



## **INDIVIDUAL TEACHING AWARD Nomination Form** **Wightman-Berris Academy -- University of Toronto**

**Nominee:** Name \_\_\_\_\_  
 Site \_\_\_\_\_  
 Discipline \_\_\_\_\_

**Nominee Eligibility:** All Michael Garron Hospital, Sinai Health, University Health Network, and Wightman-Berris community/specialty affiliated staff/faculty who teach, tutor, or administer University of Toronto programs in health professions on behalf of the Wightman-Berris Academy or MGH/SH/UHN are eligible. This includes Applied Health Sciences, Dentistry, Medicine, Nursing, Nutrition, Occupational Therapy, Pharmacy, Physical Therapy, Radiation Science, Respiratory Therapy, Speech Language Pathology, and Social Work. Nominations may occur annually, however, individuals will be granted an award in any given category only once every three years.

**Categories:**

1. Undergraduate Medicine
2. Postgraduate Medicine
3. \*Health Profession Programs   
 (\* only one nominator required)

**Nominators:** (Nominators **must be students** of the nominee, past or present)

Nominator 1 \_\_\_\_\_ (Please print name and phone or pager #)

Nominator 2 \_\_\_\_\_ (Please print name and phone or pager #)

### **Supporting Evidence and Documentation**

**1. A. Teaching Awards Documentation**

Recognizes those Wightman-Berris Academy teachers who have had their outstanding teaching skills identified by their students.

**1. Qualities expected.**

- The ability to enhance learning,
- The ability to teach effectively
- The ability to stimulate critical thinking
- Leadership, mentoring and role-modelling
- The ability to encourage scholarly activities

**2. Supporting evidence.**

**Two** or more written testimonials from present or previous learners for nominees in Undergraduate or Postgraduate Medicine. Minimum 250 words, maximum 1000 words. Documents should illustrate the candidates' qualities as outlined above. A minimum of one testimonial is required for nominees in Health Professions Programs.

*\*Please note that if you would like to nominate someone and are encountering difficulties with providing a secondary testimonial, please indicate that upon your submission and we'd be happy to assist in soliciting support*

**Please see following guideline on reverse side of form. Please provide specific examples of teaching attributes.**

**Submissions accepted ONLY by Email to: [Lucy.Perruzza@Sinaihealthsystem.ca](mailto:Lucy.Perruzza@Sinaihealthsystem.ca)**

**Deadline: April 16, 2021**

**GUIDELINE FOR LETTER OF SUPPORT FOR  
**INDIVIDUAL**  
WIGHTMAN-BERRIS TEACHING AWARD**

In your letter please consider using the following categories as a guideline for documenting the educational abilities of the nominee. Please be sure to **include specific examples** of how the nominee demonstrates these attributes and how this teacher has made a notable difference to your education. Please feel free to add additional comments which demonstrate qualities important to you as a student which may not be included in this list.

**1. The ability to enhance learning.**

This includes providing a comfortable learning environment, using helpful teaching materials, resources, and approaches beyond the usual level. Augmenting the basic curricular material in a way that enriches and enhances student learning.

**2. The ability to teach effectively**

This includes clarity of presentation and communication with students, enthusiasm for teaching, and integration and interpretation of student contributions into the teaching sessions. This also includes using time spent with students in a way which maximizes the opportunity for learning during the interaction and providing instruction at the level appropriate for the learner.

**3. The ability to stimulate critical thinking**

This includes how the teacher motivates students to learn, promotes inquiry, discussion, and self-directed learning by students.

**4. Leadership, mentoring and role-modelling**

This includes availability, helpfulness, concern and respect for students and other health care professionals, exceeding the expectation of students. Promoting student responsibilities which are at the optimal level for the learner.

**5. The ability to encourage scholarly activities**

This includes supervision of learning around rounds presentations or journal clubs, supervision of research or scholarly reviews, encouraging and facilitating teaching by the students.