

Dear Faculty:

For many years, the Office of Faculty Development and Performance (OFDP) has organized the Teaching Excellence Program (TEP), a comprehensive faculty education program within the Cumming School of Medicine (CSM). CSMTEP is designed to help faculty solidify fundamental teaching skills, learn relevant educational theory, and explore more advanced topics related to special areas of interest in medical education.

The previous iterations of CSMTEP ran over 14 full Fridays (80 hours), from September to April. Recognizing the difficulty of such a commitment, and the need to provide more flexibility for participants, OFDP and the Dean's office have elected to divide the program into the following three modules, with a total of 61 hours of instruction. In order to maximize faculty participation, the modules will be offered several times per year. In order to balance the value of in-person sessions versus the practicality of an on-line format, approximately half of the sessions will be in-person, half on Zoom. As the overall program has been condensed, participants should expect up to one hour of preparation time for each program date.

The modules are not meant to be sequential: participants can start with any of the three modules. **See topics for each module at the end of this email, as well as a detailed schedule for Module 1 Fall 2023.**

Module 1: TC-1: Building blocks of education (total 20 hours): will be offered in Fall 2023, Winter 2024, Fall 2024

Module 2: TC-2: Teaching in different environments (total 21 hours): will be offered in Winter 2024, Spring 2024

Module 3: TC-3: Assessment and feedback (total 20 hours): will be offered in Spring 2024, Fall 2024

Further offerings will be announced for 2025 and beyond.

Each module will have one session in the domain of structural competency, as well as an additional elective topic (optional for each participant). Interest in the electives will be sought prior to commencing each module.

Each successfully completed module will provide participants with a badge of completion. **Completion of all three modules (TC-1, TC-2, TC-3) will be recognized as completing the "Teaching Excellence Program".**

Applicants should be involved in teaching at the graduate, postgraduate, and/ or undergraduate level and ideally planning on pursuing medical education as a major component of their career.

Successful completion of each module requires:

- Minimum 80% attendance
- Completion of one learning application
- Participation in formative learning exercises/quizzes

Applications for Winter Modules both 1 and 2 are now open.

To apply, please submit the following documents to ofdp@ucalgary.ca by no later than **September 1, 2023**:

- 1) A Letter of Interest outlining your current career and future plans in medical education.
- 2) A Curriculum Vitae
- 3) If you are a resident/fellow, a letter of support from your program director must be included (PLEASE NOTE: first priority will be given to CSM Faculty/Staff. If space permits, consideration will be given to residents and fellows).

Applications should be sent to ofdp@ucalgary.ca and addressed to Dr. Sylvain Coderre, Director of Teacher Development with the subject line: CSMTEP Application of Interest. All applicants will be notified of their application status by the end of May.

Please note:

As spots are limited to 12 participants for each module, not all applicants will be successful. In determining successful applicants, OFDP will take into account a number of factors, including:

- strength of CV and letter of interest
- current (or promised) faculty position (clinical or full-time)
- emergent teaching needs in the faculty (including MD, PhD, and Vet Medicine)
- alignment with CSM mandates and priorities
- mix of departmental representation
- applicant teaching roles and responsibilities
- mix of participant work and teaching experience
- consideration to applicants who were ranked highly in previous years' TEP applications

Thank you in advance for your interest in education, and our program.

Module 1: Building blocks of education

Cognitive Psychology: storage and encoding
Cognitive Psychology: retrieval
Overview of learning theories and education research
Clinical reasoning and diagnostic error
Curriculum design and mapping
Inclusivity and accessibility in education
Anti-racism education
Writing objectives
Quizzes/Assignment/Graduation
Elective: Introduction to preparing a teaching dossier

Module 2: Teaching in different environments

Large group teaching: presentation skills and innovative teaching techniques (including flip classroom)
Making vodcasts
On-line teaching tips
Innovative teaching in small groups
Teaching clinical skills in a structured environment
Indigenous health and decolonization
Technical skills teaching
Teaching at the bedside

Simulation teaching: theory and practice
Teaching assignment/quizzes/graduation

Module 3: Assessment and Feedback

Overview of assessment strategies
Assessment in the CBME era
Exploring the dual role of judge vs coach
Giving trainee verbal feedback/inviting feedback on teaching
Giving trainee narrative feedback/crucial conversations and negotiations
Implicit bias in assessment
Designing MCQs and OSCE stations
Learner in difficulty: UME and PGME
Technology in education and formative assessment
Final assessment/graduation
Elective: copyright rules

Please see our [website](#) for more information.

