcare Leadership and Followership in the Workplace (Ming-Ka Chan, Wade Watson)  
2. Measuring healthcare leadership outcomes (Anne Matlow, Graham Dickson)  
3. Integrating quality and value based care with leadership (Jamiu Busari, Deepak Dath)  
4. Leadership education across the health professions (Sharona Kanofsky, Lara Hazelton)  
5. Leadership education across the continuum (Isser Dubinsky, Jamie Meuser) |
| 15:00  | Refreshment Break                                                       |
| 15:20  | **Innovations:** International experiences in healthcare leadership education  
Podium presentations |
| 16:30  | Healthcare leadership community of practice update: Sanokondu - where are we now? |
| 16:45  | **Closing Remarks:** Synthesis, Next Steps and Feedback  
Dr. Fiona Moss, Royal Society of Medicine  
Dr. Geoff Anderson, Health Policy, Management and Evaluation at the Faculty of Medicine |
| 17:00  | Adjournment                                                             |

All sessions will be conducted in English
Dr. Jean Zigby is a family and palliative care physician with a broad practice base including breastfeeding, perinatal and home care.

He is the co-founder of the not-for-profit business Synergie Santé Environnement, an organization that works with healthcare institutions to improve their environmental impacts in Quebec and is the current president of the Canadian Association of Physicians for the Environment.

He was trained at McGill University and is currently teaching at the Jewish General Hospital and the CLSC Côte-des-Neiges in Montreal. He has practiced in hospital, clinic, rural and home environments for over 17 years.
LEADING & ADVOCATING FOR GLOBAL HEALTH

Global health is often a lever of social accountability and often includes issues around immigrant or refugee health, inner city health and aboriginal health to name a few. In this interactive session, we shall examine various medical school initiatives in leadership and advocacy in the realm of global health and explore the lessons learnt. Participants will be able to work towards a plan for implementation in their local context.

By the end of this session, participants will (be able to):

1. Debate the pros and cons of adding global health initiatives to the portfolio of a medical school;

2. Give examples of leadership initiatives in global health that could contribute to the social accountability of medical schools;

3. Give examples of advocacy initiatives in global health that could contribute to the social accountability of medical schools;

4. Draft a plan for their school using a working grid for implementing leadership and advocacy initiatives in global health along the continuum of training.

Julien Poitras
Associate Dean of Social Responsibility, Laval University

Jacques Girard
Director of Global Health, Faculty of Medicine, Laval University
LEADING-EDGE CHANGE TECHNIQUES FOR LEARNER AND FACULTY RESILIENCE

Resilience contributes to career satisfaction, the academic mission, and quality and safety in patient care; it is based on individual factors, professional relationships, and academic and institutional communities, all of which can be enhanced by both day-to-day and positional leadership. Given the increasing incidence of physician burnout, dissatisfaction, and suicide, numerous programmes have been developed to assist with individual MD resilience, but few focus on improving professional relationships, communications or academic communities. The focus of this workshop is to develop the strategies and skills needed to enhance the resilience of, and lead engaged, inspired, psychologically safe and just academic communities.

Upon completion, session attendees will be able to:

- Appraise the impact of professional resilience and contributing factors
- Implement exercises that can be used to explore issues of health and resilience with faculty, residents and administration
- Determine opportunities and challenges for implementing resilience interventions and education in local settings

Chris Trevelyan  
Resident Wellness, Postgraduate Medical Education, University of Toronto

Diane Meschino  
Department of Psychiatry, University of Toronto
GETTING OUR LEADERS TO BE SOCIALLY ACCOUNTABLE

This session will explore the challenges faced by leaders in being socially accountable and the strategies used by effective socially accountable leaders.

At the end of the breakout session, attendees will be able to:

• Identify what do effective socially accountable leaders do consistently.
• Describe the challenges leaders face in being socially accountable?
• Be conversant with and apply the best strategies for leaders to become socially accountable.

Teaching strategies:
Active learning through small group discussion on each of the learning objectives framed as questions followed by a large group discussion.

Anurag Saxena Postgraduate Medical Education, University of Saskatchewan
Fedde Scheele VU University Medical Center Amsterdam
BREAKOUT A  10:10am - 11:30am

Fostering leaders to meet healthcare’s social contract: closing the gap

LEARNERS TAKING THE LEAD IN LEADERSHIP & SOCIAL ACCOUNTABILITY

In this interactive session, we will review multiple successful learner-led initiatives in leadership and social accountability. Participants will explore enabling factors and barriers to implementation of learner-driven leadership initiatives and challenges of learners and faculty working collaboratively on social accountability initiatives.

