

## JOHNS HOPKINS FACULTY DEVELOPMENT PROGRAM FOR CLINICIAN-EDUCATORS

### I. OVERVIEW

Established in 1987 with federal grant support from the Bureau of Health Professions, the Johns Hopkins Faculty Development Program (FDP) has become a nationally recognized leader in faculty development for medical educators. It has trained multidisciplinary faculty members and fellows in 9 month, 1/2-day per week longitudinal programs in teaching skills (332 trainees) and curriculum development (258 trainees), and 36 facilitators in training. One hundred and thirty-six clinician-educators have participated in the recently implemented teaching skills program that is now offered in two phases (see below), rather than 9 months. The curriculum development program is also available as an introductory workshop as a 2-day workshop with optional mentoring (see below). Participants have come mostly from the Johns Hopkins Medical Institutions and other teaching hospitals within the Baltimore region, but some have commuted from Washington, D.C., Pennsylvania, and New Jersey. These programs have played an important role in the recruitment and training of clinician-educators for the community-based practices associated with the Johns Hopkins Bayview Medical Center. They have also been an important component in the training of medical education fellows, many of whom eventually direct faculty development efforts at other institutions. In addition, more than 130 individualized workshops or programs have been developed and implemented regionally, nationally, and internationally.

The **Longitudinal Program in Teaching Skills\*** encompasses sessions designed to provide the knowledge and skills necessary to prepare clinician-educators for their roles as teachers and administrators. It also promotes the personal and professional growth of its participants, and provides a wonderful opportunity for clinician-educators to network with and support each other. **Part 1** of the program (weekly, September through December) introduces participants to concepts related to teaching and building relationships with medical trainees and patients. **Part 2** (weekly, February through April) is highly individualized and introduces participants to advanced teaching concepts and leadership tools, and is an opportunity for synthesis and deepening of participant learning from Part 1. Graduates of the prior 9 month program believe that their teaching skills have improved significantly, and that they have grown personally and professionally as a result of participation. The vast majority continues in clinician-educator roles after completion of the program, and would recommend the program to their colleagues as an outstanding or good experience.

In the **Longitudinal Program in Curriculum Development**, participants develop knowledge and skills in the areas of problem identification, needs assessment, the formulation of general goals and specific measurable objectives, the choice of educational methods appropriate to the educational objectives, program implementation and administration, learner and program evaluation, and continuous program improvement. They do this in the context of developing a curriculum under the mentorship of program facilitators, usually as part of a small team of participants. The curricula are developed and piloted during the program. The vast majority of curricula are implemented subsequent to completion of the program. Most participants remain involved in curriculum development and administration after completion of the program, and feel that their skills and abilities in this area have improved significantly as a result of participation in the program.

The **Limited Longitudinal Program in Curriculum Development** addresses the same knowledge and skills in a more flexible and less intense manner than the Longitudinal Program. **Part 1** is a two-day workshop that provides an overview of the six step CD process. **Part 2** involves mentoring of each of the six steps according to the timeframe identified by participants. Individuals may choose to only participate in **Part 1** without receiving mentoring of a project.

The **Introduction to Curriculum Development 4-Hour Workshop** provides a very broad overview of the six-step process and enables individuals to apply 2-3 of these steps to a project of their choosing. It is offered three times during the year.

The **Facilitator Training Program**, introduced in 1993, focuses on the skills of facilitating small groups of learners and leading whole group activities in either of our longitudinal programs. Trainees co-facilitate with faculty and become involved with planning and debriefing these experiences.

The **Consultation Service for Special Programs**, ranging from workshops adapted from the longitudinal FDP to consultation with other institutions to develop their own programs, have been offered since 1991. Our consultation service is exemplary through our commitment to creating programs that can become self-sustaining in the client institution. This is achieved by forming a close relationship with the client and individualizing our workshops to institutional and participant needs, coupled with providing extensive support prior to and following implementation.

## II. TEACHING SKILLS (TS) PROGRAM

The **overall goal** of the Johns Hopkins Faculty Development Program in Teaching Skills is to prepare clinician-educators for their roles as teachers and administrators in an era of rapid change in health care delivery and increasing racial and ethnic diversity among patients and medical trainees.

### **Part 1: 15 Sessions Thursdays, September- December 8:30 -12 noon**

#### **Content (Educational Objectives in Table 1):**

##### **Recurrent themes:**

- **Personal awareness and growth**
- **Professionalism and the 'hidden' and 'informal' curricula**
- **Being an effective role model**
- **Multicultural application of concepts**
- **Balancing professional and personal demands**

##### **Distinct 1-4 week modules:**

- **Building a Learning Community: Strategies for Learning and Facilitating** (*Building relationships, fostering collaborative learning, taking an appreciative stance, and promoting reflective practice*) and **Skills of Dialogue** (*inquiry, advocacy, listening, checking assumptions*)
- **Enhancing Professional-Personal Balance**
- **Providing Effective Feedback**
- **Small Group Meetings for Learning and/or Decision-Making: Optimizing Decision-Making and Implementing the Stages of Small Group Meetings and Facilitation Participation**
- **Relationship-Centeredness in the Learning Environment** (*Physician-patient Relationship; Influencing Learners by Being an Effective Role Model; 1-1 Precepting or Supervision; the Professionalism of Teaching*)
- **Building a Successful Career as a Scholarly Educator** (*Time and Self-Management, Scholarly Creativity, Educator Portfolios, Dissemination Approaches-- choose among workshops about presentation skills, workshop development and implementation, internet-based learning, and quality improvement projects*)

