

## Module 1

Day	Time	Session	Objectives At the completion of this session, scholars will be able to:	Assigned Reading	Materials
Mon	8:30 – 10:00  (1.5 hour)  (Tea Break)	Orientation & Goal Setting: Setting a Destination and Charting Your Course	<ol style="list-style-type: none"> <li>1. Describe the objectives and expectations of the HEALZ program</li> <li>2. Reflect on personal career goals</li> <li>3. Explain how HEALZ may help achieve those career goals</li> </ol>	Castiglioni et al. <i>Succeeding as a Clinician Educator</i>	Orientation & Goal Setting PPT  Goal setting worksheet
	10:30 – 11:30  (1 hour)	Panel: Tips for Success from HEALZ Cohort 1 Scholars	<ol style="list-style-type: none"> <li>1. Identify key elements to achieve success as a HEALZ scholar</li> <li>2. Describe common challenges scholars may face and potential means to overcome them</li> </ol>		HEALZ Panel Guide (a Word doc with questions for panelists)
	11:30 – 13:00  (1.5 hour)	Being an effective mentee	<ol style="list-style-type: none"> <li>1. Recognize the importance of mentoring for your success</li> <li>2. Describe the responsibilities of the mentor</li> <li>3. Describe the responsibilities of the mentee</li> <li>4. Develop strategies to prevent and address common reasons why mentoring relationships fail</li> <li>5. Consider who might be an effective mentor for your HEALZ project</li> </ol>	Straus et al. <i>Characteristics of Successful &amp; Failed Mentoring Relationships</i>  Zerzan, et al. <i>Making the Most of Mentoring</i>	Being an Effective Mentee PPT

<b>Tues</b>	8:30 – 10:00 (Tea Break) 10:30 – 13:00  (4 hours)	Principles of Competency-Based Curriculum Development and Evaluation	<ol style="list-style-type: none"> <li>1. Define “curriculum”</li> <li>2. List the 6 steps of the Kern model and apply these to basic educational examples</li> <li>3. Describe a framework for curriculum and program evaluation</li> <li>4. Begin to develop ideas for a curricular project for HEALZ</li> </ol>	Kern Chapter 1	Curriculum Development_Overview PPT  Handouts: <ul style="list-style-type: none"> <li>• Curriculum Development Overview Handout</li> <li>• Learning Objectives Taxonomy</li> <li>• Sample Verbs for Learning Objectives</li> </ul>
<b>Wed</b>	8:30 – 10:00 (Teak Break) 10:30 – 12:00  (3 hours)	Performing a curricular needs assessment: Global needs assessment (literature and curriculum review) and Targeted needs assessment	<ol style="list-style-type: none"> <li>1. Explain why a needs assessment is important</li> <li>2. Describe the difference between a general needs assessment and a targeted needs assessment</li> <li>3. Review methods to conduct a needs assessment and how to use the results to inform your curriculum</li> </ol>	Kern Chapters 2 & 3;  Hauer & Quill, Educational Needs Assessment	Needs Assessment PPT  2014 Competency Results for MMeds and Yr4&5 Students (2 word docs)  HEALZ Project Snapshot Worksheet
	12:00 – 13:00  (1 hour)	Independent group work to brainstorm curriculum design topics	<ol style="list-style-type: none"> <li>1. Choose whether project will be individual or within team</li> <li>2. Develop preliminary project ideas</li> <li>3. Identify a focus for needs assessment</li> </ol>		
<b>Thur</b>	8:30 – 10:00 (Tea break)  (1.5	Evaluation Methods Part 1: Selection of methods and Survey Development	<ol style="list-style-type: none"> <li>1. Select the appropriate evaluation method(s) to address your question and triangulate data (survey methods, qualitative methods, mixed methods, etc.)</li> <li>2. Discuss the key features of a quality survey.</li> <li>3. Co-develop a survey with fellow HEALZ participants on a topic common to the group</li> </ol>	Kern Chapters 2 & 3	Survey Development PPT  Handouts: <ul style="list-style-type: none"> <li>• Survey Checklist</li> <li>• Survey Items in</li> </ul>

	hour)		4. Discuss how to enter and store data (data entry and online survey tools)		Need of Improvement
	10:30 – 13:00  (2 .5 hours)	Evaluation Methods Part 2: Qualitative Methods	<ol style="list-style-type: none"> <li>1. Demonstrate how to conduct a qualitative research study (interview protocols, participant selection, confidentiality agreements, best practices in interviewing, recording, transcription, note-catchers)</li> <li>2. Conduct a quality interview using a protocol (provide feedback to your partner about their interviewing skills; discuss record-keeping).</li> </ol>	Kern Chapters 2 & 3  Hanson et al article: <i>Qualitative Methods for Medical Education</i>	Qualitative Data Collection PPT “Good” and “Bad” interview videos  Handout: <ul style="list-style-type: none"> <li>• Interview Note-Catcher</li> </ul>
Fri	8:30 – 10:00  (1.5 hours)	Expectations and planning for individual and team work	<ol style="list-style-type: none"> <li>1. Discuss online expectations between now and Module 2 including:               <ol style="list-style-type: none"> <li>a. Identification of local and distance mentors</li> <li>b. Completion of needs assessment</li> <li>c. Regular discussion with mentors</li> </ol> </li> <li>2. Use Appreciative Inquiry to describe your strengths as an individual</li> <li>3. Develop a team resume to explain how you will work as a micro-team to be successful in meeting the HEALZ expectations</li> <li>4. Create a timeline for completion of activities</li> </ol>		Expectations and Planning for Independent Work PPT (need to update dates in PPT for each cohort).  HEALZ Project Snapshot worksheet
	10:00 – 12:00	Attend previous cohort’s Graduation			
	12:00 – 13:00	Individual appointments (sign-up)	<ol style="list-style-type: none"> <li>1. Get individualized or group help to design your needs assessment or discuss your curricular ideas</li> </ol>		