By the end of this session, participants will be able to:

- Describe examples of successful learner-led social accountability initiatives
- Discuss enabling factors and barriers to learner-led socially-accountable initiatives
- Identify opportunities to integrate leadership and social accountability into academic programs

Justin Hall  Resident, Emergency Medicine, University of Toronto
Hidy Girgis  Resident, McGill University
RESIDENCY TRAINING PROGRAMMES RESPONSE TO SOCIETAL NEED

Attendees will gain a new lens on designing and executing educational programs; that of social accountability. The leads will outline their perspectives and experiences around designing for social accountability at every step of program operation, from selection to post-graduation and then lead the attendees through small group discussions on each. The goals of the workshop is to produce concrete recommendations to increase the social accountability of postgraduate medical education programs.

At the end of the breakout session, attendees will be able to:

• Identify three strategies to reflect a “design for social accountability” approach
• Outline three potential metrics of social accountability applicable to residency programs
• Explain a process to identify and implement high level goals around social accountability

Glen Bandiera
Associate Director, Post Graduate Medical Education, University of Toronto

Maureen Topps
Senior Associate Dean, Education, University of Calgary
Controversies in healthcare leadership education

TEACHING & ASSESSING HEALTHCARE LEADERSHIP AND FOLLOWERSHIP IN THE WORKPLACE

Healthcare leadership education is gaining importance internationally and many credentialing bodies require physicians to demonstrate leadership skills as a core competency of training and practice. As healthcare training moves towards competency-based education, faculty and learners alike will need to work with tools to enhance teaching and assessment of leadership and followership competencies in the workplace setting. Such tools include observation and feedback as well as use of simulation in the workplace. This interactive workshop will allow participants to engage with different modalities of teaching and assessing healthcare leadership and followership in the workplace. Workshop teaching and learning strategies will include brief didactic lecture, small group discussion with large group debrief, simulated scenarios and sharing of narratives and pearls.

By the end of the session, participants will be able to:

- Discuss uses of observation, feedback & simulation in work-based teaching & assessment of healthcare leadership and followership
- Analyze video examples of workplace observation, feedback & simulation in healthcare leadership and followership
- Practice giving & receiving effective feedback
- Share ideas about how participants might integrate these tools into their own practice

Ming-Ka Chan
Department of Pediatrics & Child Health, University of Manitoba

Wade Watson
Faculty of Medicine, Dalhousie University
Controversies in healthcare leadership education

MEASURING HEALTHCARE LEADERSHIP OUTCOMES

In order to be effective healthcare leaders and change agents, physicians must be competent in the knowledge and skills of leadership. Unfortunately learning leadership in healthcare is not like learning cardiology as few physicians have the knowledge or credentials to teach or mentor in this area, and as a result such expertise is often sought externally. This workshop will address the challenges in measuring the effectiveness of leadership training and the return on investment in this area.

At the end of this session, participants will be able to:

• Design an assessment strategy for learners engaged in leadership
• Develop strategies for measuring leadership activity at the organizational level
• Consider curricular changes in response to leadership outcome measurement

Anne Matlow
Post MD Education, University of Toronto

Graham Dickson
LEADS Global
INTEGRATING QUALITY AND VALUE BASED CARE WITH LEADERSHIP

Value based health care (VBHC) changes health care delivery to a more patient-centric approach where health care is designed around what patients consider valuable to them. It requires a more collaborative, team based strategy that includes patients. For institutions and jurisdictions to adopt VBHC, health care leaders must prepare themselves with the knowledge, skills and attitudes to lead such change.

In this interactive session, we shall examine the concepts of quality and value based health care (VBHC) and reflect upon the way these concepts shape modern day leadership. Participants will work together to identify essential elements that constitute effective VBHC delivery systems, as required the leadership qualities needed to implement these. They shall also investigate for factors that can impede the successful implementation of VBHC.

