



Division of General Internal Medicine
Welcome and Onboarding Package

July 19, 2022

1st edition



General Internal Medicine Division

Welcome Message

It is with great pleasure that we welcome you to the Division of General Internal Medicine. The materials in this package will provide you information and resources to help navigate the first five years of your academic appointment. We provide you with a general description of the three (3) main clinician academic career tracks in the Division aligned with those of the Department of Medicine. In addition, you will find examples of expected scholarly outputs for each of the career tracks as well as useful Faculty Development resources to help with milestones. You will also find information on CV building and formatting, process for promotion and reappointment, mentorship, and so much more. We hope that the information herein along with guidance from your Site and University Division Directors and support from your mentor(s) will help you establish your career early on and guide your professional development in the Division.

Finally, we would like to thank all the faculty members who took part in the mentoring and coaching working groups and for their work in helping create this package.

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Mission, Vision, and Core Values of the Division of General Internal Medicine

WHO ARE WE

We are general internal medicine specialists with a large breadth of clinical and academic activity and as such occupy a central role in patient care, clinical innovation, medical education, and research across our five teaching hospitals. We provide high quality patient-centered care across a broad range of acute and chronic conditions in the emergency room, outpatient clinics, clinical teaching and non-teaching units, and critical care units. We also are specialized in the care of patients with complex disorders and have established clinical and research programs in medical obstetrics, thrombosis medicine, perioperative medicine, osteoporosis, diabetes and cardiovascular prevention and vascular health. We provide on-site and telehealth sub-specialty support to the northern communities in Nunavik and Eeyou Istchee and drive the quality improvement research that informs our practices across our clinical programs and on our clinical patient units. Our clinician educators and teachers are world leaders in medical education and research and impact patient care and improve patient outcomes by innovating, facilitating, and enhancing learning among students, trainees, and faculty.

MISSION

To achieve excellence in comprehensive and coordinated patient care, research, scholarship, and innovation, and teaching and education through a commitment to high standards of professionalism, pursuit of lifelong learning and career fulfilment, and collaboration with colleagues, learners and patients.

VISION

To be a recognized leader in quality clinical care, academic pursuits including education, research and scholarship as well as faculty vitality

CORE VALUES

Core values answer the question: "How do we want to act as we move toward achieving our **vision**?" Core values are consistent with the **mission** of the Division and guide people in making decisions about how to act. These include:

Excellence

We strive for excellence and maintain the highest ethical and professional standards.

Professionalism

We work with expertise, commitment, integrity, sense of duty, and without conflict of interest.

Leadership

We recognize and inspire leadership that upholds the highest standards in patient care, medical education, and research.

Compassion

We respect the dignity and self-determination of others and are sensitive and empathic to patient needs and each other's needs.

Inclusion

We embrace diversity and inclusion to foster engagement, belonging, and respect in all that we do.

Well-being of each other

We cultivate a culture of caring for and about each other, and we advocate for and seek opportunities for personal and professional fulfillment and development.

Teamwork and collaboration

We work together, foster trust and mutual respect, recognizing the skills and attributes of colleagues.

Commitment to personal growth

We are committed to ongoing professional development to continue to excel in patient care, and academic achievements.

Abbreviations

AFMC	Association of Faculties of Medicine
AHD	Academic Half Day
APR	Annual Performance Review
ASMIQ	L'Association des spécialistes en médecine interne du Québec
CAS	Contract Academic Staff
CC	Competency Committee
CIP	Clinical Investigator Program
CMQ	Collège des médecins du Québec
Core IM	Core Internal Medicine
CSIM	Canadian Society of Internal Medicine
DOM	Department of Medicine
FacDev	Faculty Development
FMHS	Faculty of Medicine and Health Sciences
MCC	Medical Council of Canada
OSCE	Objective Structured Clinical Examination
PGME	Postgraduate Medical Education
PD	Program Director
QI	Quality Improvement
RAC	Physical Examination Course
RCPSC	Royal College of Physicians and Surgeons
RPC	Residency Program Committee
TCP	Transition to Clinical Practice
UGME	Undergraduate Medical Education

