



UNIVERSITY OF  
CALGARY

**Cumming School of Medicine  
Teaching Excellence  
Program (CSMTEP)  
2021 / 2022**

**The Office of Faculty Development  
and Performance**

## Contents

Contacts.....	2
Schedule.....	3
Attendance Policy .....	5
Successful Completion of the Program.....	5
Assignment #1: Teaching Exercise #1- Online (October 29, 2021 / November 26, 2022) .....	6
Assignment#2: Paired Teaching Exercise (Feb 11, March 11).....	10
Assignment#3: Teaching Dossier (April 1, 2022).....	10
Elective Requirement (April 1, 2022).....	11
Learning Objectives.....	13

## Contacts

Terri Moleski Program Coordinator, Office of Faculty Development and Performance	<a href="mailto:ofdp@ucalgary.ca">ofdp@ucalgary.ca</a> 403.220.6748
Kenna Kelly-Turner Manager, Office of Faculty Development and Performance	<a href="mailto:kskellyt@ucalgary.ca">kskellyt@ucalgary.ca</a> 403.210.6262
Dr. Sylvain Coderre Sylvain P. Coderre MD, FRCPC, MSc (Medical Education). Professor of Medicine CSMTEP Program Director, Office of Faculty Development and Performance	<a href="mailto:coderre@ucalgary.ca">coderre@ucalgary.ca</a>

# Schedule

Please Note: dates and times are final, but order and topic of sessions is subject to change. At this time, sessions are being scheduled online using Zoom. If in person classes were to take place the location would change to HSC G43A.

Date	Start Time	End Time	Session	Location
3-Sep-21	8:30 AM	10:00 AM	Introduction to CSMTEP	Zoom
3-Sep-21	10:00 AM	11:00 AM	Introduction to UME/Uof C Medical School Clinical Presentation Curriculum and Schemes	Zoom
3-Sep-21	11:00 AM	12:00 PM	Introduction to Cognitive Psychology Part 1	Zoom
3-Sep-21	1:00 PM	2:00 PM	Introduction to Yuja and other Academic Technologies	Zoom
3-Sep-21	2:00 PM	3:00 PM	Introduction to D2L	Zoom
3-Sep-21	3:00 PM	4:00 PM	Introduction to Cognitive Psychology Part 2	Zoom
3-Sep-21	8:30 AM	9:00 AM	Scavenger Hunt	Zoom
17-Sep-21	8:30 AM	10:00 AM	Writing Learning Objectives and MCQ exams	Zoom
17-Sep-21	10:00 AM	12:00 PM	On-line Teaching	Zoom
17-Sep-21	1:00 PM	4:30 PM	CBME/PGME intro	Zoom
1-Oct-21	8:30 AM	9:00 AM	Game or quiz	Zoom
1-Oct-21	9:00 AM	12:00 PM	Giving Trainee Feedback / Inviting Feedback on Teaching	Zoom
1-Oct-21	1:00 PM	4:30 PM	Learner in Difficulty I	Zoom
15-Oct-21	8:30 AM	9:00 AM	Game or quiz	Zoom
15-Oct-21	9:00 AM	12:00 PM	Teaching Procedural Skills	Zoom
15-Oct-21	1:00 PM	4:30 PM	Flipping the Classroom	Zoom
29-Oct-21	8:30 AM	9:00 AM	Game or quiz	Zoom
29-Oct-21	9:00 AM	12:00 PM	Presentation Skills	Zoom
29-Oct-21	1:00 PM	4:30 PM	Teaching exercise #1: on-line presentation	Zoom
12-Nov-21	8:30 AM	9:00 AM	Game or quiz	Zoom
12-Nov-21	9:00 AM	12:00 PM	Learner in Difficulty II - Remediation	Zoom