By the end of this session, participants will (be able to):

- Discuss the concept of quality within the context of VBHC
- Identify leadership qualities needed to successfully implement VBHC
- Detect enablers and barriers to the implementation of VBHC
- Identify strategies to implement VBHC in the context of their own practices

**Jamiu Busari**  
Maastricht University

**Deepak Dath**  
Department of Surgery, McMaster University
LEADERSHIP EDUCATION ACROSS THE HEALTH PROFESSIONS

In this session participants will learn about the varying perspective on leadership education across health professions and interprofessionally. Participants will reflect on how leadership education for physicians aligns or conflicts with leadership in other professions and with the current emphasis on shared leadership in teams.

The session will begin with an interactive presentation focused on the challenges of integrating different approaches to leadership among health professions, and the deeper challenge of aligning individual aspirations to leadership with newer models of collaborative and shared leadership. In the second part of the session participants will work in small groups to brainstorm and begin to develop educational tools for medical trainees to prepare them for their future of shared leadership in healthcare teams.

By the end of this session participants will be able to:

• Appreciate the similarities and differences in approaches to leadership education among several health professions

• Describe the unique features of collaborative leadership education

• Develop educational tools to prepare physicians for shared leadership in healthcare teams

Sharon Kanofsky  
Physician Assistant Program, Faculty of Medicine, University of Toronto

Lara Hazelton  
Department of Psychiatry, Dalhousie University
LEADERSHIP EDUCATION ACROSS THE CONTINUUM

In this interactive session Drs. Meuser and Dubinsky will focus on leadership education across the continuum. We will define “continuum” as education (“formal” or “informal”) that takes place in any or all of undergraduate/postgraduate or continuing medical education.

The specific learning objectives include:

• Present a review of the literature as well as the experience of attendees focussed on:

• The models used to introduce leadership education in both “formal” (courses, curricular models etc.) and “informal” (mentorship, role modelling) models during each phase of one’s professional career in Canada and abroad

• Reviewing both the literature and the experience of attendees pertaining to evaluating the strengths, weaknesses and outcomes of each model of education at the various levels of training

• If possible, arriving at a consensus on the optimal models (didactic, experiential, etc.) and content of education that can or should be employed at each level of training

Isser Dubinsky
Institute of Health Policy, Management & Evaluation,
University of Toronto

Jamie Meuser
DFCM, University of Toronto
PODIUM PRESENTATIONS

1 UTILIZING DEVELOPMENTAL READINESS TO MODIFY LEADERSHIP EDUCATION FOR RESIDENTS

Anurag Saxena, Loni Desanghere
College of Medicine, University of Saskatchewan, Saskatoon, Saskatchewan

2 AN ONLINE LEADERSHIP PROGRAM FOR FACULTY AND RESIDENTS

Lara Hazelton¹, Geoff Williams²
¹ Department of Psychiatry and ²Department of Medicine, Dalhousie University, Halifax, Nova Scotia.

3 INCORPORATION OF RESOURCE STEWARDSHIP INTO THE UNIVERSITY OF MANITOBA UNDERGRADUATE MEDICAL EDUCATION PROGRAM

Youn Tae Chung¹, Andrea Kulyk¹, Ming-Ka Chan¹, Eric Bohm²
¹ Max Rady College of Medicine, University of Manitoba, Winnipeg, Manitoba; ² George & Fay Yee Centre for Healthcare Innovation, Winnipeg, Manitoba

4 HEALTHCARE LEADERSHIP DEVELOPMENT AS A CATALYST FOR HEALTH SYSTEMS IMPROVEMENT: EXPERIENCES OF AN INNOVATIVE HEALTHCARE PROJECT IN A RESOURCE-LIMITED ENVIRONMENT

Tessa A. van Boekholt¹, Ashley J. Duits²,³, Jamiu O. Busari¹,⁴
¹ Department of Pediatrics, Zuyderland Hospital, Heerlen, The Netherlands; ² Institute for Medical Education, University Medical Center Groningen, Groningen, the Netherlands; ³ Department of Medical Education, St. Elisabeth Hospital, Willemstad, Curaçao; ⁴ Maastricht University, Maastricht
PODIUM PRESENTATIONS

5

REVISING PSYCHIATRY RESIDENTS’ CURRICULUM FOR HEALTH ADVOCACY AND LEADERSHIP

Sara Cohen-Fournier, David Benrimoh, Delphine Roussel-Bergeron, Chantal Tessier, Myriam Fournier-Thombs, Leon Tourian
Psychiatry Department, McGill University, Montreal, Quebec.