Career Trajectory Descriptions and Annual Performance Review Complements

We describe the three major career trajectories in General Internal Medicine (GIM) and within the Department of Medicine (DOM) for Contract Academic Staff (CAS). These are **Clinician Teacher**, **Clinician Educator** and **Clinician Investigator/Scientist**. The descriptions are generic and can be individualized in discussion with your Site and University Division Director. They formed the basis of discussions of expectations when you were hired, and will help guide you, your mentor(s) and your Division Director(s) when discussing your **annual performance review (APR)** to understand where you are and how best to move forward in your career. In addition, we provide complimentary information for each career track that is addressed at your annual performance review with your Division Director, serving as a “checklist” of your progress and areas for future growth. These include examples of **expected academic activities and responsibilities** as well as, required and suggested **Faculty Development (FacDev)** resources to help you succeed along the way. No matter your career track, we invite you to read on all the career track descriptions so that you have a better understanding of your colleagues’ career pathways and expected milestones.

Clinician Teacher

CAREER DESCRIPTION

General Description

Members with major clinical responsibilities and whose main academic contribution is to the teaching programs

Time Distribution

50-70% clinical (at a McGill affiliate)

15-25% teaching

5-25% education scholarship, administration

ACADEMIC ACTIVITIES

Teaching/Education/Supervision

Defined expected involvement in formal teaching

Minimum 60 hours per year (standard to “meet expectations” for Department of Medicine), including minimum 5-10 hours formal teaching

Includes:

- Clinical teaching and supervision
- Time spent as an academic advisor or coach to a learner in difficulty
- Formal teaching is teaching that is scheduled in advance as part of a specific education program, distinct from work-based teaching in the clinical setting and research supervision (see above). Formal teaching may be done at any level, for example:
 - UGME: Lectures, Small Groups, RAC, TCP, AHD, OSCE
 - PGME: AHD, OSCE, Simulation Centre
 - FMHS/McGill: Lectures, seminars
 - Graduate teaching courses, lectures and seminars
 - Peer Coaching/CPD/FacDev
 - CME lectures within McGill, provincially (e.g. ASMIQ) or nationally (e.g. CSIM)

Defined expected involvement in Educational leadership and administration

- Local UGME Committee (expected)

- PGME RPC or CC member (expected)
- Clerkship, RAC, TCP coordinator (strongly encouraged)
- Core IM site/overall PD (encouraged)
- CC chair IM/GIM (encouraged)
- GIM PD (encouraged)
- RCPSC examiner (IM/GIM) (encouraged)
- CPD or FacDev Committee (encouraged)
- Educational leadership position at provincial (e.g., ASMIQ) or national associations (e.g., CSIM, RCPSC) (encouraged)
- Clinical and/or QI leadership (encouraged)

Scholarly outputs

- Participation/presentation at Medical Education conferences (encouraged)
- Involvement in curriculum review/development, assessment (encouraged)
- Supervision of student resident research project in education or clinical topic (encouraged)
- Peer observation of teaching (peer coaching)
- Clinical research or scholarship (encouraged)
- Developing an educational tool

FACULTY DEVELOPMENT

See <https://www.mcgill.ca/medicinefacdev/programs/your-teaching-journey> and <https://www.mcgill.ca/medicinefacdev/programs/workshops>

First 5 years

Required

- Orientation workshop (through the office of McGill Academic Affairs)
- Your Teaching Journey modules (7 modules through faculty Development, *required within 2 years*)
- Conflict resolution

As needed

- Personal Effectiveness
- Leadership skills

- Effective teamwork and meetings
- Training for role on RPC/as PD

Mid-career and senior career

- Advanced leadership skills
- Leading teams and meetings
- Mentorship

Clinician Educator

CAREER DESCRIPTION

General Description

Major commitment to education leadership, education innovation and/or education scholarship, as well as teaching

Time Distribution

30-40% clinical (at a McGill affiliate)

15-25% teaching

30-50% education research, administration

ACADEMIC ACTIVITIES

Teaching/Education/Supervision

Defined expected involvement in formal teaching

Minimum 30 hours per year (standard to “meet expectations” for Department of Medicine) including minimum 5 -10 hours formal teaching.

