THE
Department of Medicine

CLINICIAN TEACHER
ROLE DESCRIPTION & GUIDE
to a successful academic career
Foreword from the Chair

The Department of Medicine values Clinician Teachers - individuals whose academic focus is on teaching and education. The work carried out by Clinician Teachers lays the foundation that enables us to deliver first class patient care and exemplary teaching of our residents, medical students and fellows. Department of Medicine Faculty deliver excellent care within the walls of the hospitals, through telemedicine initiatives, community practice and in rural clinics. The diversity of clinical care provided by our Faculty physicians enables the Department to take forward our academic mission in education, research, quality and safety.

This guide is part of our commitment to supporting Department of Medicine Clinician Teachers. Designed by Clinician Teachers, it provides a description that encompasses the work of Clinician Teachers and provides an approach to help you in achieving increased recognition and University promotion.

I would like to thank the Recognition of Clinician Teachers strategic team, and the Vice Chair of Education, Dr. Barbara Power, for their work in creating this guide.

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Preface

An AFMC survey of Clinical Teachers found the most important motivation for Clinical Teachers to teach is a desire interact with learners\(^1\). This document will highlight the different opportunities and domains of work carried out by Clinician Teachers. It will identify how involvement at the local level can be a building block towards involvement at the regional or national level. The Department has also introduced the term ‘Creative Professional Activity’ to describe the innovative work carried out in clinical, education and quality endeavours which are not easily captured in the traditional metrics of academic success.

This Clinician Teacher Guide can be used as a roadmap to assist:

**Clinician Teachers:** By outlining the scope of opportunities and responsibilities in this career path;

**Mentors & Physician Leaders:** To support DoM Clinician Teachers to achieve their potential;

**Division Heads & DoM Human Resources:** To prepare recruitment documentation such as the Letter of Offer and the Academic Plan;

**Division Heads:** To appreciate the value of Clinician Teachers in advancing the mission & achieving the responsibilities of their Division;

**DoM colleagues:** To appreciate the portfolio of work and unique skills of DoM Clinician Teachers.

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Why a Guide and not a Terms of Reference?

It is not possible to reflect the range of activity carried out by over two hundred Clinician Teachers, working across 18 specializations, in a single Terms of Reference. While most Clinician Teachers deliver undergraduate teaching, only some may deliver teaching to fellows or be involved in identifying national work to identify Entrustable Professional Activities (EPAs.) The domains captured in the guide are a composite of the activities carried out across all Divisions. The specific domains and activities of each Faculty member should be captured in their personal Academic Plan. This Clinician Teacher Guide can be used to support the completion of Academic Plans for new members and to assist existing members map out the next steps of their career.

“... My personal commitment is to ensure that the education of our residents, our future neurologists, is top-notch.”

Dr. Christine De Meulemeester, previous Neurology Program Director & Clinician Teacher
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The Clinician Teacher Role in the Department of Medicine (DoM)

The overall expectation is that Clinician Teachers (CTs) will teach, supervise and evaluate undergraduate and postgraduate trainees. The Department proposes that at least 20% of a CT’s time should be allocated to non-clinical, academic activity.

Clinician Teacher roles encompass:

- Teaching
- Supervision
- Assessment
- Continuous professional development.
- Innovation & Scholarship
- Mentorship / coaching
- Education leadership
Table 1: Clinician Teacher Domains & Activities
The following table outlines the domains of the Clinician Teacher Role. New Clinician Teachers should develop a personal outline of activities, based on this table. Department of Medicine Clinician Teachers are encouraged to be involved with four or more teaching commitments, with a minimum of 40-50 formal teaching hours per year. Allocation of teaching activities must be done in collaboration with the Division Head or delegated Education Lead. For newer DoM members, your expected distribution of teaching will be outlined in your Academic Plan.

