This issue of the newsletter focuses on the recognition and reward of teaching. It celebrates the many outstanding teachers in our midst, outlines the role of a teaching dossier, and highlights scholarly activity in medical education at UBC.

What is “scholarly activity” in medical education? What is “teaching”? Are they the same or different?

Teaching is defined as “all presentations whether through lectures, seminars and tutorials, individual and group discussion, supervision of individual students’ work, or other means by which students, whether in degree or non-degree programs sponsored by the University, derive educational benefit.” (UBC Criteria for Appointment, Reappointment, Tenure and Promotion Section 4.02). As members of an academic community we are expected to be excellent teachers.

Scholarly activity in the area of medical education is not as easily defined, and evidence of scholarly activity varies among the disciplines.

In a recent letter, Dean Cairns states “…We have been having much greater difficulty in putting in place appropriate criteria for the assessment of those pursuing educational goals as their major academic direction. By analogy to the criteria employed for scholarly achievement and scholarly excellence in research, judgements of achievement and excellence in the educational field would be based upon evidence of:

- Educational publications
- Success with funding for educational development, innovation and research
- The development of innovative course materials and programs
- Promulgation in the public realm of the greatest importance
- Recognition beyond UBC and the national and international level would be expected through publication, presentations at educational and other meetings, participation in provincial, national and international educational bodies, and other vehicles for the individual to bring their educational expertise, innovation and ideas to settings beyond UBC, British Columbia and Canada
- External arms length referee letters would be required to attest to scholarly achievement and excellence in educational endeavour.”

(Excerpt from Dean John Cairns’ letter of January 22, 2002 to Department Heads, Directors, and Associate Deans in the Faculty of Medicine). This outline of what is scholarly activity in medical education will be useful to allow the success of nominees for promotion and tenure based primarily on scholarly achievement in education.

The Faculty Development Program is committed to help all faculty members obtain the knowledge and skills needed to be an effective teacher. Watch for our brochure that will outline our educational workshops we will be offering in the fall. If you are pursuing a career in medical education there are now many opportunities to network with faculty who are committed to scholarly activity in medical education (Medical Education Half-Days, Medical Education Journal Club, Medical Education Research Group). If you have any questions about our Faculty Development Program please do not hesitate to contact our office.

Dr. Leslie Ann Sadownik
Assistant Professor,
Department of Obstetrics and Gynaecology
Director, Faculty Development Program
Killam Teaching Prize Recipients 2002

In the last issue, we described the history and legacy of the prestigious Killam Teaching Prize. The Killam is awarded annually to outstanding teachers in each faculty of the University. The 2002 Killam Prize recipients in the Faculty of Medicine are:

Dr Catherine Backman
Senior Instructor, Occupational Therapy

Dr. Backman is an accomplished and distinguished scholar. Since her appointment at UBC, Dr. Backman has received the Outstanding Occupational Therapist Award from the BC Society of Occupational Therapists (the Society's highest honour) and the Karen Goldenberg Award for Outstanding Volunteer Achievement from the Canadian Occupational Therapy Foundation. She was presented with the Achievement of the Year Award in 1990 for contributions to research in occupational therapy from the BC Society of Occupational Therapists. In 1995, Dr. Backman received the Outstanding Young Alumnus Award from UBC in recognition of a young (less than age 40) alumnus who has brought honour to UBC. A consummate educator at the university level and within the rehabilitation clinical community, Dr. Backman is recognized as an exceptional mentor and leader.

Dr Andrew Chalmers
Associate Professor, Department of Medicine

Dr. Chalmers has been involved with undergraduate teaching in Medicine, Dentistry and Interprofessional education. He contributed to the development of the Rheumatology Clinical Skills teaching module and the Medicine for Dentists course. One of the highlights of his career was his involvement with the UBC interprofessional group to develop the highly successful interprofessional HIV/AIDS course for medical, social work, nursing and pharmacy students.

Dr. Chalmers’ dedication to promoting educational improvements for undergraduate and postgraduate medical students was evident as he chaired the UBC Medicine Faculty Curriculum Committee, the Department of Medicine’s Curriculum Committee, and later served as the Associate Dean of Undergraduate Education. In 1996, his peers at Vancouver Hospital honoured Dr. Chalmers’ exceptional dedication and teaching ability by awarding him the Bobby Miller Award for excellence in teaching. He recently served as Co-Chair of the Planning Group for the Island Medical Program.

