

University of Calgary
Cumming School of Medicine

I. BIOGRAPHICAL DATA

II. ACADEMIC RECORD

Final degree xxx

Date completed xxx

Specialty xxx

Institution/City/Country

i. Undergraduate

ii. Special professional

iii. Graduate and post-doctoral

iv. Licensure, professional certifications and boards xxx

v. Additional training, courses and certifications

• **Annual Rural & Distributed Education Faculty Development Retreat**

2010 – present

Multi-day conference focused on preceptorship, simulation teaching, and rural education leadership.
~12–15 hours annually.

• **Regional Preceptor Development Summit**

2016 – present

Annual faculty development event supporting community-based preceptors across multiple distributed medical education sites. ~8–12 hours/year.

• **Family Medicine Teaching & Curriculum Conference**

2020 – present

Workshops in competency-based teaching, assessment, and educational scholarship. ~6–10 hours/year.

• **National Rural/Regional Education Faculty Development Conference**

2023

Invited participant in workshops on curriculum reform, rural education networks, and community-based learning models. ~8 hours.

• **International Medical Student Education Conference**

2023

Attendee and presenter in sessions on pre-clerkship curriculum innovation and learner engagement.
~12 hours.

III. PERSONAL IMPACT STATEMENT / NARRATIVE (optional)

Key Contributions

1. Sustained leadership and excellence in rural and distributed medical education through long-term delivery of undergraduate and postgraduate clinical teaching, learner assessment, and coaching in community settings.
2. Senior educational leadership in residency program delivery at distributed sites, with responsibility for assessment systems, remediation processes, resident support, and program governance aligned with national standards.

3. System-level contributions to the implementation of competency-based medical education in rural contexts through curriculum renewal, assessment oversight, and faculty engagement during periods of national reform.
4. National leadership in medical education through chairing advisory committees, co-leading rural education streams, and contributing to task forces and surveys informing residency curriculum implementation across Canada.
5. Development and leadership of faculty development initiatives strengthening the capacity of community-based preceptors to deliver high-quality, competency-based education.
6. Sustained mentorship and coaching across the learner continuum, supporting career development, professional identity formation, and transitions to practice, with particular focus on rural and underserved learners.
7. Long-standing contributions to residency admissions and selection processes, supporting fair, rigorous, and mission-aligned recruitment to family medicine training programs.
8. Leadership in community, civic, and policy-related service through advisory panels, board roles, and civic engagement informing education pathways and workforce sustainability.
9. Advocacy for educational equity through mentorship, policy advising, and community-based initiatives addressing access barriers for rural learners.
10. A sustained and coherent body of work demonstrating impact across teaching, leadership, service, and community engagement, aligned with the mission and strategic priorities of the Cumming School of Medicine and the health system.

IV. AWARDS AND DISTINCTIONS

Community Physician Educator of the Year (2023)

National recognition from a Canadian medical education organization for exceptional dedication to resident mentorship and distributed learning.

Excellence in Rural Medical Education Award (2020)

Presented by an Undergraduate Medical Education office to a preceptor demonstrating sustained impact in encouraging learners to pursue rural practice.

Resident-nominated Outstanding Clinical Teacher Award (2019)

Awarded by a graduating residency cohort for excellence in bedside teaching, learner advocacy, and supportive clinical supervision.

Community Leadership in Education Award (2018)

Recognizes a physician educator's contributions to enhancing community well-being through sustained educational outreach and mentorship.

V. APPOINTMENTS

Clinical Associate Professor, 2016 – present

University of Calgary, Cumming School of Medicine

VI. EDUCATIONAL ACTIVITIES

i. Teaching & Instruction

Undergraduate (UME)

Longitudinal Integrated Clerkship - Primary Community Preceptor

2013 – present

- 9 months/year of continuous community-based clinical training
- Responsible for learner scheduling, direct observation, coaching, and competency assessment
- ~350–400 hours/year of supervision

- ~1 clerk per year (~10 clerks total)

Small Group / Case-Based Learning Preceptor

2013 – present

- 1–2 hours/year
- Teaching focused on primary care decision-making
- ~8–12 medical students per session

Orientation Facilitator - Longitudinal Clerkship Program

2018

- Faculty development and learner onboarding workshop
- ~4 hours total
- Cohort of ~20 students

Multimorbidity Teaching for Clerkship Learners - Co-Facilitator

2020 – 2023

- 1-hour session per block × ~6 blocks/year
- ~6–8 clerks per session
- ~18–24 hours total over 3 academic years

Family Medicine Clinical Experience (FMCE) Preceptor - Small Group + Clinical

2023 – present

- Small group teaching: 3 hrs/year × 2 years
- Clinical precepting: 12 hrs/year × 2 years
- ~10–12 first-year medical learners per year

Rural Medicine Orientation Day - Panelist

2021 – 2023

- ½ day/year (4 hours)
- ~120–150 first-year medical students per session

Postgraduate (PGME)

Primary Clinical Preceptor - Family Medicine Residency

2023 – present

- 13 blocks/year; clinical supervision 3+ days/week
- ~300–350 hours/year
- Responsible for resident assessment, field notes, EPA achievement tracking
- ~6–8 residents/year with 2–6 month rotations

Resident Clinical Supervision - Multiple Sites

2010 – 2023

- 1–2 days/month
- Focus on acute care, multimorbidity, rural environment practice patterns
- ~100–150 residents over 13 years

Resident Didactic Sessions - Faculty Presenter

2014 – present

- Presentations to ~20–30 rural residents per year
- Topics include physician wellness, multimorbidity management, simulation + procedural skills
- ~3–6 hours/year

Residency Applicant Selection - Interviewer/Reviewer

2010 – present

- 10–15 hours/year
- Reviewing files and interviewing prospective residents

Interdisciplinary/Interprofessional Education

Elective Student Preceptor - Multiple Trainee Types

2012 – present

- 4–8 weeks/year of direct clinical teaching
- High school, pre-med, undergraduate, international medical graduates, and NP students
- ~6–12 learners/year

Faculty & Peer Education

Chair - Regional Preceptor Development Conference

2016 – 2021

Led annual faculty development conference (~40–60 hrs/year) supporting ~80–100 distributed preceptors in enhancing competency-based teaching and assessment.

iii. Mentorship/Coaching/Supervision

Career Exploration Program

2020 – present

- Panelist for rural career exposure workshops (~3 hours/year; ~40–60 learners per year)
- Individual Career Coach: 10 learners over 4 years
- Guidance on career pathways, professionalism, and transition to clerkship

Incoming Medical Students - Shadowing Program Preceptor

2012 – present

- 3 days/year
- Individual shadowing for students exploring primary care careers

Competency Coach - Family Medicine Residency

2023 – present

- ~10–15 hours per resident every 4 months
- Longitudinal coaching to support progression to entrustment and career planning
- ~3 PGY-1 residents/year

VII. ADMINISTRATIVE/SERVICE /LEADERSHIP

i. Administrative and Leadership roles

xxx Family Medicine Residency Program, co-site director 04/2016 - Present

Role Contributions:

- Co-lead for resident education delivery at a distributed training site
- Engagement, recruitment, and retention of rural/regional preceptors and competency coaches
- Oversight of learner assessment, performance review, and remediation processes
- Support for resident well-being and professional development
- Contribution to curriculum renewal in alignment with national residency standards
- **Estimated service commitment:** ~100–120 hours annually

ii. Committees, Councils and Task Forces

- Residency Program Executive Committee
- Postgraduate Medical Education Academic Council

- Distributed Education & Rural Training Advisory Group
 - Resident Competency & Assessment Committee
 - Rural Program Implementation & Operations Team
 - Resident Selection (CaRMS) – Interview and ranking panel
 - CFPC Residency Outcomes Renewal Working Group — **Co-Lead, Rural Education Stream**
- Responsibilities include stakeholder engagement, rural curriculum redesign, and change management
- Distributed / Regional Medical Education Collaboration Council

Chair - Medical Education Advisory Committee

2020 – Present

National Physician Education Organization

Role Contributions:

- Lead advisory committee supporting rural and regional training needs as national residency curriculum changes are implemented across Canada
- Advocate for rural teaching sites and physician educators impacted by program redesign
- Guide stakeholder engagement initiatives shaping implementation strategies
- **Estimated service commitment:** ~80–100 hours annually

