

DEMI-JOURNÉE DE PERFECTIONNEMENT DU CORPS PROFESSIONAL FACULTY DEVELOPMENT HALF DAY

Autumn Session Session d'automne



Accredited for 6 Mainpro Credits

Le mardi 25 septembre | Tuesday, September 25

13h00 à 19h30 | 1:00pm - 7:30pm

850, rue Peter Morand Cresc. salle/Rm 123

REGISTER: fallfacdev.eventbrite.ca

Overall objectives for the Faculty Development Half Day

Participants will be able to:

- Identify tools to improve our ability to teach scholarship including the ability to rapidly locate, retrieve and cite medical literature
- Describe common times of stress in medical education programs, and approaches for improving resilience at these times

- Use strategies to assess (and improve) resilience in our learners and ourselves (as teachers and clinicians)
- Identify and support struggling learners
- Reflect on personal approaches to role-playing with learners, and giving high quality formative feedback to improve learner performance in clinic and on examinations

<p>12:30-1:00 PM</p>  <p>Lindsey Sikora, uOttawa librarian (0.5 credits)</p>	<p>Tech Times - Reducing our scholarly struggles: New tools to help find and retrieve free articles</p> <p>Participants will be able to:</p> <ol style="list-style-type: none"> Demonstrate how to access and download uOttawa library digital holdings using a uOttawa ID card Demonstrate how to quickly perform online searches using free online aggregators of the medical literature (including PubMed and Google scholar) <p>CanMeds-FM roles: [Scholar, Professional]</p>
<p>1:00-2:00 PM</p>  <p>Dr. David Tobin (1.0 credit)</p>	<p>Medical Education Stress Points: Opportunities and tools to assess resilience in our learners</p> <p>Participants will be able to:</p> <ol style="list-style-type: none"> Predict common stress points in a residency program, where learners will be required to be resilient (including medical errors, academic pressures, transitions, return from leaves, personal or family illness, disconnects with peers and faculty) Describe signs of resiliency breakdown and distinguish 'burnout' from 'depression' Offer practical resources (e.g. Brief Resilience Scale) and approaches to help learners assess and build their own resilience <p>CanMeds-FM roles: [Professional, Communicator, Health Advocate]</p>
<p>2:00-3:30 PM</p>  <p>Dr. Markus Besemann, Head of Rehabilitation, Canadian Forces Health Service (1.5 credits)</p>	<p>Doctor, heal thyself! How all physicians can model and teach workplace resilience</p> <p>Participants will be able to:</p> <ol style="list-style-type: none"> Define resiliency List key elements that may contribute to resiliency Identify areas in their own lives (including as medical educators) and practices that may require attention Elaborate an action plan for themselves and others (learners) with concrete steps on how to improve resiliency Understand that practice satisfaction can be significantly increased through subtle perceptual changes accessible to all clinicians Understand the importance of acceptance and forgiveness in mitigating practice stress <p>CanMeds-FM roles: [Professional, Communicator, Health Advocate, Leader]</p>
<p>3:40-5:10 PM</p>  <p>Dr. Vikas Bhagirath, Dr. Eric Wooltorton (1.5 credits)</p>	<p>Fundamentals of Essential Teaching Skills 2: Supporting Struggling Medical Learners (without losing our minds!)</p> <p>Participants will be able to:</p> <ol style="list-style-type: none"> Define a "struggling learner" and specific language to describe how and why they are struggling Follow a structured approach to identify and support struggling learners Write 'SMART' learning objectives Use a technique to help learner's with case presentations and clinical reasoning (One Minute Preceptor, SNAPPS) Identify resources relevant to helping struggling learners (and medical educators) <p>CanMEDS-FM roles: [Professional, FM Expert, Communicator, Scholar, Collaborator]</p>
<p>6:00-7:30 PM</p>  <p>Dr. Kendall Noel, Dr. Claudia Hubbes (1.5 credits)</p>	<p>Simulated Office Oral Examinations: Benefits of standardization and lessons for teaching Patient-Centred Interviewing in clinical settings</p> <p>Participants will be able to:</p> <ol style="list-style-type: none"> Value practice simulated office orals (SOOs) as formative feedback tools, which also predict resident certification examination performance Adapt personal approaches to assessment and role-playing as a standardized patient Deliver improved formative feedback in practice examination and other medical education contexts <p>CanMEDS-FM roles: [Professional, FM Expert, Communicator, Scholar]</p>