



Dalhousie Medicine Certificate  
in Clinical Teaching



**DALHOUSIE**  
**UNIVERSITY**

**FACULTY OF MEDICINE**

Join us this fall, October 1<sup>st</sup>, for this online course designed to help Dalhousie clinical faculty become better teachers.

**Registration is currently full.**

Please email [FacDev@dal.ca](mailto:FacDev@dal.ca) to be added to the waitlist.

### Course Details:

This course will be:

- Offered online via Brightspace allowing for a self paced and asynchronous learning environment
- Inclusive of 3 “live” evening webinars (Dec 7<sup>th</sup>, Mar 26<sup>th</sup> and Jun 15<sup>th</sup> (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.
- Accredited for 45 hours of CME for completing the full Course (more details below)
- Free of charge
- Limited in enrolment

<b>Dates</b> October 1, 2023 -June 30, 2024	<b>Required Course Modules   5 Hours per Module</b>
<b>Block 1</b>  <b>Oct 1- Dec 31</b> Complete by Jan 31  Webinar: December 7 <sup>th</sup> 6:30-7:30pm	<p><b>Module 1:</b> Preparing to Teach: From orienting your learner to optimizing your teaching and learning environment</p> <ul style="list-style-type: none"> <li>• Recognize the importance of trust and psychological safety in the teaching environment</li> <li>• Describe ways to support learners from racialized groups in the clinical learning environment</li> <li>• Understand the importance of orientation as an opportunity to clarify expectations, objectives, and learning styles of both learner and teacher</li> <li>• Review important logistical considerations required in preparing for learners (clinic preparation, technology, etc.)</li> </ul> <hr/> <p><b>Module 2:</b> Bedside Teaching: On track and on time</p> <ul style="list-style-type: none"> <li>• Appreciate the value of bedside teaching</li> <li>• Adopt strategies for great bedside teaching</li> </ul>

	<ul style="list-style-type: none"> <li>• Integrate bedside teaching in all aspects of clinical teaching, modifying based on the setting</li> <li>• Improvise to create opportunities</li> </ul>
<p><b>Block 2</b>  <b>Jan 1 -Mar 31</b>  Complete by Apr 30</p> <p>Webinar:  March 26<sup>th</sup>  6:30-7:30pm</p>	<p><b>Module 3:</b> Creating an inclusive learning environment</p> <ul style="list-style-type: none"> <li>• Describe the influence of racism on the teaching and practice of medicine</li> <li>• Build confidence in creating psychologically safe learning environments</li> <li>• Understand the impact of language, implicit bias and microaggressions</li> </ul> <p><b>Module 4:</b> Using Feedback to Coach: Helping our learners be the best they can be</p> <ul style="list-style-type: none"> <li>• Distinguish feedback from evaluation</li> <li>• Understand key elements to the provision of feedback</li> <li>• Explore barriers to the provision of feedback</li> <li>• Utilize various models for effective feedback</li> <li>• Employ the techniques of effective feedback with your learners</li> </ul> <p><b>Module 5:</b> Making Sense of Competency Based Medical Education (CBME)</p> <ul style="list-style-type: none"> <li>• Understand CBME in the context of Family Medicine training (Triple C)</li> <li>• Understand CBME in the context of Royal College training</li> </ul> <p><b>Module 6:</b> Understanding the Why and How of Applying Dalhousie Medicine Assessment Tools and Techniques</p> <ul style="list-style-type: none"> <li>• Appreciate the role and importance of assessment for the learner, the Medical School</li> <li>• Understand the different purpose and applications of the Dalhousie Medicine School assessment tools</li> <li>• Apply these tools to the assessment of learners</li> <li>• Understand the importance of effective documentation</li> </ul>
<p><b>Block 3</b>  <b>Apr 1-June 30</b>  Complete by July 31</p> <p>Webinar:  June 15<sup>th</sup> (tbc)  6:30-7:30pm</p>	<p><b>Module 7:</b> 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"> <li>• Discuss professionalism in the context of medicine: how it impacts us and our learners</li> <li>• Identify and address lapses in professionalism in medical learners using effective feedback and assessment.</li> <li>• Explain how physician wellness relates to professionalism.</li> <li>• Identify ways to guide learners to develop into healthy and professional practitioners.</li> </ul> <p><b>Module 8:</b> Helping Learners Understand and Mitigate Medical Error</p> <ul style="list-style-type: none"> <li>• Recognize how bias and critical thinking can influence (and mitigate) medical error in self and learners</li> <li>• Analyze medical error literature and teaching resources</li> <li>• Identify the common ways that medical errors involving learners occur</li> <li>• Recognize the importance of helping learners develop an approach to handling medical error and the impact on wellness</li> </ul> <p><b>Module 9:</b> The Use of Reflection to Improve Your Practice and Teaching</p> <ul style="list-style-type: none"> <li>• Understand the use of reflection in clinical practice</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Promote reflection in teaching (feedback, coaching and assessment)</li><li>• Use reflection to improve your own teaching and practice</li></ul> |
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## Accreditation info:

This one-credit-per-hour Group Learning program meets the certification criteria of the College of Family Physicians of Canada and has been certified by Dalhousie University Continuing Professional Development and Medical Education for up to 5.0 MAINPRO+ credits per module (up to **45.0** credits in total). As an accredited provider, Dalhousie University Continuing Professional Development and Medical Education, designates this continuing professional development activity for up to 5.0 credit hours per module (up to **45.0** credits in total) as an accredited group learning Section 1 activity as defined by the Maintenance of Certification Program of the Royal College of Physicians and Surgeons of Canada.

Through an agreement between the Royal College of Physicians and Surgeons of Canada and the American Medical Association, physicians may convert Royal College MOC credits to AMA PRA Category 1 Credits™. Information on the process to convert Royal College MOC credit to AMA credit can be found online at [edhub.ama-assn.org](http://edhub.ama-assn.org).

Educationally approved/co-sponsored by Dalhousie University Continuing Professional Development and Medical Education



In keeping with CMA Guidelines, program content and selection of speakers are the responsibility of the planning committee. Support is directed toward the costs of the course and not to individual speakers through an unrestricted educational grant.

For more information, email [facdev@dal.ca](mailto:facdev@dal.ca)