Key Activities & Outputs

- Designed and implemented national survey assessing readiness for curriculum renewal among physicians and trainees (2023)
- Co-led national presentation on residency outcomes and training renewal at an annual medical education conference (2023)
- Conducted follow-up survey with medical students to evaluate awareness of changes to training pathways (2023)
- Serve as organizational representative on a national Education Reform Taskforce
- Participated in multiple design summits to inform post-graduate curriculum and assessment frameworks

Alberta Clinician Professional Practice Council 2020-2023 - forum for inter professional clinicians to share knowledge, experience and expertise to inform decision making on key Alberta Health Services programs

Provincial Medical Association — Rural Medicine Leadership Roles (2020–present)

Physician lead for rural medical student/pre-medical scholarship and mentorship initiatives, supporting ~10–20 learners annually and representing rural physician educators on executive advisory activities.

iii. Community, Civic, and Societal Engagement

Member - Provincial Advisory Panel on Rural Education Pathways

2023 – present

Appointed as an education advisor contributing to provincial policy discussions on improving access to post-secondary and professional programs for rural and remote learners. Provides guidance on student recruitment strategies, educational equity, and community-based training supports. ~20–25 hours/year including consultations, structured feedback reports, and stakeholder meetings.

Youth Career & Leadership Development - Volunteer Mentor

2019 – present

Provides ongoing mentorship to rural and underserved youth exploring post-secondary education, leadership pathways, and professional careers. ~10–15 hours/year supporting ~5–8 youth annually in confidence-building and goal setting.

Regional Community Recreation Organization - Board Member

2021 – 2024

Served on board of a large community-based recreation and sport organization, contributing to strategic planning, equity in youth access, and community engagement initiatives. ~30–40 hours/year.

Rural Education Access Initiative - Volunteer Facilitator

2022 – present

Coaches rural undergraduate learners preparing professional program applications (e.g., interview skills, communication workshops). ~20 hours/year; ~10–15 learners annually. Focus on reducing educational access gaps for rural students.

Civic Participation and Public Policy Advising - Community Representative

2023 – present

Participated in municipal consultation forums on community development and youth recreation infrastructure, informing local decision-making through community stakeholder representation. ~10 hours/year.

X. PRESENTATIONS

i. Local

2020–2023

- *Physician Wellness and Multimorbidity Teaching* - Resident Didactic Sessions

Role: Speaker; ~20–30 residents/year

2015–2020

- *Physician Resilience Strategies* - Transition to Practice Workshops

Role: Speaker; ~15–20 residents/session

ii. Provincial

2024

- *Trauma Code Simulation* - Annual Rural Emergency Medicine Conference

Role: Co-presenter; ~60 participants

2023

- *High-Acuity, Low-Occurrence Simulations* - Regional Rural Skills Day

Role: Co-presenter; ~40 participants

2021–2023

- *Efficient and Effective Preceptorship* - Rural Faculty Development Retreat (multiple years)

Role: Speaker; ~60 participants/session

2024

- *Education Reform Update* - Regional Rural Education Forum

Role: Co-presenter; ~75 educators

iii. National

2023

- *Advancing Family Medicine Education Reform* - National Rural & Remote Medicine Conference

Role: Co-presenter; ~200 participants; Canada

2023

- *Teaching Strategies for Busy Clinical Practices* - National Family Medicine Educators Summit

Role: Panelist; ~150 participants

2022

- *Teaching Multimorbidity in Family Medicine* - National Family Medicine Education Forum (two

presentations: 2020 & 2022)

Role: Speaker; ~100 attendees/session

2019

- *Organizing Successful Faculty Development Events* - National Rural & Remote Medicine Conference

Role: Co-presenter; ~100 attendees

2018

- *Faculty Development in Distributed Medical Education* - National Rural & Remote Medicine Conference

Role: Co-presenter; ~100 attendees

iv. International

2023

- *Teaching Multimorbidity: Collect, Cluster & Coordinate* - International Medical Student Education Conference

Role: Co-presenter; ~150 attendees