

FacDev Thursdays Seminar Series | 2018-21 Webinars

Webinar recordings are available upon request by contacting FacDev@dal.ca

Our themes:



Research



Leadership



Professional Development & Promotion



Educational Design & Administration



Teaching

Theme	Title	Presenter	Learning Objectives
	Running Rounds with Social Distancing: Promoting Learning in the COVID World	Dr. Andrew Moeller	<ul style="list-style-type: none"> Describe how to optimize clinical teaching and supervision under the restrictions imposed by COVID.
	Feedback, Debriefing and Coaching: Learning Conversations in a COVID Era	Dr. Stephen Miller	<ul style="list-style-type: none"> Undertake effective feedback and coaching conversations during COVID.
	Top Tips for Tutoring and Other Small Group Online Teaching	Dr. Amy Ornstein	<ul style="list-style-type: none"> Identify strategies for effective online tutoring and small group teaching.
	Making Lectures Matter: During COVID and Beyond	Dr. Volodko Bakowsky	<ul style="list-style-type: none"> Deliver effective and engaging online lectures.
	Competence Committee Development and Function	Dr. Robyn Doucet	<ul style="list-style-type: none"> Discuss the role of competence committees in competency-based medical education and programmatic assessment. Describe the membership of a competence committee in Competence By Design.

			<ul style="list-style-type: none"> • Discuss the process of making competence committee recommendations.
	Application of Critical Appraisal to Practice	Ms Pam McLean-Veysey	Using examples from recent randomized controlled trials, the presentation will include: <ul style="list-style-type: none"> • steps to systematically assess the quality of an RCT using a PICO approach • the main questions to ask when assessing an RCT about drug therapy • the presentation of results in absolute and relative terms to describe the benefits and risks of a drug therapy • translation of evidence into practice
	Educators and Identity: Who we are affects how we teach	Ms Terrilyn Chiasson	In this discussion and reflection-based session, participants will become more familiar with why they became educators and how their identities can either challenge or facilitate learning in students. Learning objectives: <ul style="list-style-type: none"> • Define identity and how it affects teaching and learning • Examine facets of our identity as an educator and reflect on how this interacts with your classroom • Strategize on how certain aspects of our identity can greater facilitate learning for our students
	Basics of Program Evaluation "<i>Papers, people and problems: Sharing lessons learned from 10 years of program evaluation</i>"	Ms Tanya MacLeod	This presentation will draw on the published literature and share lessons learned from evaluation projects in medical education. The presentation will include an introduction to: <ul style="list-style-type: none"> • Evaluation design and methods, • Tools and resources to support evaluation (e.g., logic models, evaluation plans, Gantt charts), • Survey design and data collection, • Tools to support data collection & analysis (e.g., TEMI, Opinio, RedCAP),

			<ul style="list-style-type: none"> • Presentation of evaluation data.
	Incorporating Reflection Into Teaching and Practice	Dr. Joan Sargeant	<ul style="list-style-type: none"> • Discuss definitions of reflection and critical reflection. • Describe 3 steps that comprise critical reflection. • Suggest questions that can be used to foster reflection. • Consider critical reflections of one's own clinical practice. • Consider strategies for promoting learners' critical reflection.
	How to Bring Social Accountability to Life in Your Teaching?	Ms Shawna O'Hearn and Dr. Christy Simpson	<ul style="list-style-type: none"> • Describe social accountability within medical education. • Identify different strategies for integrating social accountability into teaching. • Explore strategies to address barriers related to social accountability in medical education.
	How to communicate with learners around controversial issues: Finding Respectful Ground	Dr. Joan Evans	<p>As a participant in this webinar, you will be able to:</p> <ul style="list-style-type: none"> • Reframe/identify difficult conversations as opportunities for learning for both teacher and learner <ul style="list-style-type: none"> • Describe communication skills that enable physicians to effectively manage these conversations • Identify personal conflict handling styles that either drive or resolve conflict <ul style="list-style-type: none"> • Describe the importance of moving beyond entrenched positions to prevent conflict and find common ground
	Taking charge of your professional identity: Tools and metrics	Ms. Jackie Phinney & Ms. Robin Parker	<p>Applying for a grant? Submitting a paper for publication? Needing to update your CV? This webinar will talk about the tools that can help you accomplish these things.</p> <p>This session will cover tools like UNIWeb and ORCID that can be used to help you</p>

