

<u>AREA OF NEED</u>	<u>MATERIALS</u>	<u>PROGRAMS*</u>	<u>COACHING OPTIONS</u>
<i>With behavioral indicators</i>	<u>Available on Web Site</u>		
Clinical Teaching			
Teaching during patient care <ul style="list-style-type: none"> Not enough teaching during patient care; Appearing too busy to teach when high census; No teaching pearls; Not explaining rationale for clinical decisions; Rounds too long 	<ul style="list-style-type: none"> Video: Clinical Teaching: Plan, Prioritize, Prime (10:07) Video: Clinical Teaching: Attributes of Great Clinical Teachers (2:07) Narrated Slide Deck: Setting Your Trainees Up for Success (8:11) Narrated Slide Deck: The Learning Cycle (14:15) Narrated Slide Deck: The Learning Environment (11:21) Tip Sheet: Best Practices: Clinical Teaching 	<ul style="list-style-type: none"> Workshop: Teaching at PSOM 101: Clinical Teaching Module Workshop: Clinical Teaching at the Beside Online Course: Teaching at PSOM 101: Clinical Teaching Module 	<ul style="list-style-type: none"> Observe coach for Teaching Be observed by coach for teaching Simulated teaching: Review census/cases with coach to discuss rounding plans, examples of teaching pearls <p><i>Coach: same specialty</i></p>
Professionalism <ul style="list-style-type: none"> Ignoring learners; Demeanor, tone of voice, appearing annoyed, showing frustration, berating team, standoffish, condescending, 	<ul style="list-style-type: none"> Video: Professionalism in Teaching (4:37) Video: Supervising Learners (4:50) Best Practices Tip Sheet: Professionalism in Teaching 	<ul style="list-style-type: none"> Professionalism Program at Penn Medicine <p>http://www.med.upenn.edu/professionalism/</p>	<ul style="list-style-type: none"> Being observed by a Master Clinician or coach for teaching Cognitive behavioral therapy (to work on communication skills)

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<p>rude; Not interrupting presentations; not listening during presentations; Learners not feeling valued; Failure to model good patient interactions</p>	<ul style="list-style-type: none"> • Best Practices Tip Sheet: Effective Supervision of Trainees 	<p>Employee Assistance Program</p> <p>https://www.hr.upenn.edu/myhr/worklife/healthy/eap</p>	<ul style="list-style-type: none"> • Office of Organization Effectiveness Assessments: Voices® 360 Feedback, Myers-Briggs Type Indicator® (MBTI), and StrengthsQuest™ <p>http://www.med.upenn.edu/oe/training-development.shtml#assessments</p>
<p>Setting expectations and providing feedback</p> <ul style="list-style-type: none"> • Lack of expectations; No feedback; critical feedback; Feedback in front of others 	<ul style="list-style-type: none"> • Narrated Slide Deck: Increasing Feedback Acceptance and Use (20:51) • Best Practices Tip Sheet: Effective Feedback 	<ul style="list-style-type: none"> • Workshop: Providing Effective Feedback I • E-learning Module: Giving Effective Feedback • Online Course: Teaching at PSOM 101: Feedback Module • Online Course: Providing Effective Feedback II 	<ul style="list-style-type: none"> • With coach, discuss and role play setting expectations for learners • With coach, discuss and role play delivering feedback to learners

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			<i>Coach: Same specialty or different specialty</i>
Clinical skills <ul style="list-style-type: none"> Over-consulting specialties; Overly conservative in management; Lacking baseline knowledge or skills 		<ul style="list-style-type: none"> CME: Identified by faculty and EO 	<ul style="list-style-type: none"> Identify core of issue 1:1 coaching on skill <p><i>Coach: Same specialty- consider Master Clinicians</i></p> <p>http://www.med.upenn.edu/fapd/academy-of-master-clinicians/</p>
Autonomy vs. Supervision <ul style="list-style-type: none"> Not giving learners autonomy, micromanaging; Unavailable 	<ul style="list-style-type: none"> Video: Professionalism in Teaching (4:37) Video: Supervising Learners (4:50) Best Practices Tip Sheet: Professionalism in Teaching Best Practices Tip Sheet: Effective Supervision of Trainees 		<ul style="list-style-type: none"> Identify core of issue 1:1 coaching on skill with simulated learner (procedures) or discussion of census and learner roles <p><i>Coach: Same specialty- consider Master Clinicians</i></p> <p>http://www.med.upenn.edu/fapd/academy-of-master-clinicians/</p>

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Lecture Based Teaching			
Speech/Demeanor (PROCESS OF TALK) <ul style="list-style-type: none"> • Too fast; No time to ask for questions; Appearing nervous; Articulation; Jargon; Lack of familiarity with slides 		<ul style="list-style-type: none"> • Workshop: Mediocre to Memorable • Workshop: The Art of Speaking I • Workshop: The Art of Speaking II 	<ul style="list-style-type: none"> • Center for Teaching and Learning • Observe master teacher • Be observed teaching (live or video review) • Practice talk with coach • Instrument for Peer Assessment of Medical Lecturing <p><i>Coach: CTL or coach for teaching of same specialty or different specialty: www.upenn.edu/ctl/</i></p>
Organization/Relevance (CONTENT OF TALK) <ul style="list-style-type: none"> • Organization; lack of relevance for level of learner 	<ul style="list-style-type: none"> • Video: Effective Lecturing from Digital Welcome • Video: Effective Lecturing from Teaching 101 • Tip Sheet: Lecturing 	<ul style="list-style-type: none"> • Workshop: Teaching 101 Lecturing 	<ul style="list-style-type: none"> • Center for Teaching and Learning • Observe master teacher • Be Observed teaching (live or video review) • Review lecture slides with coach (content coach) • Practice talk with coach <p><i>Coach: CTL or coach for teaching of same specialty or different specialty: www.upenn.edu/ctl/</i></p>

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Small Group Teaching			
<ul style="list-style-type: none"> • Ineffective small group facilitation 	<ul style="list-style-type: none"> • Video: Get to Know Small Group Teaching (11:27) • Narrated Slide Deck: Principles of Small Group Learning (14:52) • Best Practices Tip Sheet: Facilitating Small Groups 	<ul style="list-style-type: none"> • Workshop: Effective Small Group Teaching • Online Course: Teaching at PSOM 101: Small Group Facilitation Module 	<ul style="list-style-type: none"> • Center for Teaching and Learning • Observe master teacher • Be Observed teaching (live or video review) <p><i>Coach: CTL or coach for teaching of same specialty or different specialty</i></p> <p><i>http://www.upenn.edu/ctl/</i></p>