

## **TUSM Faculty Development Program**

The educational contributions of TUSM faculty members are a vital component of the school's mission and strategic plan. TUSM is committed to supporting and recognizing faculty efforts through a comprehensive faculty development program.

TUSM's faculty development program is targeted to faculty who teach in the pre-clerkship years; residents and faculty who teach in the clerkships and clinical electives; as well as to students who participate in TUSM's Student-As-Teacher (SAT) Program (a requirement of TUSM's 4-year curriculum). The faculty development program is informed by TUSM's Educational Strategic Planning principles; a comprehensive analysis of all courses, clerkships and their faculty based on student evaluations; and on a biennial institutional faculty development needs-assessment survey conducted by the Office of Educational Affairs. The program design and delivery is also guided by relevant theoretical frameworks, including principles of self-directed learning, reflective practice, and situated learning. An outcome-logic model approach is being used to evaluate the effectiveness of the program.

The goals of the faculty development program are to:

- Promote the fulfillment of the Educational Strategic Plan's learning and teaching principles through a comprehensive faculty development program that covers the continuum of medical education and that targets students, residents and faculty members.
- Address faculty needs for professional development.
- Support individual faculty in their roles as educators.
- Offer a variety of venues to assist faculty with enhancing their educational contributions.
- Help faculty in advancing their careers as medical educators by developing their educational contributions into scholarly work and educational scholarship, including assisting faculty with the design, implementation, analysis and dissemination of educational innovations, research projects and grants.
- Promote the recognition of faculty educational contributions through faculty development.
- Assist with the design, implementation and evaluation of the Resident-As-Teacher program.
- Participate in the design, implementation and evaluation of TUSM's Student-As-Teacher (SAT) Program.
- Create a collegial faculty/resident/student forum around TUSM's teaching and learning practices.
- Promote the train-the-trainers model through efforts by involving faculty as peer trainers.
- Promote sharing of best practices among faculty members and affiliated teaching sites.
- Contribute to developing a scholarly curriculum.

The program pursues the development of the following TUSM faculty educational competencies, which are meant for different kinds of teachers—basic scientists, clinicians, residents and students. (See <http://tusk.tufts.edu/view/course/Medical/1891> for a description of the program competencies).

Learner-related competencies include:

- Establishing a supportive and challenging learning environment that promotes professionalism, teamwork, reflective practice, self-directed learning, self-assessment and lifelong learning.
- Planning instruction that matches learners' needs and levels of training.
- Actively engaging learners in learning across multiple teaching settings/formats by implementing attentive listening and active and collaborative educational strategies.
- Developing and using resources to promote active and collaborative learning, e.g. handouts, A/V resources, cases, online modules.
- Assessing learners' knowledge, skills and attitudes through the implementation of formative and summative assessments and various approaches, e.g. direct observations, OSCEs, written exams, self-assessments.
- Giving timely, specific, descriptive, reinforcing and constructive feedback to learners.
- Advising, coaching and mentoring learners.

Teacher-related competencies include:

- Assessing and reflecting on self-teaching practices for improvement and lifelong learning.
- Acting as a professional role model for learners and peers.
- Giving and eliciting collegial peer feedback.
- Sharing best practices with peers.
- Consulting medical education literature to inform the teaching practice.
- Engaging in educational innovations, program evaluation and/or medical education research.
- Disseminating scholarly work locally, nationally and/or internationally.
- Contributing to the development of TUSM's educational mission by participating in working groups, task forces, committees and/or leading curricular initiatives.
- Creating an educational portfolio to track professional development and compile evidence of accomplishments as an educator.

### **Program Delivery Venues**

The TUSM comprehensive faculty development program offers a variety of intramural and extramural delivery venues to better address faculty educational needs.

## Intramural Faculty Development Venues

**\*Working in collaboration with the Office of Continuing Medical Education, CME credits (AMA PRA Category 1 Credits™) are offered for specific OEA Faculty Development initiatives\***

### ***Faculty Development Series of Workshops & Webinars***

A series of faculty development workshops and webinars are scheduled throughout the academic year. Workshop and webinar topics are determined by faculty specific teaching needs on an annual basis. The OEA announces the series at the beginning of each academic year.

Past workshop and webinar recordings and materials are available for viewing on our TUSK Faculty Development Course Website at <http://tusk.tufts.edu/view/content/M1891C/1255755>.