			<p>populate your CV and make sure your work is associated with your research identity.</p> <p>This session will also show you ways to monitor your research output, and we will provide tips and tricks to help you manage your professional scholarly identity. Tools like UNIWeb, ORCID, SciVal, Dimensions, and Google Scholar will be discussed.</p> <p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> • Have a framework or understanding of setting up an ORCID, and other accounts • Identify some research metrics tools and their advantages and limitations • Appreciate the significance of creating and maintaining a unique, consistent scholarly identity
	<p>Women in Medicine: the successes and challenges to facilitating promotion and leadership</p>	<p>Dr. Christine Short, Dr. Shelly McNeil, and Dr. Christine Dipchand</p>	<p>At the end of the session the attendee will:</p> <ul style="list-style-type: none"> • Have a better understanding of the importance of women in leadership in the medical field • Better understand the gender specific issues that may create barriers to women in leadership • Be more self-aware of unconscious biases as they apply to women in medicine • Understand some of the strategies that may help mitigate this issue
	<p>'Lean'ing into Quality</p>	<p>Dr. Nabha Shetty</p>	<p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Learn how to identify opportunities for change • Develop a framework for quality improvement projects • Examine examples of QI projects in hospital and primary care

	IMG: A hard challenge or great potential?	Dr. Abir Hussein	<ul style="list-style-type: none"> • International Medical learners are a diverse and heterogeneous group. • Challenges of IMGs in the Canadian healthcare system. • Role of the preceptor
	Managing Difficult Conversations	Ms Janice MacInnis	<ul style="list-style-type: none"> • Explore the many ways that conversations can be “difficult” • Learn beneficial practices for overcoming the difficulties • Know what resources are available to support a wide range of situations
	Making sense of complex organizational risk	Dr. James Barker	<ul style="list-style-type: none"> • Appreciate an organizational complexity perspective on leadership activity. • Understand how complex organizations require useful risk awareness, sense making, and persuasive action. • Envision how leadership actions move complex organizations forward through time.
	Preparing for Promotion	Dr. Lara Hazelton	<ul style="list-style-type: none"> • What is Academic Medicine? • Understanding the 2013 Promotion Criteria for Clinical Faculty • Am I Ready to Apply for Promotion?
	General Library Services Overview for Faculty	Ms Jackie Phinney	<p>Need a journal article or e-book? Want to try a new point of care tool that Dal subscribes to? Or maybe you’d like a literature search done for you! In this 45-minute webinar, one of Dalhousie’s Medicine librarians will give you an overview of the many research resources we offer our Medicine faculty. You will gain specific insight on:</p> <ul style="list-style-type: none"> • Logging in to the library website to access library resources • How to look up journal articles, e-books, and databases • Accessing point of care tools at Dal (including mobile apps)

			<ul style="list-style-type: none"> • Requesting a literature search for yourself
	Dalhousie Competence By Design - Current and Future; How far have we come?	Dr. Janice Chisholm	<ul style="list-style-type: none"> • Explain the Royal College Competency Based Medical Education (CBME) model, Competence By Design (CBD) including current status and future endeavours • Summarize the current successes and challenges with CBD implementation • Develop strategies for overcoming the challenges particularly around improving assessments
	Teaching on Track and on Time	Dr. Lisa Bonang	<ul style="list-style-type: none"> • Recognize orientation as a needs assessment and use it to set the stage for effective learning • Appreciate the value of bedside teaching and develop strategies toward its use • Describe other time savers for teaching
	R2C2 "in-the-moment": Coaching learners in clinical settings	Dr. Joan Sargeant	<ul style="list-style-type: none"> • Identify challenges in giving and receiving feedback “in the moment” in clinical settings. • Discuss similarities and differences between feedback and coaching. • Describe the R2C2 “in-the-moment” coaching model and its 4 phases, especially the coaching phase. • Critique a video of a clinical feedback interaction and use R2C2 “in-the-moment” to suggest coaching approaches. • Discuss pros and cons for trying out the model with your clinical learners.
	Character-Based Leadership in Medicine	Dr. Nabil Sultan and Dr. Jacqueline Torti	<ul style="list-style-type: none"> • Recognize the relevance of character development in society and in medicine • Describe character-based leadership including its theoretical grounding and historical development • Illustrate an adapted character-based leadership framework within post-graduate medical education

	<p>Harnessing the Power of Music during the COVID19 Pandemic</p>	<p>Dr. Wendy Stewart</p>	<ul style="list-style-type: none"> • Give examples of ways in which music impacts our brain and bodies • Identify ways in which music can provide support and healing during the pandemic • Describe how music can impact a variety of neurological and other disorders • Discuss how music could be integrated into healthcare to foster wellness and teamwork <p>This interactive presentation will provide participants with a brief introduction to neuroanatomy and how our brain and body responds to music. Using life and literature examples, the ways in which music is used to heal and comfort will be discussed. Participants will have an opportunity to engage in interactive activities using music to illustrate the key points in the presentation. Ideas on how music could be further integrated in our lives as part of healing in this unprecedented time will be discussed.</p>
	<p>Virtual Supervision of Medical Students in Clinical Settings</p>	<p>Dr. R. Boulay, Dr. K. Horrey, Dr. J. Holland, Dr. A. Lacas and Dr. A. Manning</p>	<ul style="list-style-type: none"> • Identify opportunities for providing virtual supervision, • and develop an approach to supervising medical students in their own contexts
	<p>Keeping up with new developments in the research literature</p>	<p>Ms Jackie Phinney</p>	<p>Overview: Remaining current with new research in your specialty can be challenging. However, there are a number of approaches you can use to monitor your topic area so you never miss key new literature. In this session, we will discuss some tech-savvy ways that faculty can stay in the research loop</p>