Includes

- Clinical Teaching
- Time spent as an academic advisor or coach to a learner in difficulty
- Formal teaching is teaching that is scheduled in advance as part of a specific education program, distinct from work-based teaching in the clinical setting and research supervision (see above). Formal teaching may be done at any level, for example:
 - UGME: Lectures, Small Groups, RAC, TCP, Academic Half Day, OSCE
 - PGME: Academic Half Day, OSCE, Simulation Centre
 - FMHS/McGill: Lectures, seminars
 - Graduate teaching courses, lectures and seminars
 - Peer Coaching/CPD/FacDev
 - CME/CPD lectures within McGill, provincially (e.g. ASMIQ) or nationally (e.g. CSIM)

Defined expected involvement in educational leadership and administration

- Local UGME Committee, PGME RPC or CC, CPD or FacDev Committee membership (expected)
- Decanal or other leadership positions in UGME/PGME/CPD/FacDev (encouraged)
- RPC or CC member (expected)
- Clerkship, RAC, TCP coordinator (encouraged)
- Core IM site/overall PD (encouraged)
- GIM PD (encouraged)
- RC examiner (IM/GIM) (encouraged)
- Educational leadership position/participation at provincial (e.g., ASMIQ, FMSQ, CMQ) or National associations (e.g., CSIM, RCPSC, MCC, AFMC) (strongly encouraged)
- Educational conference planning committees (encouraged)
- Participation in Accreditation and/or Internal/External reviews (encouraged)

Scholarly outputs

- Education-related conference presentations or manuscripts' (expected)
- Presentation at Education conferences (expected)
- Involvement in curriculum review/development, assessment (encouraged)
- Supervision of resident research project in education topic (expected)
- Development of education tool

FACULTY DEVELOPMENT

See <https://www.mcgill.ca/medicinesfacdev/programs/your-teaching-journey> and <https://www.mcgill.ca/medicinesfacdev/programs/workshops>

First 5 years

Required

- Orientation workshop (through the office of McGill Academic Affairs)
- Your Teaching Journey modules (7 modules through faculty Development, *required within 2 years*)
- Conflict resolution

As needed

- Personal Effectiveness
- Leadership skills
- Effective teamwork and meetings
- Training for role on RPC/as PD

Mid-career and senior career:

- Advanced leadership skills
- Leading teams and meetings
- Mentorship

Clinician Investigator/Scientist

CAREER DESCRIPTION

Clinician Investigator

General Description

Members who direct a clinical research program, but time commitment to research less than 75%. Equivalent to recipient of the Fonds de la Recherche du Québec en Santé (FRQS) chercheur boursier clinicien award.

Time Distribution

25-35% clinical

15-25% teaching

50-75% research

5-10% administration

Clinician Scientist

General Description

Members whose major activity is research (regardless of the type of research). Equivalent to recipient of FRQS chercheur boursier award.

Time Distribution

75-80% research

5% teaching

20% clinical (at McGill Affiliate)

0-5% administration

ACADEMIC ACTIVITIES

Teaching/Education/Supervision

Defined expected involvement in formal teaching

Minimum 20 hours per year (standard to “meet expectations” for Department of Medicine) including minimum 5 hours formal teaching.

Supervision of post-graduate clinical trainees (expected):

- Scholarly Activity Rotation, IM residency program
- Clinical Scholars Program, GIM residency program
- Clinician Investigator Program, Fellowship of the RCPSC

Supervision, co-supervision of postgraduate students (Master's students, PhD students) (strongly encouraged):

- Experimental medicine
- Epidemiology, Biostatistics, Occupational Health and Public Health
- Other

Participation in thesis committees for postgraduate students (Master's students, PhD students) (strongly encouraged):

- Experimental medicine
- Epidemiology, Biostatistics, Occupational Health and Public Health
- Other

Scholarly outputs

Publications including peer-reviewed research, case reports, practice guidelines, clinical reviews, consensus statements, etc. (expected)

Application to grants and salary awards, examples (expected):

- Canadian Institutes for Health Research (CIHR)
- Fonds de la Recherche du Québec en Santé (FRQS)
- Canadian Foundation for Innovation (CFI)
- Department of Medicine Operational Startup Funding
- Research Chairs
- Other

Grant panels (Chair, committee member), examples (encouraged):

- Canadian Institutes for Health Research (CIHR)
- Fonds de la Recherche du Québec en Santé (FRQS)
- Other

Editorial activities for General or Subspecialty Journals as board member, and performing of reviews, examples (encouraged)

- Canadian Journal of General Internal Medicine (CJGIM)
- Canadian Medical Association Journal (CMAJ)
- Journal of the American Medical Association (JAMA)
- Canadian Journal of Diabetes
- Other

