Foundation Modules Required	
Getting Started in the Course Module Pre-requisite Orientation Webinar 1 hr Office Hours (MSTeams)	Suggested content: Navigating Brightspace (drop in sessions) Navigating MSTeams Requirements for completion Expectations for the course Course outline Calendar
Preparing to teach, from orienting your learner to optimizing your teaching and learning environment (Communication Block) 9 hrs	• 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 • Understand 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.) • List challenges and opportunities associated with teaching intergenerational learners
Making Sense of CBME (Assessment/Evaluation Block) 6 hrs	• Understand CBME in the context of Royal College training • Understand CBME in the context of Family Medicine training (Triple C) - Understand what defines Triple C - Understand how Triple C influences a Competency Based Curriculum - Reflect on how the change to Triple C competency base curriculum may impact your experience as a teacher

Medical Professionalism – for our patients, our learners and ourselves (Clinical Supervision Block) **Webinar - Wellness** 6 hrs	• 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.
Bedside Teaching – on track and on time (Clinical Supervision Block) 7 hrs	• 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
Supervision in a Virtual Care Setting (Clinical Supervision Block) 5 hrs	• Identify how supervision both differs and is the same in a virtual care setting compared to traditional face to face settings. • Develop an approach to supervising learners who are providing care in a virtual care environment. • Develop an approach to providing feedback to learners in a virtual care environment. • Identify best practices for providing virtual care that can be communicated with your learners.

Using Feedback to Coach: helping our learners be the best they can be (Communication Block) 5 hrs	• Distinguish feedback from evaluation • Understand 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 your learners
Understanding the Why and How of Applying Dalhousie Medicine Assessment Tools and Techniques (Assessment/Evaluation Block) 7 hrs	• Appreciate the role and importance of assessment for the learner, the Medical School • Understand the different purpose and applications of the Dalhousie Medicine School assessment tools • Apply these tools to the assessment of learners • Understand the importance of effective documentation
Helping Learners Understand and Mitigate Medical Error (Clinical Supervision Block) 9 hrs	• 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 • Develop an approach to modelling medical errors for learners

Webinar Putting it all together – Learner in difficulty 2 Hrs	Application of course content to case presentations. • Explore common types of difficulties experienced by learners. • Describe common contributors that occur at the learner, teacher and system levels. • Identify techniques to provide feedback. • Understand the importance of documentation of feedback and when and where to seek help. • Describe elements of a learning plan to facilitate improvement
Elective Module Choose Three	
The Art of Presenting 6 hrs	• Identify strategies to increase learner engagement in your presentations • Understand interactivity and learner engagement strategies (ex. polls) promote learning • Prepare adequately for your presentations, including awareness of logistical considerations
Facilitating Small Group Learning 6 hrs	• List the advantages and disadvantages of learning in a group setting. • Describe the role of the tutor in case-based learning. • Describe the different issues that can arise in a small-group tutorial and how they could be dealt with effectively.
Effective Tutoring of Clinical Skills	• Understand the use and role of standardized patients in clinical skills • Describe best practices in giving feedback for clinical skills acquisition

6 hrs	• Explain the role and purpose of OSCEs in the assessment of clinical skills • Develop an OSCE station for a pre-clerkship student
The Use of Reflection to Improve Your Practice and Teaching 6 hours	• Understand the use of reflection in clinical practice • Promote reflection in teaching (feedback, coaching and assessment) • Use reflection to improve your own teaching and practice
Medical Leadership: leading to improve safety, satisfaction and success for learners (and ourselves). 6 hours	• Recognize the importance of psychological safety in the teaching environment • Identify leadership qualities that impact physician burnout and satisfaction**, and improve medical leadership credibility** • Reflect on personal leadership style • **Describe organizational leadership strategies to promote physician well-being**
Simulation in Education; The Nuts and Bolts for a Foundation Set Date for Module 6 hours **Webinar**	• Describe the framework to set up a successful simulation session with learners • Provide a review of the benefits and pitfalls of simulation-based education • Outline a framework for continuing development of simulation skills (ie. Scenario development, interprofessional simulation, clinical debriefing, hot debriefs, difficult learners in simulation settings) • Self-monitor their simulation facilitation skills (use of DASH tool)
Course Conclusion Module	

(no CME except for webinar)	
Course Completion Logistics **Concluding webinar 1 hr**	Suggested content: Resources Next steps Evaluations CME

Total Hours 75	

Webinars: (included in above)

Welcome and getting started in the course – recording, then 2-3 drop in sessions with Instructors

Logistics – drop in webinars with Managers (first month)

Wellness

Learner in Difficulty – suggest before Electives?

Simulation (elective)

Concluding - Debrief