

Expectations of Academic Clinical Faculty

Teaching and Education

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Professor

Chair, Teaching Effectiveness Committee

Outline

- Why teach?
- What kinds of teaching opportunities are there?
- What are you expected to do?
- How to document effectiveness?
- How to get better?

Why teach?

- Because it is a great thing to do
- Because it is a really important thing to do well
- Because it is expected of all academic physicians
- Because we receive remuneration for it

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The importance of teaching and assessing well

- Obviously – these are the doctors of tomorrow
- Must be taught well
- Must be assessed properly
 - Formative
 - Summative

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What kinds of teaching opportunities are there? (1 of 3)

- Familiar teaching roles
 - UG
 - Lectures, seminars, case-based learning
 - Bedside
 - Clerkship clinical supervision
 - PG
 - Clinical supervision
 - Didactic teaching (morning report, noon rounds, etc.)
 - CE

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What kinds of teaching opportunities are there? (2 of 3)

- Less familiar roles
 - Teaching outside Faculty of Medicine
 - Patient education
 - Taking part in assessment (e.g. OSCE examiner)
 - Research supervision
 - Supervision of QI projects
 - Mentorship

What kinds of “teaching” opportunities are there? (3 of 3)

- Education scholarship
 - Curriculum development
 - Novel teaching methods
 - Educational research
- Education administration
 - UG
 - Course director, site director
 - PG
 - Site director, program director
 - Committees
 - Admission
- Faculty development

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What are you expected to do?

- Well, it depends....
- <http://www.deptmedicine.utoronto.ca/academic-position-descriptions>

Formal teaching expectations

Teaching (formal and informal)*	Clinician-teacher (CT)	Clinician in Quality & Innovation (CQI)	Clinician-educator (CE)	Clinician-investigator (CI-R, CI-QI)	Clinician-scientist (CS)	Clinician-administrator (CA)	Research Scientist (RS)
Formal Teaching (teaching outside of clinical care)	40-50 hours per year; multiple teaching levels; significant presence in undergraduate (UG) medical education	15-30 hours per year; multiple teaching levels	15-30 hours per year; most participate in continuing education or faculty development and supervise trainee projects	15-30 hours per year; supervision of trainee projects	Research supervision of trainees and graduate students and course instruction	N/A	University UG or graduate level

Examples of teaching activities

Examples of formal teaching activities appropriate to this position description	All elements of pre-clerkship and clerkship MD curriculum, including seminars, lectures and examinations; participation in postgraduate (PG) academic half-day/ other educational programs; continuing education (CE)	All QI-related teaching activities, e.g. morbidity and mortality rounds; MD seminars, lectures and examinations; participation in PG academic half-day; supervision of learner research projects; CE	All types of graduate teaching; MD seminars, lectures and examinations; PG academic supervision of learner research projects; CE	All types of graduate teaching; member graduate thesis committee; UG and MD seminars, lectures and examinations; supervision of resident research projects	All types of graduate teaching and supervision; supervision of learner research projects; PG academic half-day/ other educational programs; CE	N/A	All types of graduate teaching and supervision; UG Arts and Science or MD seminars & lectures
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Scholarly Activities
(CPA and Research)

Clinician-teacher (CT)

Clinician in Quality & Innovation (CQI)

Clinician-educator (CE)

Clinician-investigator (CI-R, CI-QI)

Clinician-scientist (CS)

Clinician-administrator (CA)

Research Scientist (RS)

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How to document effectiveness