12-Nov-21	1:00 PM	4:30 PM	Gamification and Educational Games	Zoom
26-Nov-21	8:30 AM	9:00 AM	Game or quiz	Zoom
26-Nov-21	9:00 AM	12:00 PM	Teaching exercise #1: on-line presentation	Zoom
26-Nov-21	1:00 PM	4:30 PM	Written Feedback, Negotiating, and Conflict Management	Zoom
10-Dec-21	8:30 AM	9:00 AM	Pre Christmas Quiz	Zoom
10-Dec-21	9:00 AM	12:00 PM	Small Group Teaching	Zoom
10-Dec-21	1:00 PM	4:30 PM	Communication Skills	Zoom
14-Jan-22	8:30 AM	9:00 AM	Game or quiz	Zoom
14-Jan-22	9:00 AM	12:00 PM	Cognitive Psychology #2 Cognitive Bias and Clinical Reasoning	Zoom
14-Jan-22	1:00 PM	4:30 PM	Bedside/Clinical Teaching	Zoom
28-Jan-22	8:30 AM	9:00 AM	Game or quiz	Zoom
28-Jan-22	9:00 AM	12:00 PM	Developing a Teaching Dossier	Zoom
28-Jan-22	1:00 PM	4:30 PM	Curriculum Design	Zoom
11-Feb-22	8:30 AM	9:00 AM	Game or quiz	Zoom
11-Feb-22	9:00 AM	12:00 PM	Learning theories applied to teaching, med ed research and the med ed masters program	Zoom
11-Feb-22	1:00 PM	4:30 PM	Teaching exercise #2: in-person presentation	G43A
25-Feb-22	8:30 AM	9:00 AM	Dossier Review	Zoom
25-Feb-22	9:00 AM	12:00 PM	Indigenous Health and Decolonization	Zoom
25-Feb-22	1:00 PM	4:30 PM	Unconscious Bias	Zoom
11-Mar-22	8:30 AM	9:00 AM	Cheryl Jeffs - Dossier Review	Zoom
11-Mar-22	9:00 AM	12:00 PM	Teaching exercise #2: in-person presentation	G43A
11-Mar-22	1:00 PM	2:00pm	Copyright	Zoom
11-Mar-22	2:00pm	3:00pm	Technologies Review	Zoom

11-Mar-22	3:00pm	4:30 PM	Game or quiz	Zoom
25-Mar-22	8:30 AM	9:00 AM	Quiz/Questions/Recap	Zoom
25-Mar-22	9:00 AM	12:00 PM	Teaching with Simulation	G43A
25-Mar-22	1:00 PM	4:30 PM	Simulation Demonstration	ATSSL Lab/G80 1E
1-Apr-22	12:00 PM	1:00 PM	CSMTEP Graduation Celebration Participant Feedback	Zoom

## Attendance Policy

CSMTEP is accredited by both the Royal College of Physicians and Surgeons of Canada (RCPSC) and the College of Family Physicians of Canada (CFPC). Accordingly, we are mandated to collect attendance records and retain them after the program is finished. Attendance will be taken at the beginning of each Zoom session. These records will be retained as per RCPSC/CFPC directives.

To successfully meet the requirements of the CSMTEP Program, participants must attend a minimum of 80% of the sessions – 11 of 14 full days of learning. Attendance is measured in half-day blocs.

OFDP will verify attendance records prior to the completion of the program to ensure accuracy.

If you know you will be absent for a session, please contact [ofdp@ucalgary.ca](mailto:ofdp@ucalgary.ca) in advance (this helps with planning upcoming sessions). Thanks!

## Successful Completion of the Program

CSMTEP is a pass/fail program. To successfully complete the program, participants must:

- 1) Attend a minimum of 80% of all sessions (11 full days of 14)
- 2) Complete 3 assignments:
  - a. Assignment #1:
    - Teaching Exercise #1- Online (October 29, 2021 / November 26, 2022)
  - b. Assignment#2:
    - Teaching Exercise #2 – Online (February 11, 2022 / March 11, 2022)
  - c. Teaching Dossier (April 1, 2021)

3) Complete a minimum of 4 hours of elective learning at an approved learning event that occurs by no later than April 2023

