AFMC Hot Topic: Supporting our Clinical Teachers: Help us Find the Way Forward

Dr. Maureen Shandling
Dr. José François
Dr. Charmaine Roye
AFMC Study of Clinical Teachers
2008

Purpose

• To develop a better understanding of the complex relationship between clinical teachers, faculties of medicine, universities, medical associations and governments across Canada
• To identify resources required to support clinical teachers
• To assess future and current capacity issues
Based on Evidence-based literature reviews, Best practices & >200 interviews
Dr. David Cook, Lead

10 Recommendations
1) Collaboration and a National Directory of exemplary Practices - structures should be created that enable multiple levels of interaction and collaboration relating to clinical teaching.

2) Distributed Learning/Community Sites - The Clinical Curriculum at distributed sites should be developed with significant and regular input from clinical teachers at distributed sites.
3) Remuneration- Consideration for APPs in all units, with equitable distribution of funds, recognizing clinical teaching.

4) Clerks and Residents - Preparation of clerks and residents for clinical learning.
5) Assessment - Importance of feedback (anonymous) to clinical teachers.

6) Continuous Faculty Development - Essential for clinical teachers.

7) Innovation in Clinical Teaching - Utilize new and emerging technologies and pedagogical approaches.
Canadian Collaborative for Clinical Teachers

- Building on *Study of Clinical Teachers, 2009*
- Participating organizations
  - ACAHO
  - ACHDHR
  - AFMC
  - CFMS
  - CFPC
  - CMA
  - CMQ
  - FMEQ
  - FMOQ
  - FMSQ
  - MCC
  - RSPSC

One Day Meeting February 2012

The Collaborative on Clinical Teachers (CCCT)

Funded By Health Canada
Priority Areas (2012)

A. Define the Role of Clinical Teachers
B. Network for Educational Sharing
C. Align Educational Structures
D. Align with Accreditation
E. Enhance Teaching Capacity & Quality
F. Advance Faculty Development
G. Provide Tools & Support
H. Provide Recognition Opportunities
• **Develop, Support, and Recognize Clinical Teachers**
  
  – Support clinical teachers through faculty development and continuing professional development (CPD), and recognize the value of their work.
FMEC PG Recommendation

**Action Items - Clinical Teachers**

- National Strategy for Faculty Development & CPD
- Supportive University Structures
- Recognize and support the varied roles
- Incentives to encourage professional development
- Assessment tools to provide feedback to clinical teachers

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• Enabling Recommendations

• C : Increase National Collaboration
  - Canadian Faculties of Medicine are continually innovating and have much to offer each other. Increased collaboration among schools is needed, including the sharing of teaching and learning resources, evaluation frameworks, tools for common curriculum development, innovations, and information technologies.

• E : Enhance Faculty Development
  - Recognizing that teaching, research, and leadership, are core roles for physicians, priority must be given to faculty development, support, and recognition in order to enable teachers and learners to respond effectively to the recommendations in this report.
Tying it all together at our Symposium

• **Focusing on:**
  – Definition and value of clinical teachers
  – National strategy for faculty development
  – Recognition of clinical teachers
For more information...

www.afmc.ca/fmecpg
Definition and Value
Dr. Maureen Shandling
ACAHO
Clinical Teachers

• Definition
  – Who are they
  – What are their skills
  – What do they do
  – Where do they work
  – Who do they work for
“An expert practitioner – affiliated with an academic institution - teaching, supervising, evaluating. and mentoring students of all levels through the application and integration of the Art and Science of medicine to the management of patients, in the context of a real or simulated clinical setting.”
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Clinical Teachers: Value

- “Clinical teachers are essential for the educational mission of the faculties of medicine, through curriculum development and delivery.”
- “They serve as explicit role models to shape tomorrow’s physicians and improve the health of populations we serve.”
- “They bring reflection, assessment, a learner-focus, and a commitment to quality clinical care.”
- “Teachers contribute value to the profession by acting as key facilitators of learning in a workplace context, which forms the core of the clinical education of a doctor.”
- “Through their teaching they improve the quality of care the system provides, and are core to the delivery of tertiary/quaternary care to the public.”
Developing a National Strategy for Faculty Development for Clinical Teachers in Canada
Dr. José François
AFMC
FMEC Recommendations

FMEC MD:
- Enhance Faculty Development

FMEC PG:
- Develop, Support, and Recognize Clinical Teachers

Key Transformative Action:
Develop a national strategy for faculty development and CPD that is accessible, comprehensive, & supports the spectrum of clinical teaching activities, including the teaching, assessment, and role modeling of CanMEDS and CanMEDS-FM roles.
Text us your idea

With the person next to you discuss…

‘In 3 years if we succeed in creating a National Faculty Development Strategy what will other countries say we have done well?’
Text to: 37607
Message: 298200 and Response
Visit: meded.ubermeetings.com
Priority Areas Identified

- Articulate core competencies within national faculty development curriculum
- Develop a national / international repository of tools and materials to support program delivery
- Develop accreditation standards for faculty development
- Ensure there are appropriate governance structures
Recognition
Dr. Charmaine Roye
CMA
Text to: 37607
Message: 306373 and Response
Visit: meded.ubermeetings.com
Remuneration

• A) Monetary

- national inventory of remuneration e.g. stipend, salary, office support costs
- motion from CMA General Council
- CCCT recommendation (H)
- CMA CEPD work plan in progress
Remuneration

• B) Non Monetary

- systemic e.g. CPD credits
- academic e.g. faculty position
- cultural e.g. cooperation from colleagues
- designation e.g. posters for offices, clinics
- appreciation e.g. directly from learners, awards, events
- tangibles e.g. library access, gym memberships, parking, business cards
Next Steps

• Are we on the right track?

- Ask the Clinical Teachers!
- Questions on NPS 2013
- Keep asking!!!
- Questions?
Ask Questions

Text to: 37607
Message: 396871 and question

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See You in 2014!

Ottawa, Ontario, Canada

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April 26-29, 2014