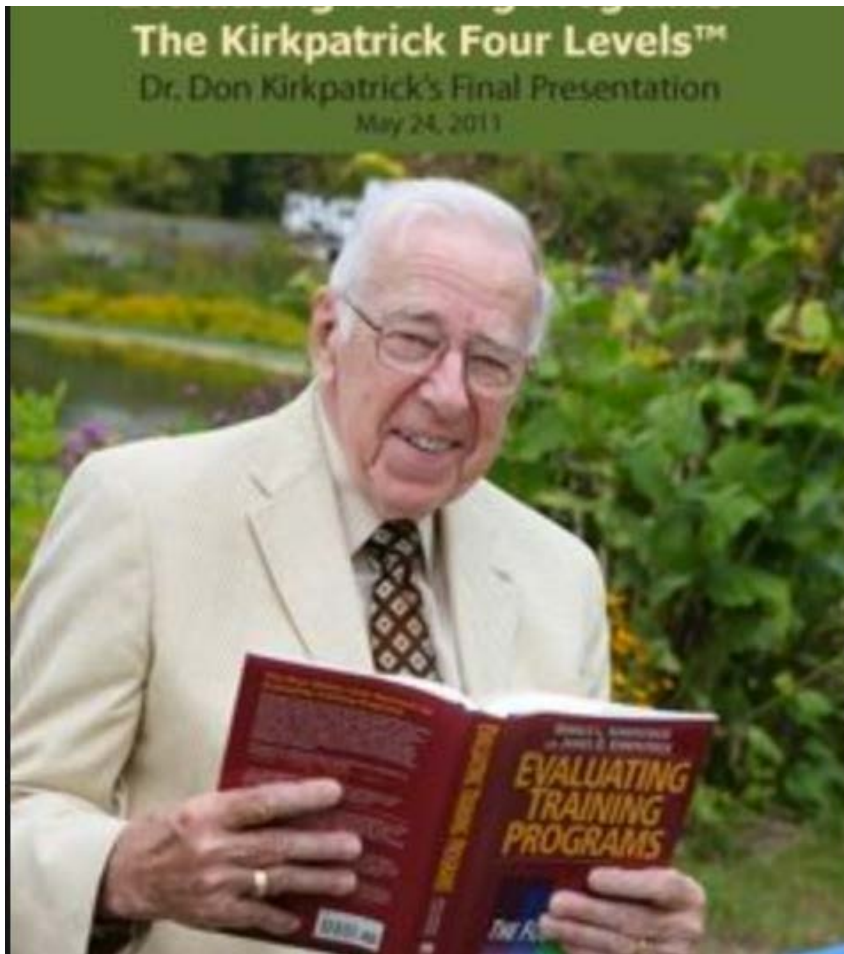
(What is teaching effectiveness committee interested in?)

Parameter	Comments
Quantity	Keep track of what you do!
Quality	Make sure you get your evaluations
Scholarship in teaching	Many things count!
Leadership in teaching	Many things count!

For most faculty members – competence is required

For those whose promotion is based on excellence in teaching – well, excellence is goal!

