

## Hit the Ground Running

Faculty Development Lectures/Workshops for New Faculty  
Academy for Scholarship in Education

### **Millennial Students**

Participants will learn the characteristics of generational cohorts in medical school currently (faculty, residents, and students) and how these cohorts may interact. Participants will discuss strategies for using the strengths of each cohort to the benefit of learning and the practice of medicine.

### **Dossier Development**

Promotion and tenure confer status to you, your department and your institution. In this presentation you will learn what is involved in securing promotion and tenure, and practical approaches to developing your dossier.

### **Maintaining Balance**

Topic is designed to help busy professionals to better manage their lives, both personal and professional, by providing a set of tools and guidelines to help faculty make better choices for themselves. Topics include: Understanding the role of helping and its overuse as a contributor to stress and burnout, an inventory of coping skills used by faculty to achieve balance as a way of understanding what areas may be missing in an individual's repertoire, discussion of on-the-job stressors and how the variety of them can affect performance, assertiveness skills training, including being able to say 'no!', obligation overload and tips and techniques for avoiding it. Through this series of didactics and interactive quizzes and exercises, participants will leave the workshop with tools to help them better manage their work/home balance.

### **Giving Great Presentations**

Participants will learn basic principles of giving didactic presentations. Focus will be on defining objectives, matching content to meet objectives and manner of presentation. Participants will be able to enact principles for appropriate presentation preparation for various audiences and circumstances and be able to enact principles for presentation delivery for various audiences and circumstances.

### **Giving Feedback Part I**

Participants will learn what feedback is, guidelines for providing feedback, the importance of giving feedback, and the RRRC model of providing feedback (Reflection, Rules, Reinforcement, Correction). They will practice providing feedback.

## **What Medical Students Should Know: Cultural Differences between Professional and Graduate School**

Participants will be introduced to principles of teaching basic sciences in medical school, including how to present your discipline at the medical student level and how to decide what is important.

## **Teaching On The Fly**

Participants will be introduced to learning theories that guide instruction in the practice setting (cognitive apprenticeship and experiential learning). They will practice three structured approaches to teaching in the practice setting: The One Minute Preceptor (five microskills<sup>1</sup>: Get a commitment, get probe for supporting evidence, teach general rules, reinforce what was done right, correct mistakes; SNAPPS<sup>2</sup>: the learner Summarizes the case, Narrows the differential diagnosis, Analyzes the differential diagnosis, Probes the teacher about areas not understood, Plans management, and Selects an issue for self-directed learning; BID: Briefing, Inter-encounter Teaching, and Debriefing. Participants will have selected a preferred approach to teaching in the ambulatory setting by the end of the workshop.

## **Stress Management**

The stress management workshop is designed to introduce faculty to useful strategies for identifying, coping and managing stress that are invariably encountered in academic careers. The workshop is highly interactive, and includes topics such as understanding stress, coping, and signals of distress, balancing pressures and satisfactions: increasing social support, building self care and relaxation skills, self management options under stress, increasing interpersonal skills, and avoiding burnout. Through a series of didactics and interactive exercises, participants will leave the workshop armed with useful tools for managing stress and improving performance on an on-going basis.

## **The ACGME Competencies**

Participants will learn the 6 ACGME competencies and how they apply to the Emergency Medicine residency. We will discuss each individual's role in ensuring that learners have the opportunity to acquire the competencies, and their role in evaluating the learner's attainment of the competencies.

## **Tutor Training**

Participants will learn the fundamentals of how to facilitate a Problem-Based Learning group, with video demonstrations by Howard Barrows.

## **Career Development**

This presentation is designed to ensure that participants understand their roles as faculty members in the areas of teaching, researching and service, and that they are well equipped to address each role.

### **Career Development**

Participants will investigate the possibilities and practicalities of being a clinical educator and will explore their short term and long term goals using a career planning tool.

### **Giving Feedback Part II: Giving Difficult Feedback**

Participants will learn the PEARLS<sup>3</sup> model of providing feedback to reluctant receivers. The PEARLS model focuses on assessing the learner's readiness to change and guiding the learner to the "next step" of changing behavior.

### **The Learner in Difficulty**

Participants will learn Gordon's Prerogatives model<sup>4</sup> for dealing with learners with difficulty. The prerogatives model distinguishes between problems that are a learner's prerogative to decide whether or not to change, and problems that are faculty prerogatives, which require a change. Learner prerogatives are problems that are annoying but do not affect patient care or the functioning of the healthcare team. Faculty prerogatives are those that affect patient care or the functioning of the healthcare team. The model delineates individual and programmatic responses to each of these two categories of problems.

### **Leading in Your Setting**

Faculty will learn core leadership skills to use in their particular settings.

1. Neher JO, Gordon KC, Meyer B, Stevens N. A five-step "microskills" model of clinical teaching. *Journal of the American Board of Family Practice*. July-August 1992 1992;5(4):419-424.
2. Wolpaw TM, Wolpaw DR, Papp KK. SNAPPS: a learner-centered model for outpatient education. *Acad Med*. Sep 2003;78(9):893-898.
3. Milan FB, Parish SJ, Reichgott MJ. A model for educational feedback based on clinical communication skills strategies: beyond the "feedback sandwich". *Teach Learn Med*. Winter 2006;18(1):42-47.
4. Gordon MJ. A prerogatives-based model for assessing and managing the resident in difficulty. *Fam Med*. Nov-Dec 1993;25(10):637-645.