

Faculty Education Orientation Guide



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Introduction to Education in the DoM

*All members
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WELCOME TO THE DEPARTMENT OF MEDICINE!

This document has been prepared to help you familiarize yourself with the variety of teaching opportunities that exist at Dalhousie University, and to act as a resource as you develop your career. All members of the Department of Medicine are actively involved in medical education at all stages of medical training. The document is divided into sections on Undergraduate Medical Education, Postgraduate Medical Education Research, Continuing Professional Development, and Career Development. Further information can be obtained from the Department of Medicine Education Office, and from the Undergraduate Medical Education Office at the Faculty of Medicine.

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Undergraduate Medical Education

Description of Dalhousie Medical School

Dalhousie Medical School has campuses in Halifax, Nova Scotia, and Saint John, New Brunswick, as well as teaching sites throughout the provinces of Nova Scotia, New Brunswick, and Prince Edward Island. The Doctor of Medicine program is a four-year program that is accredited by the Liaison Committee on Medical Education (LCME) in cooperation with the Committee on Accreditation of Canadian Medical Schools (CACMS). Class size is approximately 80 students for each of the four years in Nova Scotia, and approximately 30 students in New Brunswick.

The program is divided into three key sections, Med 1 and Med 2, followed by the clerkship. The first two years, Med 1 and Med 2, provide a basic foundation in medicine, including the anatomy and systems of the human body, communication skills, history taking and physical examination skills, while considering other important aspects of health care, from the philosophical and ethical to the practical.

The clerkship, consisting of two phases completed over two academic years (Med 3 and Med 4), offers opportunity to apply the students' learning in a range of situations and fields. The Clerkship Review Committee reviewed the Med 3 and Med 4 curriculum in 2012 and proposed several recommendations. In response, four periods of teaching time (each 2 to 6 weeks in length) have been developed to help students transition from Med 2 to Med 3, and through the clerkship from Med 3 to Med 4, and subsequently, from Med 4 into residency. These sessions are referred to as PIER sessions, which stands for Positioning, Integration, Evaluation and Review/Research.

Med 1 & Med 2 (Pre-clerkship) Overview

Key features of a typical student week in the first or second year include:

- Tutorial groups meeting for 2-3 times a week
- 5 hours of lectures
- A patient contact experience called the Skilled Clinician Course, for 3-4 hours, including communication skills, history taking and physical examination skills
- ½ day for Research in Medicine (RIM) in the first semester in Med 1
- ½ day for an elective opportunity in the second semester in Med 1 and throughout the year in Med 2
- A 3-hour laboratory experience related to the cases under study

The program is divided into three key sections, Med 1 and Med 2, followed by the clerkship.



Med 3 & Med 4 (Clerkship) Overview

How the Schedule Works

Clerkship consists of two phases completed over two academic years.

Phase 1 (Med 3): Prior to entering their clinical rotations, clerks will participate in a 3-week unit titled PIER I (Positioning, Integration, Evaluation, Research/Review). They will also participate in a 2 week PIER II prior to the December holiday break, and a 2 week PIER III between Med 3 and Med 4.

Students will complete rotations in:

- Internal Medicine (12 weeks) (includes 2 week Geriatrics block)
- Family Medicine (6 weeks)
- Psychiatry (6 weeks)
- Surgical (9 weeks)
- Pediatrics (6 weeks)
- Obstetrics and Gynecology (6 weeks)
- Emergency Medicine (3 weeks)

During Phase 1, there are two weeks of vacation during the December holiday break at the end of Unit 1, and one week of vacation at the end of Unit 2.

Longitudinal Integrated Clerkship: The Longitudinal Integrated Clerkship (LIC) is a model for the third year clerkship in which the core clerkship disciplines units are integrated into a year long program which emphasizes continuity and patient centered care. It is a single 48 week unit incorporating all Dal objectives/patient encounters/procedural skills of year 3 phase 1 core clerkships. Currently, there are 3 LIC sites in New Brunswick.

Phase 2 (Med 4): The clerks participate in 18-weeks of elective time. Vacation time and CaRMS interviewing time can be scheduled around the clinical rotations. They also participate in a 6 week PIER IV which includes ACLS, and advanced clinical work to prepare for residency and for review prior to the LMCC exams.

