

# A longitudinal education scholarship faculty development program at a community academic hospital: Describing the play within the play

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## Background

North York General Hospital is a community academic hospital in Toronto, Canada. As part of the hospital strategy of “building on the academic foundation”, further cultural transformation from **teaching excellence to education scholarship** (research and innovation in education) was needed.

We describe the “play within the play” of using a scholarly approach to developing a longitudinal education scholarship faculty development program for staff and physicians.

## Methods

An interprofessional project team (the investigators RP, VC, RS, RF) was established. Utilizing Glassick's Criteria<sup>1</sup> for evaluation of scholarly work (clear goals, adequate preparation, appropriate methods, significant results, effective communication, and reflective critique) and an *Education Scholarship Workbook* developed by the Office of Education Scholarship, DFCM; members of the team proceeded step-by-step through the workbook.

## Results

The outcome of the process was design and implementation of a **longitudinal (16 month) faculty development program for staff and physicians called ESSNCE**

### Goals of ESSNCE

1. Introduction to the area of education scholarship
2. Development of basic competencies in the area of education scholarship
3. Creation of an interprofessional community of practice amongst NYGH educators
4. Providing support in their roles as educators

### Components of ESSNCE

1. **Core curriculum of monthly 2 hour workshops** (utilizing Glassick's criteria as topics)
2. Provision of local **Education Scholar Coaches** for each participant
3. Access to **consultation with an Education Scientist**

Participants are expected to work through an education project, utilizing the *Education Scholarship Workbook* – moving from idea to project completion and dissemination.

### Objectives of ESSNCE

1. **Develop and present a scholarly project related to education**
2. Participate as part of a team developing an education scholarly project
3. Identify a community of practice of NYGH educators

### Year 1 Cohort

The first cohort of the program includes **15 participants from 6 different professions**.

## Conclusion

We describe a scholarly approach to developing a longitudinal education scholarship faculty development program for staff and physicians at a community academic hospital. The approach used will be the same process that will be used during the program by the participants – the so called “play within the play”.

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## References

Glassick CE. Boyer's Expanded Definitions of Scholarship, the Standards for Assessing Scholarship, and the Elusiveness of the Scholarship of Teaching. Academic Medicine. 2000; 75:877-880.



**ESSNCE**

Education Scholarship for Staff & Physicians at North York General Hospital Continuing Education Program