Module 1 Schedule

Please note: bolded sessions are in-person: HSC RmG43A Date	Time	Topic	Presenter	Location
12-Jan-24	09:00-12:00	Introduction to module 1 Cognitive Psychology: storage and encoding	Sylvain Coderre	Zoom
26-Jan-24	08:30-09:30 09:30-12:00	Cognitive Psychology: retrieval Overview of learning theories and education research	Sylvain Coderre Rachel Ellaway	Zoom
09-Feb-24	09:00-12:00	Curriculum design and mapping	Jocelyn Lockyer Pam Veale	In Person
23-Feb-24	08:30-09:20 09:30-12:00	Review quiz: Cognitive Psychology and learning theories	Sylvain Coderre Steve Vaughan	Zoom

08-Mar-24	08:30-10:10	Clinical reasoning and diagnostic error Inclusivity and accessibility in education Unconscious bias	Kenna Kelly-Turner Kiara Mikita	In Person
08-Mar-24	10:30-12:00	Anti-racism education	Nicole Johnson	In Person
22-Mar-24	08:30-09:30 09:30-12:00	Writing objectives Group discussion: final assignments Final review quiz Graduation	Sylvain Coderre	In Person
TBD	180 minutes	Introduction to preparing a teaching dossier	Cheryl Jeffs	Zoom

Module 2

Schedule

Please note: bolded sessions are in-person: HSC RmG43A.

Date	Time	Topic	Presenter	Location
05-Jan-24	08:30-0900	Introduction to Module 2	Sylvain Coderre	Zoom
05-Jan-24	09:00-10:45	Large group teaching: presentation skills and innovative teaching techniques (including flip classroom)	Rahim Kachra	Zoom
05-Jan-24	11:00-12:00	Making vodcasts	Kelly Burak	Zoom
19-Jan-24	08:30-09:50	On-line teaching tips	James Kim	Zoom

19-Jan-24	10:00-12:00	Innovative teaching in small groups	David Keegan	Zoom
02-Feb-24	08:30-09:50	Teaching clinical skills in a structured environment	Jodie Ornstein	Zoom
02-Feb-24	10:00-12:00	Indigenous health and decolonization	Pam Roach	Zoom
16-Feb-24	08:30-10:00	Technical skills teaching	Melinda Davis Adrian Harvey	In Person
16-Feb-24	10:10-12:00	Teaching at the bedside	Phil Stokes	In Person
01-Mar-24	08:30-12:00	Simulation teaching: theory and practice	James Huffman	In Person
15-Mar-24	08:30-12:00	Teaching assignment presentations Final review quiz correction Graduation	Sylvain Coderre	In Person
TBD	120 minutes	Teaching with Zoom: technical tips	Luigi Riscaldino	Zoom

Attendance Policy

Module 2 is accredited by both the RCPSC and the 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 session. These records will be retained as per RCPSC/CFPC directives.

To successfully meet the requirements of Module 2, participants must attend a minimum of **FIVE** out of six sessions.

Unless participants notify course organizers of an issue, attendance to Zoom sessions will only be credited to participants with cameras/videos ON for these sessions. .

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 in advance (this helps with planning upcoming sessions). Thanks!

Successful Completion of the Program

Module 2 is a pass/fail program. To successfully complete the program, participants must:

- 1) Attend a minimum of five of six sessions
- 2) Participate in formative review quizzes
- 3) Complete the following teaching assignment on the last day of the course