Students will participate in:

- Electives – 12 weeks
- Non-Tertiary/Community – 3 (consecutive) weeks
- Interdisciplinary – 3 (consecutive) weeks

More detail about the organization of the curriculum is available here: https://www.dal.ca/academics/programs/professional/Medicine/what_i_learn/med-1.html

More detail about the clerkship objectives can be found on the Department of Medicine page: <https://medicine.dal.ca/departments/department-sites/medicine/for-current-learners/undergraduate.html>

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Opportunities for involvement in Undergraduate Medical Education in the DoM

Academic Committees

- Faculty have the opportunity to participate in various committees (Admissions, Academic Standards, Curriculum Committee)

Case Based Tutor Role (Med 1 & Med 2)

- Two, 2-hour tutorials will be delivered each week (units vary from 4 to 14 weeks in duration).
- One, 2-hour tutorial for Professional Competencies which runs for the whole academic year)
- For blocks 8 weeks or greater in duration, unit time may be split in half allowing teaching to be shared between 2 tutors.
- Tutors usually teach one unit within an academic year
- Case Based Tutor training is required

Clinical Lab Instructor

- Opportunities may exist for small group teaching

Skilled Clinician Tutor (Med 1 & Med 2)

- Taught in small groups (4-5 students)
- Focus is on teaching communication, history and physical examination skills
- Basic skills in Year 1, and advanced in Year 2
- Taught in the Learning Resource Centre, as well as the ward or clinic setting
- Taught Tuesdays or Thursdays (morning or afternoon depending on group)
- Year one delivered over 33 weeks (mid Sept to June)
- Year two in 4 to 12 week allotments
- 3 to 3.5 hour teaching commitment per week

Contributor Volunteer Patient Program

- Identify ambulatory patients with chronic diseases with clinical findings for the Volunteer Patient Program.

Didactic Lectures (Full Class)

- Didactic lectures will be delivered to the entire Dalhousie University class
- On site Med IT support and instruction will be available for preparation and delivery of the lecture
- Maximum individual lecture duration is 50 minutes
- Maximum 5 hours of lecture per week delivered by multiple lecturers in any one of the 8 teaching blocks
- Commitment would be 1-4 lectures per year
- All Med 1 and Med 2 lectures are videoconferenced between Halifax and Saint John. Med 3 Seminars are videoconferenced to a number of Maritime sites.

Electives Preceptor Year 1 and Year 2 (Clinical or Research)

- Supervise student engagement in clinical research or accept a student observer in a clinical practice setting
- Students have 4 hours per week available usually scheduled Mondays or Wednesdays
- 26 week commitment, supervision may be shared
- 12 week commitment also an option based on doing a half year elective

Mentor

- Individual advisor for up to 4 students (often 1 per year followed for up to 4 years)
- Minimum 2 hours of formal meetings and possibly several informal meetings per year, pending number of students

MMI Interviewer

- Serve as an admission interviewer in Multi Mini interview (MMI) in Halifax or Saint John one November weekend (6 hours)
- Training 1 hour

(OSCE) Case Writer: Objective Structured Clinical Exam

- Write cases to be implemented during OSCE

(OSCE) Examiner: Objective Structured Clinical Exam

- Serve as a station lead or examiner in an Objective Structured Clinical Exam (OSCE)
- Requires Faculty Development in preparation for role as an examiner
- One OSCE is held each year in Med 1 to Med 4
- Requires 5-6 hour commitment



Research Committees

- Participate in various research efforts related to Medical Education

Research in Medicine Mentor

- Supervise student research project or scholarly project
- 4 year commitment

Shadow a Physician

- Allow 1st year student to shadow you for a day to gain understanding of “life of a physician”
- This is a one day commitment in early September

Summer Research Supervisor

- Provide clinical research summer experiences for students, duration 6-8 weeks

Useful IT Information

Net ID & Dalhousie Password

The Dalhousie NetID provides access to email, MyDal and Brightspace.

The NetID and Password page will allow new users to activate their NetID, reset a forgotten or expired password and change a current password.

To view any or all of these options, please visit the NetID and Password page.

<https://password.dal.ca/>

This enables an eLearning environment where faculty and students can locate curriculum, cases, videos etc, in a timely manner.

Brightspace

Dalhousie licenses the [Brightspace](#) learning management system.

This enables an eLearning environment where faculty and students can locate curriculum, cases, videos etc, in a timely manner.

One45

[One45](#) is a web based medical curriculum information management system used to manage electronic portfolios, curriculum delivery, rotation scheduling, competency based evaluations and assessments, patient/procedure logse45 Access.

Evaluations: You will automatically receive a one-time only link when it is time to complete or an evaluation summary of a student. Once you have accessed the on line evaluation you are prompted to create a username and password for future access. You may wish to partially complete the evaluation and log on later to complete and submit it.

Objectives: You may also wish to access the system to review the objectives of a rotation you are supervising, to see evaluations you have previously completed when you are asked to write a reference letter, or to see evaluation summaries of you as a teacher when you are preparing an application for promotion or tenure, so you will want to be able to access the system at will.



Postgraduate Medical Education

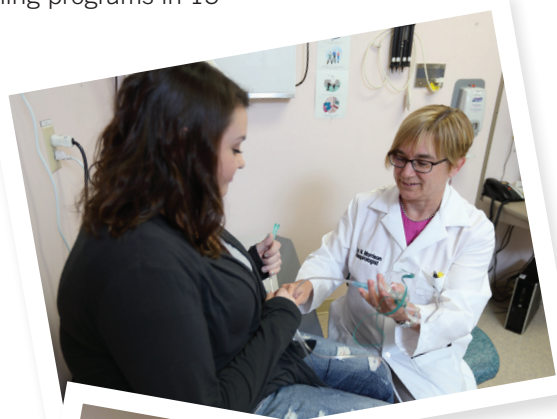
Dalhousie Internal Medicine Residency Program

Our four-year core internal medicine residency program, with sites in Halifax and Saint John, accepts 18 residents each year. Residents are selected from over 700 applicants. Upon completion of the core internal residency program, residents can choose to pursue subspecialty training. At any given time, over 90 core internal medicine and subspecialty residents are part of the department.

The Department of Medicine also offers accredited training programs in 15 subspecialties and several fellowship opportunities.

- Cardiology
- Clinical Dermatology & Cutaneous Science
- Digestive Care & Endoscopy
- Endocrinology & Metabolism
- General Internal Medicine
- Geriatric Medicine
- Hematology
- Infectious Diseases
- Medical Oncology
- Nephrology
- Neurology
- Palliative Medicine
- Physical Medicine & Rehabilitation
- Respiriology
- Rheumatology

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The four-year core internal medicine residency program is built on the principle of graded responsibility. It's designed to enable you to comfortably take on greater clinical responsibility over time in a supportive, respectful environment.

The program's goals and objectives are consistent with the Royal College of Physicians and Surgeons of Canada's (RCPSC) [learning objectives for internal medicine](#). It received full, six-year accreditation from the RCPSC in 2012.

Structure of the Program

PGY1

| | |
|--|----------|
| Medical Teaching Unit | 2 blocks |
| Respirology | 1 block |
| Gastroenterology | 1 block |
| Coronary Care Unit (CCU) | 1 block |
| Cardiology | 1 block |
| Hematology | 1 block |
| Endocrinology / Medical Oncology / Rheumatology | 1 block |
| Intensive Care Unit (ICU) | 1 block |
| Intermediate Medical Care Unit (IMCU) | 1 block |
| Geriatric Medicine | 1 block |
| Neurology | 1 block |
| General Internal Medicine Community Experience Rotation is offered at: Dartmouth General Hospital Dr. Everett Chalmers Hospital The Moncton Hospital Valley Regional Hospital Yarmouth Regional Hospital Sydney, NS Charlottetown PEI Bridgewater NS Miramichi, NB | 1 block |

PGY2

| | |
|-------------------------------------|----------|
| Medical Teaching Unit | 4 blocks |
| Ambulatory Care Clinic (Halifax) | 2 blocks |
| Intensive Care Unit | 1 block |
| Ambulatory Care Clinic (Saint John) | 1 block |
| Coronary Care Unit (CCU) | 1 block |
| Infectious Diseases | 1 block |
| Nephrology | 1 block |
| Elective | 1 block |
| Selective (Halifax) | 1 block |

PGY3

In the PGY3 year, the resident assumes more of a consultant role, including providing outpatient and inpatient ambulatory care.

