

FACULTY DEVELOPMENT OPPORTUNITIES

FM E-LEARNING MODULES – DFM

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ACADEMY OF MEDICAL EDUCATORS – UCD

<https://som.ucdenver.edu/FacultyDevelopment/>

CREATING AN INTERPROFESSIONAL LEARNING/TEACHING ENVIRONMENT

ID AND REMEDIATION OF THE STRUGGLING LEARNER

ITEACH

LEARNING ANALYTICS

TEACHING IN THE OUTPATIENT CLINICAL SETTING

TEACHING PROCEDURAL SKILLS

TEACHING SCHOLARS PROGRAM

<http://www.ucdenver.edu/academics/colleges/medicalschool/education/academy/tsp/Pages/default.aspx>

TEAM-BASED LEARNING (TBL)

ADVANCED PHYSICIAN LEADERSHIP PROGRAM - RIHEL

<http://www.rihel.org/programs-2/aplp>

The Colorado Medical Society (CMS) and RIHEL teamed up to deliver this year-long program tailored for Colorado physicians. The first class in this program was funded by The Colorado Trust through their *Building Public Will to Achieve Access to Health* initiative, [Project Health Colorado](#), with the purpose of the program to encourage physician leaders to champion expanded and sustained access to health by advocating that the people within their sphere of influence become involved in decisions about health in Colorado.

Physicians hold implicit positions and voices of authority in our society. The access to health messages of The Colorado Trust's initiative will be weighted heavily if they are delivered by physicians. The video on this page provides a sampling of APLP participants sharing their thoughts about access to health in Colorado along with an invitation to their peers to join the dialogue.

CMS and RIHEL are planning the second APLP cohort to begin in 2014. The program will include four retreats held in various locations throughout the state of Colorado. Physician participants in the program will learn advanced concepts about **leadership, collaboration and collaborative leadership, emotional intelligence, difficult conversations, and systems thinking**, among others. Check back soon for application information.

For additional information about APLP and the program beginning in 2014, please contact:

Chet Seward, Senior Director of Health Care Policy, CMS / chet_seward@cms.org or 720.858.6314
Kathy Kennedy, Director, RIHEL / kathy.kennedy@du.edu or 303.871.3483

LEADERSHIP IS FOR EVERYONE (LIFE) - RIHEL

<http://www.rihel.org/training-events/130-life-current>

LEADERSHIP DEVELOPMENT AND NETWORKING EVENT

April 4, 2014 8:30 a.m. - 4:00 p.m.

Wheat Ridge Recreation Center
4005 Kipling St.
Wheat Ridge, Colorado 80033

The **purpose** of this educational event is to provide an annual leadership development and networking opportunity for the Colorado, Wyoming and New Mexico region.

The goals for this event are to:

- Develop leadership skills & competence
- Stimulate dialog and reflection on leadership issues and concepts
- Encourage networking
- Build and strengthen the community of professionals connected to public and environmental health in our region.

LEADERSHIP FOR HEALTHY COMMUNITY DESIGN (LHCD) - RIHEL

LHCD will launch in 2014 with support from Kaiser Permanente and the Colorado Health Foundation. LHCD will improve the health of people and the environment by building the capacity of Colorado communities to lead, collaborate, and form partnerships. Each community-based team will conduct a project that requires their leadership and addresses a built environment issue in their community through healthy community design principles. Leanne Jeffers will direct this 18-month program. [Contact Leanne Jeffers](#) at RIHEL for more information.

EMERGING LEADERS – STFM

<http://www.stfm.org/emergingleaders/index.cfm>

The year-long Emerging Leaders fellowship offers training, tools, and support for new faculty and those who are transitioning to leadership roles.

Benefits

STFM's Emerging Leaders program is designed specifically for family medicine educators. You'll:

- Be in a leadership role when you arrive to start the program. Right from the beginning.
- Lead a team in completion of a project, then present your results
- Get connected to accomplished leaders who will teach you how to handle difficult people, difficult situations, and share tips on motivating others.
- Present your work (and yourself) to STFM leadership -- the people who are incredible connections and may appoint you to a leadership role within STFM or another organization.
- Attend the STFM Annual Spring Conference 2 years in a row. Nothing tops this conference for networking, exposure, and presentation experience.