### **Part 2: 10 Sessions, Thursdays, February - April 8:30 - 12 noon**

#### **Content (Educational Objectives in Table 2):**

In addition to revisiting concepts from Part 1, each participant will choose three of the following areas of focus:

- **Motivation and empowerment**
- **Leadership and management**
- **Cultural competence**
- **Conflict management**
- **Formalized brainstorming**
- **Facilitating small group learning**

#### **Learning Methods for Teaching Skills Parts 1 and 2:**

Concepts are generally presented in total group sessions among all participants. However, most of the course time is spent on individualized and experiential learning that occurs in collaborative groups of 6-8 participants with 1-2 facilitators that stay together throughout the course.

- **Presentation/ demonstration**
- **Reading**
- **Discussion**
- **Personal reflection/ writing / dialogue**
- **Practice** (role play, application in one's work setting)
- **Observation** (feedback from others, video-review)

### III. CURRICULUM DEVELOPMENT (CD)

All CD programs are directed by Dr. David Kern, a national and international expert in curriculum development, and facilitated by a team of experienced faculty. Although individuals may participate, it is highly recommended that curricular projects be developed in teams and that all team members participate in the course.

#### A. The Longitudinal Program in CD (SEE FIGURE I.)      Wednesdays, September-June 8-Noon

Participation in this program generally requires 15% of the participants' time (6 hours per week). Individuals discuss their project ideas and prospective team members with Dave Kern in April prior to the course and submit a brief curricular proposal in July. Participants are notified about their acceptance into the program by early August. Priority is given to those working in teams who have institutional support for their curriculum.

#### Learning Objectives: By the end of the program, participants will demonstrate their ability to:

- Describe the knowledge, attitudes, and skills necessary to effectively design, implement, and evaluate a curriculum. These include the following six steps:
  1. *Problem identification and general needs assessment:* a) identification and analysis of the health or other societal problem(s) which the curriculum will address; b) assessment of the current approach to the problem (job analysis), i.e. assessment of the performance of health care providers and their teachers who are currently addressing the problem(s); c) assessment of the ideal approach to the problem (task analysis), i.e. identification of the tasks that must be performed by health care providers and their teachers in order to successfully address the problem(s); and d) general needs assessment, which is the difference between the ideal and the current approach.
  2. *Needs assessment of targeted learners...* the identification and assessment of the specific needs of the specific learners targeted by the curriculum.
  3. *Formulation of broad curricular goals and specific measurable objectives...* a) formulated in terms of the knowledge, attitudes, skills, and behaviors of the targeted learners; b) based upon steps 1 and 2, these focus on the components of the task analysis that have not yet been attained by the learners.
  4. *Determination of educational methods* appropriate to the curriculum's objectives. For example, a skill objective is better served by an experiential learning experience than by a lecture.
  5. *Implementation* of the curriculum... includes a) identification of subjects, setting, and resources (personnel, time, facilities, and funding); b) obtaining support for the curriculum; c) administration of the curriculum; d) piloting of the curriculum; and e) ongoing refinement of the curriculum after obtaining feedback.
  6. *Evaluation of learners and program...* development of summative and formative methods to evaluate and give feedback to individual learners, and to evaluate and improve the effectiveness of the program.
- Design, pilot, and formulate plans for the implementation of a curriculum in medical education relevant to the needs of their own institution as well as to their own professional career(s).
- Perform the skills necessary for presenting their work to the academic community. These skills include: 1) verbal presentation of one's work; and 2) preparation of a paper describing one's work, for the purposes of obtaining support for funding, sharing information, or publication.

#### Educational Methods:

- *Presentation and application* of the six steps of curriculum development and related topics, such as writing for publication and disseminating one's work; internet resources for curriculum development; finding and applying for funding support and obtaining IRB approval.
- *Syllabus materials* that include lists of goals and objectives for the program, a copy of the book *Curriculum Development for Medical Education: a Six-Step Approach*, authored by program faculty, and an annotated list of references/readings (including curriculum development papers from previous participants and guidelines for CD presentations and papers).
- *Written outlines and essays related to each step of a mentored curriculum development project*, usually accomplished in teams of participants, although occasionally by individual participants
- *Work-in-progress sessions* with other teams wherein participants present and receive feedback on different stages of their work.
- *Individual team meetings* with course facilitators to review progress and receive verbal and subsequent written feedback on *Presentation of participants' work* before an invited audience at the end of the year, and submission of a paper on their project.

