

# Teaching Dossier

Appendices included in submission  
but removed for posting:  
- Teaching evaluations  
- Letters of recognition

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## **I Executive Summary**

For as far back as I can remember, a joy of learning, teaching and mentorship have been woven through my aspirations and career decisions. In medicine I have held many roles including lecturer, supervisor, educator, training program director and I am currently the Head of the Department of Critical Care Medicine at Queen's University. This summary provides a brief overview of my career path to date.

I received my BSc. (Hons) degree in Life Sciences from Queen's University in 1999. I then went on to graduate studies in the Department of Pharmacology and Toxicology at Queen's University. I defended my Masters thesis entitled "Interactions Between the Sympathetic Nervous System and Endothelial Factors in Short Term Regulation of the Circulation" in 2001, under the supervision of Dr. M. A. Adams.

From 2001-2005 I attended medical school at the University of Toronto to complete my Doctor of Medicine. I continued postgraduate training at the University of Toronto in General Internal Medicine from 2005-2009. In the final year of my Internal Medicine (IM) training (2008-2009) I served as the Lead Medical Resident for the University Health Network and Mount Sinai Hospital in the Department of Medicine. This was an additional year of training that was dedicated to medical education and development of leadership skills. It focused on teaching medical students and residents through didactic teaching, as well as in a supervisory clinical role. In 2009 I received my Royal College Certification in General Internal Medicine.

After completing my internal medicine residency in 2009, I went on to a subspecialty training program in Critical Care Medicine at Stanford University. This was a two-year fellowship and in my second year I again held the role of Lead Fellow.

After the completion of my fellowship in 2011, I returned home to Ontario and accepted a position as an internist/intensivist in the Department of Emergency and Critical Care Medicine at Lakeridge Health in Oshawa. I split my clinical time between critical care at a 25-bed Level 3 ICU and a Level 2 critical care unit where I covered both ICU and internal medicine consults (general and subspecialty consults). I was appointed Assistant Professor Adjunct 1 at Queen's University and Lecturer at the University of Toronto. In addition to my clinical time at Lakeridge Health, I had the opportunity to take on the role of Education Lead for the Oshawa site for the critical care rotation based out of Queen's University. When I began this position, the ICU at Lakeridge was making the transition from a community ICU to an academic ICU and had resident learners for only a couple of months. I held the inaugural leadership role in building the education program at this site, including curriculum development, teaching, and administration.

In May 2014 I moved to Kingston where I accepted locum work in both internal medicine and critical care. I formally came on staff at Kingston General Hospital in January 2015 and was appointed an Assistant Professor in the Department of Medicine. Later that year, I took on the role of Competency Based Medical Education Lead for the Critical Care Medicine training program. My role in education grew further when I became the Program Director (PD) for the Critical Care Medicine training program in September 2016. At this point my predominant clinical activity transitioned to the newly formed Department of Critical Care Medicine. In 2017 I led the department's transition to competency based medical education (CBME), the first critical care program in

Canada to make the transition. Further, we had a successful accreditation visit from the RCPSC in March 2018. During my 5 years as training program director, I focused my non-clinical time on ongoing curriculum design and development. In 2021, after 5 years as PD, I accepted the position of Department Head for Critical Care Medicine at Queen's University and Program Medical Director for Critical Care Medicine at Kingston Health Sciences Centre (KHSC).

## II Teaching Philosophy

A good teacher inspires both the search and attainment of knowledge and the confidence and skill to apply that knowledge. As a critical care physician, I have had the opportunity to witness many learners in stressful situations where they agonize over decisions. At times they lack the practical knowledge while at other times they struggle with being secure enough in their skill set to apply their knowledge. I think that the urgency of critical illness creates a unique teaching environment that, if managed properly, can promote retention of knowledge such that learners can feel empowered. As an educator I try to make use of the group environment to inspire collaborative learning and to mirror the multidisciplinary team within which learners must function effectively in a medical career. Further, I use tools such as simulation to take advantage of the learning climate that pressure creates. The power of this approach was first demonstrated to me as an ACLS instructor and has informed my philosophy ever since. I feel that didactics have an essential role in teaching but that the opportunity to apply knowledge in a supported environment is an equally crucial step.