Dr Judith Johnston
Professor, School of Audiology and Speech Sciences

Dr. Judith Johnston has sustained a record of teaching excellence in classroom teaching, instructional and curriculum development, advocacy, supervision of graduate students and continuing education. In 1984 she received the AMOCO Foundation Distinguished Teaching Award at Indiana University. She continues to be appreciated at UBC where, alongside her administrative duties as Director of the School of Audiology and Speech Sciences from 1988 to 1999, student evaluations of her courses and teaching rate her as one of the top teachers in the School. She challenges all her students to engage in serious, critical and integrated thinking and to apply theory to practice. Over the years she has conceptualized and led a number of initiatives ranging from multimedia courses to curriculum design and implementation and the development of the clinical faculty teaching role in the School.

The Teaching Dossier

What is it?
The Teaching Dossier is a comprehensive record of teaching activities and accomplishments drawn up by the professor. (1990 Dalhousie University Senate)

“The Dossier is not a container into which you drop everything that defines you as a teacher. By selecting and highlighting strengths and achievements in a way that only the individual can do, another dimension of the teaching activity is available to those charged with sound decision-making about teaching activities. At the same time it provides you with more insight about your own teaching approaches and values. When combined with student feedback that focuses on their learning and with broadly-based peer feedback, the Dossier becomes an important factor in assessing meritorious performance.” (Teaching Dossier Preparation – A Guide for Faculty Members at the University of British Columbia, Gail Riddell)

The teaching dossier makes a case for your effectiveness as a university teacher.

How to prepare a dossier
In general, the primary document should be from five to ten pages in length, plus the supportive documentation located in the Appendices. It may be in your interest to insert a 2-3 page summary of the Dossier directly into your University Curriculum Vitae so that evidence of teaching activities, accomplishments and reflections goes forward to the Dean and to the Senior Appointments Committee.

There are three major components of a dossier. These are:

Description of teaching philosophy, goals and strategies
- Discuss the personal characteristics,
Career Award in Clinical Teaching

The new Career Award in Clinical Teaching has been created to recognise long-time members of the faculty, who over their career have a record and reputation for excellence in clinical teaching. We congratulate the first recipient of this award, Dr Charles F.T. Snelling, Clinical Professor, Department of Surgery. We asked Dr. Snelling to share his philosophy towards teaching with our readers. His response is below.

Make time to teach. Try to avoid making it secondary to another activity that you are involved in (providing patient care) and focus on the student. Be patient. Allow a student to work their way through a problem and to reach a thoughtful reasoned answer without being stampeded. Each individual student picks up technical skills, which are a major part of my field, at different rates and in many different ways. In addition to patience one must be analytical as to how the individual student best learns, demonstrates, and masters the skill. Often the basic steps, which you accept as second nature, represent your long-term experience but must be demonstrated clearly.

Respect the answers which students give to your questions and the questions that they ask. Sometimes the questions reflect a perspective of the problem that you have not considered and may have merit. Do not belittle students’ questions or their answers. If you are asked a question, and don’t know the answer, admit it. You may direct a student to a source for getting the answer, but if you do, make sure that you follow up and ask what the answer is. Conversely, you may go after it yourself. It is important to recognize your area of expertise (comfort zone) and not try to teach details in areas which are beyond that. You must be up to date. You should be able to walk the walk as well as talk the talk.

Before a teaching encounter it is important to identify the crucial points you wish the student to take away. Concentrate on these instead of displaying your expertise or riding your hobbyhorse. Rather than doing all the talking you need to allow questions and ask questions to see if the important ideas are being grasped. It is better to give fewer facts but allow time for feedback and enforcement of key concepts. At the present time with too many students, pressures to serve patients, too much paperwork, and patient counselling, it is sometimes easy to be short with both patients and the students. If I am aware that I have said the wrong thing or done the wrong thing for a patient, I recognize this and feel it is important to go back to the student and acknowledge the error, and explain, if there is an explanation, why it happened.

Students learn a lot by watching you and how you deal with patients and the students themselves. This is often more important than the actual facts you provide. It is important to recognize when teaching on patients in a hospital or in a clinic setting that the patient may be uncomfortable, and if this is so, you should back off, ask the student to step back and concentrate on the patient rather than focusing on the student.

It is difficult to be consistent in one’s philosophy or approach on all occasions but those are my thoughts. I hope that students will continue to ask questions long after their encounter with me and will know how to find the answers by reading and consultation. I hope I have recognized the principles and facts which will be of lasting value to the students I am privileged to teach.