6

GETTING THE RIGHT TOOLS FOR THE JOB: THE CHIEF RESIDENT LEADERSHIP FORUM

Anne Matlow, Glen Bandiera
PGME, University of Toronto, Toronto, Ontario

7

ENHANCING LEADERSHIP DEVELOPMENT IN GENERAL SURGERY RESIDENTS

Megan Delisle¹, Caleb Leung¹, Mellissa Ward¹, Ming-Ka Chan², Debrah Wirtzfeld¹

¹ Section of General Surgery, and ² Department of Pediatric and Child Health, Max Rady College of Medicine, Rady Faculty of Health Sciences, University of Manitoba, Winnipeg, Manitoba
MODERATORS

FIONA MOSS

Fiona is the Dean at the Royal Society of Medicine and the Academic Lead for the CLAHRC NWL Collaborative Learning and Partnerships Theme. She was a Consultant Respiratory Physician at Central Middlesex Hospital, Director of Clinical Studies for Imperial College London and Consultant in quality improvement for North West Thames Health Authority. Her postgraduate education work included developing “one year in one place” rotations for junior doctors, setting up London’s Specialty Schools and devising the first Darzi Fellowship Programme. She was the founder editor of the BMJ Journal Quality and Safety Care and until recently was the Editor in Chief of the Postgraduate Medical Journal. From 2012-2013 Fiona was Director of Medical and Dental Education Commissioning for London. Fiona was awarded a CBE for services to Medicine in 2006.

GEOFF ANDERSON

Geoff Anderson is Professor of Health Policy, Management and Evaluation at the Faculty of Medicine. His professional interests include clinical effectiveness, health services outcome and evaluation, health services organization and management, knowledge transfer, acute pre-hospital and emergency care, community and home care, and the health care system. His research focuses on reducing health disparities and promoting equity for vulnerable populations, applying measures of access and outcomes at a national level, techniques to improve prescription drug utilization, outcomes of hospital staffing, maternity care guideline implementation demonstration, and improved techniques for analyzing cesarean section rates.
TISLEP CO-CHAIRS

ANNE MATLOW

Anne Matlow is a Professor in the Departments of Medicine and Pediatrics at the University of Toronto. She is currently Faculty Lead, Strategic Initiatives in Postgraduate Medical Education at UofT, and Patient Safety System Educator at the Royal College of Physicians and Surgeons of Canada. She is a founding member of ‘sanokondu’ (an international community of practice dedicated to fostering health professional leadership education worldwide; www.sanokondu.com), and has been co-chair of the Toronto International Summit on Leadership Education for Physicians (TISLEP) Planning Committee (http://tislep.pgme.utoronto.ca/) since the inception of TISLEP in 2014. Academic interests include medical leadership education, professionalism, and medical culture/learning environment.

MING-KA CHAN

Ming-Ka Chan is an Associate Professor and Clinician Educator in the Department of Pediatrics and Child Health at the University of Manitoba in Winnipeg, Canada.

She is currently the Director, Education & Faculty Development, Department of Pediatrics and Child Health; Assistant Director, International Medical Graduate Program, University of Manitoba; Founder and Co-Facilitator, Annual Canadian Pediatric Resident Leadership Conference; Founding member, ‘sanokondu’ (an international community of practice dedicated to fostering health professional leadership education worldwide) www.sanokondu.com; Co-Chair, Toronto International Summit on Leadership Education for Physicians (TISLEP) Planning Committee.  http://tislep.pgme.utoronto.ca

Her academic interests include leadership development in healthcare learners; feedback and assessment; transitions in the education continuum; competency based medical education; and program evaluation.
Fostering leaders to meet healthcare’s social contract: Closing the gap

PRESENTERS

GLEN BANDIERA

Dr. Bandiera currently serves as Chief of Emergency Medicine at St. Michael’s Hospital and Associate Dean, Postgraduate Medical Education at the University of Toronto where he holds the rank of full professor. His academic interests are in faculty development, curriculum design and competency assessment and he has published widely in these areas. Dr. Bandiera’s past positions include chair of the Accreditation Committee of the Royal College of Physicians and Surgeons of Canada where he was responsible for setting and monitoring the standards for over 700 residency programs in 67 specialties across Canada.

