

**MCW FAMILY AND COMMUNITY MEDICINE
JUNIOR FACULTY DEVELOPMENT PROGRAM 2019-2020**

Program Faculty and Staff: This list faculty leaders from each program and central department. In addition, faculty experts and peers will contribute through guest presentations, panels, mentoring and coaching.

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COURSE DESCRIPTION and GOALS: This faculty development (FD) program is designed to build teaching, leadership and professional academic skills for new family medicine residency faculty and post-doctoral fellows. The goal is to prepare junior faculty for successful careers as academic family physicians and scholars, improve teaching effectiveness, and promote academic advancement.

Based on input from program directors, participants and instructors, this program will focus on teaching skills and leadership, with objectives listed below. Graduates are encouraged to apply to the Kern Kinetic3 program in 2020 or other, advanced FD training.

SPECIFIC LEARNING OBJECTIVES: Upon completion of the Program, participants will be able to:

A. PROFESSIONAL ACADEMIC SKILLS/ LEADERSHIP:

1. Effectively transition from the role of resident/practitioner to residency faculty
2. Establish and maintain a network of academically productive colleagues in academic medicine, within one’s setting and beyond – through institutional and professional associations.
3. Document educational achievements and scholarship using established CV and educator’s portfolio formats.
4. Effectively manage a productive career in academia, including selecting and managing “doable” projects and knowing expectations for academic promotion
5. Effectively work in teams and meetings: as a leader (e.g. setting agenda, conducting meetings) and as a participant
6. Understand the administrative and financial structures of the department, institution, field (billing, ACGME, ABFM guidelines)
7. Apply effective strategies for negotiating and managing conflict

B. TEACHING

8. Describe characteristics of effective teachers and fundamentals of adult learning

9. Develop an instructional plan and materials using a systematic approach, incorporating objectives, effective and efficient delivery/teaching strategies and evaluation.
10. DELIVER INSTRUCTION to small/ large groups in classroom/clinical settings using APPROPRIATE METHODS (e.g., interactive lecture, demonstration, case-based teaching) MATCHED to audience (e.g. medical students, residents)
11. Conduct learner performance assessment using competency-based approach(es).
12. Provide effective and timely formative and actionable feedback to learners
13. Solicit and use feedback from learners to devise a plan to improve one's own teaching
14. Identify and effectively manage difficult learners
15. Demonstrate awareness and sensitivity to patient and learner's cultural context

LEARNING METHODS:

The Junior Faculty Development Program will meet on the 2nd Monday afternoon each month, October thru June, from 1:30 - 4:30 PM. Between sessions, participants will engage with pre-session readings, other assigned homework, and self-identified academic projects (approx. 2-to-4 hrs / month). During sessions, teaching methods include lecture-discussions, small group work and other active learning methods. Each participant will identify an advisor / project mentor from his/her home program to guide completion of an educational project aligned with academic role/s and interests.

TEXTBOOK AND RESOURCES:

- Kern DE et al (eds): Curriculum Development for Medical Education: A Six-Step Approach, 2nd Edition. JHU Press, 2009.
- Additional Reading and other preparatory materials will be provided during sessions, through the Faculty Development Course in D2L (<https://mcw.desire2learn.com>) and/or emailed prior to session.

ADDITIONAL EDUCATIONAL RESOURCES:

- Participants should bring an iPad or laptop to each session fully charged.
- See <https://mcw.libguides.com/mobile-apps> for medical apps for the iPad or smartphone.

PROGRAM COMPLETION REQUIREMENTS:

Program completion requires that you meet or exceed the following expectations:

1. **Attendance:** ≥80% attendance across training sessions.
 - We know that there can be extenuating circumstances, which will be considered on a case-by-case basis.
 - In-person attendance is optimal, but arrangements will be made to enable virtual attendance by WebEx or PolyCom when feasible.
 - Attendance is tracked and recorded by Karen Krause during each session. Anyone unsure about their attendance status can contact her at kkrause@mcw.edu or 414-955-8696.
2. **Preparation and Participation:** Active participation in sessions and on-line discussions is important to maximize learning for all. Please complete preparatory and on-line assignments by posted deadlines.
3. **Professionalism:** There are several ways to convey professionalism in this program:
 - Informing us when you are unable to attend a session and reason for non-attendance
 - Being on time, prepared and engaged in session content
 - Participate in out-of-session projects and assignments,
 - Thoughtful / timely completion of evaluations
 - Respectful involvement with colleagues and learners.

SESSION SCHEDULE: October 2019-June 2020; 1:30-4:30 PM

DATE	PRIMARY TOPICS (Subject to revision, based on project direction, pace and participant needs);	Faculty Leaders	Homework and Follow-up
October 14	WELCOME, INTRODUCTIONS, TRANSITION TO A FACULTY ROLE Intellectual Basis of Family Medicine/ Medical Education 101 Characteristics of Effective Teachers – goal setting. Establishing and planning your academic project	ALL	DEVELOP MENTORSHIP AGREEMENT/ PLAN
November 11	Knowing one’s audience → Writing Learning Objectives Presentation skills workshop Accessing educational materials (e.g. MedEd Portal, etc.)	MORZINSKI/ BARRY	EXPLORE TOPIC AREAS FOR TEACHING PROJECT DRAFT LEARNING OBJECTIVES
December 9	TEACHING ABOUT HEALTH DISPARITIES EFFECTIVE WORK IN GROUPS AND COMMITTEES/ FACILITATING SMALL GROUPS	MEURER/ MORZINSKI/ MAZZONE	TEACH ABOUT SDH AND POST REFLECTION
January 13	Principles of Adult Learning – Effective Clinical Teaching – Clinic to Bedside Standardized Ambulatory Clinical Teaching Cases	LAST/ HOFMEISTER	TRY NEW TEACHING STRATEGY DRAFT PROJECT ABSTRACT
February 10	Mentoring residents and students’ scholarly work; Writing scholarly Abstracts, Designing and Evaluating Posters PROJECT UPDATES	DOMAGALSKI/ MORZINSKI	ADVISE A RESIDENT OR STUDENT RE: DFCM RESEARCH FORUM ABSTRACT
March 9	ASSESSING LEARNERS: EPAs AND MILESTONES	HELM/ MCKINNEY/ MAZZONE	REVIEW PREVIOUS EVALUATIONS YOU HAVE COMPLETED FOR YOUR LEARNERS
April 13	EFFECTIVE FEEDBACK Using learner feedback to improve teaching Negotiating strategies for success for students/ residents who are struggling/ working with difficult learners	GARRISON/ MAZZONE/ VOGEL	PRACTICE APPLYING NEW FEEDBACK TECHNIQUES
May 11	Madness to Methods: expand your teaching strategy repertoire PROJECT REPORTS – LESSONS, NEXT STEPS, POSTER	MEURER/ MORZINSKI	TRY NEW TEACHING STRATEGY FINALIZE AND PRINT POSTER – PRACTICE PRESENTATIONS
June 1*	Documenting achievement through CV and EP Academic Promotion	MORZINSKI/ MEURER	DRAFT/ UPDATE MCW FORMAT CV
June 1 5-7:30	DFCM SCHOLARSHIP FORUM: POSTER PRESENTATIONS AND CERTIFICATES AWARDED	ALL	MCW-MILWAUKEE

*Note 1st Monday in June