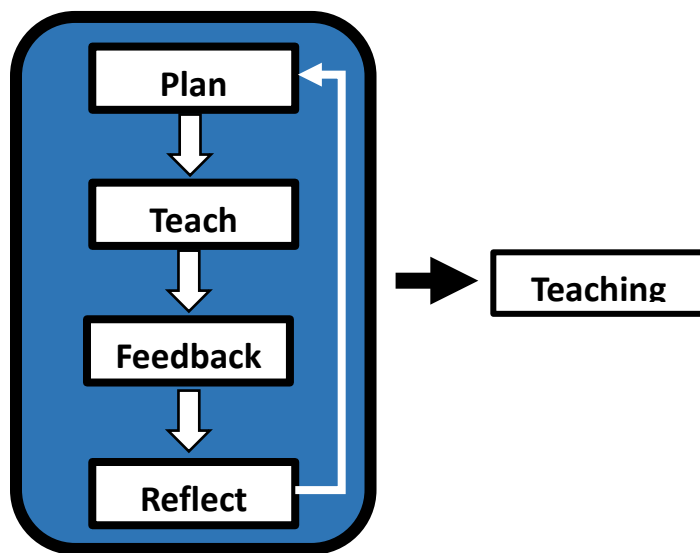
## Assignment #1: Teaching Exercise #1- Online (October 29, 2021 / November 26, 2022)

As part of the “Teaching Fundamentals” portion (September-December) CSMTEP learners will complete a **Teaching Exercise**. This document will outline the format and expectation of the teaching sessions:

### 1. What is the Teaching Exercise?

These sessions are a short, simulated teaching encounter focused on the *development of teaching skills*.

The process can be repeated multiple times to test/pilot new techniques or teaching innovations. As the focus is on teaching skills, the content is less important. In fact, it may be preferable to select content outside your expertise to facilitate developing new skills and experimenting with new techniques and innovations.



### 2. What is the Format?

a) Develop a short lesson plan

A lesson plan acts as a blueprint for a teaching activity. It helps to match learning activities with outcomes and is useful to plan time management. The lesson plan can also serve as a document for reflection and modification to improve future teaching encounters. Your lesson plan is due the Wednesday before your scheduled teaching session.

A lesson plan considers:

- I. What do I want the students to learn?
- II. What activities will I use to facilitate this learning?
- III. How will I determine that learning has taken place?

A common model of lesson planning is the **BOPPPS** model developed in the late 1970s in BC by Douglas Kerr.

#### **B** – Bridge-in

- Introduces the topic and establishes relevance
- Tell a story
- Link material to learner's experience

#### **O** – Objectives

- What should the learners know/be able to do by the end of the session
- Construct *effective* learning objectives

#### **P** – Pre-assessment

- What is the learners pre-existing level of knowledge and interest?
- Can be formal/informal

#### **P** – Participatory Learning

- Outlines teaching methods and timeline
- Match learning activities with learning objectives
- Consider Bloom's Taxonomy, encourage deep learning

#### **P** – Post-assessment

- Have the learners achieved the objectives.
- Formal/informal assessment (polling the learners, questions etc..)

#### **S** – Summary

- Bring the session to a close
- Review the key points

- Questions?

**b) Deliver a teaching session**

- Non-medical topic of your choice (focus on developing your teaching skills)

Each learner is allotted a 20-minute slot for their assignment. It will be comprised of:  
session

1a (Oct 29): Each learner prepares a five-minute, "informal coffee chat" talk on a subject of their choice (medical or non medical). You can use the lesson plan format described above, but part of the exercise is to incorporate themes from the Cognitive Psychology session

You will be split into pairs on to start into Breakout rooms. Each person will present to their partner. They get feedback from their partner.

We come back to the large group. One member of each pair will present to the group and get feedback (those not presenting give feedback)  
session

1b (Nov 26): same as Oct 29, except those who didn't present the first time present  
Receive and participate in delivering feedback to other learners. **\*\*scheduled session\*\***

Feedback form provided

**c) Feedback (receive & provide to other participants)**

- a. Reflect on the feedback they receive to improve future teaching **\*\*due within 1 week following microteaching session.**
- b. One paragraph reflection
- c. Apply principles of good feedback / models of feedback

**d) Reflection**

- What have you learned from this experience?
- How will it impact your teaching in the future?
- One written paragraph

### **3. Teaching Resources**

The below resources can also be found on the CSMTEP D2L site in the [Resources](#) section (Content -> Teaching Resources)

#### **Lesson Plan**

- [CSMTEP Teaching Exercise Lesson Plan Template](#)



## Learning Objectives

- [Teaching Notes](#) from OFDP website
- [Learning Objectives podcast](#) from OFDP website
- Adams, Nancy E. (2015). [Bloom's taxonomy of cognitive learning objectives](#). *Journal of the Medical Library Association*, 103(3), 152-153.