JAMIU BUSARI

Jamiu Busari is an associate professor of medical education at Maastricht University, Head of Department and director of the pediatric residency and clerkship programs at Zuyderland Medical Center, Netherlands. He is a Harvard Macy Scholar, executive board member of the Netherlands Association for Medical Education (NVMO) and the chairman of the council for quality assurance and patient safety at Zuyderland Medical Center.

He is currently a member of the International collaboration on competency based medical education (ICBME) and the international clinician educators network (ICEnet). He is a founding member of ‘sanokondu’ (an international community of practice dedicated to fostering health professional leadership education worldwide) www.sanokondu.com; member of the Toronto International Summit on Leadership Education for Physicians (TISLEP) Planning Committee. http://tislep.pgme.utoronto.ca
PRESENTERS

DEEPAK DATH

Dr. Dath is a Hepatobiliary Surgeon Educator at McMaster University. He worked on the CanMEDS 2015 revision to the Leader Role and continues to work towards creating and maintaining an inventory of leadership training modules that can be used internationally through sanokondu.

GRAHAM DICKSON

Graham is Professor Emeritus at Royal Roads University in Canada. Currently he is senior research advisor to the Canadian Society of Physician Leaders; Policy Advisor to the Canadian Health Leadership Network; and member of the LEADS Collaborative, an enterprise established to develop leadership within the health sector in Canada. Graham helped to develop the Master of Arts in Leadership (Health specialisation) for Royal Roads University and was the founding Director of the Centre for Health Leadership and Research. Graham is CEO of the LEADS Change Consulting Group in Victoria, British Columbia and a partner in LEADS Global. Graham has been published extensively and has recently co-edited two special edition journals—Leadership in Health Services—for Emerald publishing on Medical Leadership, the most recent in 2016.
Fostering leaders to meet healthcare’s social contract: Closing the gap

PRESENTERS

ISSER DUBINSKY

Dr. Dubinsky graduated from the University of Toronto with his M.D. in 1975, and obtained his certification in Emergency Medicine in the early 1980s. He served as the Chief of Emergency Medicine at North York General Hospital from 1986 to 1996, and at the University Health Network, from 1996 to 2001. Subsequent to his clinical career he served as an Associate Director of Hay Group Health Care Consulting from 2001 till 2016, after which he was appointed as a Senior Fellow at the University of Toronto’s Institute of Health Policy, Management and Evaluation. He continues to serve as an Associate Professor in the Department of Family Medicine at U of T and is the theme leader for the “Leader” theme in the undergraduate medical curriculum and is heavily involved in the university’s combined MD/Master’s Program in health system leadership and innovation.

HIDY GIRGIS

Hidy Girgis is currently studying medicine at McGill. Hidy is co-president of the McGill Osler society and VP internal on the Government Affairs and Advocacy committee. Prior to moving to Montreal to study medicine, Hidy obtained her Bachelor of Pharmacy at the University of Manitoba and her Doctor of Pharmacy at the University of Toronto.
Jacques Girard began his medical training in the early 1970s at Laval University and graduated as a doctor of medicine in 1976. He became a professor in the Faculty of Medicine at Université Laval, where he worked for 20 years. He served as the Director of the Community Medicine Residency Program for seven years and became an examiner for the same specialty at the Royal College.

Between 2002 and 2005, Dr. Girard’s research helped with the transformation of front-line services and the establishment of the Canadian Coalition for Global Health Research. Dr. Girard is a leading player at both the provincial and international level and has worked for many years, both in clinical and research spheres, to ensure access to health care. Jacques Girard currently serves as the Director of the Global Health program at the University of Laval.

Justin Hall is a third year resident in Emergency Medicine at the University of Toronto. Dr. Hall’s scholarly interests include competency-based medical education, curriculum development, leadership training, resource stewardship, and quality improvement. He serves on the planning committees for the Canadian Conference on Physician Health (CCPH) and the Toronto International Summit on Leadership Education for Physicians (TISLEP), and is the Social Accountability Lead for Resident Doctors of Canada Practice Committee.
Fostering leaders to meet healthcare’s social contract: Closing the gap

PRESENTERS

LARA HAZELTON

Dr. Lara Hazelton is Director of Academic Faculty Development for the Dalhousie Faculty of Medicine in Halifax, NS. Canada. She is an Associate Professor and Director of CPD in the Department of Psychiatry, and practices Community Psychiatry with the Nova Scotia Health Authority.