**B. The Limited Longitudinal Program in CD Parts 1 and 2 (See Figure 2.)**

This program provides conceptual grounding and application of the six steps of curriculum development and optional mentoring of a project in a less intense and more flexible way than the Longitudinal Program. Individuals who are interested in the concepts attend **Part 1**. Those who also want mentoring, or past participants of the Longitudinal Program who want further mentoring take **Part 2**. Participation in **Part 2** is contingent upon the availability of faculty mentors.

**Part 1: 2-day Workshop on CD Concepts      Offered in the Fall and Winter**

This two-day workshop provides an in-depth overview of curriculum development principles, and practical experience in applying the six curriculum development steps.

**Learning Objectives: By the end of the program, participants will demonstrate their ability to:**

- Recognize curriculum development principles.
- Recognize six steps of curriculum development, and the importance of congruence among them.
- Apply the six steps of curriculum development.

**Part 2 Facilitated Work in Progress : 13, 1-hr Sessions      Offered in the Winter and Spring**

Participants who have taken either the Part 1 Workshop or the Longitudinal Program who want additional training and supervised application to a curriculum development project should take Part 2. The timing of the sessions is based upon the schedules of the faculty and those who participate.

**Table 1: Educational Objectives for Each Curricular Component**  
**Part 1 of the Johns Hopkins Faculty Development Program in Teaching Skills for Clinician Educators**

**Curricular Module: Building a Learning Community, September 8 and 15**  
**(Coordinators: Barker, Cole)**

<b>Educational Objectives</b>	<b>Schedule and Materials</b>	<b>Specific Learning Methods</b>
<p><i>By the end of this module (includes independent use of core readings) participants will demonstrate their ability to:</i></p> <ul style="list-style-type: none"> <li>• Describe the strategies for building an effective learning community.</li> <li>• Apply these strategies to building a learning community in their own small groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Two sessions (see below)</li> <li>• Syllabus: learning objectives and Annotated bibliography with selected readings</li> <li>• Prompt cards</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitator presentations in large group.</li> <li>• Appreciative interviews</li> <li>• Small group sharing</li> <li>• Practice of dialogue skills.</li> <li>• Practice identifying assumptions, awareness of actual experience, options for changing one's approach.</li> </ul>

**Curricular Module: Building a Learning Community**  
**Session 1, September 8: Strategies for Learning and Facilitating**

<b>Educational Objectives</b>	<b>Schedule</b>	<b>Specific Learning Methods</b>
<p><i>By the end of this session, participants will demonstrate their ability to describe effective strategies to facilitate learning including:</i></p> <ul style="list-style-type: none"> <li>▪ Building relationships (Be welcoming, genuine, open, curious, and inclusive. Form connections with others.);</li> <li>▪ Taking an appreciative stance (Notice what works and help learners do more of it.);</li> <li>▪ Promoting reflective practice (Help learners learn from experience by noticing their thoughts and emotions, by soliciting others' perspectives, and by making sense of the experience; and</li> <li>▪ Fostering collaborative learning (Utilize peer experience/knowledge. Create collective understanding through sharing multiple perspectives. Create a high support, high inquiry, and high feedback environment. Create a network of connections.).</li> </ul>	<p>8:00 Welcome and introduction to the year and the goals for the session.</p> <p>8:15 Presentation: Setting the context for learning communities: facilitating learning.</p> <p>8:40 Exercise: Stepping stones</p> <p>9:40 Break</p> <p>9:50 Exercise: Discovering our effective learning capacities and ourselves as resources</p> <p>11:50 Explore themes. Name new connections.</p> <p>11:55 Reflect on morning and link learning to the four facilitation strategies. Plan for next session</p>	<ul style="list-style-type: none"> <li>• Facilitator presentations in large group.</li> <li>• Appreciative interviews</li> <li>• Small group sharing</li> <li>• Practice of dialogue skills.</li> <li>• Practice identifying assumptions, awareness of actual experience, options for changing one's approach.</li> </ul>

**Table 1 (con't): Educational Objectives for Each Curricular Component  
Part 1 of the Johns Hopkins Faculty Development Program in Teaching Skills for Clinician Educators**

**Curricular Module: Building a Learning Community**  
***Session 2, September 15: Skills of Dialogue, Values Clarification***

<b><i>Educational Objectives</i></b>	<b><i>Schedule</i></b>	<b><i>Specific Learning Methods</i></b>
<i>By the end of this session through experience, reflection, and dialogue participants will demonstrate their ability to:</i>	8:30	Presentation: Transition from prior session. Overview of goals and agenda for session.
<ul style="list-style-type: none"> <li>▪ Describe the rationale and skills of dialogue, particularly in the context of cultural difference;</li> <li>▪ Apply these skills;</li> <li>▪ Recognize their own and others' personal values and how these are informed by culture; and</li> <li>▪ Describe the norms that will support a learning community for the year.</li> </ul>	8:35	Present rationale for using skills of dialogue (Johari Window, cone in the box, ladder of inference) Present core skills for dialogue
	9:10	Exercise: Values clarification and dialogue core skills practice. Discuss new connections.
	10:20	Break
	10:35	Discussion: How do we want to be together?
	11:00	Dialogue: Reflecting on what stood out, what we learned.
	11:55	Plan for next session

