

PREPARING FOR NEW LEARNERS: PLANNING AND ORIENTATION

Module Learning Objectives

- Apply strategies for preparing the practice site for a learner's arrival.
- Identify the elements of an effective orientation program.
- Design a learning plan that incorporates such issues as program, practice and learner objectives, along with details of how learning and teaching will occur.

TIME EFFICIENT TEACHING STRATEGIES: TEACHING ON THE FLY

Module Learning Objectives

- Discuss the challenges of providing effective educational experiences and quality patient care.
- Provide educationally sound and time efficient teaching strategies.
- Apply educational tools that facilitate and enhance teaching moments within a variety of clinical settings.

WORKING TOGETHER: INTERPROFESSIONAL EDUCATION AND COLLABORATION AMONG HEALTH PROFESSIONALS

Module Learning Objectives

- Effectively role model interprofessional collaboration to learners.
- Facilitate learner's understanding of the scope of practice and role of other professionals.
- Identify opportunities to teach collaborative care.

TO ORDER MODULES:

(Please note that module fees are determined by the Program for Faculty Development, McMaster University)

Modules can be purchased per the following fee schedule:

- 10 Participants or less....\$125
- 11-15 Participants.....\$185
- 16-20 Participants\$250

These fees include a booklet for each participant as well as an evaluation template, a facilitator guide, and a sign-in sheet. All evaluations and sign-in sheets must be returned to the CEPD office at which time certificates of attendance will be issued to participants.

Please order modules by completing this **form**.

For further information or to order modules:

Contact: **CEPD Office**

Email: CEPD@nosm.ca

Phone: 1-800-461-8777 ext. 7459

ACCREDITATION

This one-credit-per-hour Self-Learning program meets the certification criteria of the College of Family Physicians of Canada and has been certified by the Continuing Education and Professional Development Office at the Northern Ontario School of Medicine for up to 2.0 Mainpro+ credits.

This educational activity is an Accredited Group Learning Activity (Section 1) as defined by the Maintenance of Certification program of The Royal College of Physicians and Surgeons of Canada, approved by the Continuing Education and Professional Development Office at the Northern Ontario School of Medicine for up to 2.0 hour(s).



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PRACTICE BASED SMALL GROUP EDUCATION:

Teaching tips for busy preceptors Practice Based Small Group Education (PBSG-ED) is a faculty development activity for preceptors to enhance their educational skills and accommodate busy schedules. Each module uses a case based format to promote discussion of issues that are likely to arise when working with learners. Case commentaries incorporate current educational evidence providing preceptors with opportunities to improve their knowledge and acquire skills which can be applied in the supervision of their next learner. The series consists of ten educational modules. Printed materials include a facilitator's guide which can be used to organize an educational session of 1-2 hours in your community for a group of 5-12 interested preceptors.

ASSESSMENT OF LEARNER PERFORMANCE

Module Learning Objectives

- Describe how assessment can enhance learning
- Identify and recognize difficulties that might arise during the in-training assessment process
- Utilize methods and strategies to assist with in-training assessments.

CONFLICT MANAGEMENT: STRATEGIES FOR THE PRECEPTOR

Module Learning Objectives

- Discuss conflict management including strategies for handling dysfunctional conflict.
- Identify the factors contributing to conflict and the resulting negative impact on the well-being of learners and teachers.

DEVELOPING PROFESSIONALISM IN OUR LEARNERS: CRITICAL CONVERSATIONS

Module Learning Objectives

- Explain the contextual nature of professional behaviour and pivotal role of clinical teachers in the development of professionalism.
- Provide educationally appropriate opportunities for learning the principles of professionalism in clinical settings.
- Apply effective strategies for addressing learner unprofessional behaviour during a clinical placement.

FEEDBACK

Module Learning Objectives

- Explain the principles of effective feedback.
- Identify barriers to the delivery of feedback.
- Apply practical strategies that promotes more effective learning through the use of feedback.

INTERNATIONAL MEDICAL GRADUATES: ORIENTING, TEACHING AND CONNECTING

Module Learning Objectives

- Explain the influence of culture and past experiences for IMG learners along with preceptor strategies to build on this foundation.
- Apply practical strategies for dealing with language barriers and improving communication skills.
- Define expectations for IMGs regarding the roles of learner and clinician along with assisting IMGs with adapting to the Canadian medical education environment.

LEARNER IN DIFFICULTY

Module Learning Objectives

- Develop an appropriate and timely assessment of the learner in difficulty.
- Design an educational plan with a learner to facilitate improvement.
- Apply strategies to improve communication with the learner and educational program when performance is below standard.

MEDICAL ERRORS AND MISTAKES: HOW TO HELP LEARNERS WITH ERRORS AND ADVERSE OUTCOMES

Module Learning Objectives

- Apply strategies to encourage adaptive responses by learners when errors occur.
- Model the importance of recognizing and acknowledging errors.
- Promote ways to reduce risk of errors in the future.