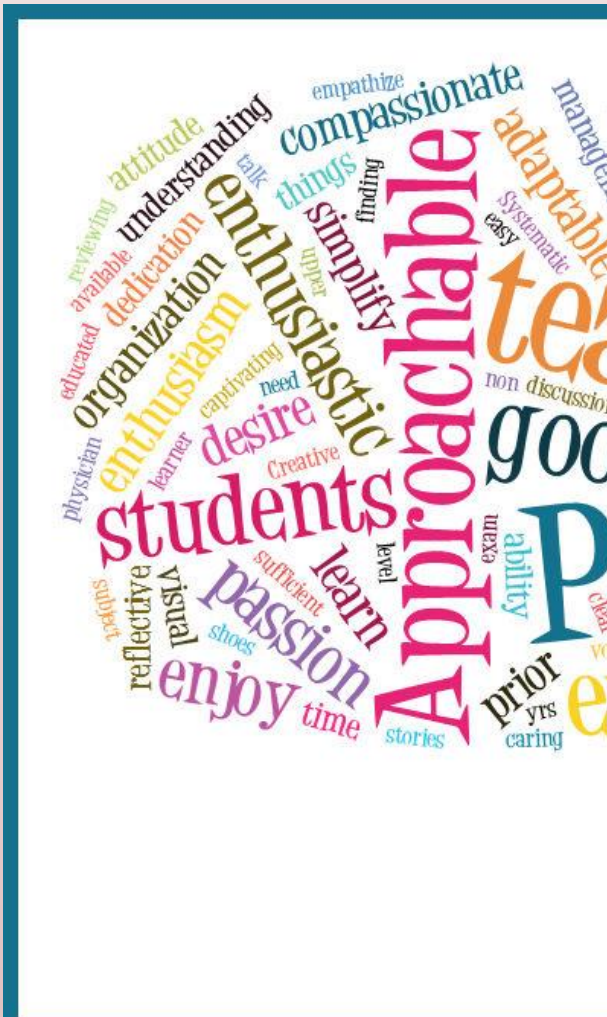


This document provides a summary of the instructional development program for affiliated faculty working in community-based practice, the curriculum outline and examples of workshop topics.

Affiliate Clinical Educator (ACE) Program Curriculum Outline

Karen Spear Ellinwood, PhD, JD
Director
Faculty Instructional Development

revised 2015



Copyright 2012

tagxedo.com

Curriculum Outline for Clinical Educator Development Program

Contents

Program Description	1
Target Audience.....	1
Program Purpose & Instructional Development Policy.....	1
Global Learning Objectives for Program Participants.....	2
ACE Program Implementation	4
Affiliate Clinical Educator Program participation	4
ACE Workshops Topics	4
Making connections between the Preclinical and Clinical Curricula	4
Reflective Teaching and Learning: A Mutual Engagement	5
Guided Inquiry Learning Strategies.....	5
Applying the B-D-A & RIME Frameworks for Teaching.....	6
Cultivating Effective Teacher-Learner Relations	6
Time Management	6
Teaching with Technology	6

Program Description

The *Affiliate Clinical Educator* (ACE) program is a voluntary, instructional development program was designed by the Office of Medical Student Education (OMSE) Faculty instructional development (FID) Director, Karen Spear Ellinwood, PhD. The purpose of the ACE Program is to provide flexible, responsive and evidence-based instructional development activities for affiliate faculty teaching medical students at community-based sites.

The Office of Medical Student Education in collaboration with the Office of Graduate Medical Education provides instructional development activities for residents and fellows who teach medical students at the two primary UA campuses: UAMC University Campus and UAMC South Campus. We recognize there is great variation in the availability of instructional development resources for faculty who teach at various affiliated clinical sites across Tucson and throughout Arizona.

Therefore, the ACE Program offers educational interventions targeted to respond to the specific concerns and needs of community-based faculty and their practice sites. Program faculty will work in partnership with clerkship co-directors and other clinical faculty to identify strengths and needs for improvement. We will conduct a careful review of *de-identified* student feedback surveys or evaluations of instructors, where available, make direct observations of affiliate teaching, and request input from clerkship directors and affiliate faculty to assess strengths and focus educational interventions on the areas in need of improvement. We also provide one-on-one instructional development support for individual affiliate faculty. Clerkship co-directors may request clerkship level support for developing and enhancing teaching and assessment skills for campus and affiliate clinical faculty.

Target Audience

The ACE Program is open to all faculty and preceptors who teach UA COM medical students at affiliated community-based sites.

Program Purpose & Instructional Development Policy

The ACE Program aims to strengthen the teaching and assessment skills of all UA COM faculty at affiliate sites and provide support for clerkship and course directors in satisfying UA COM policy requirements. The UA COM faculty instructional development policy requires all faculty who teach and/or assess medical students to participate in educator development activities.

Article IV of the Faculty instructional development (FID) policy states:

All faculty teaching in clinical years (3 and 4) shall participate in an orientation to teaching to be conducted in a manner determined by the director(s) of the clerkship, selective, elective or other program in which they teach medical students.

A clerkship co-director may refer any affiliate faculty for instructional development support,

when his or her performance as an educator falls below expectations as indicated by the average score on one or more core items on student, or peer or supervisor evaluations, or when a student has expressed reasonable concern about the faculty member's teaching and/or assessment skills (FID Policy, [Article 5.02](#)).

In addition, “[a]ny member of the faculty may submit a request for additional faculty instructional development support” at any time (FID Policy, [Article V](#))

Global Learning Objectives for Program Participants

This program emphasizes interactive learning in which affiliate faculty can understand the UA COM Educational Program Objectives and the teaching and learning theory underlying the clinical years of the UA COM developmental curriculum, and strategies for implementing these. The ACE Program incorporates technology and utilizes interactive educational strategies, such as case-based learning and role-playing, to assist affiliate faculty in enhancing or developing essential teaching and assessment practices. The ACE Program emphasizes the mutuality of teaching and learning and the role of reflection in teaching, learning and professional practice. The program encourages participants to explore the connection between respectful, professional teacher-learner relations and effective learning. The following are the global learning objectives for program participants.

All participants should outline a plan and describe strategies for: a) assisting students in developing a plan for improvement; b) self- and peer-assessment of teaching and assessment skills; and c) continuing instructional development. The specific learning objectives below are applicable to program participants and aligned with the ACGME competence areas.

➡ Practice-based learning & Improvement

- Affiliate faculty will:
 - Self-assess strengths for teaching and identifying strategies for continuing to apply and enhance these practices in particular clinical contexts;
 - Define and convey learning objectives for students;
 - Practice and demonstrate Microskills 5 Plus! 5 for Teaching, a structured approach to teaching and engaging students in reflective feedback conversations;
 - Self-assess skills, knowledge or practices in need of development or improvements and identify strategies for improving and applying these in particular clinical contexts;

- Develop a plan for striking a workable balance between clinical duties and teaching responsibilities;

➤ **Interpersonal & Communication Skills**

- Describe the importance of building and how to cultivate effective teacher-learner relations with medical students. Residents will demonstrate behaviors that:
 - Engender mutual respect;
 - Build trust; and
 - Inspire confidence.

➤ **Professionalism**

- Articulate and demonstrate principles and practices of:
 - Respectful relations with students, patients, and health care professionals,
 - Self-managed professional learning, and
 - Patient education and relationships;
- Offer a role model for professional clinical practice;
- Describe strategies for teaching medical ethics and professional behaviors to medical students.

➤ **Systems-based Practice**

- Articulate and demonstrate principles and practices of:
 - Respectful inter-professional relationships;
 - Striking a balance between clinical duties and teaching responsibilities;
 - Cost-effectiveness balanced with effective patient care;
- Explain how HIPAA and FERPA may impact teaching medical students at the affiliate site.

➤ **Integrate technology into teaching practice, including the following:**

- Identify technologies for effective teaching;
- Describe strategies for integrating technology in teaching at the bedside or office practice;

- Explain how HIPAA and FERPA may impact the use of technology in teaching at the affiliate site.

ACE Program Implementation

Dr. Spear-Ellinwood implemented the ACE Program in collaboration with T. Gail Pritchard, PhD, Interim Senior Learning Specialist, Resident Development, in 2013-14. Both Dr. Spear-Ellinwood and Dr. Pritchard may provide educational services, such as consultation, workshops or other activities upon the request of affiliate faculty who teach University of Arizona College of Medicine Tucson campus medical students.

Affiliate Clinical Educator Program participation

Clerkship co-directors may refer affiliate faculty who teach in clerkship to participate in the ACE program. Drs. Pritchard and Spear-Ellinwood will meet with the clerkship co-director to outline a plan for conducting an instructional development needs assessment. Following the needs assessment, the clerkship co-director will receive a report outlining the strengths and areas in need of improvement, and recommending program topics, structure, activities and a schedule. The schedule is determined by agreement with program directors and will vary from one site to another. We recommend a two-hour time frame with an interactive format.

Affiliate faculty may request instructional development support at any time. Drs. Spear-Ellinwood and Pritchard will meet with community-based faculty and engage in the same instructional development needs assessment described above.

All ACE program activities include preparation, implementation and follow-up phases to ensure that participating faculty have an opportunity to continue improving teaching and assessment skills for the long-term.

ACE Workshops Topics

The following is a sample of workshop topics available for ACE Program participants. The ACE Program will tailor your program to address the instructional development topics identified by the instructional development needs assessment.

[Making connections between the Preclinical and Clinical Curricula](#)

Most residents do not know what it is that students at the UA COM are doing during Preclinical Years and how those activities might connect with what they are expected to be learning or how they engage in supervised clinical practice during the clinical years. This session describes the Clinical Reasoning Course in preclinical years and its structured approach to medical problem-solving as the foundation for students' development of differential diagnoses and how to draw on this curriculum to guide students in applying medical knowledge in real patient situations during clinical years.

Reflective Teaching and Learning: A Mutual Engagement

This session invites affiliate faculty to consider the questions in developing an educational philosophy to guide their brainstorming about helping students achieve educational program objectives during clinical years:

- What makes me a good teacher?
- What's my educational philosophy?
- How do I know what to teach?
- How can I reflect on teaching in ways that will improve my teaching?
- How do I promote reflection on the part of medical students?
- Tips for Giving Constructive (Formative) Feedback using the Reflective Feedback Conversation model – How to give constructive feedback and criticism
- Strategies for Teaching and Giving Feedback to Challenging Students

Guided Inquiry Learning Strategies

This session addresses how to craft and use effective questions to facilitate learning and development. Topics include the issues outlined below:

- How to formulate effective questions
- A taxonomy of question types
 - Convergent v. Divergent questions
 - Questions on a cognitive scale
 - Question circles
 - Knowledge dimensions (factual, procedural, conceptual) and knowledge domains (Procedural; Conceptual; Metacognitive)
- Psychosocial factors in crafting effective questions for guided-inquiry learning
 - Educational strategies for creating psychological safety
 - Phrasing questions to frame the issues
 - Strategic Wait Time: Getting comfortable with and using silence
 - Sequencing
 - Rapid reward
 - Balance
 - Life lines
 - Think, Pair, Share & Compare

- Motivating students to engage beyond peripheral participation

Applying the B-D-A & RIME Frameworks for Teaching

There are multiples one-hour sessions on these frameworks for teaching, including an introduction to B-D-A as a Framework, introduction to Pangaro's (1999*) RIME framework, combining the two frameworks in clinical teaching; and developing strategies for novice as well as higher level engagement of medical students.

- B-D-A, meaning Before-During-After, offers a structured, learner-centered approach to teaching medical students in a variety of clinical settings. The purpose is to remind the clinical educator to establish expectations for student performance and learning, encourage the student to be mindful of their learning process during the clinical encounter, and to debrief with the student following the experience.
- Using the RIME Framework to establish the medical student's role in the clinical encounter using the RIME (Reporter-Interpreter-Manager-Educator) framework (see, Pangaro, 1999*).

Cultivating Effective Teacher-Learner Relations

Workshop topics include:

- Essential Communication Skills: Public Speaking, Presentation & Professionalism
- Professionalism – Patience, Positive Attitude, Respect, Trust & Confidence: A Tall (But Necessary) Order
- Intercultural Communication: Promoting awareness of the potential for and how to negotiate conflict in communicating with students (or others) who have different cultural practices for professional and patient communication
- Tips for Teaching in Stressful Clinical Situations

Time Management

Workshop topics include the following:

- How do I balance Clinical & Teaching Practice?
- How to Manage It or How to Muster my Teaching Mojo when I need it most?

Teaching with Technology

Workshops will demonstrate and provide opportunities for faculty to use technology to enhance their teaching and engagement with students, including:

- Using audience response software to promote reflective practice before, during and after patient engagement

Affiliate Clinical Educator Program Curriculum Outline

- Using case-based learning to prepare students for performing procedures or conducting patient interviews
- Using technology as a formative feedback tool
- Reflective electronic journaling for clinical educators and students

* Pangaro LN. A New Vocabulary and Other Innovations for Improving Descriptive In-Training Evaluations. *Academic Medicine* 74:11 (November); 1999.