**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**

***~ Pre- and Post- Inventory ~***

**DIRECTIONS ~ Pre- and Post- Instrument**

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

Read through the scale below. On the back of this page, you will rate your level of competence for each of the items using the scale provided.

**NOTE** that for each item **you will provide two ratings**:

The first “Pre” rating represents your self-rating of this skill as it was **before** today’s session began. The second “Post” rating represents your self-rating of this skill now, **after** today’s session is completed. [[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-** | **Post** | **“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)