

**Medical Education Certificate Programs  
(as of September 2011)**

<b>Program</b>	<b>Credits</b>	<b>Cost</b>	<b>Details</b>
Online Certificate in Medical Education  Cincinnati Children's Hospital Medical Center	-15 credits (can be applied toward MEd program)	OH residents: \$2151/course (\$717/credit hour)  OOS: \$2181/course (\$727/credit hour)	-Online -Offered via Blackboard -Some synchronous class meetings -In general 3 credit course requires 9-12 hours/week -can take one course per year to complete program -Example courses: forces shaping the curriculum, intro to statistical methods, inquiry into teaching and learning, intro to field methods in educational research, applying technology for effective learning
Medical Education Research Certificate (MERC)  AAMC	-can take individual workshops -6 workshops are required for MERC certificate	-\$50 per workshop -\$100 registration for MERC certificate program  -Alternative: Schools can host MERC workshops. AAMC charges \$250 licensing fee; school pays facilitator transportation/lodging/meals, honorarium (\$500), program materials. Participants who want the certificate pay \$100.	-In person -3-hour workshops focused on key skills in education research -offered at regional GEA meetings, at the AAMC in DC or -Example workshops: data management and preparing for statistical consultation, formulating research questions and designing studies, hypothesis-driven research, IRBs and research ethics, measuring educational outcomes with reliability and validity, introduction to quant/qual data collection methods, program evaluation and evaluation research, questionnaire design and survey research
ESME Certificate in	-can take	-Varies. In 2011 one day	-In person

<p>Medical Education</p> <p>Essential Skills in Medical Education from AMEE</p>	<p>individual course days</p> <p>-5 course days plus portfolio needed for certificate</p>	<p>course plus report was € 630</p> <p>-Course only € 450</p>	<p>-Courses offered at AMEE and other "major education meetings"</p> <p>-Portfolio needs to demonstrate that participant has "applied and reflected on the principles discussed in the course during his/her own day-to-day learning program."</p> <p>-6-8 months to complete portfolio</p> <p>-Example courses: overview of basic skills in medical education, introduction to medical education research, key issues in relation to assessment in medical education, delivering simulation-based health care education</p>
<p>Certificate Program for Clinical Education Program Directors</p> <p>University of Illinois, Chicago</p>	<p>-1 week-long and one 3-day follow up session</p>	<p>-\$2500</p>	<p>-In person</p> <p>-Example topics: group processes, teaching strategies, assessment, program planning and development, communication and negotiation, managing change and innovation, faculty support and development, program evaluation and improvement</p>
<p>Certificate Program for Clinical Teachers</p> <p>University of Illinois, Chicago</p>	<p>-1 week-long and one 3-day follow up session</p>	<p>-\$2500</p>	<p>-In person</p> <p>-Example topics: Characteristics of effective teachers, principles of instructional design, one-on-one teaching in clinical settings, teaching in small and large groups, giving effective feedback, teaching as scholarship</p>
<p>Teaching and Learning Fellowship</p> <p>University of Southern California</p>	<p>-Five 2-day weekend seminars and Innovations in Medical</p>	<p>-Free as funded by HRSA Primary Care Faculty grant (except accommodations, travel, evening meals and Innovations conference</p>	<p>-In person</p> <p>-Example topics: curriculum development, using cases to teach, clinical teaching methods, improving the lecture, teaching in small groups,</p>

	Education Conference	registration)	intervention strategies for at-risk learners, educational research design
Educational Leadership Fellowship University of Southern California	-Four 2-day weekend seminars and Innovations in Medical Education Conference	-Free as funded by HRSA Primary Care Faculty grant (except accommodations, travel, evening meals and Innovations conference registration)	-In person -Example topics: developing a leadership style, incremental and transformational change, team and community formation, negotiating and resolving conflict, managing resources, program evaluation -Participants must develop a project addressing Healthy People 2010
Certificate: Program Development University of New England	-3 courses each of 3 credits (total 9 credit hours)	-\$440 per credit hour	-Online -Offered via WebCT -Three courses: curriculum program development, improving instructional effectiveness, learner assessment and program evaluation
Certificate: Leadership Development University of New England	-3 courses each of 3 credits (total 9 credit hours)	-\$440 per credit hour	-Online -Offered via WebCT -Three courses: leadership skills in academic medicine, professional development, organizational development
Program for Educators Harvard Macy Institute	-11 day winter residence and 6-day spring session	-\$5500	-In-person -Content areas: teaching and learning, curriculum, evaluation, leadership and information technology -Scholars work on a project at home and present updates at the spring session
A Systems Approach to Assessment in Health Professions Education Harvard Macy Institute	-6 day session	-\$4200	-In-person -Areas of focus: learning and acquisition of competencies, program efficacy, educational effort and scholarship, alignment of resources
Leading Innovations in	-6 day session	-\$5600	-In-person

Health Care & Education Harvard Macy Institute			-Areas of focus: assessing institutional structure, process, culture and readiness for change, identifying leadership styles, negotiating within teams, developing innovating strategic and operational plans, managing conflict and resistance to change
Certificate in Medical Education University of Pittsburgh	-15 credits	-PA resident: \$701/credit -OOS: \$1210/credit	-Example courses: curriculum development, strategies for dealing with the problem learner, medical writing, medical education: current practice, administration and future directions, teaching practicums, teaching communication skills
Postgraduate Certificate in Medical Education University of Dundee, UK	-60 credits (20 units)	-£ 2100	-On-line or in person -9 core units and 11 selected from menu of options -Each unit requires a final assignment (approx 1200-1500 words) which is graded -Core units: principles of curriculum development, approaches to curriculum development, quality assurance, principles of teaching and learning, teaching methods, mentoring and student support, life-long learning, principles of assessment, assessment instruments
Certificate in Medical Education University of Iowa	-12 credits	-IO resident: \$3718 for > 9 fee hours -OOS: \$10159 for > 9 fee hours	-In person -Usually for university faculty and house-staff -Example areas: instructional design and technology, clinical teaching in medical education, teaching methods in medical