The use of simulation as a teaching tool is an important tenet of my teaching philosophy. If applied correctly, it is a good example of where a supportive environment for learners promotes the opportunity to transition knowledge to a practical forum. If applied inappropriately, however, I have seen it undermine a learners' confidence and confuse a topic. It was as a General Internal Medicine resident at the University of Toronto that I was first exposed to formal training in medical education. I took part in a workshop based on the Effective Teaching Model curriculum of Dr. Kelly Skeff from Stanford University. His work provides a framework for teaching based on seven skill components including learning climate, control of session, communication of goals, promoting understanding and retention, feedback, evaluation and self-directed learning. In simulation, I apply these principles by focusing on creating a positive learning climate and effective feedback strategies as essential tenets of my teaching sessions. I also focus on teaching residents self-evaluation through debriefing as a way to promote self-awareness and self-directed learning. Ongoing resident feedback about the utility and benefits of this teaching tool have encouraged me to continue using simulation as a tool to teach critical care concepts. The effectiveness of the Skeff model when applied in this scenario has encouraged me to continue to apply it to all teaching activities including didactic teaching sessions and group learning environments.

Another important belief I hold about teaching is that ineffective teaching can actual be very detrimental to a learner. As part of my philosophy on teaching I think one of the critical roles of an educator is ongoing objective evaluation of their teaching approach. A few years ago I had the opportunity for self-reflection after participating in a practical workshop with Dr. Skeff who watched us teach and then helped us analyze our performance based on his principles. I found this experience invaluable as an exercise in self-evaluation and it has since influenced my approach to enhancing my skills as an educator. It is with the spirit of pursuing perpetual growth as an educator and a desire to support the development of both knowledge and skill of learners that I continue to embrace a career with a focus on medical education.

### III Teaching Activity

#### UNDERGRADUATE

**1. Preclerkship Observerships**

Observerships for medical students interested in critical care medicine  
*KHSC / Queen's University (2018-present)*

**2. MEDS 481: Resuscitation Simulation**

Simulation session teaching basic resuscitation skills to medical students  
*KHSC / Queen's University (2016 to present)*

**3. Clerkship Clinical Skills Teaching**

Clinical skills teaching sessions for undergraduate medical education.  
*KHSC / Queen's University (2014-2016, 2022)*

**4. Critical Care Simulation, ANES 306 Course**

As part of their anesthesia rotation, 4<sup>th</sup> year medical students were brought to the simulator for sessions focusing on pharmacology and physiology. An unknown medication was given to the simulator and students had to identify it based on physiologic consequences.  
*Stanford University (2010-2011)*

**5. Senior Medical Student Morning Report**

Weekly morning teaching session geared toward medical students rotating on the General Internal Medicine service.  
*University of Toronto, Mount Sinai Hospital (2008), Toronto Western Hospital (2009)*

**6. Determinants of Community Health Course**

Course for third year medical students – seminar leader for clinical epidemiology  
*University of Toronto (2008-2009)*

**7. General Internal Medicine Seminars for 3<sup>rd</sup> year clinical clerks**

3<sup>rd</sup> year medical students at the University of Toronto had weekly 3 hour education seminars covering a variety of topics in general internal medicine e.g. EKG interpretation.  
*Mount Sinai Hospital (2008), Toronto Western Hospital (2009)*

**8. General Internal Medicine Seminars for 4<sup>th</sup> year clinical clerks**

4<sup>th</sup> year medical students at the University of Toronto rotating through their general medicine inpatient rotation completed a biweekly course series of selected topics. These topics ranged from “oncologic emergencies” to “cardiovascular risk” amongst other GIM scenarios over their 8-week rotation.  
*University of Toronto, Mount Sinai Hospital (2008), Toronto Western Hospital (2009)*

**9. Preceptor, Arts & Science of Clinical Medicine (ASCM)**

This is a longitudinal course for 1<sup>st</sup> and 2<sup>nd</sup> year medical students with the objective to teach basic skills of history taking and physical exam.