## Feedback

- CSMTEP Feedback Form – will be emailed Wednesday prior to your session
- [Providing Effective Feedback podcast](#) from OFDP website

## Teaching Strategies

- [Teaching Strategies / Methodologies: Advantages, Disadvantages / Cautions, Keys to Success](#)

## Assessment

- Berk, Ronald A. (2005). [Survey of 12 Strategies to Measure Teaching Effectiveness](#). *International Journal of Teaching and Learning in Higher Education*, 17(1), 48-62.

## Advanced Teaching

Please note: this is not a required resource, but an optional one for learners seeking more in-depth information about lesson planning and teaching techniques. The following resource has been provided by the University of Calgary's Taylor Institute of Teaching and Learning, and it is part of their Instructional Skills Workshop. This module may take up to 5 hours to complete.

- [Taylor Institute: Lesson Planning and Active Learning](#)

## Assignment#2: Paired Teaching Exercise (Feb 11/March 11)

Participants will be expected to complete this assignment in pairs as a co-teaching exercise – in effect, you will be practicing co-facilitation. Pairs will be assigned based on availability of learners for the above dates. Participants will be expected to contribute equally to the assignment and to teach one subject (so pairs cannot split the session into two short lessons on different topics – the objective of the exercise is to practice teaching collaboration!)

Each pair of learners is allotted a 30-minute slot for their assignment. It will be comprised of:

- a) 15 minutes of teaching on a non-medical subject of the pair's choice (each learner should speak for comparable amounts of time throughout the presentation)
- b) 10 minutes of feedback from the designated colleague / other participants
- c) 5 minutes to transition to the next pair (take down and setup)

To complete the Microteaching II assignment learners will:

- a) Develop a short lesson plan **\*\*due Wednesday before your scheduled teaching session**
  - Use the BOPPPS form provided
- b) Deliver a teaching session of maximum 15 minutes duration **\*\*scheduled session\*\***
- c) Receive and participate in delivering feedback to other learners. **\*\*scheduled session\*\***
  - Feedback form provided
- d) Reflect on the feedback they receive to improve future co-teaching **\*\*due within 1 week following microteaching session**
  - One paragraph reflection

Topics (non-medical) and teaching methods (small groups, presentations, procedural skills etc.) are at the discretion of the learners. *The 15-minute time limit will be strictly adhered to emphasize the importance of appropriate planning and practice and facilitate the logistics of allowing all co-facilitators to deliver and receive feedback on their microteaching sessions.* Please submit lesson plans and reflection to [ofdp@ucalgary.ca](mailto:ofdp@ucalgary.ca).

## Assignment#3: Teaching Dossier (April 1, 2022)

On January 28, 2022 from 9:00 am to 12:00 pm, we have scheduled the “Developing a Teaching Dossier” session. The purpose of this session is to introduce you to the fundamentals of creating and maintaining a teaching dossier, a document that will be very important in your teaching career.

CSMTEP participants are expected to create their own teaching dossiers, which are due on April 1, 2022. Participants will receive personalized feedback from the CSMTEP Program Directors and will be sent to you by no later than April 30, 2022.

Your teaching dossier should include the following:

- 1) A Teaching Philosophy statement;
- 2) A teaching-oriented CV with appropriate appendices, supporting documents and reflection

The objective of this assignment is not length or volume – it is to create a working teaching dossier that you can use throughout your career. More information will be provided closer to the January 28, 2022 session – with examples and guidelines posted on D2L.

Please submit your completed dossier by no later than Friday, April 1, 2021.

## Resources

[Preparing a Teaching Philosophy Statement](#) – Taylor Institute for Teaching and Learning

[Creating a Teaching Dossier](#) – Taylor Institute for Teaching and Learning

## Elective Requirement (April 1, 2022)

Participants in CSMTEP are required to complete 2 hours of elective coursework in any topic of interest related to medical education/teaching or leadership in a medical context. We ask that each participant send us a short outline of their plans for the 2 hours (include the date, time, location, name of the event, hosting organization, and briefly explain how it relates to education/teaching/leadership) to [ofdp@ucalgary.ca](mailto:ofdp@ucalgary.ca) by no later than April 1, 2022. Participants can submit their elective requirement at any point during the program (if you know what you'll do in September, send it to us in September!) We are not going to be strict on what qualifies as an appropriate elective experience, so long as it has an obvious connection to medical education, teaching, or leadership in medicine.

