The Future of Medical Education in Canada Postgraduate Project

Supporting Our Most Valuable Asset: Our Clinical Teachers

Dr. Charmaine Roye & Dr. Nick Busing
Disclosure Statement

☑ I have no actual or potential conflict of interest in relation to this presentation.
Context: Need for change

• Quality teaching is important, yet the development and recognition of teaching excellence has not been prioritized accordingly.

• Greater support for professional development of clinical teachers is required to enable excellent teaching and responsible role-models.

• In Canada, there are over 34,000 clinical teachers. Recognizing the value of their work is essential.

• There is no national-level partnership or dialogue means to share best practices in CPD thereby creating variability across residency programs.
Context: Need for change

• Clinical teachers outside the academic tertiary-care environment need to be supported to deliver curriculum through effective role-modelling

• Formative and summative assessment feedback should be provided to clinical teachers that is collaborative, CQI-focused, as well as valid, fair and reliable

• Residents are important teachers for other residents, PGME programs need to address learners’ needs as teachers by identifying specific teaching competencies that can be taught by all
Develop, Support, and Recognize Clinical Teachers

Support clinical teachers through faculty development and continuing professional development (CPD), and recognize the value of their work.
Actions

1. Develop a national strategy for faculty development and CPD that is accessible, comprehensive, and supports the spectrum of clinical teaching activities, including the teaching, assessment, and roles.

2. Advocate for university structures that recognize the promotion of clinical teachers on the basis of excellent teaching and scholarship in education.

Continued…
3. Recognize the issues of clinical teachers in all settings—including community-based, non-tertiary care settings—and provide them with the means to carry out their many roles, including caring for patients and taking on increasing clinical teaching responsibilities.

Continued…
4. Identify effective incentives to encourage the ongoing professional development of clinical teachers, including systemic mechanisms (e.g., licensing, certification, hospital privileges, funding models) and recognition (e.g., remuneration, academic merit/promotion, awards)

5. Develop valid, fair, and reliable assessment tools through which residents can safely provide formative feedback to clinical teachers to support their ongoing professional development.
ACTIONS

6. Recognize the role of residents as teachers and future clinical teachers and create and implement a national competency-based curriculum at the residency level.
Innovation:
Symposium on Clinical Teachers

• April 19, 2013
• Key outcomes:
  – Refining definition and value statement
  – 4 Priorities for implementation
  – Strike a Working Group on Clinical Teachers
• Validated by polling educators during AFMC Hot Topic Plenary - CCME 2013
Innovation: Symposium on Clinical Teachers

Refined definition and value statement:

• Definition of Clinical Teachers: A clinical teacher guides learners towards professional competence through teaching, assessing and role modeling.

• Value statement: Clinical teachers, key members of the medical education community, are essential to the training of our future physicians.
Focus on 4 priorities:

1) Creating a national governance structure for CPD and faculty development
2) Articulating the core competencies to use within a national faculty curriculum
3) Developing standards to be used for accreditation purposes
4) Developing an international repository of tools for all clinical teachers
Symposium on Clinical Teachers

• Focus on 4 priorities:

1) Creating a national governance structure for CPD and faculty development
   - National landscape assessment to determine levels and types of support for clinical teachers across Canada;
   - Create new model to support clinical teachers
   - Set common standards around minimum expectations of content and process for CPD

2) Articulating the core competencies to use within a national faculty curriculum
   - Identify core competencies
   - Pilot test of core competencies
Symposium on Clinical Teachers

• **Focus on 4 priorities:**
  
  3) Developing standards to be used for accreditation purposes

  - Glossary of terms
  - Need/evidence-based identification of issues related to clinical teachers that could be considered for accreditation standard

  - Suggest revisions to existing standards

  4) Developing an international repository of tools for all clinical teachers

  - Literature scan seeking tools for clinical teachers
  - Glossary of terms
  - Electronic repository for clinical teachers
Action: Working Group on Clinical Teachers

Chair: Dr. Geneviève Moineau, President and CEO, Association of Faculties of Medicine of Canada

Continuing Professional Development: Dr Andrée Boucher, Vice-doyenne, Centre de pédagogie appliquée aux sciences de la santé, Université de Montréal

Faculty Affairs: Dr. Margaret Steele, Vice-Dean, Hospital & Interfaculty Relations, Schulich School of Medicine & Dentistry, Western University

Faculty Development: Dr. Miriam Boillat, Associate Dean, Faculty Development, Faculty of Medicine, McGill University

Post-Graduate Education: Dr. Glen Bandiera, Associate Dean, Postgraduate Medical Education, Faculty of Medicine, University of Toronto
Rep from former Canadian Collaborative for Clinical Teachers: Dr. Charmaine Roye, Director, Professional Relations and Strategic Health Alliances, Canadian Medical Association

Society of Rural Physicians of Canada: Dr. Michael Jong, Professor Family Medicine, Memorial University, Society of Rural Physicians of Canada

Undergraduate Education: Dr. John Steeves, Associate Dean, Dalhousie Medicine New Brunswick

FMEC PG Project Lead: Dr. Nick Busing
Impact:
FMEC PG Rec # 7 Implementation

• National initiative
• Quarterly Meetings of WG
• Drafting a three-year work plan to address priority actions
• Engaging all stakeholders represented at Symposium
Success is dependent on significant collaborative leadership by all involved organizations.

For more information contact:

Nick Busing, PG Lead (nbusing.fmecpglead@afmc.ca)

Melissa/Philippe (fmecpg@afmc.ca)
THANK YOU!