*University of Toronto, ASCM for 1<sup>st</sup> year medical students (2008-2009)*  
*ASCM for 2<sup>nd</sup> year medical students (2007-2009)*

#### **10. Teaching Assistant, Pharmacology and Toxicology**

Teaching assistant supervising practical lab component of basic pharmacology courses.

*Queen's University Undergraduate Pharmacology (1999-2001), Medical Doctorate Pharmacology (1999-2001)*

### **POSTGRADUATE**

#### **1. Critical Care Rotating Resident Lecture Series**

Weekly seminars covering core topics in critical care medicine. Usual topics include renal failure, sepsis, shock, vasopressors, family meetings. Approx 12/yr  
*KHSC / Queen's University (2014-present)*

#### **2. Critical Care Academic Half Day Series Lecturer**

4-5 lectures delivered per year as part of Critical Care Medicine Academic Half Day. Topics include "Obstetrics and Critical Care", "Electrolyte Emergencies", "Critical Care Medicine Exam Review"  
*KHSC / Queen's University (2014-present)*

#### **3. Critical Care Medicine Communications Half-Day Series**

Annual 2-part lecture and simulation series focused on communication skills for critical care medicine trainees. Simulation environment with focus on communication skills such as breaking bad news and establishing goals of care.  
*KHSC / Queen's University (2018-present)*

#### **4. Critical Care Medicine Orientation "Bootcamp"**

Annual orientation series that reviews ACLS skills, crisis resource management and procedural skills (central line placement, I/O placement, CPR etc)  
*KHSC / Queen's University (2018-present)*

#### **5. Critical Care Medicine Simulation Series**

Annual simulation series organized for Critical Care Medicine Trainees focused on crisis resource management skills. Organizer of series and facilitator of 2-4 sessions per year. Topics: respiratory failure, ACLS skills etc.  
*KHSC / Queen's University (2017-present)*

#### **6. Case Study / Research Supervisor**

Provided supervision for resident research case reports  
*2019 Ovtcharneko, 2020 Jefkins*

#### **7. Teaching Trainees to Teach**

Academic half day designed to teach Critical Care Medicine trainees how to coach and provide feedback to other medical trainees on simulation performance and resuscitation skills  
*KHSC Queen's University (2018, 2019, 2020)*

#### **8. Nightmares Course**

- A simulation course for 1<sup>st</sup> year residents directed at the management of urgent clinical scenarios on the ward. 1 to 3 4-hour simulation sessions per year plus summative OSCE.  
*KHSC / Queen's University (2014-present)*
9. **Surgical Foundations Lecturer**  
Half Day Lecture "Initial Management of the Critically Ill Patient"  
*KHSC / Queens University (2018, 2019, 2020)*
  10. **Managing Conflict**  
Queen's Chief and Senior Resident Workshop  
*KHSC / Queen's University (2019)*
  11. **Respirology Academic Half Day Series Lecture**  
Respiratory Considerations in the Obstetrical Patient (with Dr. S. Moffat)  
*KHSC / Queen's University (2018)*
  12. **General Internal Medicine Academic Half Day Series Lecture**  
1 to 2 lectures per year as part of General Internal Medicine training academic half day topics . Topic "Mechanical Ventilation Basics"  
*KHSC / Queen's University (2016-2018)*
  13. **Inpatient Medical Consults Teaching**  
Formal lecture and session on clinical skills using Harvey heart sounds simulator during clinical service. 3-4 weeks per year.  
*KHSC / Queen's University (2014-2017)*
  14. **Inpatient Critical Care Unit Bedside Teaching**  
Teaching clinical clerks and residents bedside medicine during inpatient ICU rotations. 6 weeks a year 2014-2017; currently 12-14 weeks a year.  
*KHSC / Queen's University (2014-present)*
  15. **Inpatient Medical Ward Bedside Teaching**  
Teaching clinical clerks and residents bedside medicine during inpatient ward rotations. Approximately 12 weeks a year of clinical service on internal medicine ward.  
*KHSC / Queen's University (2014-2017)*
  16. **Critical Care Medicine Airway Skills Workshop**  
Monthly 3 hour hands-on teaching session covering basic airway skills for new residents rotating on their critical care rotation. Monthly session beginning in 2013. 13 sessions / year.  
*Lakeridge Health Association (2013-2014)*
  17. **Critical Care Medicine Simulation**  
Weekly 2-3 hour teaching session in simulator designed to teach critical care scenarios to residents rotating on their critical care rotation. Academic year 2012/2013 total 37 sessions.  
*Lakeridge Health Association (2011-2014)*