			education, educational research and evaluation, introduction to educational measurement in medical education
Clinical Teaching Program  Stanford Faculty Development Center for Medical Teachers	-1 month	-\$10,000 not including transportation, housing or food	-In person -Categories: learning climate, control of session, communication of goals, promotion of understanding and retention, evaluation, feedback, promotion of self-directed learning
Fundamentals of Assessment in Medical Education (FAME)  Foundation for Advancement of International Medical Education and Research (FAIMER) and National Board of Medical Examiners	- Approximately 13 hours over 4 days at the annual AAMC meeting	-\$750	-In person -Areas of focus: test material development, scoring and reporting, standard setting, program assessment, validating test scores
Academic Hospitalist Academy  Society for Hospital Medicine (SHM), Society of General Internal Medicine (SGIM), Association of Chiefs and Leaders of General Internal Medicine (ACLGIM)	-3.5 days	-\$1950	-In person Areas of focus: clinical coaching, promotion, didactic teaching, feedback and evaluation, communication, quality, mentoring, oral case presentations, bedside teaching, time management, career paths, building a national reputation



TEACH Small Group Teaching Observation Feedback Form		
Instructor:	Observer:	
Session Title:	Date:	Time:
<p>To participant:            Please circle or highlight the domains in which you would like your observer to focus for feedback for this particular session. Please note that these domains are meant to serve as prompts for areas that might be useful- things that you believe you are struggling with, or areas that you have been deliberately practicing. We recommend limiting the focus of each direct observation to 3-5 domains MAXIMUM.</p>		

	Establishes a Stimulating Learning Climate	Notes
1	Begins the session with brief appreciative check-in	
2	Orients group and sets clear ground rules and class expectation	
3	Uses learners' name	
4	Is mindful of different levels of learners	
5	Incorporates learners' ideas	
6	Good eye contact and voice	
7	Shows enthusiasm	

	<b>Managing Session</b>	<b>Notes</b>
1	Sets clear goals	
2	Structures session according to the goals	
3	Starts and ends session on time	
4	Covers all topics	
5	Summarizes session	
6	Solicits learners' feedback	
7	Encourages group collaboration	
8	Limits digressions of group discussion	

	<b>Implements Strategies to Promote Learning</b>	<b>Notes</b>
1	Uses questions to probe thinking and reasoning	
2	Gives learners time to organize thoughts and respond	
3	Restates learners' ideas to promote understanding	
4	Encourages learners to question and critique	
5	Develops an action plan with learners	

<b>Strengths:</b>	<b>Recommendations:</b>

<b>Improvement / Follow-Up Plan:</b>





## TEACH Large Group Teaching Observation Feedback Form

Instructor:	Observer:	
Session Title:	Date:	Time:

To participant:  
 Please circle or highlight the domains in which you would like your observer to focus for feedback for this particular session. Please note that these domains are meant to serve as prompts for areas that might be useful- things that you believe you are struggling with, or areas that you have been deliberately practicing. We recommend limiting the focus of each direct observation to 3-5 domains MAXIMUM.

	Introduction	Notes
1	Introduced topic, stated goals, offered preview and established context	
2	Captured attention and motivated learning	
3	Created an appropriate learning climate for the audience to interact, engage and participate	
Body of Lecture		Notes
1	Organized around 3-5 main points and presented them in clear fashion	
2	Linked content to relevant learning objectives for the course and existing knowledge of the audience	
3	Main points created a scaffold on which students can add knowledge later	
4	Engaged the audience at the appropriate level of detail	
5	Varied the way each point was explained.	
6	Demonstrated command of the subject	

<b>Conclusion</b>		<b>Notes</b>
1	Summarized key points, highlighting take-home points	
2	Provided conclusion that promoted a deeper understanding or stimulated further thought	
<b>Delivery</b>		<b>Notes</b>
1	Exhibited enthusiasm and stimulated excitement	
2	Used voice, gestures, body language, movement and eye contact to emphasize and enhance the message	
3	Connected with the audience e.g., noticed cues from the audience and altered presentation accordingly, repeated a question so that everyone could hear.	
4	Avoided anything that would distract the audience from the talk e.g., distracting visuals, ensured technology functioned according to plan	
5	The amount of content was appropriate to the time allotted; started on time and finished in the time allotted.	
6	Used visual aids, handouts, demonstrations, activities and technology to reinforce content	

<b>Notes:</b>	
<b>Strengths:</b>	<b>Recommendations:</b>

TEACH Feedback Observation Feedback Form		
Instructor:	Observer:	
Situation description	Date:	Time:
<p>To participant: Please circle or highlight the domains in which you would like your observer to focus for feedback for this particular session. Please note that these domains are meant to serve as prompts for areas that might be useful- things that you believe you are struggling with, or areas that you have been deliberately practicing. We recommend limiting the focus of each direct observation to 3-5 domains MAXIMUM.</p>		

	Brief Feedback	Notes
1	Set Goals/Expectations	
2	Labeled as feedback	
3	Specific –Focused on behavior; Derived from observation	
4	Timely	
5	Limited	
6	Checked for understanding	
7	Maintained non-verbal communication that was consistent with verbal communication	

Formal Feedback		Notes
1	Set Goals/Expectations	
2	Preparation	
3	Ask	
4	Tell-Specific, Limited	
5	Ask-Check for understanding	
6	Next steps for learner are summarized	
7	Maintained non-verbal communication that was consistent with verbal communication	

Notes:

Strengths:	Recommendations: