



# The Office of Health Sciences Education invites you to the 2017-2018 Faculty of Health Sciences Journal Club



**8:00 – 9:00 a.m.**  
**Thursday December 14, 2017**  
**Botterell Hall, Room 217 Conference Room**

## **Objectives of the Health Sciences Education Journal Club:**

- 1) To learn and practice critical appraisal skills with respect to health science education literature
- 2) To use evidence based literature to guide our educational practice
- 3) To keep up to date on current and relevant literature in health sciences education
- 4) To stimulate an educational discussion for those engaged in health sciences education
- 5) To provide an enriched social and learning environment for faculty engaged in health sciences education

**Learning Outcome:** At the end of this Journal Club, participants will be able to effectively integrate an evidence-based educational principle practice into their current and/or future educational endeavours

**Topic:** Leadership development in post-graduate medical education: effective methods of learning

**Facilitator:** Colleen Grady, Department of Family Medicine, Queen's University

### **Readings:**

Donnelly, E.F. (2015). A leadership development curriculum for radiology residents. *J Grad Med Educ*, 7(2), 296-297

Gilfoyle, E., Gottesman, R., Razack, S (2007). Development of a leadership skills workshop in pediatric advanced resuscitation. *Med Teach*. 29(9) e276-83

Levine, S., Chao, S., Brett, B., Jackson, A.H., Burrows, A.B., Goldman, L.N., Caruso, L.B. (2008). Chief resident immersion training in the care of older adults: an innovative interspecialty education and leadership intervention. *J Am Geriatr Soc.*, 56 (6): 1140-5

### **Suggested Approach**

A recent literature search revealed that, while leadership development in postgraduate medical education is viewed as valuable, there is wide variation in how leadership skills are being taught. Different methods of learning provide different experiences that we take away and use to some degree or another and no one learning method is best. Some programs include longitudinal resident projects (Levine et al) which allows for the development of numerous skills. Simulation is also viewed as a valuable teaching method as we see in Gilfoyle et al. Still another learning method, mentoring, is used by other programs which gives residents first-hand experience with an identified leader (Donnelly et al). The discussion will be around what value is derived by each method and when most suitable.

### **Guided Questions:**

1. Which of the three leadership development skills training methods has most value and why?
2. If Queen's used each of these three teaching methods what would ensure that they are delivered for most effective results?
3. What additional method of learning would you suggest is best for development of leadership skills in medical education?

**Upcoming Journal Club Dates:**  
January 18 \* February 9 \* March 12 \* April 10 \* May 11

For more information, please visit our website at:  
<http://healthsci.queensu.ca/faculty-staff/office-health-sciences-education-ohse/programs/journal-club-2017-2018>