**Session: September 22: Enhancing Personal and Professional Balance (Presenters: Laura Hanyok, Leah Wolfe)**

<b><i>Educational Objectives</i></b>	<b><i>Schedule</i></b>	<b><i>Specific Learning Methods</i></b>
<i>By the end of this session, participants will demonstrate their ability to:</i>	8:30	Introduction and overview of session goals: Differing perspectives on balance, its benefits, and the need for role models.
<ul style="list-style-type: none"> <li>▪ Describe gender and generational approaches to personal &amp; professional roles and discuss why balance is important.</li> <li>▪ Recognize core values related to personal &amp; professional roles and how these influence decision-making.</li> <li>▪ Recognize the importance of being an effective role model and actively addressing issues of personal-professional balance for their learners.</li> </ul>	8:40	Exercise: Daily transitions: a model for approaching balance. Discuss strategies.
	9:35	Break
	9:45	Exercise: Write about a time of balance. Discuss writing.
	11:45	Discuss themes.
	11:55	Plan for next session.

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**Curricular Module: Providing Feedback, September 29, October 6 and 13 (Coordinator: Cole, Wolfe)**

<b><i>Educational Objectives</i></b>	<b><i>Schedule</i></b>	<b><i>Specific Learning Methods</i></b>
<i>By the end of this module, participants will demonstrate their ability to:</i>	<i>September 30:</i>	
<ul style="list-style-type: none"> <li>• Provide feedback effectively to others.</li> <li>▪ Assess their own and others' performance in providing feedback.</li> <li>▪ Integrate other learnings about taking an appreciative stance, checking assumptions, skilled listening, inquiry and advocacy to providing feedback effectively.</li> </ul>	8:30 Demonstration, discussion, presentation of more/less effective feedback skills 9:30 Break 9:45 Exercise: Set up, role plays, debrief 11:55 Plan for next session.	<ul style="list-style-type: none"> <li>• Facilitator presentation in large group.</li> <li>• Reflection upon feedback challenges, assumptions, strengths, and learning edges.</li> <li>• Small group sharing stories</li> <li>• Small group exploration of themes and group norms.</li> <li>• Practice of feedback skills.</li> </ul>
	<i>October 6 and 13:</i>	
	8:30 Personal Reflection 9:30 Discuss feedback stories, use ad hoc role-play and video/audio tape review. 11:45 Discuss experiences/ themes. 11:55 Plan for next session.	

**Curricular Module: Small Group Meetings for Learning and/or Decision-Making (Coordinators: Cole and Slosberg)  
*Session 1, October 20: Optimizing Group Decision-Making (Presenter: Slosberg)***

<b><i>Educational Objectives</i></b>	<b><i>Schedule</i></b>	<b><i>Specific Learning Methods</i></b>
<i>By the end of this session, participants will demonstrate their ability to:</i>	8:30 Introduction & overview of session goals. Video, individual rankings	<ul style="list-style-type: none"> <li>▪ Participation and critical discussion on a simulated group Survival Exercise.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Recognize the value of group versus individual decision-making.</li> </ul>	9:15 Elicit/discuss rational and interpersonal skills	
<ul style="list-style-type: none"> <li>▪ Describe the processes and skills that assist groups in effective decision-making.</li> </ul>	9:30 Exercise: Individual & team ranking	
<ul style="list-style-type: none"> <li>▪ Describe of the value of utilizing a combination of rational and interpersonal skills for effective decision-making.</li> </ul>	10:00 Break	
	10:10 Present expert opinion, scoring, discussion	
	11:00 Discuss Survival Exercise 11:55 Plan for next week	

**Curricular Module: Small Group Meetings for Learning and/or Decision-Making (Coordinators: Cole and Slosberg)  
*Sessions 2 and 3, October 27 and November 3: Implementing the Stages of Small Group Meetings and Facilitating Participation***

<b><i>Educational Objectives</i></b>	<b><i>Schedule</i></b>	<b><i>Specific Learning Methods</i></b>
<i>By the end of these sessions, participants will demonstrate their ability to:</i>	8:30 Personal reflection	<ul style="list-style-type: none"> <li>▪ Facilitator presentations/group discussions to acquaint participants with major concepts.</li> <li>▪ Learner strengths and learning edge assessment.</li> <li>▪ Reflection on challenging group leadership or participation experiences.</li> <li>▪ Sharing stories, checking assumptions, exploration of alternative ways of approaching.</li> <li>▪ Skills practice.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Describe the stages of small group meetings.</li> </ul>	9:30 Break	
<ul style="list-style-type: none"> <li>▪ Describe the skills necessary to create a supportive learning or decision-making environment when leading or participating in small groups.</li> </ul>	9:45 Exercise: Stories, assumption-hunting, identify strengths and areas to work on, practice skills	
	11:40 Debrief/identify themes	
<ul style="list-style-type: none"> <li>▪ Integrate other learnings about taking an appreciative stance, checking assumptions, skilled listening, inquiry and advocacy with leading and participating in small groups.</li> </ul>	11:50 Module evaluation, plan for next session.	

