



## WATERLOO REGIONAL CAMPUS PBSG-Ed Series

on Clinical Education for Health Professionals Faculty Development Series 2011-2012

### OBJECTIVES:

Participants are introduced to several clinical cases of teaching and learning derived from the practices of physician or health care professional preceptors. By participating in these small-group sessions, clinicians will:

- Discuss challenging issues and dilemmas that are likely to arise when working with learners.
- Reflect on current teaching and develop opportunities to refine teaching skills.
- Acquire new teaching skills, which can be applied in the supervision of learners.

### TARGET AUDIENCE:

Physicians and other health care professionals who are involved in any level of clinical teaching.



### FOR INFORMATION CONTACT:

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Waterloo Regional Campus

McMaster Michael G. DeGroot School of Medicine

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All sessions are held on a  
Thursday at the Waterloo  
Regional Campus:

#### 2011 SESSIONS:

September 15, 2011

November 17, 2011

#### 2012 SESSIONS:

January 12, 2012

March 22, 2012

May 10, 2012

## Agenda: All dates will follow the same format

6:00 pm	Orientation and Networking Dinner
6:30 pm	Small-group learning session
8:00 pm	Break
8:15 pm	Large-group discussion
8:45 pm	Evaluation/feedback



## PRACTICE BASED SMALL GROUP-EDUCATION (PBSG-ED) (Foundation for Medical Practice Education)

This special series of modules, developed by the Foundation for Medical Practice Education (<http://www.fmpe.org/>) and promoted by the Program for Faculty Development, Faculty of Health Sciences, McMaster University (<http://fhs.mcmaster.ca/facdev/>), is dedicated to enhancing the educational skills of busy clinician teachers. The modules provide continuing education in a case-based format that makes judicious use of the most recent and best evidence available. Within each model, participants are introduced to several clinical cases of teaching and learning derived from the practices of physician or health care professional preceptors. The cases are designed to promote discussion of challenging issues and dilemmas that are likely to arise when working with learners. Paired with the cases is a current review of the medical education literature that highlights important findings and principles for participants. Critical cases and relevant literature findings foster reflection and provide opportunities to refine skills. This prepares the way for clinician teachers to improve their knowledge on the selected topic along with acquiring new frameworks and skills, which can be applied in the supervision of their next learner

## MODULES:

### Feedback

Feedback is an essential component of teaching and learning, yet many factors may diminish or negate feedback. This module has been developed to increase understanding of the principles of feedback, to identify barriers to its delivery, and offer practical strategies for implementation of effective feedback.

### Medical errors and mistakes

Mistakes are inevitable in medicine and most students and residents will either make or observe an error during their training. This module is designed to assist teachers by providing them with strategies to encourage adaptive responses by learners when errors do occur.

### Teaching on the fly - Time efficient teaching strategies

Today's chaotic clinical settings leave little room for teaching and learning. This module assists clinical teachers with the challenges of maximizing educational opportunities for learners while providing effective clinical care

### Learner in difficulty

Most learning encounters proceed smoothly with significant benefits for both learner and preceptor. However some learning situations can go awry. This module is designed to help preceptors make an appropriate and timely assessment of the learner's difficulty along with developing a plan to facilitate improvement.

### Evaluation of learner performance

Some preceptors find learner evaluation to be time-consuming, uncomfortable, and even confrontational. This module provides a framework and strategies to guide effective evaluation of learners at different levels allowing evaluation to be a rewarding education process for both learners and preceptors.

### Preparing for new learners - Planning and orientation

Planning and orientation can make the difference between a productive placement and one fraught with frustration. This module outlines a systematic approach that fully integrates a learner into the clinical environment resulting in a positive experience for the learner, preceptor, other health care workers, and office staff.

### Working together: Interprofessional education and collaboration among health professionals

Collaborative practice can enhance care and safety for patients and improve the workload and job satisfaction for health care professionals. This module assists clinical teachers in reflecting on their own Interprofessional behavior, identifying opportunities to teach collaborative care, along with facilitating learners' understanding of the scope and role of other professionals.

### International medical graduates - Orienting, teaching and connecting

Canada is increasing reliant upon international medical graduates (IMGs) to bolster its physician workforce. As new immigrants, IMGs often confront overwhelming change from new disease patterns and diverse learning styles, to differences in language and culture. This module provides teachers with practical strategies to work with IMGs in an effective collaborative manner to enhance their learning experience and ease their transition to a new country and health care system.