FACULTY DEVELOPMENT

See <https://www.mcgill.ca/medicinefacdev/programs/your-teaching-journey> and <https://www.mcgill.ca/medicinefacdev/programs/workshops>

First 5 years

Required

- Orientation workshop (McGill Academic Affairs)
- Your Teaching Journey modules (7 modules through Faculty Development (FacDev), *required within 5 years*)
- Conflict resolution

As needed

- Personal Effectiveness
- Leadership skills
- Effective teamwork and meetings

Mid-career and senior career

- Advanced leadership skills
- Leading teams and meetings
- Mentorship

Career Progression Outline

In this next section, you will find the following:

- A brief overview of the process of academic appointment and promotions
- Best practices for CV preparation for Promotions
- Overview of Annual Performance Review process

In the appendix, you will find the following:

- The McGill Faculty of Medicine and Health Science (FMHS) Academic Appointment and Promotions document
- Power point slides that describe the timelines relevant to promotions
- The McGill CV format template

Appointment and Reappointment

Appointment is when you assume your academic faculty position. No matter which clinical site you are assigned a PREM, your employer is McGill University.

There are two types of appointments

- 1) **Ranked Contract Academic Staff (CAS)** (most common; must be approved by the Department of Medicine Chair, Dean and Provost)
 - a. Faculty Lecturer
 - b. Assistant Professor (most common initial appointment)
 - c. Associate Professor
 - d. Full Professor
- 2) **Tenured and Tenure Track (TT) Staff** (not common; must be approved by the Dean and Provost)
 - a. Assistant Professor
 - b. Associate Professor
 - c. Full Professor

Reappointment is the process whereby FMHS reconfirms your academic position. You must demonstrate that you are on track related to your career trajectory expectations and growth.

- CAS: at 3 years (reappointment) and 6 years (indefinite appointment)

- TT: at 3 years (reappointment) and 6 years (Tenure with promotion from Assistant to Associate Professor)

* Note that promotion to Associate Professor for CAS does not have to be at year 6 (unlike Tenure Track). See below details regarding promotion.

Promotions

This process is a *recognition* of the work you have done. It also opens other doors to you. Even if titles are less important to you, they remain important in the academic world and more opportunities will be available to you with promotion. Three (3) categories of contributions are considered and evaluated – 1) **teaching**; 2) **research and other scholarly activities** and professional activities including clinical innovation; and 3) **other contributions** to the university and scholarly communities. Your clinical work is a must for your appointment but is not a university promotions category.

You are eligible for promotion to Associate Professor at six (6) years of your initial appointment and to Full Professor after the tenth year of holding the rank of Associate Professor. However, the DOM Chair (with your consent) may recommend your promotion at any time.

For CAS, promotion from Assistant to Associate Professor requires excellence in two (2) of the above-stated categories. In addition, national recognition of your contributions is an important criterion. For TT, you need excellence in two (2) categories and reasonable in the third. For promotion to Full Professor (CAS or TT) you must show international recognition of your contributions.

It is your responsibility to prepare and pursue your promotion with due diligence in discussion with your University and Site Division Director as well as Department Chair. Promotion will be discussed at your APR (**see section Annual Performance Review for more details**). It is highly recommended to start preparing your Promotion Dossier almost one year ahead of the submission deadline. Your Promotion Dossier has three (3) components and will include a teaching portfolio and an up-to-date CV, in the case of promotion from Assistant to Associate Professor. The CV can be especially time

consuming and so it is strongly advised to keep your CV in McGill format (**see attached Appendix**) and updated on a regular basis. The dossier requirements for Associate to Full Professor include, in addition, a candidate statement and a list of eight (8) suggested external evaluators.

For detailed information regarding appointment and promotions and relevant timelines please visit <https://www.mcgill.ca/medicine-academic/promotion> and the Power Point slides on timeline for promotions in the attached **appendix**.

Best Practices for CV and preparation of Promotion Dossier

The link below contains further information on the process, criteria, but also on the contents of the Promotion Dossier. As mentioned earlier, the Promotion Dossier has three (3) components, your **CV**, your **Teaching Portfolio** and the Departmental Promotions Committee **Chair's Recommendation Letter**.