**Table 1 (con't): Educational Objectives for Each Curricular Component  
Part 1 of the Johns Hopkins Faculty Development Program in Teaching Skills for Clinician Educators**

**Curricular Module: Relationship-Centeredness in the Learning Environment (Coordinator: Barker)**  
***Session 1, November 10: Exploration of Relationship-Centered Patient Care and Influencing Learners:  
Being an Effective Role Model in the "Informal" and "Hidden" Curricula***

<i><b>Educational Objectives</b></i>	<i><b>Schedule</b></i>	<i><b>Specific Learning Methods</b></i>
<i>By the end of this session, participants will demonstrate their ability to:</i>	8:30 Overview of module and session goals	<ul style="list-style-type: none"> <li>▪ Learner strengths and learning edge assessment.</li> <li>▪ Reflection on challenging experiences, sharing stories, checking assumptions, exploration of alternative ways of approaching.</li> </ul>
▪ Describe a model for relationship-centeredness.	8:45 Exercise: Reflect on stories of practitioner-patient relationship at their best, assumption-hunting, strengths and areas for change	
▪ Describe the factors which influence the identification / selection of physician role models by medical learners.	9:50 Discuss themes	
▪ Recognize their own strengths with respect to their abilities to serve as a role model for medical learners.	10:00 Break	
▪ Describe what is meant by 'the hidden' and 'informal' curricula and the importance of being an effective role model to optimizing them.	10:10 Presentation: Overview of concepts	
	10:20 Exercise: Reflect on stories of being an effective role-model, assumption-hunting, strengths and areas for change	
	11:50 Dialogue: How do these stories inform our thinking about the impact of being an effective role model on learning?	

**Curricular Module: Relationship-Centeredness in the Learning Environment**  
***Session 2, November 17: The Professionalism of Teaching***

<i><b>Educational Objectives</b></i>	<i><b>Schedule</b></i>	<i><b>Specific Learning Methods</b></i>
<i>By the end of this session, participants will demonstrate their ability to:</i>	8:30 Overview of session goals, set up	<ul style="list-style-type: none"> <li>• Learner strengths and learning edge assessment.</li> <li>• Reflection on challenging experiences, sharing stories, checking assumptions, exploration of alternative ways of approaching.</li> </ul>
▪ Describe the core competencies of the professionalism of teaching.	8:45 Personal reflection and sharing	
▪ Recognize ways in which to enhance their own professionalism of teaching.	9:30 Break	
▪ Integrate other learnings about taking an appreciative stance, checking assumptions, skilled listening, inquiry and advocacy with professionalism.	9:45 Exercise Reflect upon and share a recent challenging experience that raised issues of the professionalism of teaching. Use assumption-hunting and identify strengths and areas for change.	
	11:45 Generate themes. Dialogue: How do these stories inform our thinking about the professionalism of teaching?	
	11:50 Module evaluation. Plan for next session.	

**Table 1 (con't): Educational Objectives for Each Curricular Component  
Part 1 of the Johns Hopkins Faculty Development Program in Teaching Skills for Clinician Educators**

**Curricular Module: Relationship-Centeredness in the Learning Environment**

***Sessions 3 and 4, December 1 and 8: Relationship-Centered Precepting and Supervision (Presenter: Barker)***

<b><i>Educational Objectives</i></b>	<b><i>Schedule</i></b>	<b><i>Specific Learning Methods</i></b>
<p><i>By the end of these two sessions, participants will demonstrate their ability to:</i></p> <ul style="list-style-type: none"> <li>▪ Recognize the features that make clinical precepting a unique form of teaching.</li> <li>▪ Describe the core skills needed for relationship-centered precepting and supervision.</li> <li>▪ Recognize their strengths and learning edges as an observer of trainee-patient interactions.</li> <li>▪ Recognize their strengths and learning edges for clinical precepting in the conference room and in the exam room.</li> <li>▪ Apply relationship-centered precepting or supervisory skills to challenges.</li> <li>▪ Integrate other learnings about taking an appreciative stance, checking assumptions, skilled listening, inquiry and advocacy with clinical precepting.</li> </ul>	<p><i>December 2:</i></p> <p>8:30 Presentation, trigger tape, discussion: What is the territory of clinical precepting/ supervision? Triple advocacy</p> <p>9:15 Exercise: Observe encounter and use mini-CEX form. Identify strengths/ learning edges as an observer.</p> <p>10:00 Break</p> <p>10:15 Demonstration of 1-1 precepting/ supervisory skills, discussion.</p> <p>11:35 Discussion: What are the essentials of relationship-centered precepting?</p> <p>11:55 Plan for next week.</p> <p><i>December 9:</i></p> <p>8:30 Personal reflection and sharing</p> <p>9:30 Break</p> <p>9:45- Exercise: Small group exploration and practice</p> <p>11:55 Plan for next session.</p>	<ul style="list-style-type: none"> <li>• Demonstration of core skills and overview of the model.</li> <li>• Use of mini-CEX to observe and critique demonstration.</li> <li>• Learner strengths and learning edge assessment.</li> <li>• Reflection on challenging experiences, sharing stories, checking assumptions, exploration of alternative ways of approaching.</li> <li>• Skills practice using role plays.</li> </ul>

***Session, December 15: The Essentials of Becoming a Scholarly Educator: Creativity and Dissemination (Presenters: Barker, Lowitt, Kravet)***

<b><i>Educational Objectives</i></b>	<b><i>Schedule</i></b>	<b><i>Specific Learning Methods</i></b>
<p><i>By the end of this session, participants will demonstrate their ability to describe:</i></p> <ul style="list-style-type: none"> <li>• The fundamental components and structure of an educational portfolio.</li> <li>• Recent changes in JHU promotion guidelines.</li> <li>• The spectrum of the creative scholarship of an educator.</li> </ul>	<p>8:00 Presentation/Discussion</p> <ul style="list-style-type: none"> <li>• What is scholarly creativity?</li> <li>• Spectrum of creative scholarship of an educator</li> <li>• Orientation to the Educator's Portfolio</li> <li>• Orientation to resources for professional development as a scholarly educator</li> </ul> <p>9:00- Choose to participate in one of 2 workshops that addresses dissemination strategies:</p>	<ul style="list-style-type: none"> <li>▪ Presentation and discussion of components of an educational portfolio and recent changes in JHU promotion guidelines.</li> </ul>

**Table 1 (con't): Educational Objectives for Each Curricular Component  
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***Session, December 16: The Essentials of Becoming a Scholarly Educator: Creativity and Dissemination  
(Presenters: Barker, Lowitt, Sisson, Kravet) Each participant may choose one of the following workshops:***

**Dissemination Workshop: Presentation of One's Work to An Audience (Presenter: Nancy Lowitt)**

<i>Educational Objectives</i>	<i>Schedule</i>	<i>Specific Learning Methods</i>
<p><i>By the end of these sessions, participants will demonstrate their ability to describe:</i></p> <ul style="list-style-type: none"> <li>• The skills necessary for giving excellent presentations.</li> <li>• The available tools to assess presentation skills.</li> </ul>	9:00	Presentation/discussion: A model for formal Presentations.
	10:00	Presentation/discussion: Application of the model to developing and presenting posters.
	10:45	Break
	11:00	Self-assessment of and feedback to Participants on their presentations based Upon 12 skill areas.
	11:50	Questions and answers
	12:00	End of session

**Dissemination Workshop: Quality Improvement Projects (Presenter: Steve Kravet)**

<i>Educational Objectives</i>	<i>Schedule</i>	<i>Specific Learning Methods</i>
<p><i>By the end of these sessions, participants will demonstrate their ability to describe:</i></p> <ul style="list-style-type: none"> <li>▪ QI and systems theory.</li> <li>▪ QI tools</li> <li>▪ The importance of faculty role using QI.</li> <li>▪ The skills necessary to approach a problem using systems thinking.</li> </ul>	9:00	Presentation: Introduction and goals
	9:30	Presentation: Background of systems analysis and QI
	10:15	Discussion: Review of examples of QI
	10:30	Exercise: Apply concepts to group project
	11:45	Questions and answers.
	12:00	End of session

**Curricular Session, December 22: End of Course Review**

<i>Educational Objectives</i>	<i>Schedule</i>	<i>Specific Learning Methods</i>	
<p><i>By the end of these sessions, participants will demonstrate their ability to recognize:</i></p> <ul style="list-style-type: none"> <li>• Their progress in knowledge and skill since the beginning of the course.</li> </ul>	8:30	Personal reflection: What transitions are we facing in our lives?	
	9:30	Break	
	9:45	Exercise: Reflect on meaningful experiences shared during the course. Dialogue: What are we harvesting from our work together? What will we carry forward?	
	11:30	What do we want to say to each other as we finish our work together?	
	11:55	End of program evaluations	
			<ul style="list-style-type: none"> <li>• Personal reflection and sharing</li> <li>• Poetry reading</li> </ul>

**Table 2: Educational Objectives for Each Curricular Component**

**Part 2 of the Johns Hopkins Faculty Development Program in Teaching Skills for Clinician Educators**

**Curricular Component: Synthesizing and Deepening Prior Learning about Facilitating Learning, Providing Feedback, Small Group Participation and Leadership, Clinical Precepting, and Influencing Learners**  
**February 9 - April 12, 2012 (Coordinator: Cole)**

**Curricular Session February 9: Introduction, Group Formation, & Needs Assessment**

<b><i>Educational Objectives</i></b>	<b><i>Schedule</i></b>	<b><i>Specific Learning Methods</i></b>
<p><i>By the end of these sessions, participants will demonstrate their ability to:</i></p> <ul style="list-style-type: none"> <li>▪ Recognize issues influencing new group formation and re-formation processes.</li> <li>▪ Recognize their own and others' learning needs for the course.</li> <li>▪ Apply concepts and skills introduced in Part 1 of the program</li> </ul>	<p>8:30 Welcome and overview of session goals            8:45 Personal reflection            9:45 Break            10:00 Exercise: New group formation processes</p> <ul style="list-style-type: none"> <li>▪ What are prior connections with each other?</li> <li>▪ What essential aspects about you do you want the others to know/ curious questions?</li> <li>▪ Reflections on relevance of Part 1 and reasons chose Part 2.</li> </ul> <p>10:45 Exercise: Stories of challenge /needs assessment to inform remaining sessions            11:45 Exercise: Reflection on session/subgroups            11:55 Plan for next session</p>	<ul style="list-style-type: none"> <li>• Facilitator presentations/ discussion.</li> <li>• Small group reflection and sharing.</li> <li>• Reflection and sharing, checking assumptions, asking curious questions.</li> </ul>

**Curricular Session February 16: Cultural Diversity Introduction: Cultural Identities, Stereotyping and Application to Group Process**  
**(Coordinator: Cole)**

<b><i>Educational Objectives</i></b>	<b><i>Schedule</i></b>	<b><i>Specific Learning Methods</i></b>
<p><i>By the end of this session, participants will demonstrate their ability to:</i></p> <ul style="list-style-type: none"> <li>• Recognize their own and others' cultural identities.</li> <li>• Describe concepts of culture, diversity, and stereotyping</li> <li>• Describe the applicability of checking assumptions and inquiry, listening, and advocacy skills to cultural competence.</li> </ul>	<p>8:30 Welcome and overview of session goals            8:45 Exercise: Cultural identities            9:45 Presentation/discussion: What is culture? Cultural diversity? Review of concepts.            10:10 Break            10:15 Exercise/discussion: Stereotyping            11:55 Plan for next session</p>	<ul style="list-style-type: none"> <li>• Facilitator presentations/ discussion.</li> <li>• Small group reflection and sharing.</li> <li>• Reflection and sharing, checking assumptions, asking curious questions.</li> </ul>

**Table 2: Educational Objectives for Each Curricular Component**  
**Part 2 of the Johns Hopkins Faculty Development Program in Teaching Skills for Clinician Educators**

**Curricular Module February 23 and March 1: Managing Difference/Conflict Management (Coordinator: Cole)**

<b><i>Educational Objectives</i></b>	<b><i>Schedule</i></b>	<b><i>Specific Learning Methods</i></b>
<p><i>By the end of these sessions, participants will demonstrate their ability to :</i></p> <ul style="list-style-type: none"> <li>• Describe a model of conflict-handling modes.</li> <li>• Describe the value of analyzing intercultural conflict in the context of differing values.</li> <li>• Describe the skills from a negotiation model for managing differences.</li> <li>• Apply these to managing differences.</li> </ul>	<p><i>Session 1: February 24 Conflict- Handling Modes</i></p> <p>8:30 Personal reflections            9:30 Break            9:45 Presentation/ Demonstration of 5 conflict-handling Modes/Discussion            10:30 Exercise: Story-telling/exploration: Meaningful interaction that involved managing difference.            11:55 Plan for next session</p> <p><i>Session 2: March 3 Principled Negotiation</i></p> <p>8:30 Personal reflection            9:30 Break            9:45 Demonstration/discussion: Principled negotiation            10:15 Practice principled negotiation skills            11:55 Plan for next session</p>	<ul style="list-style-type: none"> <li>• Facilitator presentations/discussion.</li> <li>• Small group reflection and sharing.</li> <li>• Reflection and sharing, checking assumptions, asking curious questions.</li> </ul>

**Curricular Module March 8 and 15: Small Group Teaching and Learning (Coordinator: Cole)**

<b><i>Educational Objectives</i></b>	<b><i>Schedule and Materials</i></b>	<b><i>Specific Learning Methods</i></b>
<p><i>By the end of these sessions, participants will demonstrate their ability to describe:</i></p> <ul style="list-style-type: none"> <li>• The rationale for utilizing small group learning.</li> <li>• A model for planning, implementing, and facilitating small group learning.</li> <li>• Issues to consider when facilitating small group learning.</li> <li>• Common facilitation challenges that emerge in small group learning sessions, and</li> <li>• Possible approaches to address some of these challenges.</li> </ul>	<p><i>Session 1: March 10 Rationale for Using Design &amp; Implementation</i></p> <p>8:30 Personal reflections            9:30 Break            9:45 Presentation/discussion: Rationale for using small group learning            10:55 Presentation/discussion: Issues of design and implementation of small group learning            10:30 Practical application to challenges            11:55 Plan for next session</p> <p><i>Session 2: March 17 Facilitation</i></p> <p>8:30 Personal reflection            9:30 Break            9:45 Presentation/discussion: Review interpersonal processes that help groups function effectively.            10:00 Practical application            11:45 Summarize themes            11:55 Plan for next session</p>	<ul style="list-style-type: none"> <li>• Facilitator presentations/discussion.</li> <li>• Small group reflection and sharing.</li> <li>• Reflection and sharing, checking assumptions, asking curious questions.</li> </ul>