| | |
|---|----------|
| Medical Teaching Unit | 3 blocks |
| Ambulatory Care Clinic | 2 blocks |
| Intensive Care Unit | 1 block |
| Electives | 2 blocks |
| Selectives (one may be an elective) | 3 blocks |
| General Internal Medicine Consults | 1 block |
| General Internal Medicine (GIM) Ambulatory Care Clinic Rotation is currently offered at: QEII Health Sciences Centre Cape Breton Regional Hospital The Moncton Hospital | 1 block |

PGY4

All core internal medicine residents undertake a fourth year of training to allow the completion of the Royal College of Physicians and Surgeons of Canada qualification examination.

| | |
|---|----------|
| Medical Teaching Unit junior attending | 2 months |
| Community General Internal Medicine | 1 month |
| Selectives which include general internal medicine consults or clinics, intensive care unit or critical care unit | 3 months |
| Electives | 6 months |



Opportunities for involvement in Postgraduate Medical Education in the DoM

Academic Half-Day

- Junior Half-Day “Foundations of Internal Medicine” occur every Tuesday afternoon from 1:30PM to 3:30PM.
- Senior Half-Day “Core of Discipline” occur every Thursday afternoon from 1:30PM to 3:30PM.
- Protected time and residents are expected to sign over their clinical duties during this time.
- The schedule is set by the Postgraduate Office, with a rotating schedule of teaching sessions provided by the various subspecialties within the Department of Medicine.
- Sessions are encouraged to be interactive, and are linked to the Saint John site by videoconference.



Medicine Grand Rounds

- Occurs every Tuesday morning in the Royal Bank Theatre at the Halifax Infirmary from 8-9AM.
- The [schedule](#) is set by the DOM Grand Rounds Committee, and is given by a member of the various subspecialties within the Department of Medicine on a rotating basis.



OSCE Examiner

- OSCEs are administered yearly to the residents within the Department of Medicine, and examiners are required from the various subspecialties.

Simulation Sessions

- 9 sessions are scheduled per year

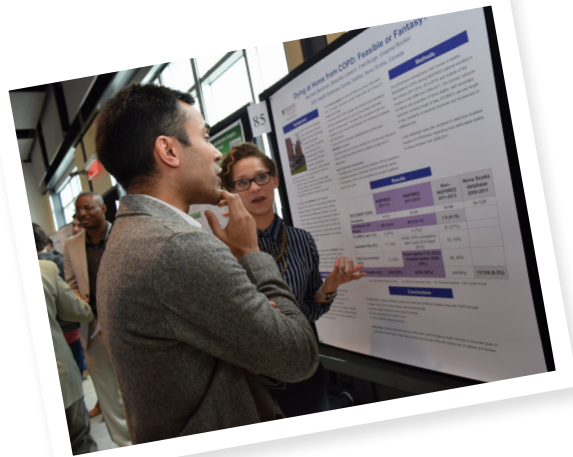
Research

The DOM Research Committee has put together some information on local research resources that will be useful, including:

- DOM Strategic Plan – Research
- DOM policy: Mentoring of Researchers in the Department of Medicine
- DOM policy: Protected time for Research in Department of Medicine: Allocation, Utilization and Evaluation
- DOM policy: Evaluation of Research Activities For Clinician Investigators and Clinician Scientists
- Local Research Resources

And, of course, you can contact the DOM Research Office at any time!

For the complete Research Orientation guide, visit:
<https://medicine.dal.ca/departments/departments/sites/medicine/for-faculty-staff/research.html>



Department of Medicine Research

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Continuing Professional Development

Medicine is a profession that asks its practitioners to be ‘life-long learners,’ and as such engaging in continuing professional development is a mandatory component of maintaining licensure with the College. There are many continuing professional development (CPD) activities and opportunities for faculty within the Department of Medicine at Dalhousie University.

- CPD opportunities can be roughly categorized into two kinds: those that are focused on increasing discipline-specific knowledge/medical skills, and those that are focused on enhancing one’s skill as a teacher, educator, and mentor.
- Many continuing professional development opportunities are divisional within the DoM – each division has a close relationship with its national associations, and then with the College itself. For opportunities in addition to the ones listed below, speak with your Division Head.

There are many continuing professional development (CPD) activities and opportunities for faculty within the Department of Medicine at Dalhousie University.