**18. Critical Care Medicine Morning Lecture Series**

Core lecture series for residents rotating through critical care rotation. This series is based loosely on the Society of Critical Care Medicine's Foundation in Critical Care curriculum. Approximately 15/ year  
*Lakeridge Health Association (2011-2014)*

**19. Core Resident Integrated Scholarly Program (CRISP)**

Facilitation of a 3 hour session "Getting ready for Year 4 and beyond..." for 3<sup>rd</sup> year general internal medicine residents  
*University of Toronto, Mount Sinai Hospital (2009)*

**20. Code Blue Leadership, PGY2**

This practical simulator based workshop for PGY2 internal medicine residents was designed by Dr. R. Wax and myself to teach residents leadership skills in "code blue" scenarios. 11 sessions x 2 hours + curriculum development  
*University of Toronto, Mount Sinai Hospital (2008-2009)*

**21. Ambulatory Internal Medicine Clinic**

Core lecture series for 1<sup>st</sup> and 2<sup>nd</sup> year internal medicine residents focused on common topics in outpatient medicine.  
*University of Toronto, Mount Sinai Hospital (2008-2009)*

**22. Teaching Residents to Teach, Department of Medicine**

3-day retreat for residents in General Internal Medicine where focus is on medical education. Residents participate in seminars and workshops to build teaching skills that are based on the faculty development courses designed by Dr. Kelley Skeff at Stanford University.  
*University of Toronto, (2007, 2008)*

## OTHER MEDICAL EDUCATION

- 1. Society of Critical Care Medicine: Critical Care Ultrasound Adult Course**  
Lecturer: Tamponade  
*Society of Critical Care Medicine Congress (2020)*
- 2. Society of Critical Care Medicine: Critical Care Ultrasound Adult Course**  
2-day course. Facilitator and Lecturer.  
*Society of Critical Care Medicine Congress (2019)*
- 3. Critical Care Medicine Grand Rounds**  
Annual lecture at Queen's University Department of Critical Care Medicine Rounds. Variety of Topics  
*(2014-present)*
- 4. CBME Introduction / Training Sessions**  
Training Sessions for faculty at Queens (KHSC and Oshawa Site) for the introduction of CBME curriculum to the training program. This consisted of 4 2-hour training sessions and grand round at KHSC site and workshop at Oshawa site.  
*KHSC / Lakeridge Health / Queen's University (2017)*
- 5. Point of Care Ultrasound Teaching Weekly Sessions for Internal Medicine Faculty**  
Weekly 1 hour session designed for skill maintenance of faculty for point of care ultrasound. 5 sessions.  
*KHSC / Queen's University (2015-2016)*
- 6. Point of Care Ultrasound Teaching Retreat for Internal Medicine Faculty**  
Organized and instructed a one day seminar / practical training session for point of care ultrasound for Internal Medicine Faculty at Queen's University  
*KHSC / Queen's University (2015)*
- 7. ACLS Instructor**  
*PREPS Mount Sinai Toronto (2008-2009)*  
*Lakeridge Health LHEARN (2011-2014)*