			such as automated searches, email alerts that go straight to your inbox, RSS feeds, and other handy tools and apps.
	“These Students Today are so Entitled!”: What we can Learn from Teaching Millennials	Dr. Sarah Gander	<ul style="list-style-type: none"> • Identify the characteristics of millennial generation as it pertains to medical education; • Identify the challenges of teaching and learning alongside different generations; and • Have tools available to combat bias and challenges and take advantage of intergenerational learning.
	The RCPSC “Competence by Design” Initiative & Updates to the MOC Program: What Every Specialist & Resident Needs to Know!	Dr. Heather Milliken	<ul style="list-style-type: none"> • Describe the RCPSC “Competence by Design” Initiative and discuss the impact of this initiative on specialty postgraduate education, faculty development, and continuing professional development (CPD); • Describe recent updates to the RCPSC Maintenance of Certification (MOC) program and discuss tools, resources, and strategies that fellows and resident affiliates can use to maximize credits and earn Section 3 Assessment credits; and • Effectively use MAINPORT as an educational resource and ePortfolio to design, implement, and record CPD activities
	Competency-Based Medical Education – What Clinical Teachers Need to Know	Dr. Andrew Warren	<ul style="list-style-type: none"> • Describe what competency-based medical education (CBME) is, as it applied to postgraduate medical education; • Provide some reasons why CBME is thought to be better than what we are doing now; and • Describe some changes that clinical faculty can make in order to facilitate a smooth transition to CBME.

	Evaluation in Challenging Situations	Dr. Mary-Lynn Watson	<ul style="list-style-type: none"> • Why worry about accurate evaluations? • How to evaluate in a busy clinical environment. • How to evaluate the learner having difficulty. • What components are needed for a remediation agreement.
	Interpreting Research Results for Making Clinical Decisions	Dr. Michael Allen	<ul style="list-style-type: none"> • Review relative and absolute measures of treatment effect • Discuss interpretation of number needed to treat (NNT) • Review understanding of relative and absolute measures by patients and physicians • Suggested approach for clinical decision making
	Bringing Social Accountability to Life through the Lens of Community Engagement	Ms Shawna O’Hearn and Dr. Christy Simpson	<ul style="list-style-type: none"> • Understand social accountability in the context of medical education • Apply a systems approach when exploring community engagement • Identify levels of interest through a community engagement framework • Describe different approaches for engaging with communities
	The “Second Victim” Coping with Medical Error and Complaints	Dr. Carolyn Thomson	<ul style="list-style-type: none"> • Examine the emotional impact of medical errors, adverse events and complaints on physicians; • Discuss coping strategies when dealing with errors and complaints; 3) discuss barriers to seeking help and support and why it matters.
	Reviving Bedside Teaching in Clinical Practice: A How-To Guide	Dr. Geoff Williams	<ul style="list-style-type: none"> • Appreciate the value of bedside teaching; • Identify challenges to providing good bedside teaching and how to circumnavigate them; • Develop a structured approach to bedside teaching based on the “12 Tips to Bedside Teaching”; • Integrate bedside teaching in ambulatory and overcrowded settings; and

			<ul style="list-style-type: none"> • Learn some tips to being a successful bedside teacher.
	Developing Professionalism in our Learners: Critical Conversations	Dr. Lynn Murphy Kaulbeck	<ul style="list-style-type: none"> • Understand the contextual nature of professional behaviour and the pivotal role clinical teachers in the development of professionalism in learners • Provide educationally appropriate opportunities for learning principles of professionalism in the clinical setting • Develop effective strategies for dealing with unprofessional behaviours of learners in clinical setting
	Research Mentorship and Identity Development: Creating an Inclusive, Scholarly, Knowledge-Building Community	Dr. Brad Wuetherick	<ul style="list-style-type: none"> • Explore the impact of mentored research on student identity development • Examine the dimensions of support that students report as critical for a successful mentored research experiences • Learn about one particular mentorship model - Adaptive Mentorship - and its application as a research mentor
	NNT: Traps Tips and Tools	Dr. Michael Allen	<p>Number needed to treat is often considered a simple, easy understandable measure of the efficacy of treatments but its use is controversial.</p> <p>By attending this webinar participants will be better able to:</p> <ul style="list-style-type: none"> • Understand the uncertainties about NNT • Apply NNT for clinical decision making • Make use of tools to calculate and depict NNTs