Schedule/Key Components

March 2014:

Program acceptance notifications sent out

May 2014:

Attendance at the STFM Annual Spring Conference

Preconference workshop on leadership

Leadership labs

Summer and Fall 2014:

Leadership Practicum: gain valuable experience while leading a group to complete important work

Participate in leadership conference calls

Early August 2014:

Attend a mid-year workshop (held in conjunction with the AAFP's National Conference for Family Medicine Residents and Medical Students)
Participate in Peer Synergy Groups

Spring 2015:

Lead your team to completion
Prepare your presentations for Annual Spring Conference

April 2015:

Attend additional leadership programming, graduation, and wrap-up meeting
Present your poster at the STFM Annual Spring Conference

Cost

The registration fee for Emerging Leaders is \$2,900. This covers the session fee, plus registration fees for two STFM Annual Spring Conferences. Participants pay travel expenses.

Application Deadline

Deadline to apply is January 31, 2014.

For More Information

Contact Melissa Abuel at mabuel@stfm.org.

ON-THE-ROAD CLASSES – STFM

http://stfm.org/conferences/STFMontheroad_topics.cfm

Next GME Accreditation System

The ACGME has announced that the Next Accreditation System will be implemented in July 2014. Is your faculty ready to meet the new requirements? STFM can help you and your program transition to the Next GME Accreditation System. Integral to this transition is a competency-based educational and assessment process that helps you and your faculty make confident, valid, and reliable decisions about your residents' progress and readiness for independent practice.

Teaching Skills

Effective Clinical Teaching

An evidence-based overview of strategies to improve the quality of one's teaching.

Teaching on the Inpatient Service

Improving the amount and quality of your teaching on a busy service.

Working With Challenging Learning Encounters and Learners

Ways to assess and address common academic and non-academic difficulty in students, residents, and colleagues.

Teaching Patient Presentation Skills

How to teach medical learners to present a patient in the ambulatory and inpatient setting.

Assessing Learners

An overview of common assessment methods with advice on choosing the best assessment method(s) for your curriculum or course.

Helping Others Become Better Learners

Based on the principles from Dr John Medina's "Brain Rules", this session provides faculty with strategies for helping students and residents learn more efficiently and effectively so they perform better in clinical settings and on standardized examinations.

Giving Effective Lectures and Presentations

Practical tips for large-group didactics: an interactive workshop to help faculty improve their public speaking skills for lectures, conference presentations, and other public speaking opportunities.

Small-group Facilitation

Tips for teaching and facilitating small groups in clinical and non-clinical settings.

Curriculum Design: Planning, Implementing, and Evaluating

An overview of curriculum design with practical tools for creating robust educational programs.

Feedback & Assessment

Principles of Effective Feedback

A brief evidence-based overview with tips for improving your feedback to learners.

Using Direct Observation to Assess Clinical Competence

Strategies for efficiently and effectively observing learners so you can assess their clinical competence.

Evidence-based Medicine

Making Journal Club Useful and Practical

Enhance the quality and utility of your Journal Club. Make it something that will augment learners' ability to read, assess, and apply medical literature in patient care.

Introduction to Diagnostic Reasoning: An EBM Primer

Improve your ability to utilize basic tools such as odds ratio, relative risk, likelihood ratio, ROC curve, NNT, relative risk reduction, survival curves, level of evidence, etc to help you read and teach the medical literature.

Using Point-Of-Care Tools to Enhance Patient Care and Teaching

Ways to use electronic databases (e.g., Essential Evidence Plus, Dynamed, Google, iGoogle, Medline Plus) at the point of care to benefit patients and learners.

Career Development

Writing a Strong Curriculum Vitae (CV) + Strategies Career Planning/Development

Strategies for writing a curriculum vitae (CV) that clearly and concisely communicates your professional accomplishments. A guide for career planning and development.

