# UCSF Family Medicine Faculty Development Fellowship Program 2020-2021
## Schedule of Curriculum Modules by Competency Domain

| Competency Domain | Curriculum Modules | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Oct 4-6 | Nov 1-3 | Dec 6-8 | Jan 3-5 | Feb 7-9 | Mar 7-9 | Apr 11-13 | May 9-11 |
| **Instructors** | IL/CT (all invited for 10/4) | IL/CT | IL/CT/RC | IL/CT/BJ/MS/TM | BJ/IL/CT Feb 6th | IL/CT MS/RC/MSl/GV Writers Workshop | IL/CT | BJ/IL/CT May 7-8 |
| **Teacher** | | 1:1 Teaching (IL) ———— Relational Aspects Teaching (CT) | Preparing Dynamic Presentations (Rebecca-Wed) | Public Speaking (TM) ———— 50 minute presentation (BJ) | Small Group Teaching & Facilitation (IL) | | | Mega-review |
| **Educator** | Learning Theory (BJ) ———— Design Needs Assessment (CT) | Design & Evaluation of Curriculum (CT) | Feedback (CT-T AM/PM) ---------- Learner Assessment Part 1 & 2(CT) | Learners in Difficulty (MS-M PM/T AM) ————— | Navigating Multiple Role Relationships (IL) | | Video Review & Peer Coaching (IL) Mentorship & Advising (CT) Mentoring Across Differences (CT) | |
| **Leader in your Organization** | Organizations as Systems (CT) ————— Participation in Groups (IL) | Mental Models (IL) | DEIA Training (USCF) | | Leadership Styles (CT, Mon PM) Leadership Compass (IL) Leadership Panel (T lunch/PM) | | Negotiation: Practices & Principles (IL) ———— Difficult Conversations (CT) | |
| **Manager of your Career** | | Introduction to Career/Life Planning (CT) | | | Time Management (CT) | | | Life Plan Revisited (CT) |
| **Sustainability** | Intro to Wellness (CT) | | | | | | | |

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| *Scholar* | Introduction to Scholarly Project (IL) | Scholarly Project Check in | | Scholarly Mid-Year Presentations; Consultation Check-In | | Intro/Abstracts (CT) OpEd Include resources | | Presenting Scholarly Projects |
|---|---|---|---|---|---|---|---|---|
| *FD Project* | Introduction to FD Project (CT) | Choose topic, define goals and objectives, methods, approach to evaluation | Define date Refine presentation | Refine evaluation tools | Deliver Presentations | FD project report back | FD project report back | |
| *Life-Long Learner* | Instructional methods & approach of FDF (IL) | Practice skills of case-based, collaborative, self-directed, and reflective learning | | | | | | Closing the Circle; Moving Forward |

BJ-Brian Johnson, BW-Beth Wilson, IL-Isabel Lee, MS-Margaret Stanford, MSl-Mark Sloan, CT- Catalina Triana, RC-Rebecca Chasnovitz

October: think about re-envisioning organizations/systems to include concepts structural racism, hidden/informal curriculum; participation in groups can be framed as part of sphere of influence/locus of control. Consider including impostor syndrome, stereotype threat.

**Notes for 2021:**

**Questions**:
1. Frame/introduce AR lens at the outset in the context of fellowship. Idea: rewrite mission to integrate anti-racist framework: certainly is new part of vision to provide and disseminate this framing to fellows at broad range programs
2. Faculty experience (this is focused on their professional development) vs learner experience—how to balance these in content and framing
3. Pace/feasibility: setting realistic goals in three categories
   a. topics where it makes sense to build/better integrate cases and examples to illustrate disparate experience of learners but not change fundamental approach/framing to a topic
   b. topics that would benefit from complete overhaul/revisioning
   c. new topics we need to generate a common language and build foundation

**Topics**:

October
- Adult Learning Theory (keep framing; include role of racial trauma and microaggressions in extraneous load)-case integration
- Organizations as Systems (power, org structures, sphere of control)- **revise**
- Participation in Groups (org psychology: group formation/function, minority decision making, psychological safety)- **revise**

November
- One on One Teaching: **revise** to address the ways implicit bias impacts how we respond to/teach different learners
- Design & Evaluation of Curriculum: **revise** to integrate hidden curriculum's influence (what we choose to center/teach) and discuss building curricula that addresses health disparities, impact of medical racism (share UCSF Anti-racist primer?)
- Mental Models: **revise**; more explicitly address how racism contributes to development of implicit bias in our mental models
- Career/Life Planning- **integration**: discuss importance of role models/mentors in this process; perhaps pair with mentor session?

December
- Dynamic Powerpoint- **integrate** importance of representation in PPT images
- Public Speaking
- 50 minute Talk
- Feedback: **revise;** consider including more horizontal approaches to feedback, ways it can foster inclusive enviroment
- Learner Assessment: currently focuses on existing models for assessment (EPAs, milestones), encourages holistic assessment—**integrate** AR lens to that approach?

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January
- Small Group Teaching- **integrate** cases/examples around who is in your group, unequal participation
- Meeting Facilitation- **revise**; minority decision making, AR lens to assess who is being heard/why/how decisions are made
- Learners in Difficulty- **integrate** cases/examples where stereotype threat, microaggressions, hostile learning climate are part of ddx/discussion
- Equity in Assessment- combine w Learner Assessment talk/ fold concepts into initial talk?

February
- Leadership Styles- complicate leadership compass (who are certain behaviors/styles more acceptable in? how are these informed by unconscious bias?)
- Leadership Panel- cont goal >50% BIPOC leaders, >50% women
- DEIA Workshop- continue? move to Dec?

March
- Writer's Workshop

April
- Video Review & Peer Coaching
- Mentorship- Focused on faculty as mentees: Day one; integrate lens of race (in bouquet of mentors, may not all need to be race or social-identity concordant, but likely important that at least one is)
- Mentoring Across Differences- Day 2; faculty as mentors:  lay groundwork to be able to address race and other cross-identity differences
- Negotiation- **revise** to include framing beyond acknowledging data showing racism/sexism real in responses of employers to women/Black candidates
- Challenging Interactions- MI-based;

Possible New Topics
- Early: building an inclusive learning environment (could follow Group Function session)— defining + mitigating stereotype threat, microaggressions
- Middle: building inclusive curricula
- End: inclusive leadership