**Table 2 (con't): Educational Objectives for Each Curricular Component  
Part 2 of the Johns Hopkins Faculty Development Program in Teaching Skills for Clinician Educators**

**Curricular Module March 24 and 31: Influencing Learners: Motivation, Empowerment, and Mentoring (Coordinator: Cole)**

<i>Educational Objectives</i>	<i>Schedule</i>	<i>Specific Learning Methods</i>
<p><i>By the end of these two sessions, participants will demonstrate their ability to:</i></p> <ul style="list-style-type: none"> <li>• Describe the relationship among teaching approaches, motivational outcomes, and empowerment.</li> <li>▪ Recognize the motivational aspects of mentoring.</li> </ul>	<p><i>Session 1 :March 22</i></p> <p>8:30 Personal Reflections</p> <p>9:30 Break</p> <p>9:45 Introduction/overview of session goals</p> <p>9:50 Appreciative interview: meaningful teaching or learning experience that was motivational. Identify themes.</p> <p>10:50 Dialogue: How do these stories/ themes inform our thinking about teaching, motivation, and empowerment?</p> <p>11:35 Presentation/discussion of a conceptual model for teaching approaches, motivation, and empowerment.</p> <p>11:55 Plan for next session.</p> <p><i>Session 2: March 29</i></p> <p>8:30 Personal reflection</p> <p>9:30 Break</p> <p>9:45 Introduction/overview of session goals</p> <p>9:50 Practical application: Motivational challenges with learners or mentoring experiences</p> <p>11:45 Dialogue: How do these themes inform our thinking about the motivational aspects of mentoring?</p> <p>11:55 Plan for next week</p>	<ul style="list-style-type: none"> <li>• Facilitator presentations/ discussion.</li> <li>• Small group reflection and sharing.</li> <li>• Reflection and sharing, checking assumptions, asking curious questions.</li> </ul>

**Curricular Module April 5 and 12 Leadership and Management (Coordinator: Cole)**

<i>Educational Objectives</i>	<i>Schedule and Materials</i>	<i>Specific Learning Methods</i>
<p><i>By the end of this session, participants will demonstrate their ability to:</i></p> <ul style="list-style-type: none"> <li>• Describe the distinctions between leadership and management</li> <li>• Describe the concept of transformational leadership</li> <li>• Recognize the primary influence used in their own leadership</li> </ul>	<p><i>Session 1: April 5 Transformational Leadership</i></p> <p>8:30 Personal Reflections</p> <p>9:30 Break</p> <p>9:45 Presentation: Introduction to the Power Inventory Exercise Debrief</p> <p>10:45 Presentation/discussion: Leadership vs. management, transformational leadership, implications for delegation</p> <p>11:55 Plan for next session</p> <p><b>HANDOUTS:</b> PowerPoint presentation, readings, Power Base Inventory</p>	<ul style="list-style-type: none"> <li>• As above</li> </ul>
<p><i>By the end of this session, participants will demonstrate their ability to describe:</i></p> <ul style="list-style-type: none"> <li>• Two conceptual models of leadership</li> <li>▪ The McNellis approach to formalized brainstorming</li> </ul>	<p><i>Session 2: April 12 Formalized Brainstorming</i></p> <p>8:30 Presentation: Introduction to formalized brainstorming and use of this to generate ideas about leadership</p> <p>9:30 Practical application: formalized brainstorming or story-telling about leadership dilemmas</p> <p>10:15 End of program/ longitudinal evaluation forms.</p> <p>11:55 Closure discussion: What have we learned? How did we work as a group? How could we improve the course?</p>	

Figure I

**IV. LONGITUDINAL PROGRAM IN CURRICULUM DEVELOPMENT ANNUAL TIMETABLE**

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
<b>CORE FACULTY WORK</b> ----- <b>Review of Evaluation Results</b> <b>Preparation of Reports</b>	<i>SESSIONS ON CURRICULUM DEVELOPMENT SKILLS</i>									
	<ul style="list-style-type: none"> <li>• <i>Problem ID and General Needs Assessment</i></li> <li>• <i>Needs Assessment of Targeted Learners</i></li> <li>• <i>Goals and Objectives</i></li> </ul>		<ul style="list-style-type: none"> <li>• <i>Educational Strategies</i></li> <li>• <i>Implementation</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Evaluation</i></li> </ul>						
<i>MENTORED CURRICULUM DEVELOPMENT PROJECT (CD Working Groups; Participant Identified Projects)</i>										
			<ul style="list-style-type: none"> <li>• &gt;-----<i>Interim Papers on CD Steps</i>-----&gt;• <i>Presentation</i></li> </ul>							
			<ul style="list-style-type: none"> <li>• &gt;-----<i>Pilots</i>-----&gt;• <i>Final Paper</i></li> </ul>							

Figure II

**V. LIMITED LONGITUDINAL PROGRAM IN CURRICULUM DEVELOPMENT  
ANNUAL TIMETABLE**

SEPTEMBER      OCTOBER      NOVEMBER      DECEMBER      JANUARY      FEBRUARY      MARCH      APRIL      MAY      JUNE