## IV: Education Administration and Leadership Roles

### NATIONAL / INTERNATIONAL

- **Ultrasound Course Committee Member, Adult**  
*Society of Critical Care Medicine (2021-2024)*
- **Royal College Subspecialty Committee for Critical Care Medicine**  
*RCPSC (2016-2021)*
- **Royal College Subspecialty Committee for Implementation of Competence by Design**  
Process included several 3 day workshops in Ottawa as well as teleconferences for development of CBD national curriculum for critical care medicine
  - Workshop I - May 2016 (3 day)
  - Workshop II - January 2017 (3 day)
  - Workshop III - November 2017 (3 day workshop)
- **Trillium Gift of Life, Organ and Tissue Donation for Critical Care Framework Workshop**  
Content expert for development of framework  
*Trillium Gift of Life (2016)*

### LOCAL

- **Department Head, Queen's University Critical Care Medicine**  
*Queen's University (2021-present)*
- **CaRMS Resident Matching Committee Member, Critical Care Medicine,**  
Interview Panel, File Review and Selection Committee for Critical Care Medicine Admissions Committee  
*Queen's University (2021- present)*
- **International Critical Care Fellowship Selection Committee Member, Critical Care Medicine**  
Interview Panel, File Review and/ or Selection Committee for Critical Care Medicine Admissions Committee  
*Queen's University (2021- present)*
- **Residency Program Committee (RPC) Member, Critical Care Medicine**  
*Queen's University (2012-2014, 2021- present)*
- **Academic Review Board Chair for Post Graduate Medical Education**  
Prolonged review of trainee remediation  
*Queens University PGME (2020-2022)*
- **Extracorporeal Membrane Oxygenation (ECMO) Project**  
Departmental Innovation Funding \$19000

To Implement Processes and Procedures for Best Practice for ECMO at KHSC including Education and Training for Physicians and Allied Health Professionals  
Co-organizer with Dr. Paul Heffernan  
*KHSC Critical Care Medicine (2019-present)*

- **Program Director, Critical Care Medicine Training Program**  
*Queen's University (2016-2021)*
- **Critical Care Medicine Competence Committee (CC) Chair**  
Creation of, and Chair of, Competence Committee  
*Queen's University (2016-2021)*
- **Residency Program Committee (RPC) Chair, Critical Care Medicine**  
*Queen's University (2016-2021)*
- **Competence Based Medical Education (CBME) Lead, Critical Care Medicine**  
*Queen's University (2015- 2021)*
- **CaRMS Resident Matching Committee Chair, Critical Care Medicine**  
*Queen's University (2015- 2021)*
- **International Critical Care Fellowship Selection Committee Chair, Critical Care Medicine**  
*Queen's University (2015- 2021)*
- **Post Graduate Medical Education Subspecialty Committee (for PGY4 program directors)**  
*Queen's University (2016-2021)*
- **Post Graduate Medical Education Committee (PGMEC)**  
*Queen's University (2016-2021)*
- **Academic Review Board: Committee Member for Post Graduate Medical Education**  
*Review of trainee's failed remediation*  
*Queens University PGME (2019)*
- **Chair of Accreditation Committee, Department of Critical Care Medicine**  
Lead accreditation review and planning with Royal College Physicians and Surgeons of Ontario  
*Queen's University (2018)*
- **CARMS Resident Matching Committee Member, Department of Medicine,**  
Interview Panel for Internal Medicine Admissions Committee  
*Queen's University (2015)*
- **Lead Education Preceptor, Critical Care Rotation**  
*Queen's University, Lakeridge Health Oshawa Site (2011-2014)*

- **Lead Fellow, Critical Care Medicine**  
*Stanford University (2010-2011)*
- **Lead Medical Resident, Department of Medicine**  
*University of Toronto, Mount Sinai Hospital (2008), Toronto Western Hospital (2009)*
- **Committee on Postgraduate Training in Core Internal Medicine**  
*University of Toronto (2008/2009)*
- **Residency Training Committee, University of Toronto**  
*Mount Sinai Hospital (2008)*
- **CaRMS Resident Matching Committee Member, Department of Medicine**  
*University of Toronto (2007 & 2008)*
- **Medical School Admissions Committee , Faculty of Medicine**  
subset Graduate School Applicants  
*University of Toronto (2001/2002 & 2002/2003)*