SHARONA KANOFSKY

Sharona Kanofsky is an Associate Professor, Teaching Stream in the Department of Family & Community Medicine in the Faculty of Medicine at the University of Toronto and serves as the academic coordinator of the BScPA Physician Assistant Professional Degree Program. Sharona is a US-trained, Canadian- and American-Certified Physician Assistant and holds a Master’s degree in healthcare education from the University of Toronto. Her work includes curriculum and faculty development, and teaching courses in the PA Program on topics such as communication skills, professionalism, and medical ethics.
DIANE DE CAMPS MESCHINO

Diane de Camps Meschino is an Assistant Professor in the Department of Psychiatry University of Toronto. She is currently the Co-chair of the Leadership CBME Curriculum (Department of Psychiatry, UofT); Founder and past Head of the Reproductive Mental Health Programme (WCH); Founder of an Intergenerational Trauma Intervention for new mothers; Faculty Development Committee (Psychiatry UofT), Psychotherapy CBME Curriculum committee (Psychiatry UofT); Community of Practice Medical Professionalism (UoT); Founding Member ‘sanokondu’ (an international community of practice dedicated to fostering health professional leadership education worldwide) www.sanokondu.com; Working Groups cochair TISLEP  http://tislep.pgme.utoronto.ca.

Her academic interests include leadership education, medical professionalism and resilience, developing health systems programmes and solutions and Adverse Childhood Experience (ACE).

JAMIE MEUSER

Jamie Meuser is a family physician with a practice in home palliative care in Toronto. He was the Executive Director of Professional Development and Practice Support for the College of Family Physicians of Canada from 2011 to 2017. Prior to assuming this role, Dr. Meuser was Director of Professional Development at the University of Toronto Department of Family and Community Medicine, and Medical Advisor to the Toronto Central Community Care Access Centre. From 1995 to 2003, he was Chief of the Department of Family Practice at Toronto East General Hospital, and practiced comprehensive family medicine in east Toronto for over two decades. Dr. Meuser holds the academic rank of Associate Professor at the Faculty of Medicine, University of Toronto.
Fostering leaders to meet healthcare’s social contract: Closing the gap

PRESENTERS

JULIEN POITRAS

Julien Poitras is an emergency and hyperbaric physician at the Centre hospitalier affilié de Lévis du CISSS Chaudière-Appalaches. He is Vice-Dean to social accountability at the Faculty of medicine of Université Laval and a member of the board of the CCISD (Centre for International Cooperation in Health and Development) in Québec. One of his academic interests lies in citizen mobilisation and participation to the governance of health sciences schools.

SALEEM RAZACK

Saleem Razack is a pediatric intensivist and professor of pediatrics at McGill University and an MD graduate of the University of Toronto (1990). He is the director of McGill’s Social Accountability and Community Engagement Office and a member of the Centre for Medical Education, with research interests in equity, diversity and social justice in medical education. He is a CanMeds educator at the Royal College of Physicians and Surgeons of Canada.
PRESENTERS

ANURAG SAXENA

Anurag Saxena is the Associate Dean, Postgraduate Medical Education at the University of Saskatchewan and in this role is responsible for the oversight of all residency training programs in Saskatchewan. He is Professor of Pathology and a practicing pathologist in Saskatoon Health Region. Dr. Saxena completed his M.Ed. from the University of Saskatchewan and MBA from the University of Wales. He has leadership certification from the Canadian College of Health Leaders and the Canadian Society of Physician Executives.

A recipient of the Master Teacher Award of the University of Saskatchewan, he is passionate about teaching and is involved in undergraduate and postgraduate teaching and external teaching through workshops on various aspects leadership and change. His current research interest is in leadership in medical education and health services and in the medical education systems. One of his current projects is on assessment and changes to the learning environment in medical education.

FEDDE SCHEELE

Fedde Scheele is a gynecologist and certified trainer for clinical education in the OLVG teaching hospital and was recently appointed as Dean. He is a professor at VU University of Amsterdam, NL, VU School of Medical Sciences and the Athena Institute for Transdisciplinary Research (Health Systems Innovation and Education).

His scholarship and research is on societal accountability of medical education programs, post graduate training as well as curriculum design, implementation and evaluation.
Salvatore (Sal) Spadafora is the Vice Dean, Post MD Education [Postgraduate Medical Education (PGME) & Continuing Professional Development (CPD)] at the University of Toronto, a Professor in the Department of Anesthesia at the University of Toronto and an anesthesiologist at Mt. Sinai Hospital, in Toronto. He previously served as Vice Dean PGME at the University of Toronto and Associate Dean, PGME at the Schulich School of Medicine and Dentistry at the University of Western Ontario.

