

Faculty Development Resources

Chan Model

The hyperlinked presentations are available free of charge to Christian Medical Dental Association (CMDA) members. Simply log in after clicking on the links or go to the [main menu](#) of MEI: Teaching Healthcare in a Global Setting.

I. Facilitating Learning and Teaching

[“Where we are and Where we’re going”](#)

Dr. Laura Smelter, 2020

CMDA Teaching Healthcare in a Global Setting

Voice over ppt

Duration: 39', CME 1 hr

Knowledge

Introductory educational concepts for learners and faculty

Teaches about stages of a learner’s development with the RIME model, introduces concepts of effective feedback with SMART model and defining expectations for learners

[“Teaching through Case-Based Learning”](#)

Dr. Susan Radecky, 2020

CMDA, THGS

Voice over PowerPoint

Duration: 27', CME 1 hr

Knowledge

Foundational residents, faculty, administration

This session describes how active learning strategies are effective tools for cross cultural education. The specific method is described and applications to morning report, bedside rounds or small group teaching are presented.

[“Patient-Centered Teaching in the Clinical Setting”](#)

Dr. Jim Smith and Dr. Susan Radecky, 2020

CMDA, THGS

Voice over PowerPoint

Duration: 41', CME 1 hr

Skill

Foundational for residents, faculty, administration

This session includes specific skills of two teaching models that can be utilized in outpatient, surgical or inpatient setting. The SNAPPs model teaches to summarize, narrow options, analyze, probe, plan and select. The One Minute Preceptor teaches to get a commitment, probe for supporting evidence, teach general concepts, reinforce right behaviors, and correct mistakes. Issues of cultural context and assumptions that will reinforce these models are discussed.

[“Do As I Do, Not as I Say”](#)

Dr. Keir Thelander, 2020

CMDA, THGS

PowerPoint with voice over

Duration: 37', CME 1 hr

Skill

Foundational for residents, faculty, administration

Teaches the skill-based approach to procedural or simulation teaching. Surgical focus but concepts are applicable to all teaching. Cross cultural pitfalls to be addressed is presented.

["Principles of Adult Learning and Learning Styles in a Cross-Cultural Setting"](#)

Dr. Jim Smith, 2020

CMDA, THGS

PowerPoint with voice

Duration: 37', CME 1 hr

Knowledge

Foundational faculty and administration

This session defines adult learning and describes many learning styles. It offers examples of the cultural issues that influence and result from the learning styles of faculty and learners.

["Introduction to Considerations in Cross-Cultural Teaching"](#)

Dr. Laura Smelter, 2020

CMDA, THGS

PowerPoint with voice over

Duration: 46', CME 1 hr

Knowledge

Foundational for residents, faculty

This session offers an excellent introduction to learning styles, communication and language issues that impact cross-cultural teaching.

["Giving Effective Lectures and Using PowerPoint"](#)

Dr. Shari Falkenheimer, 2020

CMDA, THGS

PowerPoint with voice over

Duration: 40', CME 1 hr

Skill

Foundational residents, faculty

This session provides an excellent detail regarding how to prepare a lecture and utilize a PowerPoint for maximum effectiveness. It includes relevant cross-cultural considerations including how to collaborate with a translator or interpreter.

["Teaching Critical Thinking in a Cross-Cultural Setting"](#)

Dr. Laura Smelter, 2020

CMDA, THGS

PowerPoint with voice over

Duration: 40', CME 1 hour

Knowledge

Foundational for faculty and administration

Thorough session that describes what critical thinking skills are, how they are important in health care, and their specific adaptation to cross-cultural settings

II. Assessment of Learning

["Watch and Tell"](#)

Dr. Jim Smith, 2020

CMDA, THGS

PowerPoint

Duration: self-guided, CME 1 hr

Knowledge

Foundational for residents and faculty

This session includes five modules that teach effective feedback, barriers to feedback, methods of the ask-tell-ask and mini-clinical exam model.

["Introduction to Assessment Methods"](#)

Dr. Jim Smith, 2020

CMDA, THGS

Voice over PowerPoint

Duration: 43', cme 1 hr

Knowledge

Faculty foundation concepts, especially for those with administration responsibility

Teaches broad overview, introduction to assessment methods including short answer questions, multiple choice questions, the mini-clinical exam

III. Designing and Planning Learning

["Writing Goals and Objectives for Medical School or Residency"](#)

Dr. Jim Smith, 2020

CMDA, THGS

Duration: 30', CME 1 hr

Skill

Foundational for specific skill: faculty, administration

Teaches the importance of goals and objectives that are SMARTER-specific, measurable, action oriented, relevant, time specific, evaluative, and realistic.

IV. Educational Leadership and Management

["Well-being and Burnout"](#)

Dr. Jim Smith, 2020

CMDA, THGS

PowerPoint with voice over

Duration: 46,, CME 1 hr

Knowledge/Attitude

Foundational for residents, faculty and administration

Introduces concepts of well-being and burnout with a Christian emphasis. Not specifically adapted to cross cultural setting.

["Setting the Environment for Education"](#)

Dr. Susan Radecky, 2020

CMDA, THGS

Voice over PowerPoint

Duration: 27', CME 1 hr

Attitude

Intermediate level for administration/leaders

This session describes how leaders are different from managers, content from process, and introduces concepts of systems theory. The leader's role in a Christian educational context is discussed in light of the Body of Christ and our interrelationships and value.

["Ethical Dilemmas in Global Healthcare Education"](#)

Dr. Shari Falkenheimer, 2020

CMDA, THGS

Voice over PowerPoint

Duration: 30', cme 1 hr

Knowledge

Excellent introduction and overview of ethical issues and their relevance in global health education

["Faculty Development Curriculum for Family Medicine Educators in Low- and Middle-Income Countries"](#)

Drs. Warren Heffron, Chris Jenkins, Laura Smelter, Linda Chan, 2020

CMDA, THGS

PowerPoint with voice over

Duration: 57', CME 1 hr

Knowledge

Foundational for administration

Session presents the role of mission hospitals in preparing health care professionals to meet the needs of health care in low- and middle-income settings. A needs assessment for faculty development is presented. An outcome-based approach to curriculum development to meet these faculty development needs is presented. Four core themes are utilized to structure the plan: facilitating teaching and learning, assessment of learning, designing and planning learning, educational leadership and management. Excellent.