**Pre-Conference Workshop:**

**Learning to Teach and Teaching to Learn:  Dynamic Approaches to Improve Teaching Skills Aimed at Your Own Personal Faculty Development and Career Advancement**

***~ \*True\* Pre- Inventory ~***

**DIRECTIONS ~ Pre- Instrument**

Attached are competencies for Family Medicine clinician-educators related to teaching – specific to the objectives of this STFM workshop.

Read through the scale (1 thru 6) below. On the back of this page, you will rate your “Pre-“ program level of competence for each of the items using the scale provided.

The “Pre” rating represents your self-rating of these individual skills as they were **before** today’s session began. [[1]](#footnote-1)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 |
| No experience/knowledge. Never participated in projects/duties in this area. |  | Some experience/ knowledge. Completed a few projects/duties in this area | Moderate experience/knowledge. Successfully completed projects/duties in this area. |  | Exceptional experience/ knowledge. Very confident in the ability to complete projects/duties in this area. |

 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Name of person you discussed this with *at STFM*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Person you’ll discuss this with *at your HOME site*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**As instructed, discuss this completed form with a colleague at STFM. Make plans to discuss this with a colleague at your home.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 |
| No experience/knowledge. Never participated in projects/duties in this area. |  | Some experience/ knowledge. Completed a few projects/duties in this area | Moderate experience/knowledge. Successfully completed projects/duties in this area. |  | Exceptional experience/ knowledge. Very confident in the ability to complete projects/duties in this area. |

**Teaching for Personal Faculty Development and Career Advancement**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Pre-** |  | **“I am able to….”** |
|  |  |  |  |
|  | \_\_\_\_\_ |  | Develop a personal learning plan (road map) for my own growth as a teacher.  |
|  | \_\_\_\_\_ |  | Describe key concepts of experiential learning. |
|  | \_\_\_\_\_ |  | List three master class teaching / learning techniques. |
|  | \_\_\_\_\_ |  | Discuss 2-3 barriers to the master class approach in medical education, and how I might overcome them. |
|  | \_\_\_\_\_ |  | Explain at least two methods for establishing an appropriate environment for effective feedback. |
|  | \_\_\_\_\_ |  | Perform at least two evidence-based techniques for providing feedback. |
|  | \_\_\_\_\_ |  | Discuss my personal plan to effectively deliver feedback to a specific type of learner likely to be encountered at my home site |
|  | \_\_\_\_\_ |  | Discuss the physiological and emotional influences posture and movement have on self as well as audiences. |
|  | \_\_\_\_\_ |  | Apply techniques to support my physicality, vocal clarity/projection and to reduce fatigue while teaching. |
|  | \_\_\_\_\_ |  | Discuss one strategy I’ll use to further develop my commitment to teaching quality. |
|  | \_\_\_\_\_ |  | Share one method I’ll use to help my colleague network enhance our mutual success as teachers. |
| Describe as specifically as possible / and rate any additional teaching skills you would like to develop. |
|  | \_\_\_\_\_ |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | \_\_\_\_\_ |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Morzinski et al, May 5, 2017

1. For further information about this assessment method and “response shift bias”, see Morzinski JA, Simpson DE. Outcomes of a comprehensive faculty development program for local, full-time faculty. *Family Medicine, 2003*;35(6):434-439. [↑](#footnote-ref-1)