Dr. Spadafora has advocated effectively and tirelessly for medical education to benefit Canadian patient populations with respect to fiscal and human resources, education methodology and technology, and the social mission of medical education including developing strategies to integrate education in urban and small community sites. He has developed models of inter-professional education and assessment and integration of international medical graduates provincially.
MAUREEN TOPPS

Dr Maureen Topps is presently the Senior Associate Dean Education at the Cumming School of Medicine (CSM), University of Calgary. She was appointed to this role in 2017 and is responsible for the medical education continuum from undergraduate to continuing education, the non-medical undergraduate and graduate programs of the CSM, the Office of Health and Medical Education Scholarship and the Advanced Technical Simulation Skills Laboratory. As an educator Dr Topps has a major interest in leadership development, in program accreditation, and in the social accountability activities of medical schools. She has developed and presented on leadership topics; served on the Accreditation Committee of the Royal College as a member and vice-chair; participated in program and institutional reviews in Canada and internationally; and is presently Vice Chair of the International Program Review Committee. She works with the Medical Council of Canada as Chair of the National Assessment Central Coordinating Committee, and is a member of the Postgraduate Medical Education Committee of the College of Family Physicians of Canada.

CHRIS TREVELYAN

Chris Trevelyan, MSW works as a clinical and educational consultant at the Office of Resident Wellness, Postgraduate Medical Education, University of Toronto. In this role, Chris offers counselling/psychotherapy to medical residents and fellows. He also develops and delivers educational programming, and conducts research, related to the non-biomedical physician competencies, particularly with respect to their contribution to medical trainee/physician wellness.
PRESENTERS

WADE WATSON

Wade Watson is a Professor of Pediatrics, Dalhousie University and Head, Division of Allergy, IWK Health Centre in Halifax, Canada, Co-Facilitator of the Annual Canadian Pediatric Resident Leadership Conference and a member of ‘sanokondu’ (an international community of practice dedicated to fostering health professional leadership education worldwide) www.sanokondu.com.

His past leadership positions have included Assistant and Associate Dean, Postgraduate Medical Education, Faculty of Medicine, University of Manitoba and Associate Head, Department of Pediatrics, Dalhousie University.

His academic interests include leadership development in learners and faculty development.
SPECIAL THANKS

TISLEP ORGANIZING COMMITTEE

Dr. Anne Matlow  Co-Chair, Organizing Committee;  
Faculty Lead, Strategic Initiatives, Post MD Education,  
University of Toronto  
anne.matlow@utoronto.ca

Dr. Ming-Ka Chan  Co-Chair, Organizing Committee;  
Associate Professor, Department of Pediatrics & Child Health,  
University of Manitoba  
Ming-Ka.Chan@umanitoba.ca

Dr. Fiona Moss  Member; Dean, Royal Society of Medicine, United Kingdom  
fiona.moss972@btinternet.com

Dr. Isser Dubinsky  Member; Program Director, UME – LEAD, Institute of Health Policy,  
Management & Evaluation, University of Toronto  
isser.dubinsky@utoronto.ca

Dr. Justin Hall  Member; Resident, Emergency Medicine, University of Toronto  
justin.hall@mail.utoronto.ca

Dr. David Benrimoh  Member; Resident, Psychiatry, McGill University  
david.benrimoh@mail.mcgill.ca

Dr. Anurag Saxena  Member; Associate Dean, Postgraduate Medical Education,  
University of Saskatchewan  
anurag.saxena@usask.ca

Dr. Lara Hazelton  Member; Associate Professor, Department of Psychiatry,  
Dalhousie University  
Lara.Hazelton@nshealth.ca

Dr. Jamiu Busari  Member; Associate Professor, Maastricht University  
jamiu.busari@maastrichtuniversity.nl

Dr. Deepak Dath  Member; Professor, Department of Surgery, McMaster University  
dathd@mcmaster.ca

Nadine McHorgh  Project Manager; Event and Project Planner, Post MD Education,  
University of Toronto  
nadine.mchorgh@utoronto.ca
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We acknowledge that TISLEP is taking place on the territory of the Huron-Wendat Nation who used to live and still live on this land.