Where possible, this guide includes information on measurements one can use to evaluate success at an activity (see Evaluation). In some instances, there are no clear measures available.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Activity</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching While Providing Clinical Care</strong></td>
<td>1. Teaching within the context of the delivery of clinical care [e.g. ward or clinic based care] is an expectation.</td>
<td>Reviewed and evaluated as a Creative Professional Activity</td>
</tr>
<tr>
<td>• Clinical “bedside” teaching</td>
<td>2. Lead/ contribute to the development of curricula for teaching within a clinical setting. The curricula must be designed with the Program Director (PD)’s input and be administered with the support of the PD or their designate.</td>
<td>Presented at regional or national meetings as innovative</td>
</tr>
<tr>
<td>• Didactic instruction</td>
<td>3. Support, through teaching and role modeling, the development of the learner in all CanMEDS competencies, such as:</td>
<td>Peer observation</td>
</tr>
<tr>
<td>• Coaching and/or mentoring of learners</td>
<td>• Developing collaborative skills, particularly the ability to form effective, therapeutic relationships with patients, families and substitute decision-makers and Health Care teams;</td>
<td>Some examples of evidence of teaching excellence:</td>
</tr>
<tr>
<td>• Curricula and/or Program development for learners</td>
<td>4. Providing constructive, professionally delivered, feedback to the learner.</td>
<td>• Consistent excellence on teaching evaluations;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Testimonials from learners or other allied health-care colleagues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teaching awards from learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Invited teaching external to the Department (e.g., invited speaker nationally).</td>
</tr>
<tr>
<td>Domain</td>
<td>Activity</td>
<td>Evaluation</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Teaching Outside of Clinical Responsibilities** | CTs should have significant teaching responsibilities in undergraduate and / or postgraduate medical education:  
1. In undergraduate medical education, examples may include, CBL; lectures; small group teaching on clinical skills (interviewing skills; physical examination Skills); professionalism; OSCE's; simulation teaching  
2. In postgraduate education, examples may include: OSCES; simulation teaching; academic half day (AHD.) | Formal teaching evaluations from the Faculty  
Peer observation                                  |
| **Mentorship/Coaching of:**        | 1. A CT should be a mentor and role model to learners  
2. Provide a model of compassionate care, collaboration with Health Care Providers and skilled communication for trainees, maintain a professional teacher/trainee relationship at all times  
CT’s will practice the 5 Fundamentals of Civility:  
   - Patient centred care  
   - Communicate Effectively with each other  
   - Treat Others with respect  
   - Take Care of yourself  
   - Reflective Practice | Evaluation /feedback from mentees  
Recognition from coworkers/trainees/patients |

- UGME learners  
- PGME learners  
- Colleagues
<table>
<thead>
<tr>
<th>Domain</th>
<th>Activity</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| **Assessment**        | 1. Provide constructive feedback in a timely manner, *verbal, written or both as appropriate* to the learner and to the learner’s program.  
                        2. Inform the learner of any concerns about their conduct & performance so that they have an opportunity to learn & evolve from that feedback. | Peer observation                                                          |
| **Innovation / Scholarship** | 1. Participate or lead in Innovation of teaching methods.  
                        2. Participate or lead in Innovation of teaching evaluation methods.  
                        3. Participate or lead in Innovation for Learner assessment methods [re: *physical exam skills, communication skills, CBD etc.*]  
                        4. Other specific medical education scholarship (*educational theory, knowledge translation, CanMEDS competencies etc.*)  
                        • These should be documented in a CV as a scholarly or Creative Professional Activity (defined in section B), depending on the nature and scope of the project.  
                        5. Supervision of a learner’s scholarly project.  
                        6. Attend DoM/DIME Annual Medical Education Day.  
                        7. Attend & present at Medical Education conferences such as: CCME (Canadian Conference on Medical Education), ICRE (International Conference on Residency Education.) Also present innovations at national subspecialty organizations for example Canadian Rheumatology Association meeting.  
                        8. Strongly consider obtaining membership/participation in CAME (Canadian Association of Medical Education.) | Scholarship in medical education:  
• Peer-review  
• Workshops/presentations  
• Dissemination  
• Publication  
Submit as Creative Professional Activity |
<table>
<thead>
<tr>
<th>Domain</th>
<th>Activity</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| **Education Leadership**      | 1. Participate in the development and/or leadership of educational programs such as; ward/clinic teaching curriculum, ½ day seminars, core rotations, Journal Club, M&M rounds, courses etc.  
                                  2. Participate on and/or lead educational committees which may be at the; undergrad, post-grad, hospital, divisional, DoM or extra-DoM levels such as national committees (e.g. RCPSC or speciality committees, Medical Council of Canada.) | Successful design and implementation                                   |
|                               |                                                                                                                                                                                                          | Completing the goals of the leadership role                              |
| **Continuous Professional development** | Maintenance of skills & practices required for clinical teaching delivery is an expectation given that many factors will influence them as we continue to move forward e.g. clinical practice changes, competency based medical education, simulation.  
                               | Provide and Participate in CPD activities a minimum of two (2) Faculty Development workshops per year to maintain and/or advance their teaching and evaluation skill set. A full list of learning activities that are compliant with continuous professional development can be found in the RCPSC MoCOMP guidelines as well as from the CPD Office at the Faculty (https://med.uottawa.ca/professional-development/fac-development.) | Evaluations of presentations                                             |
|                               | Teaching Skills Attainment recognition/award(s) by Faculty of Medicine.                                                                                                                                                           |
|                               | Education leadership roles undertaken by Clinician Teachers (such as program director) may require additional development activities either as a mandatory precursor for the role or to develop previously less used skillsets. Participate in Continuous Professional Development Activities to present creative areas of development. |                                                                           |
Table 2: Overview of teaching/medical education opportunities for DoM members at uOttawa and during inpatient and outpatient services