### ***OEA Mutual Mentoring Program***

TUSM's Office of Educational Affairs (OEA), seeks to support efforts that strengthen faculty retention, scholarly productivity, excellence in teaching and the development of leadership skills among faculty in the university community. Mentoring network grants of up to \$1,000 are awarded to Health Sciences faculty to invest in their careers at Tufts University through intentional networking across the University and with local colleagues or national experts in the Boston area. Mutual Mentoring does not replace departmental mentoring, but serves as an additional support as faculty progress through their career. If awarded, the grant recipient agrees to attend an opening 2- hour workshop introduction to Mutual Mentoring in Boston and mapping of their personal network for success, as well as three cohort meetings with OEA staff to discuss the progress of the networking goals during the course of the grant. Faculty also agree to submit monthly reports on the achievement and progress of their goals, as well as a final report at the conclusion of the grant. The OEA will sponsor up to ten faculty members from the Health Sciences Campus per year. A call for applications is sent each academic year.

### ***OEA Teaching Scholars Program***

Tufts University teaching faculty are eligible to apply to participate in the OEA Teaching Scholars Program to be held on the Tufts University School of Medicine Campus. Up to 20 teaching faculty members are enrolled. The program consists of four two-and-a-half hour sessions. The topic areas of discussion are educational design, learner-centered teaching, team-based learning, peer observation of teaching, and providing and receiving constructive feedback with peers and learners. Participants have an opportunity to share an aspect/topic/event of their teaching practices they would like to discuss with their peers and receive feedback, using the step-back consultation approach. A call for application is sent each academic year.

### ***OEA Educational Leadership Seminar***

This seminar is intended to assist TUSM's faculty members who lead and manage the educational training of health professionals with developing their leadership and managing knowledge, skills and attitudes appropriate to their role and organization. The seminar addresses the personal qualities of the leader as an individual, the interaction of the leader with other people and the leader's behaviors in relation to the environment or system. The seminar also addresses managerial skills. The seminar consists of four two-hour sessions. Each session starts with a 60-minute plenary session followed by a 60-minute step-back consultation session during which each participant has an opportunity to share an aspect/topic/event of her/his leadership practices they would like to discuss with their peers and receive feedback, using the step-back consultation approach. The topic areas of discussion include leadership styles, negotiation, management & leadership, and promoting organizational change. A call for applications is sent each academic year.

### ***Research in Medical Education Seminar***

The purpose of this seminar is to introduce participants to conducting research in medical education. The seminar is intended for those faculty members who are considering conducting research in medical education, as well as for those who are already conducting this research and would like to reinforce their understanding of the foundational concepts and approaches to doing so. The seminar consists of five ninety-minute sessions and session topics will cover research questions, theoretical frameworks, approaches and methods. The sessions will include reviews of theoretical concepts and approaches relevant to medical education research, as well as reflective and collaborative exercises to apply concepts to research practices. Participants will be encouraged to generate ideas that could evolve into potential research questions and designs relevant to medical education. Participants will also have to review required readings in between sessions to inform and bolster their understanding of the topics reviewed at the sessions. A call for application is sent each academic year.

### ***TUSM Ed Research Scholars Community of Practice (CoP)***

Communities of Practice (CoP) bring people with a shared practice or goal together in order to learn from each other and to keep developing their common passion. TUSM Ed Res Scholars CoP brings together faculty who are engaging in educational research and offers them a collegial forum to share their scholarly work with peers. This group of Ed Research scholars will also assist TUSM with its research agenda on the formal school curriculum. The community meets regularly throughout the year, and via online communications as needed.

For more information please contact Amanda Oriel Katz, Program Coordinator for Faculty Development, at [Amanda.Oriel@tufts.edu](mailto:Amanda.Oriel@tufts.edu).

### ***Problem-Based Learning (PBL) New Facilitator Training***

The objectives of the PBL program are to:

- Develop learning and communication skills, including problem-based and self-directed learning, critical reasoning, teaching and group skills.
- Integrate basic science knowledge with clinical medicine.
- Identify and explore learning opportunities that may not be available in the rest of the curriculum.
- Establish attitudes and skills that will create a strong foundation for life-long learning.