## **V: Scholarship in Education**

- 2021**            **ACRIMR Study (in progress)** National Needs assessment to evaluate the clinical reasoning skills of in the early management of acutely ill patients in the context of the COVID-19 pandemic  
Investigators: Dr. P Cardinal, Dr. S. Seltzer, Dr. D Piquette, Dr. S Bridge & Dr. B Haroon  
Role: Co-investigator / Site Lead
- 2021**            **Longitudinal Wellness Tracking of Trainees in a Critical Care Medicine Program (in progress)**  
Foundations of Educational Scholarship (\$5,000)  
Investigator: Dr. S. Bridge  
Role: Principle Investigator
- 2017**            **Perceptions in Critical Care Medicine Regarding Transition to Competency Based Medical Education**  
Investigators: Dr. J. Lord, Dr. J Gaudet J, Dr R. Ellaway, Dr. M Palacios MacKay, Dr. G Finlayson, Dr. W. Sligl, Dr. J Guimond, Dr. S. Bridge  
Role: Coinvestigator / Site Lead
- 2018**            **Communications Skills Education**  
DDIF Communications Proposal (\$1,500)  
Investigators: Dr. S. Moffatt, Ms. C. Macgillavry, Dr. S. Bridge  
Role: Principle Investigator
- 2016**            **Summer Studentship Simulation Research Grant (\$5,000)**  
Development of simulation-based tools to teach and assess point-of-care ultrasound (PoCUS)  
Applicant: Dr. Peter Wang (resident); Supervisors: Dr B. Chan and Dr. S. Bridge.
- 2016-2018**     **SEAMO Endowed Scholarship and Education Fund (\$14,855)**  
“The Effect of implementation of a limited point of care cardiac ultrasound training program on clinical decision making and patient care” .  
Investigators: Dr B. Chan, Dr A. Johri, Dr. R. Egan and Dr. S. Bridge  
Role: Principle Investigator
- 2016-2019**     **Department of Medicine Innovation Fund Educational Grant (\$14,845)**  
“Development of an Educational Curriculum and assessment tool for point of care ultrasound with a focus on abdominal imaging and paracentesis procedure planning” . I  
Investigators: Dr. B. Chan ,Dr. S .Bridge  
Role: Principle Investigator

## PUBLICATIONS

### 2020

- Development of an Assessment Tool for Advanced Care Planning Communication Skills. Attalla M, **Bridge S**, Braund H, Taylor D, Hall A and Christopher Parker. Acceptor Poster Presentation International Conference on Residency Education (ICRE), 2020.

### 2019

- Bacterial Tracheitis: a case of severe upper airway obstruction in a previously healthy adult female. Ovtcharneko N, Rocca N, Bilbily M and **S Bridge**. Poster Presentation Critical Care Canada Forum 2019, Toronto
- A Review of Assessment Strategies for a Pilot Critical Care Medicine Entrustable Professional Activities – Based Curriculum. **S Bridge**. Poster Presentation Critical Care Canada Forum 2019, Toronto.
- Failure to Fail – Analysis of the Performance of an Entrustment Scale. **S. Bridge**. Poster Presentation. International Conference on Residency Education(ICRE), 2019.

### 2018

- Canadian Critical Care Medicine Physician Perceptions Regarding Transition to Competence by Design: Mind the Gap! Gaudet J, Ellaway R, Palacios MacKay M, **Bridge S**, Finlayson G, Sligl W, Guimond J and JA Lord. Oral Presentation. International Conference on Residency Education (ICRE), 2018.
- Canadian Critical Care Medicine Physician Perceptions Regarding Transition to Competence by Design: Mind the Gap! Gaudet J, Ellaway R, Palacios MacKay M, **Bridge S**, Finlayson G, Sligl W, Guimond J and JA Lord. Poster Presentation. An International Association for Medical Education (AMEE), 2018.
- ‘Mind the Gap’: Does Understanding Competence by Design Impact Perceptions Related to Implementation. Gaudet J, Ellaway R, Palacios MacKay M, **Bridge S**, Finlayson G, Sligl W, Guimond J and JA Lord. Oral Presentation. An International Association for Medical Education, 2018.