To complete this requirement of the program, participants are expected to:

- Identify 2 hours of learning/coursework related to medical education, teaching or leadership in medicine (i.e. workshops, symposiums, conferences) – it does not have to be prior to the end date of CSMTEP, but we do ask that it is prior to April 2023.
- Send a proposal to [ofdp@ucalgary.ca](mailto:ofdp@ucalgary.ca) briefly describing the learning event's relevance to medical education/teaching/leadership and please be sure to include the date, time, location, name of the event, name of the hosting organization
- Attend the event (we're doing this on the honour system – you do not have to prove you were there, we trust that you will attend)

Some possible leads for elective opportunities:

- a) OFDP workshops - <https://ucalgary.ca/ofd/workshops>

b) OHMES – <https://cumming.ucalgary.ca/ohmes/>

c) OPEd – <https://cumming.ucalgary.ca/equity/>

d) Taylor Institute – here’s their page for instructors:  
<http://www.ucalgary.ca/taylorinstitute/instructors>

e) CAME webinars - [http://www.came-acem.ca/webinar\\_en.php](http://www.came-acem.ca/webinar_en.php)

f) ACFP has a lot of leadership training – like this  
<https://www.acfp.ca/leadership/leadfmconference/>

You may know of a conference or workshop that will work for you – let us know about it!

# Learning Objectives

## Individual Session Objectives

*Please note: this document should not be used as a course schedule – session times may change without notice and will be more quickly reflected on the posted schedules.*

**Date/Time:** 3 Sept 21 8:30 am – 9:00 am

**Session Title:** Introduction to CSM TEP

### Objectives:

At the end of the session, participants will be able to:

1. Describe the structure of CSM TEP
2. List the requirements for successful completion of CSMTEP

**CanMEDS-FM roles addressed in this session:** Scholar

**Date/Time:** 3 Sept 21 9:00 am – 10:00 am

**Session Title:** Introduction to UME/UofC Medical School Clinical Presentation Curriculum and Schemes

### Objectives:

At the end of the session, participants will be able to:

1. Describe the structure and components of the UME curriculum
2. Locate relevant curriculum information on the MD program website and on OSLER
3. Describe the administrative structure (faculty and support staff) in the UME office
4. Find contact information for faculty and staff responsible for components of the UME curriculum
5. Define "scheme" as used in the UME curriculum and reference the "Black Book"
6. Discuss teaching methods used in the UME curriculum

**CanMEDS-FM roles addressed in this session:** Scholar, Professional

**Date/Time:** 3 Sept 21 10:00 am – 11:00 am

**Session Title:** Introduction to Cognitive Psychology Part 1

**Objectives:**

At the end of the session, participants will be able to:

1. Present a framework (one slide!) that applies for teaching
2. Present a framework (one slide!) that applies for course design
3. Present a framework (one slide!) that applies for curricular design
4. Present a framework (one slide!) that applies for mentoring students
5. Present some data (both local and others) supporting the framework
6. Practice teaching using the framework

**CanMEDS-FM roles addressed in this session:** Scholar

**Date/Time:** 3 Sept 21 11:00 am – 12:00 pm

**Session Title:** Introduction to YuJa and other Academic Technologies

**Objectives:**

At the end of the session, participants will be able to:

1. Log into YuJa (via the website and D2L)
2. Install and use the YuJa Software Capture Station

**CanMEDS-FM roles addressed in this session:** Scholar

**Date/Time:** 3 Sept 21 1:00 pm – 2:00 pm

**Session Title:** Introduction to D2L

**Objectives:** At the end of the session, participants will be able to:

1. Log into D2L
2. Create, manage and share content with students via D2L or with external guests

**CanMEDS-FM roles addressed in this session:** Scholar, Communicator

**Date/Time:** 3 Sept 21 2:15 pm – 3:00 pm

**Session Title:** Introduction to Cognitive Psychology Part 2

**Objectives:**

At the end of the session, participants will be able to:

1. Present a framework (one slide!) that applies for teaching
2. Present a framework (one slide!) that applies for course design
3. Present a framework (one slide!) that applies for curricular design
4. Present a framework (one slide!) that applies for mentoring students
5. Present some data (both local and others) supporting the framework
6. Practice teaching using the framework