Faculty members are needed to serve as facilitators for PBL small groups of first-year students that meet to discuss clinical cases. Faculty members serve as facilitators who are experts in the process of small-group learning. Faculty are trained and introduced to the TUSM curriculum, the PBL program, and the dynamics of learning in small-groups during a short workshop. Once trained, faculty can facilitate by semester or annually. Faculty can also choose to participate in other aspects of the PBL Program, according to their interest and availability. Other activities include PBL case writing, library and other learning resources, evaluation development, and faculty development.

For more information please contact Donna Merrick at [Donna.Merrick@tufts.edu](mailto:Donna.Merrick@tufts.edu).

### ***OEA Faculty Consultations on Student Evaluations***

Student evaluations enhance faculty teaching, particularly if they are coupled with individualized consultations. The OEA offers individual Faculty Consultations on Student Evaluations to provide course directors with assistance in interpreting results, identifying strengths and weaknesses, offering suggestions for improvement, and planning changes in teaching practices.

The OEA contacts course directors to set up consultation appointments upon completion of the student evaluation data analysis.

### ***Individual Teaching Consultations***

The goal of individual teaching consultations is to address and support faculty teaching needs. During these individualized consultations, faculty can share teaching strengths they want to reinforce, teaching weaknesses they want to improve, and/or teaching materials they want to develop/improve.

For more information please contact Amanda Oriel Katz, Program Coordinator for Faculty Development, at [Amanda.Oriel@tufts.edu](mailto:Amanda.Oriel@tufts.edu).

### ***Peer Observation of Teaching with Collegial Feedback***

Faculty can request to be observed by a peer and/or educational consultant, and receive feedback on their teaching performance. The OEA provides both the faculty observer and the faculty being observed with guidelines on how to conduct peer observations and give collegial feedback to peers on their teaching.

For more information please contact Amanda Oriel Katz, Program Coordinator for Faculty Development, at [Amanda.Oriel@tufts.edu](mailto:Amanda.Oriel@tufts.edu).

### ***Individual Educational Scholarship and Grant Consultations***

The goal of individual educational scholarship and grant consultations is to assist faculty with turning their daily educational activities into scholarly work and educational scholarship. A daily educational activity becomes scholarly work when a faculty member engages in understanding the effects/implications of their educational interventions to promote student learning. The faculty member then applies theories of teaching and learning, reflects on it, and makes changes as appropriate. This work turns into educational scholarship when it produces new knowledge/materials that are peer-reviewed and disseminated. Faculty members receive assistance with the design, implementation, analysis and dissemination of educational research projects; IRB and grants submission process.

For more information please contact Amanda Oriel Katz, Program Coordinator for Faculty Development, at [Amanda.Oriel@tufts.edu](mailto:Amanda.Oriel@tufts.edu).

### ***Promotion of Clinical and Basic Science Educators Individual Consultations***

The goal of these individual consultations is to provide support and guidance for faculty seeking advancement on the clinical and basic science educator ladder. Faculty members are guided on documenting scholarly work and educational scholarship in their Educational Portfolio.

For more information please contact Amanda Oriel Katz, Program Coordinator for Faculty Development, at [Amanda.Oriel@tufts.edu](mailto:Amanda.Oriel@tufts.edu).

### ***TUSK Faculty Development Website***

The OEA developed an online repository of teaching and educational research materials on TUSK to support faculty teaching and educational research practices, e.g. handouts on teaching and educational research strategies, videotapes of faculty best teaching practices, recordings of faculty development workshops and webinars, links to online educational resources, and online workshops and webinars for CME credits. Resources are continually updated as more recent materials become available. Faculty members are welcome to propose resources they would like the OEA to develop and/or post to this website.

For more information visit:

<http://tusk.tufts.edu/view/course/Medical/1891> (TUSK log-in is required)

<http://medicine.tufts.edu/Education/OEA/Faculty-Development> or contact Amanda Oriel Katz, Program Coordinator for Faculty Development, at [Amanda.Oriel@tufts.edu](mailto:Amanda.Oriel@tufts.edu).

### ***OEA Faculty Medical Education Online Journal Club***

The OEA Faculty Medical Education Journal Club consists of regular online exchanges that are intended to provide faculty with summaries of key articles in medical education with links to the original articles. These articles are relevant to faculty daily responsibilities as educators.

An online archive of the journal club editions is available at:

<http://medicine.tufts.edu/Education/OEA/Faculty-Development/Journal-Club>.