### 2008

- Needs Assessment to Promote Faculty Facilitation at Morning Report. Sibbald, MS, **Bridge S**, Bogoch, I, Hutcheon MA and WL Gold. New International Conference on Residency Education- Horizon’s: The Future of Residency Education, The Royal College of Physicians and Surgeons of Canada, September 27<sup>th</sup> 2008.

## INVITED PRESENTATIONS

- “Interprofessional Team Based Care of the Critically Ill”  
“Hot Topics” Seminar Interprofessional Education Committee  
*Queen’s University (Nov 2020)*
- “How to set up a Critical Care Education Program”  
Expert Discussion: Dr. David Hall and Dr. Suzanne Bridge  
*Canadian Critical Care Forum (Oct 2020)*
- “Creation of Competence Committees in CBD”  
Royal College of Physicians and Surgeons of Canada, Critical Care Medicine  
Subspecialty Meeting  
*Toronto (2018)*
- “Program- Specific Policy on Assessments, Promotions and Remediation”  
Queen’s University CBME Workshop  
*Queen’s University Nov 2018*
- “Critical Care as a Career”  
Invited Talk and Question and Answer Period for Queens Internal Medicine  
Interest group  
*Queen’s University (2016)*



## **VI: Continuing Medical Education and Professional Development**

- **Rotman Advanced Health Leadership Program**  
Program focuses on leadership competencies required to implement the foundational building blocks of personal, organizational and system change.  
(April, June, Sept 2022)
- **Peer Support Fundamentals, Dr. Jo Shaprio, Harvard Medical School**  
(Jan 2021)
- **Communicating Unexpected Outcomes in Health Care – Clinical Masterclass**  
CMPA and Saegis Program  
(Nov / Dec 2021)
- **ELSO ECMO (Extracorporeal Membrane Oxygenation) Adult Training**  
Course for use and implementation of ECMO technologies  
(Nov 2020)
- **ICRE Program Evaluation Summit**  
Conference of program evaluation in CBME  
(Sept 2019)
- **Foundations in Education Scholarship Program**  
(FESP) : 2 year program / research project support in Medical Education  
(Sept 2019)
- **Advancing Safety for Patients in Residency Education Course (ASPIRE)**  
4-day conference hosted by the Royal College focused on the subject matter  
(May 2019)
- **Crucial Conversations**  
Communications Workshop  
(March 2019)
- **PGME Workshop – Best Practices in Admissions and Resident Appeals**  
(Nov 2018)
- **Acute Critical Events Simulation (ACES): Instructor Training Course**  
Course on teaching / coaching in the simulation environment  
(July 2017)
- **CBME Academic Advisors and Competence Committee Workshop**  
(June 2017)

- **Royal College Workshop for New Program Directors**  
ICRE workshop to support training of new program director  
(Sept 2016)
  
- **Canadian Leadership Institute for Medical Education (CLIME) Conference**  
A four day conference focused on development of leadership in medical education offered by the Canadian Association of Medical Education (CAME) 2015
  
- **Queens Competency Based Medical Education Workshops**  
A series of workshops to assist in the development and transition to competency based medical education at Queen's University
  - Workshop I March 2015
  - Workshop II September 2015
  - Workshop III March 2016
  - Workshop IV May 2016
  - Workshop V September 2016
  - Workshop VIII March 2017
  - Workshop XI February 2018
  - Workshop XII April 2018
  - Workshop XIII Sept 2019