The Teaching Dossier continued...

knowledge and skills that define you as an effective teacher
• Present a “first person” brief statement about your personal goals and vision of teaching
• Outline in general your teaching goals and strategies

Description of teaching responsibilities
• In the body highlight and discuss teaching responsibilities
• Cover all areas: teaching, development of education products, educational administration and service, scholarship in education
• In the appendix document your teaching responsibilities and activities

Assessment of Teaching Effectiveness
• In the body of the dossier highlight and discuss key points
• Highlight objective measures providing evidence of student learning
• Possible sources of documentation include unsolicited and solicited feedback from students, teachers and peers. Present your documentation in the appendices.

In general, these three areas are discussed in the body of the dossier and supporting documentation is provided in the appendices of the dossier.

Where can you find help in developing a dossier?
The Centre for Teaching and Academic Growth (TAG) Resource Room contains books, articles, and sample dossiers. Teaching Dossier Preparation – A Guide for Faculty Members at the University of British Columbia, prepared by Gail Riddell, is available through TAG or the full text is available online at www.cstudies.ubc.ca/facdev/index.html.
Scholarly Activity in Medical Education

Faculty Development Grants

The Faculty Development Initiative Grants support individual faculty members to enhance their teaching and educational leadership skills through engaging in research in the area of medical education. Congratulations to the following faculty members for being awarded the 2002 Initiative Grants. We look forward to hearing about your project outcomes.

Dr Martha Donnelly
Assistant Professor, Family Practice
*An Interview Feedback Approach for Interdisciplinary Geriatric Health Care*

The project will produce an instructional video of a standardised patient-faculty interaction on video, along with a facilitator’s guide to be used for faculty development sessions aimed at helping faculty understand how to give feedback regarding geriatric interviewing skills to students at different training levels and from different professions.

Dr Ruth Elwood Martin
Clinical Assistant Professor, Family Practice
*The Development of Problem-based Learning Curriculum to Teach Primary Care Research Methodology*

This project will develop a problem-based learning curriculum to teach primary care research methodology. The curriculum will walk the student down the path of: designing hypothetical research around a proposed research question, analyzing simulated data for a hypothetical research study, discussing the limitations of each hypothetical research study, and discussing writing for publication.

Dr Ian Scott
Assistant Professor, Family Practice
*Academic Detailing in the Undergraduate MD Programme*

In the Undergraduate Medical Programme at UBC there are currently 248 students that attend 124 Family Physician’s offices throughout the Lower Mainland for one afternoon per week during the students’ first two years. We plan to provide intensive faculty development for the community Family Physician tutor using the model of faculty development based on pharmaceutical detailing termed “educational detailing”.

Teaching and Learning Enhancement Fund Grants

The Teaching and Learning Enhancement Fund Grants were created in 1991 and are available to faculties and university departments in support of teaching and learning enhancement projects. Congratulations to the Faculty of Medicine TLEF Award winners for 2002-2003.

Dr Martin Pusic
Assistant Professor, Pediatrics
*Just-in-time Learning in the Pediatric Emergency Department*

Dr Joan Fraser
Clinical Associate Professor, Pediatrics
*Ready to Go: The Development of a Ready to Use Illustrated PowerPoint Lecture Series for Medical Trainee Education in Pediatric Clerkship and Residency Programs*

Dr Kendall Ho
Associate Dean, CME
*A Pilot Project to use Personal Digital Assistants (PDA) for Medical Trainee Education in Rural Family Practice and Clinical Clerkships*

Dr Sharon Salloum
Clinical Assistant Professor, Family Practice
*Using Standardized Patients for Faculty Development in Clinical Skills*

Calendar of Events

Medical Education Grand Rounds
*Performance standards in the first two years: faculty perceptions and empirical validation.*

The purpose of the talk is to set forth for discussion the standards for student performance in the pre-clinical years.

George Pachev, Evaluations Coordinator
Division of Educational Support & Development
BC Women’s Chan Centre rm 3113
June 21 10:00 – 11:00 am

Medical Education Research Group (MERG) Meeting
BC Women’s Chan Centre rm 3113
June 21 11:00 – 12:00 am

Medical Education Journal Club
July 10 19:00 – 21:00
Articles and venue will be sent to those who RSVP to facdev@interchange.ubc.ca

Ottawa Conference on Medical Education
July 13-16
Online at http://came.med.utoronto.ca/

Education Matters

A Newsletter of the Faculty Development Committee

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We aim to make Education Matters as relevant and informative as possible. To achieve this we welcome articles, photographs, letters, feedback and other submissions. Please send submissions to facdev@interchange.ubc.ca.