- Dalhousie/Department of Medicine-specific CPD activities, held on a regular basis, include:
 - **Faculty of Medicine’s ‘Summer Institute’** – the subject of this two-day conference focused on teaching, assessing, and learning clinical reasoning.
 - **Medicine Matters** – a one-day CPD event recently started by the Department of Medicine, the event takes place in November.
 - **Dalhousie Fall Refresher** – held since 1922, this three-day refresher course for family physicians is an excellent opportunity to teach, providing CPD opportunities for general practitioners throughout the Maritimes.
 - **Teach the Teachers** – a CPD event put on by faculty within the DoM, for faculty within the DoM.
 - **Grand Rounds** – occurs every **Tuesday morning** and is open to all members of the DoM. Credits can be obtained for attending after each session.
 - **Regular Webinars** – through Dalhousie University that provide the opportunity to earn CPD credits through online learning.
- Helpful websites and resources:
 - Continuing Professional Development at Dalhousie University: <https://www.medicine.dal.ca/departments/core-units/cpd.html>
 - Royal College Maintenance of Certification: <http://www.royalcollege.ca/rcsite/cpd/maintenance-of-certification-program-e>
 - College of Physicians and Surgeons of Nova Scotia: <https://cpsns.ns.ca/>



Career Development

Promotion

All members of the Department of Medicine that provide teaching to Dalhousie University learners have a faculty appointment through the university. There are four academic ranks: Lecturer; Assistant Professor; Associate Professor; and Professor. Each rank reflects the individual's academic achievements and standing.

Faculty members will have opportunities to apply for academic promotion throughout their careers. Promotion applications are judged on academic and professional qualifications, academic scholarship, teaching, collegiality and personal integrity.

There are four academic scholarships/career paths in which you may apply for promotion. The scholarship you choose will be dependent on the area of your primary commitment:

- academic clinical practice
- academic clinical practice and education
- academic clinical practice and research
- academic clinical practice and administration

Some applicants may find that they bridge several scholarships. Further information about the scholarships/career paths can be found here: [Promotion and Career Paths - info session 2015](#). Your Division Head/Medical Education Site Coordinator should be able to assist you to identify your scholarship.

You will be contacted in the fourth year after your appointment (or after your last promotion) to inform you about the promotions process in more detail. You may apply for promotion at any stage of your career when you feel you meet the criteria. If you would like to discuss the promotion criteria and process in more detail, please speak to your Division Head or the Department of Medicine's Physician Resource Officer.

Although as a new faculty member you may not be considering promotion at this stage of your career, you may find it helpful to familiarize yourself with the promotion criteria now, as it may help to inform decisions around some of your career goals.

The promotion criteria have been recently updated. Please see the following link for details:

- <https://medicine.dal.ca/for-faculty-staff/faculty-council/promotion-criteria-revision.html>



You may apply for promotion at any stage of your career when you feel you meet the criteria.

CV Maintenance

Your CV should provide a comprehensive record of your professional and educational accomplishments. You may be expected to submit your CV for a variety of purposes throughout your career, including academic promotion, award submissions, and research grant applications.

The Department of Medicine recommends that you keep your CV up-to-date throughout your career. This will help to ensure that important information is not omitted, and will make it less time consuming to prepare it for submission when required.

The Department of Medicine does not require you to use a particular format for your CV. However, some headings you may wish to use include:

- Contact and personal information
- Education
- Internships, residencies and fellowships
- Awards and honors
- Professional experience
- Professional memberships
- Publications and presentations

A variety of CV templates can be found online, including through websites of other medical schools.

The Canadian CommonCV is a web-based application that provides a standard platform to submit a CV for research purposes:

<https://ccv-cvc.ca/indexresearcher-eng.frm>



A variety of CV templates can be found online, including through websites of other medical schools.

Teaching Dossier

A teaching dossier is “a comprehensive record of teaching activities and accomplishments”. It will be primarily used as part of your academic promotion application. Many academic physicians also find it to be a useful tool to guide their teaching development throughout their career. Your teaching dossier should provide the Promotions Committee with insight into your teaching philosophy, the quality of your teaching, and your efforts to improve your teaching.

