

# Teaching Dossier Template

**Jayne Doe, MD MEd**

Faculty of Medicine, University of Ottawa

## Table of Contents

|  | Page |
|--|------|
| A. Teaching Dossier Summary .....  |      |
| B. Philosophy of Education .....   |      |
| <b>C. Teaching responsibilities/ Student and Faculty Contact .....</b><br><b>(Required of all faculty members)</b> |      |
| D. Educational Administration and Leadership .....   |      |
| E.* Scholarship .....  |      |
| a. Teaching Innovations and Curriculum development .....   |      |
| b. Research and Publications in Education .....  |      |
| F. Professional Development .....  |      |
| G.* Evidence of Excellence .....   |      |
| Appendix I* - Teaching Evaluations .....   |      |

**Note: This template is intended to be used as a sample to assist you in developing your own dossier. This is not a required format. You may find that some sections are not relevant for your activities; delete those headings and move to the next section. Some people will have more emphasis on one section of their dossier than another. A colleague will emphasize yet another area. This is not unexpected and should not be of concern to you.**

\* Recommended as a minimum for faculty members seeking promotion on the basis of scholarship in education

## **A. Teaching Dossier Summary**

A summary of your dossier may be helpful if it is extensive. It should provide a quick overview of the particularly important aspects of your dossier and provide the reader with a general view of your contributions to education. This is the equivalent of an abstract of your dossier. A brief dossier may not require a summary. If your two page summary for your promotion application focuses on educational activities you may choose to refer to it as opposed to completing a second summary.

## **B. Philosophy of Education**

A brief description of your approach to teaching and how you have prepared for your role as a teacher is helpful, especially for clinician teachers and clinician educators.

To be considered in preparing this section:

- Primary areas of interest in medical education
- How you acquired skills as a teacher/educator
- Experiences that have influenced your approach to teaching
- How you approach teaching and education
- Why you teach

## **C. Teaching Responsibilities/ Student and Faculty Contact**

**(This section must be completed by all faculty members in all career paths)**

Provide an outline of your teaching activities across the continuum of education. List your teaching activities by level of learner (Undergraduate, Postgraduate, Master's students, CME) and level of the audience (Local, Provincial, National, and International). Inclusion of the number of learners and the contact time involved will assist others in evaluating your contributions.

Summarize where possible rather than list multiple examples of the same activity. For example, you may indicate that you supervise 8 students per year on a clinical service as opposed to listing all eight.

### Undergraduate Teaching

Include clinical supervision, courses taught, lectures provided, PBL tutoring, Small group sessions (PSD; Communication skills; PAL; EBM; etc.)

| Date                                      | Activity                                       | Number of students | Contact Time            |
|---|--|--------------------|-------------------------|
| '03-'04                                   | Some activity                                  | 8 / year           | 6 hrs/wk<br>6 wks/yr    |
| <b>Undergraduate Clinical supervision</b> |  |                    |                         |
| '01 – '05                                 | 3 <sup>rd</sup> year students in some rotation | 16/year            | 4 hrs /wk;<br>16 wks/yr |

### Postgraduate Teaching

| Date  | Activity  | Number of residents | Contact Time    |
|---|---|---------------------|-----------------|
| <b>Local Post-graduate Presentations</b>                                  |   |                     |                 |
| '00 -'04  | Some group of presentations   | 4-6                 | 25 hrs/yr       |
| <b>Provincial and National Post-graduate Presentations</b>                |   |                     |                 |
| 2004  | Canadian Comprehensive Review Course in Whatever, Edmonton, Alberta | 40                  | 2 hours         |
| <b>Post-graduate Clinical Supervision</b>                                 |   |                     |                 |
| '00 - '05   | Residents in some clinic  | 5-6 / yr            | 6-8 months/yr   |
| '00 - '05   | Residents on some inpatient service                                 | 4-5 / yr            | 4 - 8 months/yr |
| <b>Post-graduate Practice Exams</b>                                       |   |                     |                 |
| '00 - '04   | Some exam format  | 20-25 / exam        | 10 hrs/yr       |
| <b>Royal College of Physicians and Surgeons of Canada Speciality Exam</b> |   |                     |                 |
| '02 – '04   | Some exam committee member  | 20-24/ exam         | 25 hrs/yr       |

## **Graduate Education**

| <b>Date</b>               | <b>Activity and format</b>             | <b>Attendance</b> | <b>Contact Time</b> |
|---------------------------|--|-------------------|---------------------|
| <b>Courses Provided</b>   |  |                   |                     |
| 2000-'04                  | Course number: Title                   | 8                 | X hrs/wk            |
| 2000-'02                  | Course number: Title                   | 20                | X hrs/wk            |
| <b>Thesis supervision</b> |  |                   |                     |
| 2000-04                   | Somebody. PhD Thesis: Some title       |                   |                     |
| 2000-02                   | Somebody. Master's thesis: Some title. |                   |                     |

## **Continuing Medical Education**

| <b>Date</b>   | <b>Activity and format</b> | <b>Attendance</b> | <b>Contact Time</b> |
|---|----------------------------|-------------------|---------------------|
| <b>Local CME Presentations</b>                                  |                            |                   |                     |
| 2004  | Group, Location, Title     | 25                | 2 hrs               |
| <b>Provincial, National and International CME Presentations</b> |                            |                   |                     |
| 2004  | Group, Location, Title     | 130               | 1 hr                |

## **Public Presentations**

Refers to presentations offered to non-academic groups – often patient support or interest groups

| <b>Date</b> | <b>Presentation</b>    | <b>Attendance</b> | <b>Contact time</b> |
|-------------|------------------------|-------------------|---------------------|
| 2002        | Group, location, title | 50                | 1.5 hrs             |

## D. Educational Administration and Leadership

Provide a brief description of any leadership roles you have assumed related to medical education. Responsibilities and time commitments should be described for each role at a divisional, departmental, university and external level. The level of activity should be clearly identified, particularly those at a provincial, national and international level.

