

Teaching of Tomorrow

Faculty Development for Clinical Educators

Workshop 1

November 14-15, 2025



All individuals in a position to control content of this educational activity attest that they have no financial relationships to disclose

UMass Chan Clinical Faculty Development Center

Our Mission

*To promote excellence
in learner-centered teaching and
patient-centered practice by advancing
the teaching and communication skills
of clinicians and promoting
the professional development of
clinical educators.*



Our intent is to promote inclusive learning while avoiding bias.

If you identify opportunities for addressing bias or improving representation in the course content or instructional delivery, we encourage you to share them with either:



- Your course faculty or leadership
- The Drive Initiative at DRIVE@umassmed.edu or you can scan the QR code to send feedback **anonymously** to DRIVE



I have taken a
DRIVE core
skills workshop

Our Faculty and Staff

STAFF

- Susan Foley
- Pam Tero

TEACHING OF TOMORROW FACULTY

- Suzanne Allen, MSN, CPNP
- Katie Barry, MD
- Gina Basello, DO, FAAFP
- Nicole Cerda, MSN-Ed, RN
- Allen Chang, MD
- Philip Day, PhD
- Susan Feeney, DNP, FNP-C
- Dave Fish, MD
- Melissa Fischer, MD, MEd
- Susan Hogan, MD, MPH
- Bill Jesdale, PhD
- Mary Lindholm, MD
- Sonia Marcello, DO
- Ken Peterson, PhD, FNP-BC
- Stacy Potts, MD, MEd
- Nancy Skehan, MD
- Jill Terrien, PhD, ANP-C, FAAN

116 Participants

Formal Training

- 31 RN/BSN/MSN
- 54 NPs/DNPs
- 5 PAs
- 4 LICSW/MSW/DSW
- 5 PhD
- 18 MD/DO



Disciplines

- Anesthesiology/Critical Care
- Behavioral Health
- Family Medicine
- Internal Medicine
- Neurology
- Nursing
- Palliative Medicine
- Pediatrics
- Preventive Medicine
- Psychiatry

We have three goals for TOT:

1. Ignite and share a passion for teaching
2. Help participants develop practical teaching skills for effective and efficient teaching in clinical settings
3. Provide practice opportunities to apply and assess new teaching skills



TOT: A two-conference series devoted to quality clinical teaching

Workshop I (November 14-15, 2025)

- What Makes a Good Clinical Teacher?
- GNOME: A Framework for Educational Planning
- Needs Assessment & Questioning Styles
- Setting Educational Objectives
- Promoting Resilience and Wellness in Learners and Teachers
- Recognizing and Address Unconscious Bias in Clinical Education
- Effective and Efficient Methods for Clinical Teaching
- Clinical Environments: Methods
- Modeling Lifelong Adaptive Learning

Workshop II (March 13-14, 2026)

- Introduction to Evaluation and Feedback
- Action Plans
- Teaching Clinical Reasoning
- Inclusive Practice in Feedback and Evaluation
- Narrative Evaluations
- Challenging Educational Interactions
- Mentoring in Clinical Education
- Innovations in Clinical Education: New Ways to Engage the Learner



Our Philosophy:

- We are **Learning Centered**
- We adhere to the principles of **Adult Learning**
- We strive for **Active Engagement** of our learners
- We incorporate **Reflection**
- We learn **Together** and from each other

Our Methods

- Large Group Didactics
- Breakout Groups
 - Clarification
 - Application of new concepts
 - Active learning
- Individual reflections and experiences



Meta-TOT: A Brief Word on Role Play

- A significant portion of the small group sessions incorporate role play
- Research shows that role play
 - Promotes active learning
 - Allows for targeted practice and specific feedback
 - Enables consolidation of previous learning
 - Enhances the transition from learning skills to clinical implementation
 - Increases knowledge retention
 - Is a safe place to practice a variety of scenarios
- It is NOT used to assess clinical knowledge



Meta-TOT: Our cases

- Are based on scenarios fielded by our faculty, past participants, and real events
- Are modifiable – feel free to alter them to best fit your learning needs
- Are relevant for educators who train learners in clinical settings, though some are profession or site-specific to allow for targeted practice



Housekeeping

