

OCRME Faculty Development Menu

The Office of Consultation and Research in Medical Education (OCRME) offers interactive faculty development workshops addressing skills for teachers, evaluators and educational researchers. OCRME staff, as well as faculty from throughout the College of Medicine, facilitate these workshops. To inquire about having a workshop presented to your department, division or other group, please contact Stephanie Burnett (stephanie-burnett@uiowa.edu).

Classroom Teaching

- Interactive Lecturing
- Design of Slides
- Test Question Writing
- Small Group Teaching
- Online/Virtual Teaching
- Reflection

Clinical Teaching

- Effective and Efficient Clinical Teaching
- Teaching in the Patient's Presence
- Orienting/Priming Learners
- Observing Learners
- Evaluating Learners
- Giving and Receiving Feedback
- Challenging/Difficult Teacher-Learner Relationships
- Simulation: Selecting the Right Strategy
- Teaching Procedures/Psychomotor Skills
- Mentoring
- Teaching Clinical Reasoning
- Interprofessional Education and Supervision
- Interprofessional Teamwork and Collaborative Practice

Leadership

- Leadership Skills and Styles
- Leadership Communication
- Team Building
- Conflict Management
- Visioning/Leadership Philosophy
- Change Management
- Impostor Syndrome
- Organizational Culture
- Goal Setting
- Crisis Teamwork and Leadership

Educational Research

- Educational Scholarship and Research
- Commonly Used Statistics in Medical Education
- Survey Research in Medical Education
- Program Evaluation in Medical Education
- Common Approaches to Medical Education Research
- Qualitative Research Methods in Healthcare Education

Classroom Teaching	
Interactive Lecturing	<ul style="list-style-type: none"> • Describe components of effective lecturing • Apply specific techniques for making lectures more interactive
Design of Slides	<ul style="list-style-type: none"> • List instructional uses of slides • Design slides that effectively supplement presentations and avoid common problems • Describe ways to engage an audience with visuals
Test Question Writing	<ul style="list-style-type: none"> • Recognize common test item writing errors • Apply best practices to writing high quality test items • Define item statistics: difficulty and discrimination, explaining the difference between them • Analyze item statistics to determine item performance
Small Group Teaching	<ul style="list-style-type: none"> • Discuss appropriate role of small group teaching • Discuss skills related to effective facilitation • Determine possible solutions to problematic group situations
Online/Virtual Teaching	<ul style="list-style-type: none"> • Describe components of effective classroom teaching • Use the main features of Zoom for interactive online teaching in large and small groups • Choose appropriate strategies for data visualization
Reflection	<ul style="list-style-type: none"> • Define reflection in medical education • Explain why reflection is important in medical education • Identify strategies for encouraging reflection • Address resistance to the use of reflection in medical education
Clinical Teaching	
Effective and Efficient Clinical Teaching	<ul style="list-style-type: none"> • Describe the challenges of clinical teaching • Explore and critique a variety of opportunities and models for clinical teaching • Identify five skills for effective, efficient clinical teaching • Interprofessional clinical teaching • Inclusion of the patient in teaching; patient-directed teaching in clinical settings
Teaching in the Patient's Presence	<ul style="list-style-type: none"> • Define the advantages and challenges to teaching in the presence of the patient • Identify strategies for effectively teaching in the presence of the patient • Discuss the roles of learners, patients, and teachers in these encounters • Inclusion of the patient in teaching; patient-directed teaching in clinical settings

<p>Orienting/Priming Learners</p>	<ul style="list-style-type: none"> • Describe the importance of orienting new learners • Outline steps in orienting new learners • Identify how priming can be used effectively with teaching and feedback • Establishing psychological safety
<p>Observing Learners</p>	<ul style="list-style-type: none"> • Recognize the importance of observation and identify barriers to conducting observations • Conduct effective observations that prepare the learner for observation, focus important behaviors, and provide objective descriptions and standards of behavior • Develop mechanisms to document observations for evaluation • Use information collected to appropriately evaluate a student, resident, or colleague
<p>Evaluating Learners</p>	<ul style="list-style-type: none"> • Distinguish between feedback and evaluation, and explain why it is an important distinction • Identify the impact of the evaluation context/system on a particular evaluation • Recognize that evaluations may be serving multiple purposes that sometimes conflict with each other • Describe how to evaluate learners fairly within the constraints of a given assessment system
<p>Giving and Receiving Feedback</p>	<ul style="list-style-type: none"> • Define feedback and how it differs from evaluation • Identify barriers that prevent effectively giving, soliciting, and receiving feedback • Describe effective methods for giving feedback to improve performance • Formulate actions to efficiently solicit and receive feedback
<p>Challenging/Difficult Teacher-Learner Relationships</p>	<ul style="list-style-type: none"> • Identify what learning situations and learners they find particularly challenging to work with and why • Describe strategies for preventing challenging teacher-learner interactions • Apply the SOAP model for addressing challenging learning situations to their own teaching context
<p>Simulation: Selecting the Right Strategy</p>	<ul style="list-style-type: none"> • Unpack definitions of “low” and “high” fidelity simulation • Understand how to create meaningful assessments of student learning outcomes matched to the simulation type • Use experiential learning theory to improve the simulation experience • Use a goal-driven taxonomy of simulation strategies to maximize resources and improve student learning outcomes