## Module Two

Day	Time	Session	Objectives	Assigned readings	Materials
Mon	8:30-10:30 (2 hours)	Week 2 Overview and Works in Progress 1 10 min presentation of your background literature and needs assessment results-	Assessing Progress to Date Presenters: (INSERT NAMES)		Week 2 Overview PPT  Provide scholars with flip charts and markers  HEALZ Project snapshot week 2
	11-13:00 (2 hours)	Analyzing Your Results Part 1: Quantitative Methods	<ol style="list-style-type: none"> <li>1. Describe common quantitative statistical methods used in medical education (descriptive statistics, disaggregating data, summarizing data, sub-scales)</li> <li>2. Apply statistical methods to curriculum and program evaluation projects</li> <li>3. Presenting quantitative results</li> </ol>	Windish & Diener-West: <i>A Clinician-Educator's Roadmap to Choosing and Interpreting Statistical Tests</i>	Quantitative Analysis PPT  Quant Workbook example (excel)  Handouts: <ul style="list-style-type: none"> <li>• How to Install Excel Analysis ToolPak</li> <li>• Using Excel for Analyzing Survey Questionnaire</li> <li>• What analyses used exercise</li> </ul>
	14:00-17:00	OPTIONAL Data Analysis Support			
Tues	8:30-10:30 (2 hours)	Works in Progress 2 10 min presentation of your background literature and needs assessment results	Assessing Progress to Date Presenters: (INSERT NAMES)		Provide scholars with flip charts and markers
	11-13:00 (2 hours)	Analyzing Your Results Part 2: Qualitative Methods	<ol style="list-style-type: none"> <li>1. Discuss when and how qualitative data is best utilized to inform curriculum and program development &amp; evaluation</li> <li>2. Describe common qualitative analysis methods (using low-tech</li> </ol>	Hanson et al article: <i>Qualitative Methods for Medical Education</i>	Qualitative Methods PPT

			options, Excel, Word, and advanced software) 3. Apply qualitative analysis to curriculum and program evaluation projects		Demo materials (have open on computer): <ul style="list-style-type: none"> <li>• Example Interview Notes Spreadsheet</li> <li>• Open-ended responses for coding</li> <li>• Example transcript for coding_demo</li> </ul> Handouts: <ul style="list-style-type: none"> <li>• Example Transcript</li> <li>• NECTAR Annual Survey results EXCERPT</li> <li>• UNSORTED Open-ended Survey Responses</li> <li>• HEALZ Project snapshot week 2</li> </ul>
	14:00-17:00	OPTIONAL Data Analysis Support			
Wed	8:30-9:30 (1 hour)	Learning Theory - Introduction to Learning and Pedagogy	<ol style="list-style-type: none"> <li>1. Describe key components of constructivist, experiential, and humanistic learning theories as applied to teaching practices</li> <li>2. Apply learning theory applications to your proposed HEALZ project to begin the planning process</li> </ol>	Dennick article: <i>Twelve Tips for Incorporating Educational Theory into Teaching Practices</i> Braungart & Braungart: <i>Applying Learning Theories to Healthcare Practice</i>	Learning Theory PPT  Handouts: <ul style="list-style-type: none"> <li>• IRAT handout</li> <li>• Twelve Tips article</li> <li>• Dice</li> </ul>
	9:30-10:30	Writing Goals and Objectives	<ol style="list-style-type: none"> <li>1. Define "objectives" and "goals".</li> <li>2. Be able to distinguish between objectives and goals.</li> <li>3. Practice writing objectives and review with 2-3 colleagues</li> </ol>	Kern Ch 4	Goals and Objectives PPT

	(1 hour)				Handouts: <ul style="list-style-type: none"> <li>• Writing Goals and Objectives Template Worksheet</li> <li>• Curriculum Development Worksheet</li> <li>• Learning Objectives Taxonomy Handout</li> </ul> UZCHS Competencies (optional) HEALZ Project snapshot week 2
	11-13:00 (2 hours)	Educational Strategies	1. Recognize the strengths and weaknesses of various educational methods 2. Discuss principles of choosing an education methodology.	Kern Ch 5	Educational Strategies PPT  + HEALZ Project snapshot week 2
Thurs	8:30-13:00 (4 hours)	Learner Assessment Strategies & Curriculum Evaluation-	1. Define and discuss various learner assessment and curriculum/program evaluation strategies. 2. Apply assessment and evaluation strategies to curriculum examples from HEALZ. 3. Identify and define formative and summative methods for curriculum evaluation. 4. Apply curriculum evaluation strategies to curriculum examples from the literature.	Kern Ch 6 & 7  Norcini et. Al, Criteria for good assessment: Consensus statement and recommendations from the Ottawa 2010 Conference	Learner Assessment PPT  Flip charts  Markers  HEALZ Project snapshot week 2
	14-17:00	OPTIONAL Work Period: Curriculum Design & Evaluation			
Fri	8:30-10:30 (2 hours)	Program Evaluation	1. Identify stakeholders for your project/curriculum 2. Develop an evaluation plan that includes evaluation questions, methods/data sources, a timeline, and identifies who is responsible for collecting, analyzing, and reporting the results	Kern Ch 6 & 7	Program Evaluation PPT  Handouts:

					<ul style="list-style-type: none"><li>• Blank logic model</li><li>• Planning program evaluation worksheet</li></ul> <p>Cookies</p> <p>HEALZ Project snapshot week 2</p>
	11:00-1300  (2 hours)	Goal Setting and Team activity	<ol style="list-style-type: none"><li>1. Describe expectations for work between now and week 3</li><li>2. Develop a plan for achieving expectations between now and week 3</li><li>3. Appreciate personal and group strengths needed to achieve goals</li></ol>		HEALZ Project snapshot week 2

### Module Three

Day	Time	Session	Objectives	Assigned Reading	Materials
		MBTI: Complete assessment online in advance of workshop			Log in information
Sun	TBD (1 hour)	<b>Opening Session</b> <ul style="list-style-type: none"> <li>Welcome/ ice breaker</li> <li>Overview of Mon-Weds schedule, expectations</li> </ul>	Participants can describe expectations for module 3 workshops		HEALZ Intro Slides
Mon	8:30 - 10:00 (1.5 hours)	<b>Leading from personal strengths</b>	Participants can: explain their MBTI type describe the strengths and weaknesses of their MBTI type recognize the importance of diversity of MBTI type in their teams and work environment		MTI PPT <ul style="list-style-type: none"> <li>Results of online MBTI assessments</li> <li>MBTI books</li> <li>Flip chart/pens/ chairs</li> </ul>
	10:00- 10:30	Tea break			
	10:30 - 1:00 (2.5 hours)	<b>Leading from understanding the strengths of others</b>	Participants can describe contributions of MBTI types to team success		Type Table (to be constructed on flip chart paper by Walter- see MBTI book for example)
	1:00 - 2:00	Lunch break			
	2:00 - 5:00 with informal tea break (3 hours)	<b>Negotiating conflict</b>	Participants can describe their conflict style preferences can describe the strengths and weaknesses of the various conflict styles discuss personal sources of conflict and strategies that may be more or less effective in solving that conflict		Conflict Styles PPT  TKI
Tues	8:30 - 8:45	<b>Warm up</b>			LCD projector



	8:45 - 10:00	<b>Evaluating your curriculum</b>	Participants can prepare an evaluation plan for their curriculum Participants can identify ways to use learner assessment results for curriculum evaluation		Evaluation PPT  Handout: Planning program evaluation worksheet
	10:00 - 10:30	Tea break			
	10:30 - 1:00	<b>Managing Change</b>	Participants identify at least two strategies to gain support for changes needed to implement their HEALZ project		Index cards with change emotions (create a digital version?)  DVD player, screen, speakers, “Our Iceberg is Melting” DVD  Handout - “What can I do?”
	1:00 - 2:00	Lunch break			
	2:00 - 3:00?	<b>Getting Feedback on HEALZ Curriculum Project</b> Overview <ul style="list-style-type: none"> <li>• Abstract assignment</li> <li>• July expectations: Poster template and revised poster rubric</li> </ul> How to give feedback & rubric	Participants will prepare an abstract for their HEALZ project		Poster template and revised rubric  Feedback rubric  Printer available for abstracts to be printed
	3:00 - 5:00 & informal tea break	Consultation/work time to prepare abstract			

Wed	8:30 - 10:00	<b>Getting and receiving feedback</b> Overview of how to give effective feedback	Participants will be able to describe strategies for effective feedback		
	10:00 - 10:30	Tea break			
	10:30 - 12:00	<b>Getting and receiving feedback</b> Read and provide feedback using rubric to colleagues; provide oral feedback back as well as completed rubric	Participants will get and give feedback on their abstract in groups of 3-4		Two printed copies of each person's abstract  Groups for reviewing
	12:00 - 1:00	<b>Closing activities</b> Write a letter to yourself outlining leadership goals Evaluation surveys	Participants will set personal leadership goals		Envelopes Blank paper Exit surveys
		<b>Lunch</b>			