Practical Suggestions for Career Planning

An experienced presenter with a leadership position in family medicine advises junior and mid-level faculty on potential career paths and opportunities.

Showcasing Your Accomplishments in an Educator's Portfolio

A portfolio differs from a CV in that a CV lists one's accomplishments, but a portfolio demonstrates these accomplishments with examples. In this workshop, faculty will start assembling their scholarly portfolios using templates provided by the presenter.

Running a Meeting

Strategies for planning, conducting, and managing effective meetings

Integrating Yourself Into STFM/Leadership Opportunities With STFM

Experienced STFM officers/committee members guide faculty through leadership opportunities in STFM.

Scholarly Activity Skills

Scholarly Activity: What it is and How to do it

Who has extra time to spend on scholarship?

A practical overview of scholarly opportunities available to family medicine faculty.

A senior presenter who has successfully generated scholarly activity from his/her own daily activities shares strategies and tips.

Presenting Your Research in 10 Minutes

Practical tools, including a template, for assembling and presenting a 10-minute research paper.

Educational Research Methods (Basic)

An overview of basic study designs and methods for educational research.

Writing Skills

Writing a Successful Meeting Proposal

An experienced national presenter who has served on the STFM Program Committee offers practical tips for writing a strong conference proposal that has a high probability of being accepted for presentation at an STFM conference.

Basic Scientific Writing

Scientific writing is not rocket science. Experienced authors share strategies and tools for writing scientific papers

Grant Writing

An interactive practical session to introduce faculty to grant writing.

Don't see what you need? Contact Ray Rosetta at 800-274-7928, ext. 5412 or e-mail rosoetta@stfm.org.

RESIDENCY FACULTY BOOT CAMP – STFM

<http://stfm.org/bootcamp/>

Address ACGME requirements for faculty development and improve the quality of your program with online, interactive learning experiences on the most-requested teaching topics:

- Dealing With Difficult Residents
- Pearls of Precepting
- Providing Feedback to Learners

Each module includes a presentation, videos, and interactive quizzes. The full-course package includes all three modules for unlimited faculty for one year.

The course package is \$495 per program for STFM members, and \$595 for non-members. Residency programs that purchase the package receive instant updates as participants complete each course.

Subscribers to TeachingPhysician.org can access the modules with no additional cost.

If you are a program and would like to purchase the course package or have any questions, email [Sarah Eggers](mailto:Sarah.Eggers).

MEDICAL STUDENT EDUCATORS DEVELOPMENT INSTITUTE (MSEDI) – STFM

<http://stfm.org/conferences/mseinstitute/index.cfm>

MSEDI is a year-long comprehensive learning experience for those who educate medical students, particularly those who aspire to be clerkship directors or medical student education directors.

Benefits

MSEDI will give you the skills needed to advance your career in medical student education. You will forge enduring relationships with other participants, as well as the Institute faculty, who will support and guide you throughout your professional career. You can expect to learn these skills and more:

- Curriculum development

- Student evaluation
- Dealing with challenging learners
- Recruiting and maintaining preceptor networks
- Negotiating
- Directing a course
- Providing career advice to students
- Submitting a scholarly project

Institute Schedule

The Institute includes two 1-day sessions:

- Thursday, January 30, 2014 prior to the 2014 STFM Conference on Medical Student Education in Nashville, TN
- Saturday, May 3, 2014 prior to the 2014 STFM Annual Spring Conference in San Antonio, TX

There are deadlines throughout the year for project completion, submission, and mentor communication.