**CanMEDS-FM roles addressed in this session:** Scholar

**Date/Time:** 17 September 21 8:30 am to 10:00 am

**Session Title:** Writing Learning Objectives and MCQ Exams

**Objectives:**

At the end of the session, participants will be able to:

1. Apply the suggested model to help create effective learning objectives
2. Describe appropriate settings for the use of multiple choice questions in evaluation
3. Apply general principles and the knowledge of common errors to improve the writing of multiple choice questions.
4. Apply the suggested model to help create effective learning objectives

**CanMEDS-FM roles addressed in this session:** Scholar, Communicator

**Date/Time:** 17 September 21 10:00 am – 12:00 pm

**Session Title:** Online Teaching

**Objectives:** At the end of the session, participants will be able to:

1. In progress

**CanMEDS-FM roles addressed in this session:** Scholar, Communicator, Collaborator, Leader

**Date/Time:** 17 September 21 1:00 pm – 4:00 pm

**Session Title:** Competency Based Medical Education and Intro to PGME

**Objectives:** At the end of the session, participants will be able to:

1. Describe our learner population

**Cumming School of Medicine Teaching Excellence Program (2021/2022)**

[Return to Table of Contents](#)

2. Outline the supports that PGME offers to programs and residents
3. Outline 2 big changes that are underway in residency education
4. Describe how PGME is accredited
5. Describe what CanMEDs / CanMEDS FM means to PGME in broad terms
6. Describe some key features of CBME

**CanMEDS-FM roles addressed in this session:** Scholar, Communicator, Leader

**Date/Time:** 1 October 21 8:30 am – 12:00 pm

**Session Title:** Giving Trainee Feedback / Inviting Feedback on Teaching

**Objectives:**

At the end of the session, participants will be able to:

1. Define feedback and explain why it is important
2. List at least 5 characteristics of effective feedback
3. Discuss several models for giving feedback
4. Practice using the feedback models in a role-playing exercise
5. Discuss some of the challenges of receiving feedback from learners

**CanMEDS-FM roles addressed in this session:** Scholar, Communicator, Collaborator, Leader, Professional

**Date/Time:** 1 October 21 1:00 pm – 4:00 pm

**Session Title:** Learner in Difficulty I

**Objectives:**

At the end of the session, participants will be able to:

1. Identify the learner in difficulty
2. Explore factors that could place learners at risk for academic difficulty
3. Practice use of worksheet for a learner in difficulty
4. List resources available for learners in difficulty

**CanMEDS-FM roles addressed in this session:** Scholar, Communicator, Collaborator, Leader, Professional

**Date/Time:** 15 October 21 8:30 am – 12:00 pm

**Session Title:** Teaching Procedural Skills

**Objectives:** At the end of the session, participants will be able to:



1. Describe the evidence for teaching procedural skills
2. Apply a model for teaching technical/procedural skills
3. Provide effective feedback on the clinical skills of learners

**Date/Time:** 15 October 21 1:00 pm – 4:00 pm

**Session Title:** Flipping the Classroom

**Objectives:**

At the end of the session, participants will be able to:

1. Review the pedagogy of the “Flipped Classroom” and the evidence for its effectiveness
2. Apply the “Flipped Classroom” model to future teaching activities
3. To list the steps in creating a podcast

**CanMEDS-FM roles addressed in this session:** Scholar, Communicator, Collaborator

**Date/Time:** 29 October 21 8:30 am to 12:00 pm

**Session Title:** Presentation Skills

**Objectives:**

At the end of the session, participants will be able to:

1. Identify strategies for creating visually appealing presentations
2. Identify strategies for delivering effective presentations
3. Demonstrate techniques to keep students engaged

**CanMEDS-FM roles addressed in this session:** Scholar, Communicator

**Date/Time:** 29 October 21 19 1:00 pm – 4:00 pm

**Session Title:** Teaching Exercise I – Online presentation

**Objectives:**

At the end of the session, participants will be able to:

1. Apply principles of effective teaching and presentation skills
2. Practice providing effective feedback to colleagues
3. Reflect on integrating feedback into future teaching practice

**CanMEDS-FM roles addressed in this session:** Scholar, Communicator

**Date/Time:** 12 November 21 8:30 am – 12:00 pm

**Session Title:** Learner in Difficulty II - Remediation

**Objectives:**

At the end of the session, participants will be able to:

1. Define remediation, probation and dismissal
2. Describe an approach to remediation
3. Design a remediation plan for a resident in difficulty

**CanMEDS-FM roles addressed in this session:** Scholar, Communicator, Collaborator, Leader, Professional

**Date/Time:** 12 November 21 1:00 pm – 4:00 pm

**Session Title:** Gamification and Educational Games

**Objectives:**

At the end of the session, participants will be able to:

1. List 4 defining traits of a game
2. Describe the difference between gamification, serious games, and educational games
3. List 6 examples of game design elements
4. Discuss the benefits and challenges of using gamification and educational games in teaching
5. Be able to describe how the following learning theories/models apply to educational game design a. Four pillars of learning (attention, active learning, feedback, consolidation) b. Self-determination theory (competence, autonomy, relatedness) c. Learner engagement model (challenge, control, immersion, interest, purpose)
6. List various types of games that can be adapted for educational use
7. Propose ways to use gamification techniques and educational games in teaching, and describe their advantages and disadvantages

**CanMEDS-FM roles addressed in this session:** Scholar, Communicator, Collaborator, Leader, Professional

**Date/Time:** 26 November 21 8:30 am – 12:00 pm

**Session Title:** Teaching Exercise I – Online presentation

**Objectives:**

At the end of the session, participants will be able to:

4. Apply principles of effective teaching and presentation skills
5. Practice providing effective feedback to colleagues
6. Reflect on integrating feedback into future teaching practice

**CanMEDS-FM roles addressed in this session:** Scholar, Communicator

**Date/Time:** 26 November 21 1:00 pm – 4:00 pm

**Session Title:** Conflict Management, Negotiating, and Providing Feedback

**Objectives:**

1. Recognize a crucial conversation
2. Analyze and diagnose a conflict
3. Distinguish between positional bargaining, and principled negotiation
4. Apply a systematic strategy for getting to yes in a negotiation scenario

**CanMEDS-FM roles addressed in this session:** Scholar, Communicator, Collaborator, Leader, Professional

**Date/Time:** 10 December 21 8:30 am – 12:00 pm

**Session Title:** Small Group Teaching

**Objectives:**

At the end of the session, participants will be able to:

1. Describe and use interactive discussion methods in small group settings.
2. Describe and use immersive/experiential methods in small group settings, and
3. Describe and use knowledge sharing methods in small group settings.

**CanMEDS-FM roles addressed in this session:** Scholar, Communicator, Collaborator

**Date/Time:** 10 December 21 1:00 pm – 4:00 pm

**Session Title:** Communication Skills

**Objectives:** At the end of the session, participants will be able to:

1. Describe the importance of teaching communication skills
2. Use the Calgary-Cambridge guide to teach communication skills
3. Apply a structured approach to offering feedback on communication skills

**CanMEDS-FM roles addressed in this session:** Scholar, Communicator, Collaborator, Leader

**Date/Time:** 14 January 22 8:30 am – 12:00 pm

**Session Title:** Cognitive Psychology #2 Cognitive Bias and Clinical Reasoning

**Objectives:**

At the end of the session, participants will be able to:

1. List TWO differences between Type 1 (Intuitive) and Type 2 (Analytical) thinking
2. List the THREE Cognitive Biases that affect you most often (+ a defence strategy for each)
3. List TWO ways you will improve your assessment of learners ability in Clinical Reasoning

**CanMEDS-FM roles addressed in this session:** Scholar, Communicator

**Date/Time:** 14 January 22 1:00 pm to 4:00 pm

**Session Title:** Bedside/Clinical Teaching

**Objectives:**

At the end of the session, participants will be able to:

1. Apply educational theory in practical teaching
2. Describe how to prepare for teaching at the bedside

**CanMEDS-FM roles addressed in this session:** Scholar, Communicator, Leader

**Date/Time:** 28 January 22 8:30 am – 12:00 pm

**Session Title:** Developing a Teaching Dossier

**Objectives:**

At the end of the session, participants will be able to:

1. Able to identify the components, purpose, and format of a teaching dossier
2. Able to describe your key beliefs (philosophy) about teaching and learning
3. Identify data and documentation that provides evidence of the scope and quality of your teaching practice

**CanMEDS-FM roles addressed in this session:** Scholar, Communicator

**Date/Time:** 28 January 22 1:00 pm – 4:00 pm

**Session Title:** Curriculum Design

**Objectives:**

At the end of the session, participants will be able to:

1. Describe the Kern\* 6-step guide to curriculum design
2. Critique the use of the Kern model with reference to article Lupton & O’Sullivan
3. Determine the steps you would take to create a curriculum on COVID-19 for use within UME, PGME, or CPD
4. Describe a curriculum that you would like to develop/modify using the Kern\* approach

**CanMEDS-FM roles addressed in this session:** Scholar, Communicator

**Date/Time:** 11 February 22 8:30 am – 12:00 pm

**Session Title:** Learning Theories Applied to Teaching , Med Ed Research, and the Med Ed Masters Program

**Objectives:**

At the end of the session, participants will be able to:

1. In development

**CanMEDS-FM roles addressed in this session:** Scholar, Communicator, Collaborator

**Date/Time:** 11 February 22 1:00 pm – 4:00 pm

**Session Title:** Teaching Exercise II – In Person Presentation

**Objectives:**

At the end of the session, participants will be able to:

1. Apply principles of effective co-teaching and co-presentation skills
2. Practice providing effective feedback to colleagues
3. Reflect on integrating feedback into future teaching practice

**CanMEDS-FM roles addressed in this session:** Scholar, Communicator, Collaborator

**Date/Time:** 25 February 22 8:30 am – 12:00 pm

**Session Title:** Indigenous Health and Decolonization

**Objectives:**

1. Understand how inequity and disparity drive health outcomes of Indigenous populations
2. Connect to the CSM's response to the TRC
3. Gain knowledge of anti-racist pedagogy and how education can influence practice and health outcomes

**CanMEDS-FM roles addressed in this session:** Communicator, Collaborator, Leader, Professional

**Date/Time:** 25 February 22 1:00 pm – 4:00 pm

**Session Title:** Unconscious Bias

**Objectives:**

At the end of the session, participants will be able to:

1. Recognize types of implicit bias
2. Reflect on your own implicit biases
3. Identify strategies to mitigate implicit biases

**CanMEDS-FM roles addressed in this session:** Scholar, Communicator, Professional

**Date/Time:** 11 March 22 8:30 am – 12:00 pm

**Session Title:** Teaching Exercise II – In Person Presentation

**Objectives:**

At the end of the session, participants will be able to:

1. Apply principles of effective co-teaching and co-presentation skills
2. Practice providing effective feedback to colleagues
3. Reflect on integrating feedback into future teaching practice

**CanMEDS-FM roles addressed in this session:** Scholar, Communicator, Collaborator

**Date/Time:** 11 March 22 1:00 pm – 2:00 pm

**Session Title:** Copyright

**Objectives:**

At the end of the session, participants will be able to:

1. Obtain general knowledge of campus copyright policies and procedures
2. Discuss educational exceptions in the Canadian Copyright Act
3. Describe the role of the campus Copyright Office and seek assistance when appropriate

**CanMEDS-FM roles addressed in this session:** Scholar

**Date/Time:** 11 March 21 2:00 pm – 3:00 pm

**Session Title:** UME Academic Technologies and Podcasting

**Objectives:**

At the end of the session, participants will be able to:

1. Learn why podcasting might be a solution for a teaching objective
2. How to podcast
3. Introduction to Cards

**CanMEDS-FM roles addressed in this session:** Scholar, Communicator, Collaborator

**Date/Time:** 25 March 22 8:30 am – 12:00 pm

**Session Title:** Teaching with Simulation

**Objectives:**

At the end of the session, participants will be able to:

1. Describe the range of simulation modalities used in medical education
2. List at least three drivers for the use of simulation in medical education
3. Describe how at least two different learning theories apply to simulation
4. Describe the types of objectives best addressed with simulation in terms of where they fall within Bloom's Taxonomy of Education Objectives

**CanMEDS-FM roles addressed in this session:** Scholar, Communicator, Collaborator

**Date/Time:** 25 March 22 1:00 pm – 4:00 pm

**Session Title:** Simulation Demonstration

**Objectives:**

At the end of the session, participants will be able to:

1. Discuss challenging debriefing situations in terms of the shared contributions of participant, context and educator.
2. List at least three techniques one can use to address challenging debriefing situations.

**CanMEDS-FM roles addressed in this session:** Scholar, Communicator, Collaborator