

The Two-day TIPS Course: A Fresh Look at Content, Process, and other Elements.
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The two-day TIPS course has become a key component of faculty development programs for the full spectrum of medical education in many sites across Canada and the world. Recent research indicates that TIPS is an effective tool for changing teaching behaviour and in raising evaluations of teaching by students.

This post-conference full-day workshop will take a critical look at aspects of the TIPS course: content, process, structure, promotion and others.

Working in small groups participants will

- (1) learn about the TIPS course at other sites,
- (2) evaluate what they are currently doing,
- (3) generate suggestions to strengthen their TIPS course and those in general, and
- (4) work towards providing a TIPS course at their own site or revise their existing course.

Objectives:

1. Describe TIPS courses at other sites and evaluate aspects of their own TIPS course
2. Make suggestions to strengthen the TIPS course
3. Organize or re-organize and provide a TIPS course at their own site

The “ABC” Education Primer – a Model of Faculty Development for Clinical Faculty

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Purpose: Through participation in the Primer and reflection upon this experience, participants will discuss the role of workshops in enhancing clinical teaching.

Methods: Through review of the literature, consultation with colleagues and peer-review a team of educators developed a series of workshops. The program instills a “need to know” in the participants by challenging existing teaching philosophies and practices that are not productive or effective in clinical practice. The program is “relevant to participants” and mimics the chronology of the teacher-learner-patient encounter in the clinical setting. The program is problem-based and highly interactive. Participants identify and discuss the “problems/barriers” associated with clinical teaching. The program introduces practical teaching strategies/models for the clinical setting and allows participants to apply these skills through role-modeling exercises. Parts of the program will be highlighted in this workshop and there will be opportunity to discuss the strengths and weaknesses of this “formal” faculty development approach.

Many universities are faced with an increase in the number of learners in medical school and distribution of these learners to community based medical settings in urban, rural and remote areas. More community based preceptors are being asked to participate in the training of undergraduate and postgraduate learners for the first time. This workshop

highlights one approach to supporting these teachers and will provide an opportunity for educators to analyze the strengths and weaknesses of this approach.

Learning objectives: Participants will be able to identify the roles, characteristics and behaviors of effective clinical teachers and have the opportunity to practice some of these teaching behaviors. Participants will also discuss the strengths and weakness of the workshop as a faculty development activity for clinicians.