The table below provides a quick overview of the scope of opportunities across the spectrum of teaching environments; it is not meant to be a comprehensive list of all teaching activities open to DoM Faculty.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Non-clinical setting (e.g. formal teaching)</th>
<th>Clinical care setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum development</td>
<td>+ (Yes)</td>
<td>+</td>
</tr>
<tr>
<td>Lectures within Units</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>TBL / CBL / PAL</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>Interviewing/ Communication skills</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Physical skills development (PSD)</td>
<td>+</td>
<td></td>
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<tr>
<td>Link block teaching</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>ePortfolio</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>New patient review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noon case conferences/seminars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formal multidisciplinary team teaching</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>Patient Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coaching</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>Peer observation of teaching</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Simulation</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Procedural Skills</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Academic ½ day (AHD)</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>Rounds: divisional</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Rounds: M&amp;M</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>Rounds: Morning report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rounds: handover</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rounds: bedside patient care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rounds: multi-disciplinary team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rounds: Departmental (Grand)</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>Journal Club: Divisional</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>Journal Club: Medical Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Seminars</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>OSCEs</td>
<td>+</td>
<td>+</td>
</tr>
</tbody>
</table>
**Examples of education activities by scope (local – national)**
The two tables below outline activities in a progression from local through to a wider audience. They are designed as an aide for Clinician Teachers to map their activities as they relate to promotion.