<https://www.mcgill.ca/medicine-academic/promotion/promotion-assistant-professor-or-associate-professor>

Moreover, your DOM Chair will provide you with relevant information in preparation for an application for promotion, usually due at the end of April. You will meet ahead of time in early April with your DOM Chair for approval to proceed with your application. It is the DOM, who submits your dossier for consideration for promotions.

Below we describe some best practices regarding preparing for promotions:

1. Start early and maintain regularly
 - a. Schedule time for this in your agenda
2. Keep all supporting documents in one place
 - a. Including your one⁴⁵ annual summary evaluations, thank you letters from students/trainees, thank you letters for lectures/seminars/OSCEs, etc
3. Discuss your progress towards promotion criteria regularly with your mentor(s) and your Division Director

4. Ask to see a sample CV from a colleague in a similar academic profile who has been successfully promoted
5. Take the time to reflect on how and why you teach the way you do
 - a. What is important to you in your role as teacher, what you have learned as a teacher, and how you have evolved. This will be important for you in general (making you more intentional as a teacher) but also for your Teaching Portfolio within your dossier
6. Reflect critically on your teaching evaluations (can be done on your own or with your mentor) and consider activities to help you improve or expand your abilities (e.g, FacDev)
7. Because national recognition is an important criterion for promotion to Associate Professor. It may be more difficult to identify clinician teacher activities and opportunities as they relate to promotion. Below are some examples:
 - a. Examiner and committee member for RCPSC examination board for IM or GIM
 - b. Develop an education tool use within GIM or core IM and then sharing the tool with other departments locally or within the national specialty committee at the RCPSC or International Conference on Residency Education
 - c. Publishing an education tool
 - d. Supervision of a resident QI project and presentation of results at CSIM or other national forums
 - e. Publishing a QI project
 - f. Participating in peer coaching and then sharing expertise on aspects of teaching (e.g. peer feedback) by developing a CDP workshop for Faculty at McGill and the presenting at national meeting.
 - g. Participating in DOM mentorship program at another institution
 - h. Supervision of a trainee scholarly project at another institution

Annual Performance Review

The University and FMHS will assess your academic performance on an annual basis, usually between February and April. The DOM administers the review process on behalf of the University. You will meet with your Site Division Director on an annual basis and your University Division Director every 1-2 years. In preparation for the meeting, you will complete the Department of Medicine Performance Evaluation Guideline (**see attached Appendix**) and the CAS clinical self-evaluation (**see attached Appendix**). Tenure track faculty will complete similar documents and meet with the University Division Director or Department Chair.

You will submit your documents ahead of the meeting so that your Division Director can have adequate time to review and be prepared to provide feedback, guidance, and suggested resources if needed. Your annual performance review with your site and/or university Division Director is an opportunity to review the year that was and to discuss future goals. It is however more holistic than just looking at promotion criteria. It includes your clinical contributions as well as discussions about goals, aspirations, mentorship and wellness. However, these discussions will also allow you to see how to organize your current activities and articulate your areas for development and growth in a way to have them align with reappointment and promotions criteria.

Some questions to be prepared to discuss include:

- 1) What do you think went well this year? what could have gone better?
- 2) What do you want to do more of? What do you want to do less of?
- 3) What are your priorities for next year?
- 4) What progress are you making toward your goals? What resources do you need?
- 5) How do you feel about your work-life balance?

Finally, use the APR experience to truly stop and self-reflect. We often are too busy during the year to do this and so this an opportunity not to be wasted. Moreover, time spent completing the self-evaluation documents for the APR and receiving feedback can be counted for Royal College of Physician and Surgeons of Canada (RCPSC) Section 3 Maintenance of Certification (MOC)

credits (3 credits per hour) and Collège des médecins du Québec (CMQ) equivalent.

Mentorship in GIM – Overview

When reviewing the values of the Division, and when thinking about what it takes to have faculty members who are successful, productive, and well, mentorship has been determined to be a critical component to that vitality.

