



## **Changing your practice and earning extra CPD credits:**

### **The theory and the reward:**

Educational activities are more effective when they respond to your specific needs and if they stimulate you to make your own assessment of your practice habits and to make your own decisions concerning changes. This section describes pre- and post-workshop activities designed to help you make the desired changes concerning clinical teaching in the Emergency Department. It provides the tools to claim the extra CPD credits recognized by the College of Family Physicians of Canada or by the Royal College of Physicians and Surgeons of Canada. These credits, in the MAINPRO-C category can only be attributed if you complete all the following steps and submit the appropriate documents to CAEP. CAEP will then send you a certificate for the credits obtained.

### **The overall process has three phases:**

#### **First Phase**

Assess your own teaching habits and form one or more questions that are particularly pertinent to you before attending the ED *STAT!* workshop. These questions should be returned to CAEP before the workshop so that the speakers can adapt the program to your needs. (Step #1)

#### **Second Phase**

Your participation in the ED *STAT!* Roadshow. At the end of the workshop, identify one thing you would like to change or verify about your practice, and one question for which you still need an answer. (Step #2)

#### **Third phase**

Reassess your own practice about 1-3 months after the workshop, with a reflection on changes you have or have not made, and a choice concerning future efforts that you may make on this subject. Complete forms and send to CAEP and, following approval, a certificate for your extra CPD credits will be returned to you. (Step #3, #4, #5)

### **Is it really worth it?**

This does involve extra work on your part but by completing these three phases you will greatly improve the educational benefit that you receive from this program. You will be much more comfortable in your approach to clinical teaching in the emergency department. It is well worth the effort.

### **Questions:**

If you any questions at any time about what you should do and how you obtain these extra CPD credits please contact

**cme@caep.ca**



## **Guidelines for course participants who are College of Family Physicians of Canada**

***This program meets the accreditation criteria of the  
College of Family Physicians of Canada  
and has been accredited for  
8 MAINPRO-C credits***

You must complete all the post-workshop steps and submit the appropriately filled-in sheets to CAEP to receive the MAINPRO-C credits. Simply participating in the workshop does not earn these credits.

## **Guidelines for course participants who are Royal College**

***This program is an Accredited Group Learning Activity  
(Section 1- GROUP LEARNING AND SIMULATION)  
as defined by the Maintenance of Certification Program and the Royal College  
of Physicians and Surgeons and approved by the Canadian Association of  
Emergency Physicians  
(up to 16 hours)***

To calculate hours for Section 1 Credits (examples)

If you were to participate for every minute of the workshop/breakout portion

Type	# Hours	CR/HR	Total
Didactic	4	1 CR/HR	4 credits (4 x 1)
Simulation	4 (MAX)	3 CR/HR	12 credits (4 x 3)
		Section 1 Credits	16 credits (max)

If you were to participate for 1 hour of the workshop/breakout portion

Type	# Hours	CR/HR	Total
Didactic	7	1 CR/HR	7 credits (7 x 1)
Simulation	1	3 CR/HR	3 credits (1 x 3)
		Section 1 credits	10 credits



## **Activities to promote learning and earn CPD credits**

### **BEFORE Roadshow**

- Step #1 Reflect on your practice and formulate questions for which you would like to find answers. Complete the Pre-Workshop Questionnaire.

### **AT Roadshow**

- Step #2 At the end of the workshop, identify one thing you would like to change or verify about your practice, and one question for which you still need an answer.

### **AFTER Roadshow**

- Step #3 Review the information provided and discussed during the workshop. Obtain and evaluate any other information you judge pertinent. Formulate one or two practice review questions.
- Step #4 Learner Review: Perform an audit of five to ten (5-10) of your recent shifts with ED learners (can be a mix of encounters)
- Step #5 Audit Summary: Make Clinical teaching decisions based on all this information, and plan to apply it to future learners in the ED. Then, 1-3 months later, evaluate the impact of this decision on your practice, and send in a brief report to CAEP. You will receive, following approval, your certificate for the credits in the MAINPRO-C category.

## **PRE WORKSHOP ACTIVITY**

**You will be provided with a link to complete this online before the course.**

**Step #1** Reflect on your practice and formulate questions for which you would like to find answers (done before the start of the ED *STAT!* workshop).

<b>Your CURRENT teaching practice in the ED</b>	<b>Yes</b>	<b>No</b>	<b>Unsure, and comments</b>
1. I attempt to find out the educational needs of learners.			
2. I use multiple teaching methods.			
3. I provide feedback to a learner during every shift.			
4. I role model professional medical conduct for learners.			
5. I regularly reflect on my teaching practice to find areas in which to improve.			

Please list one or two challenging situations or barriers to effective teaching in the ED that you encounter.

1. \_\_\_\_\_

2. \_\_\_\_\_

**Please complete online via the link provided  
or fax this sheet to CAEP at 613-523-0190  
or email to [cme@caep.ca](mailto:cme@caep.ca)  
before attending the workshop**



## **AT Roadshow**

**Step #2** At the end of the workshop, identify one thing you would like to change or verify about your practice, and one question for which you still need an answer. (done at the completion of the ED *STAT!* workshop)

Please list one thing you would like to change about your teaching in the ED.

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Please list one area that you plan to research further.

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## **AFTER Roadshow**

**Step #3** Review the information provided and discussed during the workshop. Obtain and evaluate any other information you judge pertinent. Formulate one or two practice review questions.

What information did the workshop provide that has an impact on your choice of change to be made or practice habit to be verified?