**Table 3: Teaching**

<table>
<thead>
<tr>
<th>Teaching Level</th>
<th>Local</th>
<th>DoM Grand Rounds</th>
<th>Invited speaker for another dept.’s Grand Rounds</th>
<th>Invited speaker for another university’s Grand Rounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-level education</td>
<td>Divisional rounds, morning report</td>
<td>DoM Grand Rounds</td>
<td>Invited speaker for another dept.’s Grand Rounds</td>
<td>Invited speaker for another university’s Grand Rounds</td>
</tr>
<tr>
<td>Undergraduate education</td>
<td>Student elective supervision, informal teaching on the CTU.</td>
<td>UGME lecture, small group teaching; IM clerkship seminars; leadership roles.</td>
<td>Lecture or workshop for another Faculty’s students Present at DIME.</td>
<td>Invited presenter for an external organization; national UGME committees such as Clinical Skills; Professionalism; Clerkship List CCME; national meeting.</td>
</tr>
<tr>
<td>Graduate Education</td>
<td>Supervising a practicum for a graduate student.</td>
<td>Deliver seminar for MD/PhD program.</td>
<td>Deliver seminar on graduate course for another Faculty.</td>
<td>Seminars or workshops for other institutions.</td>
</tr>
<tr>
<td>Postgraduate medical education</td>
<td>Informal teaching on service, CARMS review &amp; interviews for your subspecialty.</td>
<td>Academic Half Day delivery, CARMS review &amp; interviews for direct entry programs.</td>
<td>Academic half day for another Department.</td>
<td>Examiner, committee member for Royal College training examinations / exam board.</td>
</tr>
<tr>
<td>Faculty development</td>
<td>Peer observation of teaching for divisional members. Share expertise on aspects of teaching (e.g. feedback.)</td>
<td>Delivering CPD workshop for the Department.</td>
<td>Delivering a CPD workshop for the Faculty / University.</td>
<td>Workshop presented at a national / international medical education conference (e.g. ICRE, CCME, specialty events)</td>
</tr>
<tr>
<td>Interprofessional education</td>
<td>M&amp;M rounds</td>
<td>Deliver seminar for allied healthcare colleagues. Carry out an inter-professional simulation (e.g. mock Code Blue.)</td>
<td>Teaching certificate courses on patient safety, preparing a toolkit or webinar.</td>
<td>Workshop or lecture at national / international event.</td>
</tr>
<tr>
<td>Other Education Activities</td>
<td>Local</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-------</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Mentorship / coaching</td>
<td>Mentorship of divisional learner/UGME group.</td>
<td>Participation in DoM Faculty mentorship program.</td>
<td></td>
<td>Mentorship of learners/Faculty at another institution.</td>
</tr>
<tr>
<td>Leadership</td>
<td>Site coordinator for a medical education program.</td>
<td>Education leadership role within your Department (e.g. Postgraduate Director.)</td>
<td>Leadership role in the Faculty (e.g. Assistant Dean of CPD.)</td>
<td>Leadership role at Royal College, MCC or other national organization.</td>
</tr>
<tr>
<td>Education innovation</td>
<td>Developing an educational tool to use within your program.</td>
<td>Sharing the tool with other programs in the Department.</td>
<td>Sharing your educational tool across the Faculty or with your national Specialty Committee</td>
<td>Publishing on the impact of your educational tool or publishing the tool on AAMC Med Ed portal.</td>
</tr>
<tr>
<td>Education research</td>
<td>Achieving a Department research grant for education research.</td>
<td>Presenting research at DIME (Department of Innovation in Medical Education) Annual Research Day.</td>
<td>Oral presentation at ICRE (International Conference on Residency Education.)</td>
<td>Publication of medical education research in appropriate journal.</td>
</tr>
<tr>
<td>Scholarship/ Research supervision</td>
<td>Supervision of resident’s DoM Research Day project.</td>
<td></td>
<td>Supervisor for learner in Faculty of Graduate &amp; Professional Studies.</td>
<td>Supervisor of graduate student at another institution.</td>
</tr>
</tbody>
</table>

*Tables 3 & 4 are based on University of Toronto Teaching & Educational Expectations. [Accessed Sept 2016] Available from: [http://www.deptmedicine.utoronto.ca/teaching-educational-expectations](http://www.deptmedicine.utoronto.ca/teaching-educational-expectations)
B. Creative Professional Activities [CPAs]

1. Definition:

The Department of Medicine recognizes that scholarship & innovation can take many shapes. It recommends the use of the Creative Professional Activities\(^2\) to reflect the diverse areas of engagement where Department Faculty have a demonstrable impact on educational delivery, clinical practice and care.

Discussion of CPAs should form part of each Faculty member’s mentorship relationships and annual review with their Division Head.

Organizing activity into 4 CPA areas will assist Clinician Teachers, along with their mentor(s) and Division Head, to identify the most productive areas for career development and also assist with organizing promotion dossiers.

<table>
<thead>
<tr>
<th>Area of activity</th>
<th>Would include:</th>
<th>Examples:</th>
</tr>
</thead>
</table>
| Contributions to the development of the discipline | • Undertaking leadership roles locally → nationally → internationally (whether for new health policy or EPA’s/ CBME’s working groups.)  
• gaining formal recognition of a subspecialty. | • Being a Program Director  
• Being active in the discipline specialty committee. |
| Exemplary professional practice           | • Being a role model for others in the delivery of clinical care.  
• Integrating Quality and Safety. | • Methods have been duplicated by others.  
• Identified by others as a centre of excellence (through awards, invitations to present.)  
• Commendations from patients, colleagues. |
| Sustained excellence in teaching or educational delivery | • Being a role model for others in the delivery of teaching.  
• Being a role model in educational delivery – including program directorship or other education leadership roles. | • Approach / methods have been emulated by others.  
• Awards from Department, hospital, University or national organizations such as PARO. |