Statement of Teaching Philosophy

Your teaching dossier should begin with a narrative statement of your teaching philosophy, referring to back-up documentation and appendices where appropriate. This statement should:

- Clarify your teaching responsibilities
- Describe your approach to teaching in terms of your goals and teaching philosophy
- You may also wish to include highlights of your teaching experience such as initiatives and accomplishments

Typically these statements are 2-3 pages long, but there is no length limit or requirement set by the Department of Medicine.

Record of Teaching Activities

The remainder of your teaching dossier will typically consist of a detailed record of your teaching activities. These records will vary from individual to individual, but will typically include:

- Student course and teaching evaluation data which suggest improvements or produce an overall rating of effectiveness or satisfaction.
- List of course titles and numbers, unit values or credits, enrolments with brief elaboration.
- List of course materials prepared for students.
- Participation in seminars, workshops, and professional meetings intended to improve teaching.
- Statements from colleagues who have observed teaching either as members of a teaching team or as independent observers of a particular course, or who teach other sections of the same course.
- Attempts at instructional innovations and evaluations of their effectiveness.
- Unstructured (and possibly unsolicited) written evaluations by students, including written comments on exams and letters received after a course has been completed.
- Participating in course or curriculum development.
- Evidence of effective supervision of Honours, Masters or PhD theses.
- Student essays, creative work, and projects or field-work reports.
- Maintaining a record of the changes resulting from self-evaluation.
- Preparing a textbook or other instructional materials.
- Student scores on teacher-made or standardized tests, possibly before and after a course has been taken as evidence of learning.
- Description of how films, computers, or other non-print materials were used in teaching.
- Information on your availability to students.
- Conducting research on one's own teaching or course.
- Honours or recognition such as distinguished teacher award or election to a committee on teaching.
- Journals read on improving teaching and attempting to implement acquired ideas.
- Honours received from students, such as being elected 'teacher of the year'.
- Reviewing new teaching materials for possible application.



The remainder of your teaching dossier will typically consist of a detailed record of your teaching activities.

Teaching Dossier Maintenance

As with your CV, it is important to keep your teaching dossier up-to-date throughout your career. You may find it helpful to start a teaching dossier file in which to keep information on course syllabi, letters from students and colleagues and other documents related to your teaching.

Resources

Dalhousie University's Centre for Learning and Teaching provides support and resources to help faculty members prepare and maintain their teaching dossier. They have prepared a step-by-step guide for creating a teaching dossier and template teaching dossier, both available at <https://www.dal.ca/dept/clt/resources/Dossiers/Resources.html>

The University of Toronto has also prepared useful information on teaching dossiers, available from <http://www.teaching.utoronto.ca/topics/documenting-teaching/teaching-dossier.htm>

The Department of Medicine offers assistance to new members to identify an appropriate mentor and a formal mentorship program.

Education Awards

The Department of Medicine values its members' contributions to medical education. There are several Departmental Awards presented each year to recognize the achievements and contributions of our members. These include:

- Excellence in Medical Education Awards
- Brian M. Chandler Award for Lifetime Achievement in Medical Education
- Achievement Award
- Medical Education Research / Training Grants Award
- [View the complete list of awards](#)

For further information about these awards, please contact the Department of Medicine Education Office.

Mentorship

The Department of Medicine recognizes that mentoring is an important factor in successful career development.

While many of our new members find their own mentors in the Department and many of the mentor-mentee relationships are not formalized, the Department of Medicine offers assistance to new members to identify an appropriate mentor and a formal mentorship program. For more information, please contact the Department's Physician Resource Office at 473-2255.



Opportunities for further Education

There may be opportunities for you to receive funding and support for your further education, as listed below:

Department of Medicine Medical Education Fund

- <https://medicine.dal.ca/content/dam/dalhousie/pdf/faculty/medicine/departments/department-sites/medicine/for-faculty-staff/DoM-Medical-Education-Fund.pdf>

Division of Medical Education, Faculty of Medicine

- <https://medicine.dal.ca/departments/core-units/DME.html>

Dalhousie University

- Summary of Funding Sources for Medical Education Research:
<https://medicine.dal.ca/departments/core-units/DME/research/funding-sources.html>

Royal College

- The Royal College supports medical education research to help broaden knowledge and foster scientific dialogue in specialty medicine.
<http://www.royalcollege.ca/rcsite/awards-grants/research-funding-e>

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