There are many opportunities for both formal and informal mentorship. You were hired because of your excellence, and those around you want you to grow and succeed, professionally and personally since one doesn't happen without the other. Below is a description of some of the more formal programs. For informal mentorship, just look around – people are there for you. You are encouraged to have multiple mentors as not one person can be always all things for you. Think of these people as your **personal advisory board**. Mentorship opportunities exist at four levels:

1. At the Division level there is the **GIM Mentorship and Coaching Program** with its four (4) components:
 - a. The Welcome and Onboarding package
 - b. A mentorship program within the Division to support you in the local “ways of doing things” and making sure your transition is smooth and opportunities for growth are identified and capitalized upon
 - c. The GIM Doctors’ Lounge, which is an opportunity to chat informally and get peer mentorship about topics that are important but not always formally taught
 - d. Peer Coaching to help you hone your teaching skills with the help of peers
2. At the DOM level, there is a formal mentorship program overseen by the Associate Chair of Wellness. You will be contacted about this program upon your recruitment and matched with a mentor from within the DOM (but possibly outside the Division) who has a similar

career trajectory and can help you (amongst other things) start and stay on track.

3. At the Faculty level, there is the Telemachus Scholars Program and Faculty helping Faculty seminars. See the Academic Affairs website for info: <https://www.mcgill.ca/medicine-academic/about>. Your Division Director as well as the Mentorship and Coaching co-Directors (see below) can guide you with these opportunities.

GIM Mentorship and Coaching Program

Co-Directors (I. Malhamé, M. Elizov)

Program Content

1. **Welcome and Onboarding package**
2. **Mentorship (for all levels)**

The GIM Mentorship Program is complimentary to that of the DoM Mentorship Program. It aims to match new recruits to mid and senior career faculty in the Division. The Co-Directors will meet you with soon after your recruitment and guide the process of identifying a mentor. You may already have a mentor in the Division, and this is very much welcome and supported. Moreover, recruits on a clinician-scientist-investigator will also have mentorship within their research institute.

Early Career (0-5 years) stage, what to expect as part of the Program

- Division mentor with similar career track (arranged by Co-Directors)
- Group mentorship discussions twice per year with Co-Directors focused on
 - Importance of mentorship and any concerns
 - Career planning and skill development planning
 - APR preparation
 - Wellness/vitality

- Nuts and bolts of Continuing Medical Education (CME) and FacDev
- Other topics

Mid-later career stage, less formal but just as important

- Encourage and support already established mentorship relationships
- Doctors' Lounge topics may provide forum for some peer mentorship (see below) on relevant career specific themes.

3. Coaching (volunteer and ad-hoc)

- Peer coaching for teaching skills organized with MCP co-directors
- Coaching for leadership skills (coordinate with program run at the DOM and FMHS levels)

4. GIM Doctor's Lounge

The Doctor's Lounge provides a safe forum for open discussion that is theme-based and moderated by the co-Directors of the Mentorship and Coaching Program. They are scheduled in advance and topics are defined according to career stage and are common to all career tracks. The Table on page 24 indicates the number of Doctor's Lounges per year career track and suggested topics.

Doctor's Lounge Topics by Career Track

Early Career	Mid-career and mid-life similarities	Later career planning
(3-4 per year)	(3-4 per year)	(Every 2 years)
Imposter syndrome and identity formation*	How to pause and reflect, regenerate and rejuvenate*	How to find balance between involvement and winding down and identity
Defining and managing expectations	How to manage the tension between individual and institutional (identity formation and re-formation)	Pre-retirement concerns, post-retirement opportunities*
Reflections on mentorship (is it working? How to get the most out of it)	How to identify and address stress/burnout in self and others*	How to find balance between involvement and winding down and identity
How to define early career goals	How to keep clinical and teaching skills fresh	Pre-retirement concerns, post-retirement opportunities*
Work-Life balance*	How to lead in the setting of conflict (within programs/divisions, or between division/department)	Work-Life balance*
Developing GIM Division Esprit de Corp*	Work-Life balance*	Developing GIM Division Esprit de Corp*
Fairness/Equity balance with job descriptions/expectations*	Developing GIM Division Esprit de Corp*	Fairness/Equity balance with job descriptions/expectations*

*denotes topics suggested by Faculty

General Internal Medicine Continuing Professional Development

Continuing Medical Education (CME)

Keeping up to date is a professional expectation and obligation. Fortunately, there are many ways to do this! There are site specific GIM and DOM rounds, McGill wide GIM (see below) and DOM rounds, provincial and national specialty meetings including those from l'Association des spécialistes en médecine interne du Québec (ASMIQ), CSIM and the RCPSC. Moreover, several international societies (e.g. American College of Physicians) offer content specific CME as well as journals (e.g. New England Journal of Medicine).