\(^2\) Adapted from the following University of Toronto materials. Scholarship through creative professional activity. [Internet] University of Toronto [cited 2016 Oct 31\(^{1}\)] Available from http://www.deptmedicine.utoronto.ca/academic-position-descriptions  & from University of Toronto. Academic Pathways: Creative Professional Activity. [Internet] University of Toronto. [cited 2018 Feb 7\(^{2}\)] Available from http://www.psychiatry.utoronto.ca/faculty-staff/faculty-promotions/senior-promotions/academic-pathways-creative-professional-activity
### Professional innovation

- Fostering the adoption of new technologies, techniques or approaches. You have not necessarily invented the innovation, but have taken a lead for its adoption (assessing its efficacy, drafting usage guidelines & acting as champion for the innovation.)
- The collected evidence of the actions undertaken to foster the innovation (e.g. training materials, usage guidelines, data from your assessment of the innovation.)

### 2. Planning a thematic approach to creative professional activities

In order for CPA to make the most impact, the Department recommends that they link thematically. For example, a Faculty member with a CPA focus on quality improvement (QI) may:

- contribute to the development & adoption of the discipline by taking on a leadership role in their organization’s quality committee;
- introduce innovations in the training of colleagues and develop new QI curriculum for residency programs;
- be asked to share their experience of carrying out systematic change in QI at teaching hospitals elsewhere;
- publish the tools created for the delivery of the QI curriculum on Med Ed Portal.

### 3. Assessment of CPA

1. The CPA must produce an identifiable change supported by evidence.
2. The CPA must show evidence of scholarship and impact on clinical practice or delivery of education/training. It should be focused upon creativity, innovation and excellence. Measurability, or quantity of the achievement, should not distract attention away from these principles.
3. The CPA(s) should align with the Clinician Teacher’s identified area of clinical practice and be pertinent to their academic appointment.
4. There should be an observable pattern of sustained and continuing CPA activity. Ideally, over time there will be evidence that the CPA’s impact has rippled beyond the Clinician Teacher’s own institution or clinical practice: e.g. changes in policy, in organizational or clinical approaches, or a behavioural change in the general public.
5. CPAs and research activity (publications and grants) form the two main avenues of scholarship and may be interlinked.

Given that CPAs may take many forms, the corresponding evidence of their impact may also vary. The Clinician Teacher should carefully identify the best sources of evidence and document them accordingly. If you have access to administrative support, you may wish to discuss with them how to best collect and store this evidence on your behalf.

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Sample evidence of CPA

- Scholarly publications such as papers, books or book chapters.
- Non peer-reviewed publications.
- Creation of material / media (e.g. websites, guides, ephemera) to support peer, learner or patient education or behavioural change.
- Evidence of validation of an educational innovation/tool.
- Evidence of dissemination of educational innovation through local adoption.
- Evidence of your contributions to new policies, guidelines or frameworks. E.g. minutes of consensus conference proceedings or of government working groups.
- Evidence of the impact of your leadership: e.g. changes to standards; improvements to medical or allied health professional education.
- Awards or recognition for your CPA.
- Media reports on an achievement or capturing the impact related to your CPA.
- Invitations to engage with the lay public through meetings, publications or the media.
- Invitations as a visiting scholar.
- Invitations to scholarly meetings or workshops.
- Presentations to regulatory bodies, federal or provincial governments.
- Scholarly program evaluation reports.
- Documentation from a formal review of an education program.
- Documented roles in professional organizations.
- Taking on an editorial role for a peer-reviewed journal.
- Unsolicited letters or testimonials e.g. from learners, patients or colleagues.
- Grant and contract record
- Products of innovation and entrepreneurial activity: e.g. documented role in new ventures, patents licensed.
- Knowledge transfer or technology transfer.

*Dr. Cathy Code*, Internist & past Program Director for Core Internal Medicine, receiving the 2017 Going the Extra Mile Award from Department Chair, Dr. Phil Wells, in recognition of her tremendous work with the Core Internal Medicine Program. Also pictured are: Dr. Barbara Power, DoM Vice Chair of Education, and Dr. Marc Carrier, DoM Vice Chair of Research.
C. Promotion

All uOttawa Faculty are eligible to apply for academic promotion; the Department encourages all members to work towards achieving the rank of Associate Professor during the course of their career.