Teaching Procedures/ Psychomotor Skills	<ul style="list-style-type: none"> • Define “psychomotor skill” • Describe stages of learning psychomotor and how the teacher’s role varies at each stage • Define the concepts of “chunking” and “scaffolding” • List methods for teaching psychomotor skills
Mentoring	<ul style="list-style-type: none"> • Delineate between mentoring and coaching • Identify roles and responsibilities of mentor and mentee • Outline effective steps in the mentoring process
Teaching Clinical Reasoning	<ul style="list-style-type: none"> • Describe how clinical reasoning evolves and the model of “Dual Process Reasoning” • Analyze and assess diagnostic reasoning of learners • Give specific feedback to improve diagnostic reasoning of learners
Interprofessional Education and Interprofessional Supervision	<ul style="list-style-type: none"> • Define interprofessional education • Address the importance of interprofessional collaboration skills in profession-specific education • Identify potential challenges in interprofessional education in clinical settings • Identify best practices in supervision/facilitation of interprofessional student teams
Interprofessional Teamwork and Collaborative Practice	<ul style="list-style-type: none"> • Define interprofessional teams and collaborative practice (vs. “parallel play” or “swim lanes”) • Identify benefits of and best practices in collaborative practice
Educational Research	
Educational Scholarship and Research	<ul style="list-style-type: none"> • Define educational scholarship • Describe how to formulate an educational research question • Make decisions in relation to study design/conceptual framework and implementation of educational research projects • List potential venues of dissemination/publication of medical education scholarship • Search the medical education literature
Commonly Used Statistics in Medical Education	<ul style="list-style-type: none"> • Overview of descriptive statistics and data management – i.e., best practices • Choosing statistics based on methodology • How to do in excel
Survey Research in Medical Education	<ul style="list-style-type: none"> • Overview of survey methodology (pros and cons) • Sampling • Writing survey questions • Survey design • Increasing response rate

Program Evaluation in Medical Education	<ul style="list-style-type: none"> • Define program evaluation as a scientific field and how it is practiced within medical education and research • Compare program evaluation focused on needs, implementation, and outcomes/impacts • Practice articulating evaluation questions, benchmarks for success, and measurable intermediate and outcome metrics • Describe key components to logic models and how they are used in evaluation practice.
Common Approaches to Medical Education Research	<ul style="list-style-type: none"> • Describe the fundamentals of different common approaches to medical research: <ul style="list-style-type: none"> ○ Secondary data analysis ○ Survey research ○ Interviews and Focus Groups ○ Experimental Designs • Compare the strengths and weaknesses of each approach • Practice adapting a research question or topic to different research designs and methods • Synthesize one or more different research approaches or methods into a mixed-methods research design.
Qualitative Research Methods in Healthcare Education	<ul style="list-style-type: none"> • Define qualitative research • Provide examples of qualitative research strategies • Interpret qualitative research publications • Share best practices in qualitative research • Conduct content analysis using Excel (PB)
Leadership	
Leadership Skills and Styles	<ul style="list-style-type: none"> • Examining the differences of leadership styles • Discover the differences between leading and managing • Identify your personal leadership tendencies and behaviors
Leadership Communication	<ul style="list-style-type: none"> • Identify your personal communication style • Understand how your communication style impacts others • Effective ways to handle difficult conversations
Team Building	<ul style="list-style-type: none"> • Describe the characteristics of effective teams • Examine the dysfunctional components of teams • Investigate how to effectively lead teams
Conflict Management	<ul style="list-style-type: none"> • Examine underlying causes of conflict • Diagnose predominant conflict management approaches • Determine when alternate conflict styles would be more useful • Use shared goals as a means of resolving conflicts

Visioning/ Leadership Philosophy	<ul style="list-style-type: none"> • Understand the importance and impact of vision • Learn how to develop a vision statement • Articulate your leadership philosophy
Change Management	<ul style="list-style-type: none"> • Models of organizational change (particularly in education and healthcare) • Understand why people resist change • Discuss methods to overcome resistance • Uncover your personal attitude towards change
Imposter Syndrome	<ul style="list-style-type: none"> • Define imposter syndrome • Identify behaviors related to the syndrome • Examine sub-types of imposters • Explain how to mitigate the syndrome
Organizational Culture	<ul style="list-style-type: none"> • Define culture • Explain how culture is perpetuated • Describe dimensions of culture • Investigate hidden messages of culture
Goal Setting	<ul style="list-style-type: none"> • Categorize areas for goal setting • Explain basic goal setting • Identify practice tools to support goal setting
Crisis Teamwork and Leadership	<ul style="list-style-type: none"> • Understand unique characteristics of crisis teams • Share models of crisis management and crisis teams • Common challenges (e.g. tunnel vision; under-delegation) in crisis leadership • Best practices in crisis teamwork and leadership