# PLANNING COMMITTEE

## PBSG-Ed Series on Clinical Education for Health Professionals Faculty Development Series 2011-2012



### Chair:

**Dr. Marcel Doré**  
Assistant Clinical Professor  
Family Medicine

**Dr. Ahmed El Alfy**  
Assistant Clinical Professor (Adjunct)  
Anesthesiology

**Dr. Nicole Didyk**  
Assistant Clinical Professor (Adjunct)  
Medicine (Geriatrics)

**Dr. Sandhya Gokhale**  
Assistant Clinical Professor (Adjunct)  
Family Medicine

**Dr. Lawrence Green**  
Assistant Clinical Professor (Adjunct)  
Surgery

**Dr. Nadira Husein**  
Assistant Clinical Professor (Adjunct)  
Internal Medicine/Endocrinology

**Dr. Mary Jackson**  
Assistant Clinical Professor (Adjunct)  
Medicine (Respirology)

**Dr. Mike Lee Poy**  
Assistant Clinical Professor  
Family Medicine

**Dr. Jose Hermenio Lima**  
Associate Clinical Professor  
Medicine (Dermatology/Clinical Immunology)

**Dr. Cathy Morris**  
Associate Clinical Professor  
Medicine

**Dr. Amin Muhammad**  
Clinical Professor  
Psychiatry

**Dr. Sabrina Lim Reinders**  
Assistant Clinical Professor  
Family Medicine



**Penny Schmiedendorf**  
Administrative Assistant  
Waterloo Regional Campus

# STUDY CREDITS

As an organization accredited to sponsor Continuing Medical Education for Physicians, by both the Committee on Accreditation of Canadian Medical Schools & the Accreditation Council for Continuing Medical Education of the United States, Continuing Health Sciences Education, McMaster University designates this educational program as meeting the criteria for:

**The College of Family Physicians of Canada Mainpro-M1** This educational program meets the accreditation criteria of The College of Family Physicians of Canada, & has been accredited for **10 Mainpro-M1 credits**.

**The Royal College of Physicians & Surgeons of Canada** This educational event is approved as an Accredited Group Learning Activity under Section 1 of the Framework of CPD options for the Maintenance of Certification Program of The Royal College of Physicians and Surgeons of Canada for a maximum of **10 credits** per participant.

**American Medical Association PRA Category 1** This educational activity is approved for a maximum of **10 hours** in Category 1 credit towards the AMA Physician's Recognition Award.

Each physician should claim only those hours of credit that he/she actually spent in the educational activity.

# GENERAL INFORMATION

## Disclosure of Potential Conflicts of Interest

In keeping with accreditation guidelines, speakers & planning committee members participating in this event have been asked to disclose to the audience any involvement with industry or other organizations that may potentially influence the presentation of the educational material. Disclosure may be done verbally or using a slide prior to the speaker's presentation.

## Confirmation of Registration

A written acknowledgement of your registration will be sent via email to registrants prior to the event. Receipts will be provided in your registrant package.

## Cancellation Policy

The University reserves the right to cancel a course due to insufficient registration or any circumstances that are beyond our control. Cancellations received before **September 13, 2011** will be refunded less a 25% administrative fee. No refunds will be issued for cancellations received after this date.

## Liability

Continuing Health Sciences Education (CHSE) hereby assumes no liability for any claims, personal injury, or damage:

- To any individual attending this conference.
- That may result from the use of technologies, program, products &/or services at this conference.
- That may arise out of, or during this conference.



## REGISTER ONLINE

[www.fhs.mcmaster.ca/conted](http://www.fhs.mcmaster.ca/conted)



### REGISTER BY PHONE

Call **905 525-9140 ext 22671** (Visa, MasterCard or AMEX are accepted)



### REGISTER IN PERSON

Bring your completed registration form (below) with Visa, MasterCard, AMEX, cheque or cash payment to the Continuing Health Sciences Education, MDCL 3510 office, Monday to Friday between the hours of 9:30 am – 4:00 pm



### REGISTER BY FAX

Fax the completed registration form (below) with a Visa, MasterCard or AMEX number to **905-572-7099**



### REGISTER BY MAIL

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McMaster University, MDCL 3510  
1280 Main Street West, Hamilton, ON L8S 4K1

**see back page for registration form**