### ***Medical Education Literature Alerts***

Participating faculty receive monthly email updates, via the Hirsh Health Sciences Library, on recently published articles in Medical Education literature. Faculty members can opt to receive citations on one or several topics of interest. A few examples of the many topics available for selection include Clinical Reasoning, Communication Skills, and Mentoring. This opportunity to stay current on new publications within the field of Medical Education is open to all Tufts University faculty members.

To receive a full list of topics and to sign up to receive updates, contact librarian Rebecca Morin at [Rebecca.Morin@tufts.edu](mailto:Rebecca.Morin@tufts.edu) or x6-3969.

### ***Mary Y Lee, MD, Medical Education Day***

The Mary Y. Lee, MD, Medical Education Day honors former Dean for Educational Affairs and former Associate Provost of Tufts University, Mary Lee, MD, a leader and innovator in medical education. The goal of this day-long program is to promote faculty educational research and provide faculty development with opportunities to engage in cutting-edge topics in medical education. The day takes place every two years, and includes a plenary speaker, oral presentations, a poster session of faculty scholarly work, and faculty development workshops.

Past programs are available for viewing on our TUSK Faculty Development Course Website at <http://tusk.tufts.edu/view/content/M1891C/1255754>.

### ***Clinical Skills Interclerkship - Peer Observation Support and Self-Evaluation Program***

As part of the Clinical Skills Interclerkship (CSI), faculty can participate in the Peer Observation Support and Self-Evaluation Program (POSSE). The program provides faculty with immediate feedback on their teaching and facilitation of CSI small groups, and promotes collegial exchanges about faculty CSI teaching. Two sessions occur at TUSM in Boston, one at Baystate Medical Center in Springfield, and two at Maine Medical Center in Brighton, Maine. Each session runs for four hours and is held in September and October each academic year.

For more information contact Ann Maderer at [Ann.Maderer@tufts.edu](mailto:Ann.Maderer@tufts.edu), 617-636-2191.

### ***Practical Approaches to Precepting Conference***

The Practical Approaches to Precepting Conference is cosponsored by the Family Medicine Department and the OEA. The conference is designed for clinicians who teach medical students in an ambulatory setting, this seven-hour conference features hands-on clinical workshops and interactive faculty development workshops. The conference is open to clinical teaching faculty as well as health sciences faculty.

For more information contact Dr. Wayne Altman at [Wayne.Altman@tufts.edu](mailto:Wayne.Altman@tufts.edu).

### ***Effective Use of IT in Teaching, Learning, and Research***

The Educational Technology Services (ETS) group of Tufts Technology Services (TTS) works closely with the OEA to offer frequent workshops and seminars for faculty to develop skills in using technology to enhance teaching. Sessions include learning how to effectively use TUSK health-science teaching tools, Trunk, Learning Catalytics (in-class student engagement), and develop materials for flipped

classroom teaching. Sessions are announced by the OEA. For more information, please email [edtech@tufts.edu](mailto:edtech@tufts.edu) or visit the ETS website at <http://sites.tufts.edu/ets>.

### ***Hirsh Health Sciences Library Faculty Support***

The library offers many services to support our faculty. The library Information Services team will design and teach information mastery classes tailored to your course; update your course bibliography in TUSK to ensure copyright compliance; create web pages for suggested readings; tailor individual, hands-on workshops for faculty specifically for the information resources and bibliographic management software needed to support your research and teaching; provide mediated search services and interlibrary loan for document delivery; place course materials on reserve at the circulation desk; and link you to an expanding array of electronic journals, books and databases.

For more information, please contact Debra Berlanstein at [Debra.Berlanstein@tufts.edu](mailto:Debra.Berlanstein@tufts.edu) or 6-2481.

### ***TUSM Resident-As-Teacher Program***

Teaching has become an essential competency for residents in recognition of the vital role they fulfill in medical education. Residents are important educators for medical students, peers, junior and senior colleagues, other health professionals, and their patients. Further, many will teach in their future practice while pursuing academic careers.

The purpose of this initiative is to design and implement training programs that help residents develop as educators. Each program is tailored to the specific needs of the target audience/department/site, and can consist of one-hour workshops, full-days retreats, month-long seminars or individual coaching. The OEA provides workshops/sessions for housestaff on site upon a program directors' request.

***TUSM's Annual Rising Chief Resident Faculty Development Conference*** is another good example of one of these programs. The conference is open to rising chief residents across Tufts-affiliated hospitals, and provides an opportunity for residents to participate in a curriculum that is focused on teaching, mentoring, mediating, and leadership. The conference is offered every March. The OEA has also developed a Resident-As-Teacher Guide, as well as Resident-As-Teachers online learning modules that are available to all residents from TUSM's affiliated teaching sites.

