

## **Madigan Traveling Faculty Development Topics**

For those of you who might not be aware, Madigan Army Medical Center has its own Faculty Development Fellowship. Their fellows are physicians from a variety of medical specialties. To help meet increasing faculty development needs, Madigan fellows are offering the opportunity for affiliated programs to receive site-based faculty development training. Fellows will customize educational offerings to your program and bring those tailored educational activities directly to you!

Please note that these Madigan Traveling Faculty Development Topics are independent from the Network-arranged Simulation Training Road Shows. Interested programs will need to arrange details directly with the Madigan Faculty Development Fellowship. Madigan fellows' time is covered; interested programs would only need to cover travel and lodging costs for the site visits.

If you are interested in scheduling for the 2016-2017 academic year, please contact Madigan Faculty Development Fellow, Dr. Heather Omara, via email at [heather.m.omara.mil@mail.mil](mailto:heather.m.omara.mil@mail.mil).

See the list that follows for current offerings.

1. Please select five topics you would like to see presented from the choices below

- Feedback basics in medical education
- Advanced feedback/giving difficult feedback
- Peer feedback among learners
- Precepting Techniques
- Ambulatory teaching of medical students
- Ambulatory teaching of residents
- Bedside teaching
- Building a strong academic CV
- How to build an educator's portfolio
- Faculty appointments and promotion at USU
- Direct observation in medical education
- Using simulation and developing simulation scenarios
- Learners in difficulty
- Best practices in resident-faculty advisor systems
- Small group teaching techniques and strategies
- Conducting the teaching session
- Learner Maltreatment
- Large group didactic skills
- Best strategies for teaching morning report, journal club, and M/M
- Evaluating medical students using the RIME model
- Key errors in physician diagnostic thinking
- Assessment methods 101
- Assessment using rating scales
- Narrative assessments
- Intra-operative teaching
- Professionalism in medical education
- Struggles with the exceptional learner
- Professionalism in medical education

- Becoming effective teachers
- Helping your residents to become teachers
- Generational differences in medical education
- Advanced precepting techniques
- Effectively utilizing the "Flipped" Classroom
- Maximizing understanding and retention in the learner
- Setting an appropriate learning environment
- Teaching clinical reasoning
- Defining learning strategies
- Building an OSCE for assessment
- Remediation in medical education
- Curriculum Development
- Clinical competency committees
- Entrustable professional activities and milestones
- Writing program objectives
- Peer to peer feedback
- Negotiation skills for physicians
- Conflict management
- Teaching the teachers
- Qualities and skills of good academic leaders
- Strategies to run an effective meeting
- Academic career planning for early and mid-career faculty
- Emotional intelligence
- Understanding and building teams
- Understanding organizational culture
- Managing change
- IRB Navigation: the basics
- Abstract writing
- Introduction to qualitative research and analysis
- Developing the research question
- Visual rhetoric to inform designing powerful presentations

- Research rigor and audit trails
- What it means to be a scholarly collaborator
- Overcoming barriers in publishing in medical education
- Survey design
- Poster creation
- Writing a case report
- Apps/EBM at the point of care
- Writing an educational prescription
- Teaching procedural skills
- Dealing with difficult patients and personalities
- Running Balint groups
- Issues of the pregnant resident
- Writing letters of recommendation
- Mentoring
- Mentoring women physicians
- Teaching high value care