



Dalhousie Medicine Certificate
in Clinical Teaching



DALHOUSIE
UNIVERSITY

FACULTY OF MEDICINE

REGISTRATION IS FULL. – If you enrolled, you will receive an email the week of September 9th to confirm your spot in this course.

Please email FacDev@dal.ca to be added to the waitlist for 2025-26. Thank you.

Course Details:

This online course is designed to help Dalhousie clinical faculty become better teachers.

This course will be:

- Offered online via Brightspace allowing for a self paced and asynchronous learning environment
- Inclusive of 3 “live” evening webinars (Dec 10th, Mar 25th and Jun 10th (June date tbc) all from 6:30 - 7:30 pm)
- Targeted towards; Dalhousie faculty who are early in their clinical teaching careers
- Facilitated by Faculty Development Directors and Managers from DMNB, Family Medicine and CPDME.
- Free of charge for faculty members at Dalhousie
- Limited in enrolment

Dates October 1, 2024 -June 30, 2025	Required Course Modules 5 Hours per Module
Block 1 Oct 1- Dec 31 Complete by Dec 31 Webinar: December 10 th 6:30-7:30pm	Module 1: Preparing to Teach: From orienting your learner to optimizing your teaching and learning environment <ul style="list-style-type: none"> • Recognize the importance of trust and psychological safety in the teaching environment • Describe ways to support learners from racialized groups in the clinical learning environment • Explain the importance of orientation as an opportunity to clarify expectations, objectives, and learning styles of both learner and teacher • Review important logistical considerations required in preparing for learners (clinic preparation, technology, etc.) • Interactivity time: 1.25 hrs

	<p>Module 2: Bedside Teaching: On track and on time</p> <ul style="list-style-type: none"> • Appreciate the value of bedside teaching • Adopt strategies for great bedside teaching • Integrate bedside teaching in all aspects of clinical teaching, modifying based on the setting • Improvise to create opportunities • Interactivity time: 1.25 hours <p>Module 3: Creating an inclusive learning environment</p> <ul style="list-style-type: none"> • Describe the influence of racism on the teaching and practice of medicine • Build confidence in creating psychologically safe learning environments • Convey the impact of language, implicit bias and microaggressions • Interactivity time: 2.25 hours
<p>Block 2 Jan 1 -Mar 31 Complete by Mar 31</p> <p>Webinar: March 25th 6:30-7:30pm</p>	<p>Module 4: Using Feedback to Coach: Helping our learners be the best they can be</p> <ul style="list-style-type: none"> • Distinguish feedback from evaluation • Identify key elements to the provision of feedback • Explore barriers to the provision of feedback • Utilize various models for effective feedback • Employ the techniques of effective feedback with their learners • Interactivity time: 1.25 hours <p>Module 5: Making Sense of Competency Based Medical Education (CBME)</p> <ul style="list-style-type: none"> • Analyze CBME in the context of Family Medicine training (Triple C) • Analyze CBME in the context of Royal College training • Interactivity time: 1.25 hours <p>Module 6: Understanding the Why and How of Applying Dalhousie Medicine Assessment Tools and Techniques</p> <ul style="list-style-type: none"> • Outline the role and importance of assessment for the learner, the Medical School • Identify the different purpose and applications of the Dalhousie Medicine School assessment tools • Apply these tools to the assessment of learners • Indicate the importance of effective documentation • Interactivity time: 2.25 hours
<p>Block 3 Apr 1-June 30 Complete by June 30</p> <p>Webinar: June 10th (tbc) 6:30-7:30pm</p>	<p>Module 7: Medical Professionalism – for our patients, our learners and ourselves Suggest we break this apart to add wellness as a stand alone or as an elective</p> <ul style="list-style-type: none"> • Discuss professionalism in the context of medicine: how it impacts us and our learners • Identify and address lapses in professionalism in medical learners using effective feedback and assessment. • Explain how physician wellness relates to professionalism. • Identify ways to guide learners to develop into healthy and professional practitioners. • Interactivity time: 1.25 hours

	<p>Module 8: Helping Learners Understand and Mitigate Medical Error</p> <ul style="list-style-type: none"> • Recognize how bias and critical thinking can influence (and mitigate) medical error in self and learners • Analyze medical error literature and teaching resources • Identify the common ways that medical errors involving learners occur • Recognize the importance of helping learners develop an approach to handling medical error and the impact on wellness • Interactivity time: 1.25 hours
	<p>Module 9: The Use of Reflection to Improve Your Practice and Teaching</p> <ul style="list-style-type: none"> • Explain the value of using reflection in clinical practice • Promote reflection in teaching (feedback, coaching and assessment) • Integrate reflection to improve their own teaching and practice • Interactivity time: 2.25 hours

Each Module includes **learner-to-material** interactivity (polling, pre/post-tests, etc.) and **learner-to-speaker/facilitator** interactions (discussion boards, Q&A through emails, etc.)

Modules 3, 6 and 9 include **learner-to-learner** interactivity in the form of a required 60-minute live webinars that incorporate breakout rooms (under 15 learners) and Q& A sessions. group learning in a live webinar

Required assignments require application of knowledge to quizzes and reflective questions. These are monitored for completion. Instructors are committed to encouraging change-reflective goal setting

Accreditation info: (awaiting 2004 approval)

For more information, email facdev@dal.ca

Register here:

<https://registration.cpd.dal.ca/Registration/DelegateDetails.aspx?e=17BFB2BDDDF2D30EF23D7CFC8E87751F&b=88C8E1F36AA3F04323EEBB7E92341769&bg=0443c7f0acee489c8f79fcda8569bfb3>