Consider Kirkpatrick's "four levels" of impact



Donald Kirkpatrick 1924 - 2014

1950's, business training model

Four levels to be evaluated

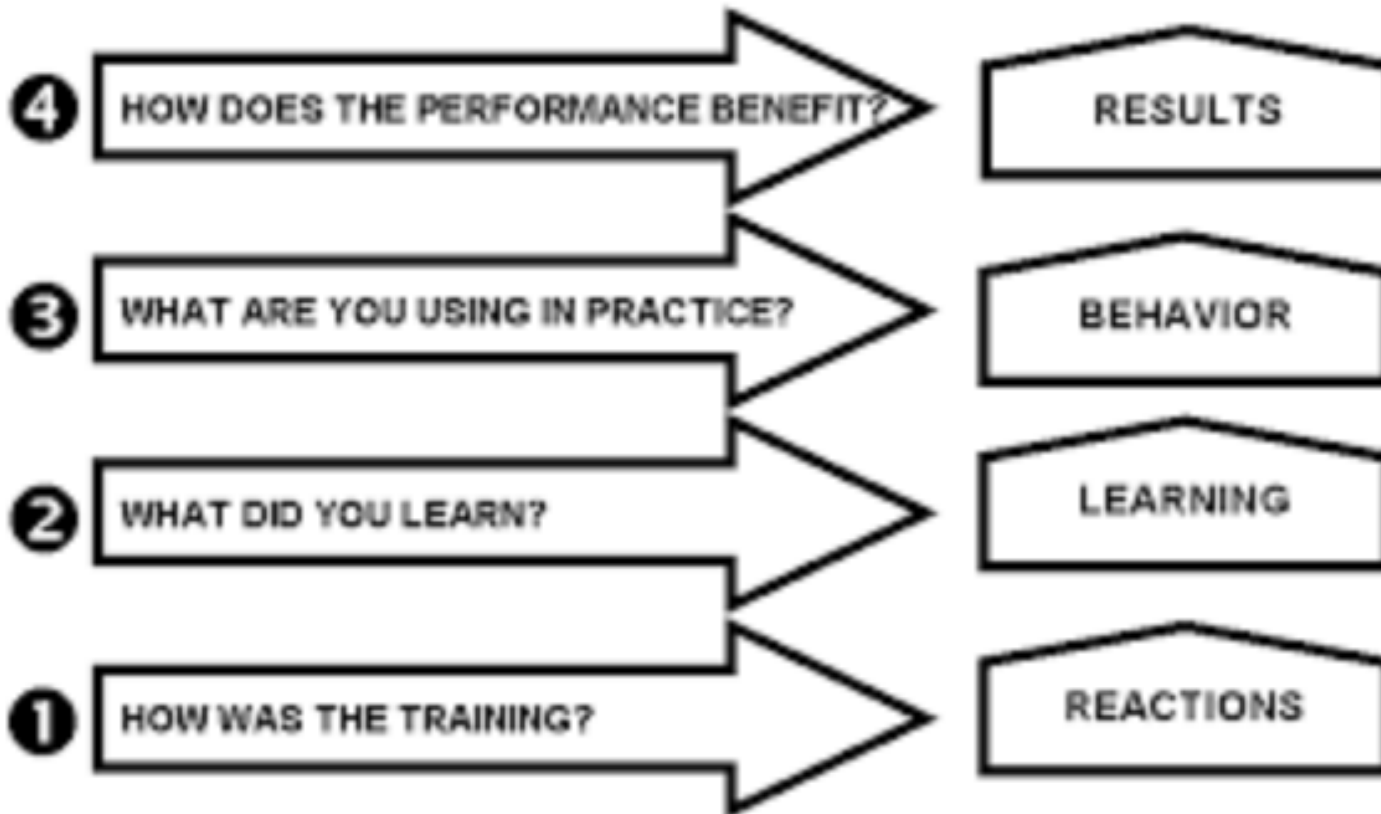
4 – Results

3 - Behaviour

2 – Learning

1 - Reaction

Kirkpatrick's Four Levels



How does this apply to “teaching” in the Department of Medicine?

Category of Teaching	How might it be evaluated?	Kirkpatrick level
Instruction	<ul style="list-style-type: none"> • Teaching effectiveness scores • Student testimonials • Teaching awards 	Response (1) Learning (2) Behaviour (3)
Contribution to health professional education		
Education or curriculum development		
Administrative service with innovation		

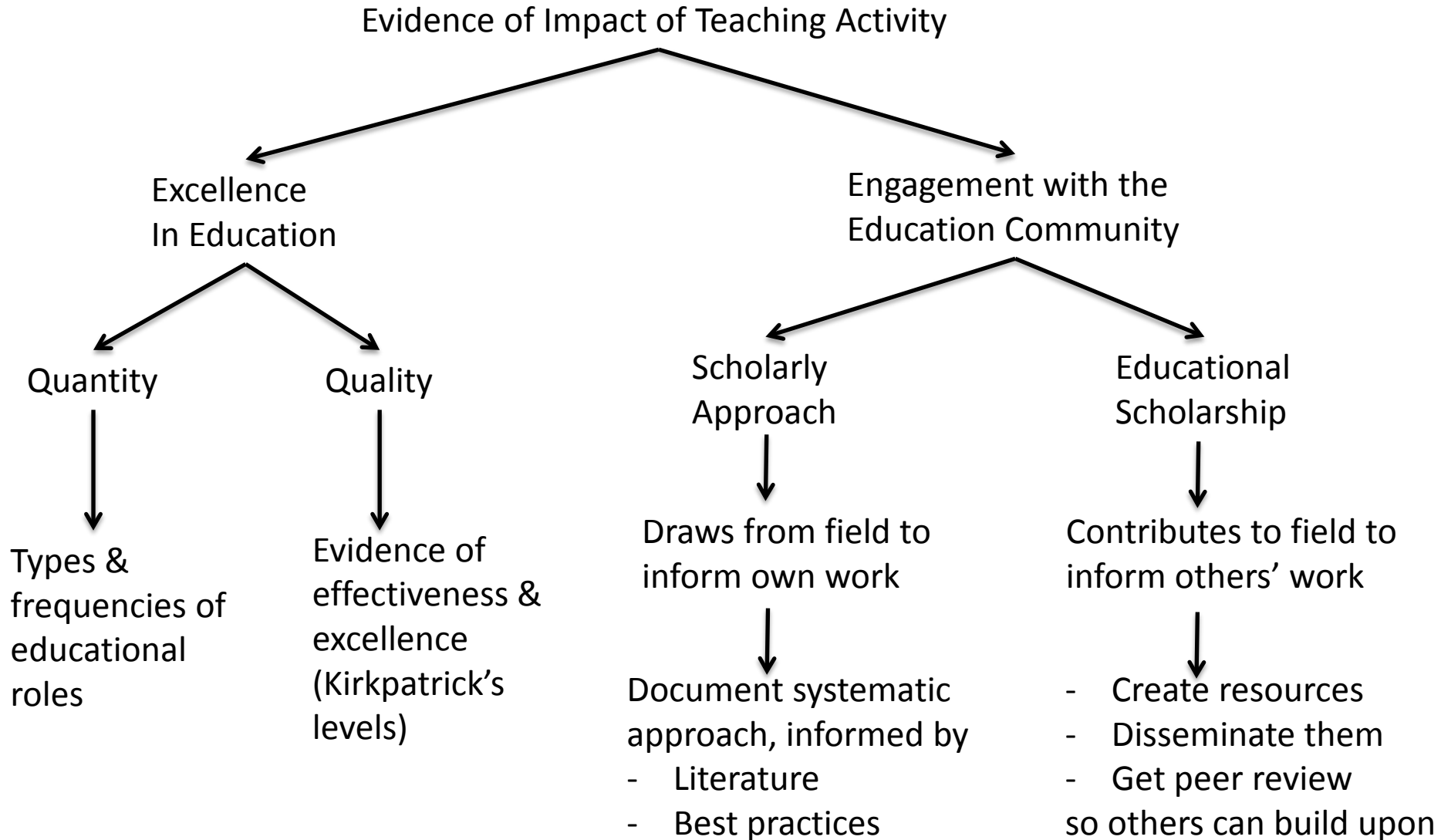
How does this apply to “teaching” in the Department of Medicine?