**Point 1:** \_\_\_\_\_  
\_\_\_\_\_

**Point 2:** \_\_\_\_\_  
\_\_\_\_\_

What other sources of information did you seek out (if any), and what points did they contribute to your reflection? (Cite source/reference and note the important points)

**Source 1:** \_\_\_\_\_  
\_\_\_\_\_

**Source 2:** \_\_\_\_\_  
\_\_\_\_\_

Reformulate one or two teaching practice questions, namely what do you wish to change and or verify about your approach to clinical teaching in the ED?

**Practice question #1:** \_\_\_\_\_

**Practice question #2:** \_\_\_\_\_



#### **Step #4 Perform an audit of five to ten (5-10) of your recent shifts with ED learners (can be a mix of encounters)**

A clinical audit is not necessarily a scientific study. It is meant to give you an accurate snapshot of one or two aspects of your usual practice for a given problem; it is not intended to provide statistically valid measures.

##### **Finding your cases for the audit:**

You may well not have any easy way of tracing the list of learners that you have recently taught. Perhaps the best way is to review the scheduling list over the previous month or two. It is important to remember that you don't have to review all past learners in a consecutive manner in order to do a valuable audit. As long as you don't consciously select particular learning encounters (i.e. take the good and leave the bad) amongst the options that are available, then your audit will be useful.

##### **Doing the audit:**

Use the sheet provided, one for each shift with a learner (make copies). We have constructed the sheet to audit the most common difficulties concerning ED clinical teaching but you may wish to assess some other aspect of ED clinical teaching that is more important to you - this will depend on your revised practice question. **It is preferable to concentrate on only one or two of the listed skills, or on the question you have identified yourself**- the most effective audits are those that are most focused.

Review each shift with a learner, filling in an audit sheet. Add any comments as you go.

##### **Fill in the summary sheet (attached):**

This will contain your subjective conclusions, as well as any data from the audit

#### **Step #5a Make a teaching decision based on all this information, and apply it to future learners in the ED.**

This is actually the last item on the audit summary sheet. Essentially it states what you wish to try to do differently in future ED clinical teaching encounters (or what you particularly want to keep doing the same way but need to concentrate on to maintain quality), and how you plan to achieve these goals.

#### **Step #5b Then, 1 to 2 months later, evaluate the impact of this decision on your practice, and send in a brief report to CAEP**

This can and should be done even if you have not actually had any ED clinical teaching encounters during the interval. The important aspect here from an educational point of view is to re-visit the question and to maintain or revise your conclusions and your decisions in step #5a. Use the final report sheet (attached) to summarize your thoughts and conclusions on your ED clinical teaching at this time.



## Step #4

## Learner Review Sheet

USE ONE COPY OF THIS PAGE FOR EACH LEARNER ENCOUNTER

Learner Training Level \_\_\_\_\_ Learner Training Program \_\_\_\_\_

Date of teaching encounter: \_\_\_\_\_

Criterion	NO	YES	Comments
1. I established the learner's expectations and my expectations for the shift.			
2. I diagnosed the learner's needs for the shift.			
3. I set up the learner to maximize the educational moment for each clinical encounter.			
4. I found a teachable moment in a majority of clinical encounters.			
5. I offered appropriate assessment and feedback to the learner.			
6. I role modeled for the learner the professional conduct of an emergency physician			
7. Other criterion (write in)			
8. Other criterion (write in)			

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Evaluation:

Would I likely do something different for a similar learner next time?

YES ☐ NO ☐ MAYBE ☐

Date of review: \_\_\_\_\_

Initials \_\_\_\_\_



#### Step #4

#### Audit summary sheet:

**Your revised teaching practice question (final formulation from step 2; completed after the ED STAT! workshop):**

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#### Shifts (with learners) audited:

Learner Level / Program	Date of shift		Learner Level / Program	Date of shift

#### Results of the shift audit:

Number of shifts where I would now likely modify my clinical teaching if I had the same learner again:

\_\_\_\_\_ shifts out of \_\_\_\_\_ shifts

Specific comments on my clinical teaching of the shifts reviewed:

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#### Step #5a Make a teaching decision based on all this information, and apply it to future learners in the ED.

Based on your reflection and your shift audit, what decision have you made about any changes in your teaching practice?

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How will you integrate this decision into your clinical teaching?

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Date filled in: \_\_\_\_\_



**Final report sheet on your post-ED *STAT!* activities and conclusions:**

**Step #5b Then, 1 to 2 months later, evaluate the impact of this decision on your practice, and send in a brief report to CAEP**

Do you still agree with the practice decision you made concerning clinical teaching in the ED?

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How successful have you been in implementing this decision into your teaching practice?

Very successful ☐ partially successful ☐ not successful at all ☐ Not enough cases yet ☐

What factors hindered or helped the implementation of your practice decision, and do you plan to make any further changes in your objectives or your strategy?

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Other comments on your results, or your conclusions, or on this whole process:

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Date 

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Name 

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Signature: 

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## Cover sheet for submitting requests for credits for ED *STAT!*

Send to CAEP CME at:

Canadian Association of Emergency Physicians  
1785 Alta Vista Drive, Suite 104  
Ottawa, ON K1G 3Y6

OR

Scan and email to [jmacisaac@caep.ca](mailto:jmacisaac@caep.ca)  
Fax 613-523-0190

Your name and mailing address:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Email \_\_\_\_\_

Your College membership number(s): \_\_\_\_\_

EDTU Roadshow Location \_\_\_\_\_

EDTU Roadshow Date \_\_\_\_\_

Check list: have you included all of the following, duly filled in?

- ☐ Step #2
- ☐ Step #3
- ☐ Step #4 (multiple copies)
- ☐ Step #5a
- ☐ Step #5b

Your signature: \_\_\_\_\_

Date: \_\_\_\_\_