	<p>“Seeing” the Patient: Visual art, portraiture and the experience of illness</p>	<p>Dr. Wendy Stewart</p>	<ul style="list-style-type: none"> • Describe how portraiture can be used to humanize individuals and communities. • Explain how portraiture and narrative has been used to understand the lived experience of children with epilepsy and their families • Consider how visual art could be used to educate learners and health practitioners about different disorders and the challenges patients and families face <p>This interactive presentation will provide participants with an understanding of portraiture and how it has been and continues to be used in medical education. Participants will have the opportunity to view and respond to different pieces of art using guiding questions. Drawing on a study by Drs Wendy Stewart and Mark Gilbert that used portraiture and narrative in patients with epilepsy, participants will consider ways in which visual art can be used to deepen understanding of the patient and family experience and how it can be applied to other chronic conditions.</p>
	<p>Using feedback and coaching to support learner wellness</p>	<p>Dr. Joan Sargeant</p>	<p>Session overview: As we continue to hear about challenges to students’, residents’ and physicians’ wellness, our responses include developing supportive strategies to foster health and protect against burnout. One such strategy is using feedback and coaching in clinical settings in ways that will promote learner development and resilience. This session briefly explores the theory that informs such an approach and</p>

			<p>provides practical tips for implementing it.</p> <p>Session Objectives:</p> <ul style="list-style-type: none"> • Describe the features of feedback and coaching that can foster learner development. • Describe the features of wellness and resilience which protect against burnout. • Briefly discuss two theories which help us better understand wellness, resilience and burnout. • Draw on the theories to identify feedback and coaching strategies to support wellness and learner development, and protect against burnout. • Identify practical tips for using these strategies in participants’ clinical settings.
	Facing Conflict from the Inside Out: Listening, the Cornerstone to Transformative justice	Maureen St. Clair	<ul style="list-style-type: none"> • Develop a deeper understanding of listening as a path to personal and social transformation; • Practice conflict transformation tools and skills • Develop the fair witness by working with our own biases, judgements and triggers in conflict situations
	Emotional Awareness and Wellbeing	Dr. Angela Cooper	<ul style="list-style-type: none"> • Understand the difference between emotions, anxiety and avoidant behaviours, • Experientially explore anxiety pathways and symptoms, • Deepen awareness of your values in order to take valued action.
	Speak Out or Shut Up? The challenges of navigating professionalism and advocacy online as a physician	Drs. Sarah Fraser, Blair L. Bigham and Arundhati Dhara	<ul style="list-style-type: none"> • What is professionalism? What is online advocacy? We will discuss what our professional bodies have to say. They don’t always agree, and maybe they aren’t always right. • Should doctors share personal information about themselves online? Using case studies, we will explore ways physicians advocate and the

			<p>tensions between the personal and the professional.</p> <ul style="list-style-type: none"> • On building trust: we will discuss the human imperative for establishing trust and connection online. • We can do better. Together, we will reimagine a modern definition of professionalism that enables online advocacy by physicians
	Simulation for Root Cause Analysis and Patient Safety	Dr. Doug Sinclair	<ul style="list-style-type: none"> • Understand the role of simulation in improving patient safety and preventing adverse outcomes • Discuss the use of simulation for root cause analysis in the investigation of latent threat • Describe the benefit of simulation as a tool for root cause analysis
	Understanding the Learning Environment	Dr. Carolyn Thomson	
	Learning to See in Colour: The Battle over 'White Fragility' and the Dangerous possibility of Racial Resilience	Dr. Ajay Parasram	<ul style="list-style-type: none"> • Define "structural" white supremacy as something distinct from individual instances of white supremacy (i.e. Nazis/terrorists) • Understand the complex relationship between white fragility and white supremacy • Define "methodological whiteness" and apply it to one's own worldviews.
	Rethinking EDI in 2021	Dr. Gaynor Watson-Creed	
	Supporting students/trainees from racialized groups	Dr. Chad Williams and Dr. Cinera States	
	Inclusive Health Care for 2SLGBTQIA+ Patients	Dr. James Owen	<ul style="list-style-type: none"> • Identify health inequities experienced by sexual and gender minority (2SLGBTQIA+) patients • Address health issues that may arise for sexual and gender minority patients

			<ul style="list-style-type: none">• Create inclusive health care spaces for sexual and gender minority individuals
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