## **VII: Other Accomplishments**

- **CBD Innovator Award and Recognition at Royal College of Physicians and Surgeons**  
<https://newsroom.royalcollege.ca/competence-by-design-advice-from-dr-bridge/>
- **Implementation of Royal College Competency By Design Curriculum (2019)**
- **Royal College of Physician and Surgeons Program Accreditation for Critical Care Medicine Training Program (2018)**
- **Design and Implementation of Queens Critical Care Medicine Competency Based Medical Education Curriculum (2017)**

## **VIII: Measures of Teaching Effectiveness**

*Included all received assessments although some reports never provided – see appendix*

### **TEACHING AWARDS**

- **Chief Medical Resident Award 2008-2009**  
Outstanding Educator, Leader and Role Model  
*Mount Sinai Hospital / University Health Network*

### **PROGRAM DIRECTOR EVALUATION – *appendix I***

- Trainee Narrative Program Director (2020)
- Royal College Accreditation Report
  - *Confidential report for standard B1.1 program strengths “highly effective and valued program director”*

### **ACADEMIC HALF DAY EVALUATIONS – *appendix II***

- Communications (2019,2020, 2021,2022)
- Critical Illness in Pregnancy (2015,2016, 2018,2021, 2022)
- Fluids/ Electrolytes (2016,2017, 2021, 2022)
- Procedures and Simulation (2017,2018, 2019, 2020)
- Other

### **LETTERS OF RECOGNITION – *appendix III***

- PARO Residency Program Excellence Award Nomination (2021)
- Canadian Association of Medical Education Certificate of Merit Award Nomination (2021)
- Canadian Association of Medical Education Certificate of Merit Award Nomination (2020)
- CBD Innovator Certificate of Excellence (2019)
- Royal College Accreditation Program Review (2018)
- Meds 481 Course (2016)
- POCUS course (2015)
- Rotation Review for PGY1 Airway Rotation Oshawa (2014)
- PGY2 Code Blue Training Mount Sinai Hospital (2009)
- CRISP: PGY3 Getting ready for Year 4 and beyond (2009)

## TEACHING EVALUATIONS - *appendix IV*

- General Internal Medicine Longitudinal Clinics 2008-2009 TES 9.26 (avg 9.02)
- Queens University Critical Care Rotation / Internal Medicine Rotations
  - 2011-2012 overall 4.2 (6 responses)
  - 2012-2013 overall 4.6 (15 responses)
  - 2013- 2014 family medicine reviews overall 4.6 (4 responses)
  - 2013-2014 overall 4.5 (2 responses)
  - 2014-2015 overall 4.3 (3 responses)
  - 2014-2015 overall 4.6 (9 responses)
  - 2015-2016 overall 4.5 (8 responses)
  - 2015-2016 overall 5.0 (3 responses)
  - 2015- 2016 overall 4.0 (2 responses)
  - 2015-2016 overall 4.8 (3 responses)
  - 2015-2016 overall 4.5 (8 responses)
  - 2015-2016 GIM overall 5.0 (1 response)
  - 2016-2017 overall 4.4 (10 responses)
  - 2016-2017 (2 responses)
  - 2016-2017 family medicine reviews overall 4.5 (2 responses)
  - 2016-2017 family medicine reviews overall 4.0 (3 responses)
  - 2017 CCM trainee feedback (narrative)
  - 2018-2019 overall 4.0 (6 responses)
  - 2019 CCM trainee feedback (narrative)
  - 2019-2020 CCM trainee feedback overall 4-5 (12 responses)
  - 2020 CCM trainee feedback (+ PD) (narrative)
  - 2020-2021 CCM trainee feedback (6 responses)
  - 2020-2021 general surgery feedback (3 responses)
  - 2020-2021 standard faculty evaluation (3 responses)
  - 2021-2022 standard faculty evaluation (2 responses)
  - 2021-2022 CCM trainee feedback (3 responses)

**IX Appendix (see separate file)**

**PROGRAM DIRECTOR EVALUATION - *appendix I***  
**ACADEMIC HALF DAY EVALUATIONS - *appendix II***  
**LETTERS OF RECOGNITION - *appendix III***  
**TEACHING EVALUATIONS - *appendix IV***