CME through AAFP

<http://www.aafp.org/cme/cme-topic/fm-update.html>

PROGRAM DIRECTORS WORKSHOP – AAFP

<http://www.aafp.org/events/pdw-rps/pdw.html>

RESIDENCY PROGRAM SOLUTIONS – AAFP

<http://www.aafp.org/events/pdw-rps/rps.html>

FAMILY MEDICINE CONGRESSIONAL CONFERENCE – AAFP

<http://www.aafp.org/events/fmcc.html>

ANNUAL LEADERSHIP FORUM – AAFP

<http://www.aafp.org/events/alf-ncsc/alf.html>

AAFP SCIENTIFIC ASSEMBLY – AAFP

<http://www.aafp.org/events/assembly.html>

NIPDD FELLOWSHIP

<http://www.afmrd.org/i4a/pages/index.cfm?pageid=3319>

National Institute for Program Director Development

The National Institute for Program Director Development (NIPDD) is a nationally recognized fellowship that provides a unique opportunity for its fellows to engage and learn from seasoned program directors, family medicine educators and other national leaders in family medicine. The NIPDD program provides a one-of-a-kind

adult learning model to enhance a fellow's knowledge, attitudes and skills needed to be an effective residency program director. In a 2008 survey of NIPDD I Fellows, 86% responded that the NIPDD experience has enhanced their job satisfaction. The program curriculum is designed for "Real World" learning. The faculty (Academic Council) provide advisorship, coaching, and pearls that can be applied immediately.

Fellowship Requirements for NIPDD I

All elements of the fellowship must be completed in order to receive the Certificate of Completion. The elements include attendance at all three sessions including full attendance at **either** the Workshop for Directors of Family Medicine Residencies (PDW) **or** the Residency Program Solutions (RPS) Workshop, and completion of three required projects: an academic project, a financial project, and an annual report presentation. For more details on the required projects, [click here](#).

Fall Session

October 10-13, 2013

Group Dynamics, Defining the Roles of the Program Director; Leading Change; Resident Development; Introduction to Finances; Regulatory Issues; Effective Leadership

Required reading: ***Leading Change*** by John Kotter

Winter Session

January 16-19, 2014

Negotiation Skills; Conflict Resolution; Advanced Finance and Budgeting; New Requirements around Practice Management; Educational Strategies; Milestones, Evaluations, EPAs; Performance Management; Personal Excellence; Faculty Development; Developing Effective Policies

Required reading: ***Crucial Conversations*** by Kerry Patterson, et al

Spring Session

March 28-30 or 29-31, 2014 (depending on whether you choose to attend PDW or RPS along with NIPDD)
Academic Project Presentations; Financial Project Wrap-up; Journeys to Leadership; Graduation

Additional elements of the program include:

Fellowship Projects

Academic Project

New accreditation emphasis is being placed on the development of the educational environment that promotes scholarship and inquiry for both faculty and residents. Fostering individual faculty and resident scholarly productivity is one major role the program directors must play, and this requires you to lead by example. To better prepare you for this role, the Academic Project is a mandatory part of the NIPDD curriculum, and successful completion of an acceptable project is a requirement for completion of the fellowship. In the final NIPDD session, you will present this project to a small group of your peers for feedback about your presentation style.

Financial Project

Participants will also complete an in-depth financial project to aid in their understanding of residency program funding and finances.

Annual Report

Communicating the overall status of your program to governing bodies, hospital executives, Boards of Directors, etc. is another important skill for program directors. Using the findings from the Financial Project, along with other program outcome data for the year, participants will prepare and present an Annual Report to a mock

Board of Directors consisting of your NIPDD peers.

Resource Manual

Each participant will be provided with a comprehensive program materials, references and key resource documents with which every program director should be familiar. A special section on the AFMRD website will provide important resources to participants.

CME Credit

CME credit will be requested for each element of the fellowship from appropriate medical specialty organizations. Notification of the hours approved will be included in the fellowship announcement.

Certification

This Institute program is designed to provide a comprehensive education in the knowledge, skills, attitudes, and attributes needed by successful residency program directors. Participants who attend and document all aspects of the training curriculum will be awarded a Certificate of Completion identifying them as having completed the Program Director Fellowship.

NAPGRG CONFERENCE

<http://www.napcrg.org/meetings/index.cfm>

WONCA CONFERENCE

<http://www.globalfamilydoctor.com/Conferences/EuropeConference2014.aspx>

<http://www.globalfamilydoctor.com/Conferences/WONCARuralHealthconference2014.aspx>

CHFA CONFERENCE

<http://www.cfha.net/?page=2014WashingtonDC>