For more information please contact Amanda Oriel Katz, Program Coordinator for Faculty Development, at [Amanda.Oriel@tufts.edu](mailto:Amanda.Oriel@tufts.edu).

### ***Graduate Student-As-Teacher Program***

The OEA provides workshops/sessions for graduate students on site upon request. Session topics are suggested by program directors and based on graduate student teaching responsibilities. Examples of topics are small group teaching and teaching at the lab. The OEA has also developed a Graduate Student-As-Teacher Guide.

For more information please contact Amanda Oriel Katz, Program Coordinator for Faculty Development, at [Amanda.Oriel@tufts.edu](mailto:Amanda.Oriel@tufts.edu).

### ***TUSM Student-As-Teacher (SAT) Program***

The main goal of TUSM's SAT program is to expose all students to basic principles of teaching and learning at different points in their 4-year medical school training. This developmental teaching requirement was launched with the class of 2016 in August 2012. Upon completion of the program, students will have achieved seven learning objectives that are grouped in three competency domains: Adult and Practice-Based Learning & Improvement; Instructional Design and Performance; and Learner's Assessment and Evaluation.

The program involves the completion of online learning modules at certain points in school training and a field teaching experience of the student's choice (listed in TUSM's SAT Teaching Opportunities Catalog).

For more information please contact Amanda Oriel Katz, Program Coordinator for Faculty Development, at [Amanda.Oriel@tufts.edu](mailto:Amanda.Oriel@tufts.edu).

### Extramural Faculty Development Venues

#### ***University Conference on Teaching and Learning***

Sponsored by Educational Technology Services and the University Committee on Teaching and Faculty Development (UCTFD), this university-wide conference features interactive teaching and technical skills workshops developed around current issues that are of importance to Tufts faculty. Topics addressed at previous conferences were "Learning Assessment Challenges and Solutions", "Overcoming Barriers to Student Success" and "Engage and Inspire Learning through Teamwork."

For more information, visit <https://provost.tufts.edu/celt/events-2/motivation-teaching-learning-together/>.

Past programs are available for viewing on our TUSK Faculty Development Course Website at <http://tusk.tufts.edu/view/content/M1891C/1255754>.

#### ***CELT Faculty Fellows Seminar (Spring Semester)***

The Faculty Fellows Seminar gives a small group of faculty across the university release time to develop their teaching excellence. Successful applicants will receive individualized and small-group tutelage on how to improve their teaching, and in particular, how best to address the needs of students with diverse learning styles. The seminar is designed for professors who are already successful in their teaching, but who wish to reach the next level in terms of teaching effectiveness. TUSM CELT past fellows include Ralph Aarons, MD, PhD, Laurie Demmer, MD, Scott Gilbert, MD, Susan Hadley, MD, Joseph Rencic, MD, David Ricklan, MD, PhD, and Laura Snyderman, MD.

For more information visit: <http://celt.tufts.edu/?pid=5&c=28>.

#### ***Harvard Macy Education in the Health Professions Program***

The goal of the Macy program is to enhance the professional development of educators in health professions. The program is offered once a year and consists of two full-week sessions held in Boston (in January) and in Cambridge (in May). Applications are due in September.

The OEA sponsors one faculty member to attend the program on a yearly basis. TUSM Macy fellows include John Unterborn, MD, Robert Kalish, MD, Jesse Rideout, MD, Priya Garg, MD, Joseph Rencic, MD, Peter Brodeur, PhD, James Bartz, MD, Angela Healy, MD, Clinton Pong, MD, Amy Lee, MD and Laura Snyderman, MD. Faculty who are interested in participating in the program must submit an application to the OEA.

For more information on the program, visit [http://www.harvardmacy.org/about\\_us.asp](http://www.harvardmacy.org/about_us.asp).

For more information regarding program participation contact Maria Blanco at [Maria.Blanco@tufts.edu](mailto:Maria.Blanco@tufts.edu), 617-636-6588.

**For more information and requests regarding the TUSM Faculty Development program contact Amanda Oriel Katz at [Amanda.Oriel@tufts.edu](mailto:Amanda.Oriel@tufts.edu) or 617-636-0891.**