Keeping track of these is also an obligation and we are required to document our activities to maintain our licenses (MOC). While you can do this directly through the CMQ, most record activities through the RCPSC Mainport site. If you choose to do this, you **MUST** give the CMQ permission to export the data into their system and they will co-track. If you are meeting the RCPSC requirements, you are essentially meeting the CMQ ones. RCPSC credit reporting for maintenance of certification is usually at the end of January for the preceding year. The CMQ will ask you to verify these credits thereafter, with their deadline being sometime in March of every year.

***make sure you read and understand the requirements by consulting the RCPSC mainport website and the CMQ déclaration de formation website. You will need to login to both sites with your personal credentials. Your mentor is a useful resource for navigating this process.*

Faculty Development

Remember also that keeping up to date as a medical expert is extremely important but learning or refreshing skills related to your **other academic roles**, especially that of teacher, researcher and leader is also important and often personally satisfying as well. This is where FacDev is important. There are several FacDev opportunities offered by the FMHS and listed on the McGill FacDev website (<https://www.mcgill.ca/medicinesfacdev/>). The Division requires that you complete the FacDev program entitled **Your Teaching**

Journey: <https://www.mcgill.ca/medicinesfacdev/programs/your-teaching-journey> and **Conflict Resolution**. There is also the **Leadership Development Program** offered every 2 years for leadership skills and is very popular with faculty, but not a requirement of the Division (see below).

Division of GIM CME and Faculty Development

The GIM Division considers CPD in its broader sense which includes traditional CME as well as leverages resources at McGill FacDev. As an overview, the programming includes

CME

- 1) GIM symposia: 3 per year for faculty across all sites

Sessions range on a variety of topics in Internal Medicine and span clinical, research and medical education themes. They usually include local experts, national and/or international speakers and feature clinical and research related aspects, highlighting knowledge translation opportunities. They usually occur in the evening at a downtown hotel with supper included. During the pandemic they were converted to a virtual format.

Topics have included Thrombosis, Anticoagulation, Perioperative Medicine, Equity and Diversity in Internal Medicine, etc

- 2) Point of Care Ultrasound refresher offered every two years
- 3) Advanced Cardiac Life Support recertification offered by DOM and taken as needed

Faculty Development

The Division requires completion of FacDev program **Your Teaching Journey:** <https://www.mcgill.ca/medicinesfacdev/programs/your-teaching-journey> and the workshop **Conflict Resolution** for all new recruits in their first five years of recruitment.

Please see other FacDev workshops suggested by career track in the career track descriptions section above.

General Professional Development

These represent seminars and workshops aimed to assist in the discharge of your profession related activities. For example, a **primer on billing** is offered to new recruits. In the appendix you will find some related materials including the 2020 versions related to 1) Liste de pathologies, 2) Billing codes for clinical visits and acts, and 3) Billing codes for teaching and administrative

The Doctor's Lounge is also a forum that features general profession development topics such as time management and personal effectiveness.

Finally, the Division hosts a Division-wide annual retreat that can include FacDev or Professional Development related topics.

Below is an example of a timetable spanning two years of expected CME and FacDev activities.

Activity	Year 1	Year 2
GIM Symposia	Oct, Feb, Apr	Oct, Feb, Apr
GIM retreat		May
Doctors' Lounge	Nov, March, May (stage specific with Retreat)	Nov, March, May (stage specific with Retreat)
Faculty Development	See career track description	See career track description
Professional Development		April

Recording your CME and Faculty Development

It is important to determine how best to keep track of your CME and FacDev activities for MOC purposes. It is highly advisable to keep track as you go rather than to account for your activities at year's end at the time of the RCPSC MOC credit declaration deadline in late January. You can use the RCPSC MOC app to record your activities or input them directly as you go on their website. Remember to save all certificates or letters of attendance (e.g. McGill

GIM Division or McGill DoM) and maintenance of certification certificates (e.g. from McGill Continuing Professional Development Office, CSIM, ASMIQ) as proof of participation. These can also be uploaded directly onto the RCPSC Mainport along with your credits.

Department of Medicine Onboarding Checklist

Start-up kit for early career physicians at the DOM

“everything I would have liked to know before starting »

Dr. Julia Chabot, Dr. Isabelle Malhamé, last revised March 2021

Next action [what I should do] / [what is done]

BEING READY FOR YOUR FIRST DAY AT WORK!