Category of Teaching	How might it be evaluated?	Kirkpatrick level
Instruction		
Contribution to health professional education	<ul style="list-style-type: none">• Research grants• Presentations• Publications	N/A?
Education or curriculum development		
Administrative service with innovation		

How does this apply to “teaching” in the Department of Medicine?

Category of Teaching	How might it be evaluated?	Kirkpatrick level
Instruction		
Contribution to health professional education		
Education or curriculum development	<ul style="list-style-type: none"> • Satisfaction scores • Awards for curriculum development • External evaluations • Adoption beyond local environment • Changes in how teaching is delivered 	Response (1) Learning (2) Behaviour (3)
Administrative service with innovation		

Demonstrating impact of “teaching”



Make sure you get teaching evaluations

- Ambulatory clinics
 - Set aside time for learners
- Insist on evaluations
 - Continuing education sessions
 - Other outside teaching

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How to get better?

How to get help?

- Faculty development
 - UG – Office of Faculty Development
 - <http://ofd.med.utoronto.ca/>
 - Other – Faculty of Medicine Centre for Faculty Development
 - <https://cfd.utoronto.ca/>
- Appealing evaluations (prospective and retrospective!!)
 - Contact Ed Lorens (ed.lorens@utoronto.ca)
- Master Teacher Program

Local resources - People

Position	Person	Contact
Chair	Gillian Hawker	g.hawker@utoronto.ca
Vice-Chair Education	Arno Kumagai	arno.kumagai@utoronto.ca
Director, Educational Scholarship	Shiphra Ginsburg	shiphra.ginsburg@utoronto.ca
Educational Researcher	Ryan Bridges	ryan.brydges@utoronto.ca
Director, Undergraduate Medical Education	Danny Panisko	danny.panisko@uhn.ca
Director, Internal Medicine Residency Program	Jeannette Goguen	goguenj@smh.ca
Director, Postgraduate Subspecialty Programs	Eric Yu	eric.yu@uhn.ca
Director, Continuing Education and Quality Improvement	Brian Wong	brianm.wong@sunnybrook.ca
Chair, Promotions Committee	Susan George	s.george@utoronto.ca
Chair, Teaching Effectiveness Committee	Martin Schreiber	schreiberm@smh.ca

Local Resources - Organizations

Organization	Website
Centre for Faculty Development	http://www.cfd.utoronto.ca
Wilson Centre for Research in Education	http://thewilsoncentre.ca
Collaboration of Researchers, Educators, Scholars & Teachers (CREST)	http://www.deptmedicine.utoronto.ca/collaboration-researchers-educators-scholars-teachers-crest

Local Resources - Funding

Organization	Website
U of T Faculty of Medicine Education Development Fund for Innovation in Education	http://medicine.utoronto.ca/about-faculty-medicine/education-vice-deans-education-development-fund
Physician Services Incorporated Foundation	http://www,psifoundation.org
Edward J. Stemmler MD Medical Education Research Fund of the National Board of Medical Examiners	http://www.nbme.org/research/stemmler.asp
Medical Council of Canada fund for research in clinical assessment	http://mcc.ca/english/awards/r_and_d.html
Royal College of Physicians and Surgeons of Canada	http://rcpsc.medical.org/awards/index.php
Canadian Institutes of Health Research	http://www.cihr.ca

Some Venues for Dissemination

Organization	Website	Next Meeting Date/Site (Submission deadline)
Canadian Conference on Medical Education	http://www.came-acem.ca	April 29-May 2, 2017/Winnipeg ()
Association of American Medical Colleges	http://aaamc.org/	November 3-7, 2017/Boston (December 3, 2016)
Association for Medical Education in Europe	http://amee.org	August 26-30/Helsinki (February 6, 2017)
International Conference on Residency Education	http://www.royalcollege.ca/portal/page/portal/rc/events/icre	October 19-21, 2017/Quebec City (March 3, 2017)
Ottawa International Conference on Clinical Competence	http://www.ottawaconference.org	March 10-14, 2018/Abu Dhabi
Wilson Centre Research in Education Day	http://thewilsoncentre.ca	October 13, 2017/Toronto (June 12, 2017)