Examples of activities you might include in this section of your dossier include:

### Undergraduate Education

- Block chair
- Clerkship coordinator

#### **Division of Something Undergraduate Coordinator ('01 - 2005)**

Coordinator for all elective clinical rotations, link block rotations, and ambulatory block rotations in Something. This involves working with approximately 35 students and twelve clinical supervisors per year. The link block and ambulatory block rotations were introduced in the Division of Something since assuming this role.

- PSD coordinator
- Exam coordinator
- Committees (i.e. Admissions committee; Stage II block committee; evaluation committee)
- MCC Site coordinator
- Education task force or working group
- Consultant to other programs/sites

### Postgraduate Education

- Program director
- Site coordinator
- Academic half-day coordinator
- Exam coordinator
- Committees
- Consultant to other programs/sites
- Education Task force or working group

#### **Implementation of CanMEDS 2000 Roles in Canadian Something Post-Graduate training programs ('99 - '01)**

In 1999 I took a lead role in revising the training objectives for the Something Specialty Committee of the RCPSC, to include the CanMEDS 2000 roles. My prior involvement with Educating Future Physicians for Ontario (EFPO) and the Societal Needs Working Group for the CanMEDS 2000 Project facilitated this task. The revised objectives were implemented in 2001 and are now used by all Canadian Something specialty-training programs.

## **Continuing Medical Education**

- Program coordinator
- Director
- Education Task force or working group – Local, provincial and national
- Coordination of CME credits
- Rounds coordinator
- Committees (i.e. Departmental CPD Committee; Course planning committee; National committees)

### **The 10<sup>th</sup> Ottawa Conference on Medical Education - Executive Committee ('01-'02)**

- International meeting in Medical Education with a registration of 850 medical educators. Contributed to the initial program planning for the meeting
- Member of the Faculty development Sub-Group - Responsible for planning and organizing the faculty development stream of the meeting.
- Chair of the Program Committee - Coordinated the review of 550 abstracts, selected abstracts for presentation and planned oral and poster sessions.

## **E. Scholarship in Education**

### **Teaching Innovations and Curriculum development**

Describe the innovation and your role in development, implementation, evaluation and dissemination. Can include innovative curriculum development, teaching strategies, learning aids, and evaluation methods. You may wish to organize by level of learner or topic. (Be prepared to submit examples of materials when applying for promotion)

#### **Undergraduate**

##### **Some-Speciality Elective Rotation for Clinical Clerks**

The principles of systematic educational planning were used to develop and implement a rotation for clinical clerks that would provide an introduction to the principles of Some-Speciality. The objectives for the rotation were based on needs identified by students, attending physicians, and patients. The rotation was implemented with-in the Division of Some-Speciality in 2000. Approximately 45 students have now completed the rotation. This curriculum was presented at the Royal College of Physicians and Surgeons Annual Meeting in 2004. A copy of the abstract and the handbook which is provided to students at the start of the rotation are available on request.

## Post-graduate

### **Using the Principles of Continuous Quality Improvement to Develop a Quality Assurance Curriculum for Residents.**

This curriculum was developed using an iterative approach over a period of four years. The program is completed during three 2-hr sessions each year. The success of the final curriculum depends on the active involvement of residents in selecting and completing a quality assurance project, within a limited period of time. The curriculum was presented the Some Speciality Annual Meeting in June 2003. A manuscript, describing the program, has also been submitted to a peer-reviewed journal for possible publication. An abstract of the Some Speciality presentation is available on request.

## Research and Publications in Education

Education research grants, education publications, education research presentations may be identified in this section as you would for your CV. Education peer review activities – grant/paper reviewing and editing contributions should also be included here.

If preferred, you may briefly summarize your education research contributions in this section and refer back to your CV.

Ie. The majority of my research grants, publications, and peer-reviewed presentations are related to medical education and have been outlined in my CV. I provided expertise related to quantitative research methodologies and program evaluation for the grants and publications in which I have been a co-investigator/author.

## F. Professional Development

Identify any advanced training or skill development program completed to enhance your skills as a teacher/educator.

## **G. Evidence of Excellence**

Provide a summary of the results of evaluations provided by different levels of learners. A sample of representative evaluations should be attached as an appendix to the dossier. Note: It is not necessary to include every evaluation you have ever received; a sampling of evaluations will be preferred by reviewers.

Any teaching awards and nominations should be identified in this section. A brief description of the basis on which you were nominated to receive the award will be helpful to reviewers.

### **Undergraduate**

### **Postgraduate**

### **Continuing Medical Education**

## **Appendix I Teaching evaluations**

Present the **sample** evaluations in the order in which they were discussed in Section G.