- / **Obtaining privileges to practice** (hospitalizations, consultations...)
- / **Computer/oacis access**
- / **Remote computer/oacis access**
- / **Parking access**
- / **Identity card**
- / **White coat / scrubs access**
- / **Give your information to locating** (pager, cell phone)
- / **Clarify where you will be receiving patient results** (mailbox etc...)
- / **McGill/MSSS email activation**
- / **Knowing your fax/telephone number if you need to be contacted**
- / **Office space**
- / **Start a list of patients to follow and organize follow-up of lab/imaging results ordered as outpatient**

ADMINISTRATION

[] / [] **Register at your CRDS**

<https://santemontreal.qc.ca/professionnels/medecins/crds-centre-de-repartition-des-demandes-de-services-montrealais/je-suis-un-medecin-specialiste/>

[] / [] **Register at the CMQ**

<http://www.cmq.org/hub/fr/permis-exercice.aspx>

[] / [] **Register at the CMPA**

This cannot be done without licence number (i.e obtain # with CMQ)

<https://www.cmpa-acpm.ca/fr/joining-cmpa/how-to-apply>

[] / [] **Register on RAMQ**

<http://www.ramq.gouv.qc.ca/fr/professionnels/Pages/professionnels.aspx>

[] / [] **Make sure that DSQ access is up to date with local administrator**

CONTINUING PROFESSIONAL DEVELOPMENT

[] / [] **Maintenance of Certification Program (MOC) of the Royal College**

<http://www.royalcollege.ca/rcsite/cpd/moc-program/about-mainport-eportfolio-f>

[] / [] **Maintenance of Certification Program (MOC) of the CMQ**

<http://www.cmq.org/page/fr/formation-continue-obligatoire-intro.aspx>

[] / [] **Read and understand different credit sections**

FINANCES

- / Find an accountant / financial advisor
- / Register with a billing agency
- / Obtain information on incorporation
- / Knowing how to bill if patient without RAMQ# or refugee status
- / Obtaining information on life/disability insurance

IF BACK FROM FELLOWSHIP

- / Reactivate your CMQ status (if inactivated during fellowship)
- / Advise RAMQ of your return

Other Practical Information by Hospital Site on Your First Day

	Jewish General Hospital	McGill University Health Centre	St Mary's Hospital
ID card	ID request form to be filled out by recruit and signed by DPS; recruit can then present to the Security Department with the completed form to pick up their ID card	Priya will contact ID access; Recruit can then go to the Security Desk on RC to pick up their ID card	ID request form will be given to recruit and they will be directed to Security to pick up the new card
Logins	Recruit to contact Audrey Weizman aweizman@jgh.mcgill.ca	Recruit to contact Komal Danoodarry komal.danoodarry@muhc.mcgill.ca (514-934-8054) to coordinate with: C2 (IT) login: C2 request MedUrge login: Melanie Bouchard OACIS: Sabina Choudhury	Accesses will be arranged by DPS office sandy.pierre.chsm@ssss.gouv.qc.ca
DSQ	Recruit to contact: julie.sauve.ccomtl@ssss.gouv.qc.ca OR DPS office 514-340-8222 ext. 25932	Contact Melissa Cox melissa.cox@muhc.mcgill.ca Tel: 514-934-1934, ext. 37312	Request for DSQ will be submitted by the DPS office, sandy.pierre.chsm@ssss.gouv.qc.ca
Scrubs	Recruit to contact Audrey Weizman aweizman@jgh.mcgill.ca	Recruit to go to CS2.6000 RVH, there will be a \$30 deposit	TBA
Parking	Recruit to contact Audrey Weizman aweizman@jgh.mcgill.ca	Recruit to go to the Reception Desk at the entrance of the RVH to set up their parking	DPS office will advise Security if recruit needs parking. Paperwork will be signed when they pick up ID card
Medical/dental Insurance	hr.hr@mcgill.ca https://www.mcgill.ca/hr/benefits/insurance JGH: Nancy El Mallah Nancy.elmallah.ccomtl@ssss.gouv.qc.ca	hr.hr@mcgill.ca https://www.mcgill.ca/hr/benefits/insurance	hr.hr@mcgill.ca https://www.mcgill.ca/hr/benefits/insurance