The domains of teaching, evaluation, innovation & scholarship, education leadership and continuing professional development all provide opportunities for activities contributing to academic promotion. In using this document to derive individual academic plans, care should be taken to ensure promotable activities are achievable for each Clinician Teacher.

The Faculty promotion process is managed by the Office of Professional Affairs in the Faculty of Medicine, some introductory points are summarized here.

There is no career pathway entitled ‘Clinician Teacher’; DoM Clinician Teachers have the flexibility of choosing for promotion an Area of Focus which speaks most clearly to their own experience, areas of creative professional activity, impact and accolades. If you are a new member of the Department, your Area of Focus will likely have formed a key part of your initial meeting with the Department Chair. As it is only possible for each Faculty to have one Area of Focus, the Department Chair works with Department Faculty to identify their most relevant Area. For Clinician Teachers, the two most likely Areas of Focus are:

**Teaching and education.** “appropriate for individuals who spend the majority of their academic time and effort on teaching and education, and who view this as their primary academic focus. Faculty members seeking promotion will be evaluated on both the quality and quantity of the scholarly component of their teaching and education activities.”

**Clinical expertise:** “appropriate for individual whose scholarship and achievements focus on a specific area of clinical expertise.”

Full information on each of these Areas of Focus can be found on the Office of Professional Affairs website: [http://med.uottawa.ca/professional-affairs/faculty/academic-promotion](http://med.uottawa.ca/professional-affairs/faculty/academic-promotion). In both Areas, promotion to Associate Professor will require demonstrable excellence within the domain including a strong national reputation, evidence of innovation and translation to scholarship.

The Department is developing its own promotion guidance to assist DoM Faculty. The guidance will be available via the website; in the interim, please contact Tara Routh ([trouth@toh.ca](mailto:trouth@toh.ca)) with any questions.

If you are considering applying for promotion, you should:

- Discuss the step with a mentor and/or your Division Head;
- Be aware that your first step to initiate the promotion review process is to respond to the annual call for expression of interest. The call for interest is usually sent via email in late autumn.

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[^4]: [http://www.med.uottawa.ca/organisation/professionalaffairs/eng/promotion_tenure_standards_procedures_promotion_clinical_faculty.html#s2-1](http://www.med.uottawa.ca/organisation/professionalaffairs/eng/promotion_tenure_standards_procedures_promotion_clinical_faculty.html#s2-1) [Downloaded December 2017]
D. Using this guide to assist with the completing documentation for new Faculty academic appointments

Every new Faculty appointment requires the submission of both an Academic Plan (also known as Appendix A) and a statement of Responsibilities and Expectations (also known as Appendix B). The Terms of Reference will assist with the completion of the sections detailing academic goals and performance deliverables. These two documents (Academic Plan, Responsibilities & Expectations) together form a clear map of the new appointee’s areas of work, obligations & goals.

APPENDIX A
ACADEMIC PLAN

DR. NAME
PTA LECTURER
Division of NAME

The Academic Plan identifies your commitment to the Department of Medicine as well as future goals and objectives which you will work towards achieving. Discuss your intentions with your Division Chief/Chair to obtain guidance and assistance for completing the Academic Plan.

It is understood that goals and objectives are subject to change with the approval of the Division and Departmental Chief/Chairs. As a result, changes and/or modifications to goals and objectives will be identified and documented during the annual review process.

ACADEMIC PLAN 2016 – 2021

Primary goals and objectives or focus of your academic plan including clinical activities:
Click here to enter text.

Identify the timelines for your goals and objectives:
Click here to enter text.

Identify physical and/or human resources required to facilitate achieving your goals and objectives:
Click here to enter text.

Identify sources of funding and requirements for protected time to achieve your goals and objectives:
Click here to enter text.

Who will assist you? Identify your mentor(s) and/or collaborators:
Click here to enter text.

I agree that changes or modifications to my academic plan must be approved by the Division and Department Chief/Chair before the changes or modifications can be implemented.
APPENDIX B
RESPONSIBILITIES/EXPECTATIONS

DR. NAME
FTA LECTURER
Division of Name

It is understood that goals and objectives are subject to change with the approval of the Departmental Chief/Chair. As a result, changes and/or modifications to goals and objectives will be identified and documented during the annual review process.

RESPONSIBILITIES AND EXPECTATIONS
For the period July 1, 2016 to June 30, 2019

Primary Academic Responsibilities as stated in the LOA:
As a physician and member of the Faculty of the University of Ottawa (University), you are required to contribute to the educational and research mission of the Ottawa Hospital (TOH) and the University respectively. You are expected to participate annually in faculty development courses and TOH required courses as well as to the ongoing development of your own career by participating in continuous medical education events, rounds and conferences, etc.

It is mandatory for DoM members to provide quality formal teaching (including lectures, CBL, PSD or core competencies) at the undergraduate and postgraduate levels and to exhibit a high level of professionalism at all times (see Faculty website for further details). For education and teaching commitments, quality is defined as achieving and maintaining an average 4.0/5.0 on student and resident teaching evaluations.

According to TOH bylaws and University regulations, you will be required to participate and fully attend on committees as assigned by the Department Chief/Chair or Division Chief/Chair. This is non-negotiable.

Deliverables:
Performance deliverables are broken down into short-term and long-term deliverables. Changes and/or modifications to the deliverables and/or due dates must be discussed and approved by the Department Chief/Chair prior to implementation.

[PLEASE INSERT A DETAILED DESCRIPTION of the clinical activities, i.e. clinic time, on-call, etc.]
Ensure you include what the expectations in research and education are for the first 3 years.

Please contact the HR Manager (Krista Hind, khind@toh.ca) for the Department of Medicine, if you have any questions about how to complete these forms or the appointment process.
E. Actions to undertake

At the outset of this guide, we stated that this document would be of use across the Department. Please take a few moments and reflect on the content. If you are a:

Clinician Teacher:

You will want to review the domains of the role:

- Are there domains / individual activities in which you wish to develop your knowledge or expertise?
- Looking at Table 3, can you see a progression from local to national prominence in the work you carry out / or have planned?
- The aim of the Department is that Clinician Teachers have 20% protected time. Are you currently achieving this?

You will want to consider the creative professional activities you have undertaken, and how they link thematically to what you are doing.

If this guide has helped you to clarify some next steps, take time to note them now. You may also want to keep a record for your next discussion with your mentor(s) and annual review with your Division Head.

Mentor and / or a Physician Leader

Think about how this guide can be a tool to help support your Clinician Teachers. When you meet with a Clinician Teacher to discuss their development:

- Try to use the domains to help frame the discussion;
- Review their creative professional activities and how the CPAs can make an impact;
- Discuss the goal of 20% protected time and the delivery of 40-50 hours of formal teaching.

DoM colleague

Reflect on how the work of Department Clinician Teachers supports your own area of work and the overall mission of the Department. As all DoM Faculty are expected to participate in teaching, review the domains and see if you have any areas for development.

F. Postscript

Thank you for taking the time to read this Clinician Teacher Role Description & Guide. This is a new publication in the Department of Medicine and was designed specifically for our needs as we move towards enhanced recognition and roles for our Clinician Teachers.
About the development of the Clinician Teacher Guide and Role Description

This document is the culmination of a collaborative effort in the Department of Medicine, primarily taken forward by a strategic planning group formed to tackle issues of Clinician Teacher recognition. The document was written by Dr. Rakesh Patel (Intensivist) and Dr. Barbara Power (Geriatrician) with the support and expertise from Ms. Sue Somerset (program analyst). We would like to thank the Department to Medicine for holding a retreat on the Role of the Clinician Teacher and the members of the strategic planning group who supported this initiative including Drs. George Chandy (Respirologist), Cathy Code (Internist), Christine De Meulemeester (Neurologist), Alison Dugan (Internist), Karima Khamisa (Hematologist), Eugene Leung (Nuclear Medicine), Tom Shaw-Stiffel (Gastroenterologist), Doug Smith (Rheumatologist) and Claire Touchie (Internist) - all of whom provided much needed input; as did Drs. Heather Lochnan (Endocrinologist) and Bob Bell (Nephrologist).

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Dr. Rakesh Patel, Intensivist & Internist, previous Program Director for Adult Critical Care Medicine

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