**Who:** All physicians who teach family medicine residents are eligible. Special preference is given to those who work in underserved areas or within FQHC’s, or who are members of underserved groups.

**What:** Monthly two-hour online interactive workshops on the Blackboard Collaborate platform will introduce you to teaching culturally responsive care (awareness, knowledge, skills) and to teaching and assessing learners in the six ACCME competencies. The virtual classroom allows participants to fully collaborate in real time and all sessions will be recorded and archived for future reference. Curricular materials and participant products will be available online. The fellowship will conclude in February 2016 with a three-day on-site capstone experience including participation in the USC-sponsored Innovations in Medical Education Conference.

**Where:** An orientation session and twelve workshops will be held online. The onsite activities will be held at the Innovations in Medical Education Conference and at White Memorial Medical Center in Los Angeles.

**When:** 1) Twelve Wednesday evenings, 5 pm – 7 pm Pacific / 8 pm – 10 pm Eastern (February 11 (orientation), March 11, April 8, May 13, June 10, July 8, August 12, September 9, October 14, November 11, December 9, 2015, January 6 and February 3, 2016); and 2) Three days onsite, Saturday – Monday, February 20-22, 2016.

**Benefits for You:** 1) Opportunity to work with colleagues that share your interest in and passion for residency education and culturally responsive health care; 2) Enhanced confidence, awareness, knowledge and skills in curriculum design, teaching and assessment; 3) Enhanced knowledge of learning principles and skills in educational scholarship; and 4) Development and submission of an Abstract and Poster to the IME Conference to be held February 20-21, 2016.

**CME Credits:** Application submission is pending for the 2015-2016 fellowship. The 2014-2015 cycle of this live activity was reviewed and deemed acceptable for up to 32 Prescribed credits by the American Academy of Family Physicians. AAFP Prescribed credit is accepted by the American Medical Association as equivalent to AMA PRA Category 1 Credit™ toward the AMA Physician’s Recognition Award. CME activities approved for AAFP credit are recognized by the AOA as equivalent to AOA Category 2 credit.

**Cost:** All fellowship expenses for physicians are covered by the HRSA grant. You will need to pay for books (approximately $150) and travel to and lodging in Los Angeles for the onsite capstone sessions.

**How:** Fill out the Pre-Application at: www.CulturalMedicineTraining.org

For more information, contact –
Pam Teplitz, Project Coordinator, at pamteplitz@culturalmedicinetraining.org or (323) 260-5789
Faculty Development for Family Medicine Faculty:
Developing Leaders in Residency Training and Scholars in Cultural Competency

ENHANCE YOUR TEACHING OF FUTURE CLINICIANS:
- the six ACGME competencies that underlie all primary care skills, the relevant milestones and Entrustable Professional Activities to comply with the new Accreditation System;
- the cultural competence skills required in caring for vulnerable and underserved populations.

DEVELOP A “COOL IDEA” TO IMPROVE AN ELEMENT OF YOUR RESIDENCY PROGRAM
Use the skills of curriculum design and innovation in medical education to develop a curricular intervention related to an ACGME competency, submit an abstract and present a poster.

ORIENTATION: Wednesday, February 11, 2015

SESSION 1: The Journey from Clinical Teacher to Scholarly Educator
- **Wednesday, March 11, 2015** – Participants will discuss the principles of learning with special focus on motivation, develop an Individualized Learning Plan, and review and apply the Dreyfus model of skills acquisition and situational teaching.

SESSIONS 2-5: Designing Curricula and Developing an Innovation to Meet Your Learners’ Needs
- **Wednesday, April 8, 2015** – We will explore the steps in curricular design and conduct a needs assessment for a “cool idea”.
- **Wednesday, May 13, 2015** – Participants will examine the “who” and “why” Steps in Curricular Design and continue to analyze the Dreyfus model of skills acquisition.
- **Wednesday, June 10, 2015** – We will focus on the “what” Step in Curricular Design to select content and develop learner outcome objectives.
- **Wednesday, July 8, 2015** – We will employ the “when”, “where” and “how” Steps in Curricular Design, and continue development of your “cool idea”.

SESSIONS 6-10: Learner-Centered Teaching and Assessment of Core Competencies
- **Wednesday, August 12, 2015** – Participants will identify appropriate teaching and assessment techniques for promoting professionalism.
- **Wednesday, September 9, 2015** – You will select and utilize appropriate teaching and assessment techniques for Interpersonal and Communication Skills (ICS) and Patient Care, including incorporation of the principles of collaborative clinical education.

- **Wednesday, October 14, 2015** – Participants will complete their “cool idea” abstract for submission to the Innovations in Medical Education Conference, as well as identify the milestones and appropriate teaching and assessment techniques for Practice-Based Learning and Improvement (PBLI).
- **Wednesday, November 11, 2015** – You will identify appropriate teaching and assessment techniques for System-Based Practice (SBP) and Medical Knowledge.
- **Wednesday, December 9, 2015** – Participants will select appropriate assessment techniques for each ACGME competency and develop a plan to teach a single session for one milestone within ICS, Prof, PBLI or SBP.

SESSION 11: Enhanced Clinical Teaching within Patient-Centered Medical Homes
- **Wednesday, January 6, 2016** – We will focus on identifying and teaching the skills required for preparing future Family Medicine physicians to improve care within Patient-Centered Medical Homes (PCMH).

SESSION 12: Leading, Teaching and Providing Patient Care from Who We Are
- **Wednesday, February 3, 2016** – Participants will develop a plan for an interactive classroom teaching session with a small group and deliver it online. You will begin to write a personal Philosophy of Teaching.

Onsite Capstone Activities
- **Saturday – Monday, February 20 – 22, 2015** – On Saturday and Sunday morning, you will participate in the USC-sponsored Innovations in Medical Education Conference held in Los Angeles, CA. Your capstone posters will be presented. This will be followed by three half-day sessions at White Memorial Medical Center in Los Angeles.

SESSIONS 13 & 14: Leading Others toward Eliminating Disparities in Health and Healthcare
On Sunday afternoon, you will participate in several 15-minute interactive learning sessions related to cultural awareness and attitude issues and discover how to apply these tools to your own teaching. You will also select appropriate teaching and assessment techniques for Patient Care milestones and learn to utilize the Cultural Competence SOAP Grid as part of providing one-to-one feedback to learners.

Monday morning’s session will focus on utilizing the principles of learning in your teaching, including ICS activities such as roleplay, observation and feedback.

SESSION 15: Philosophy of Teaching and the Educator’s Portfolio
The final session will be a course summary and celebration of participant accomplishments. Each fellow will share a portion of their philosophy of teaching and how they plan to incorporate fellowship products within their educator’s profile. Each participant will receive their Certificate of Accomplishment.

Educational/Teaching Team:

**HECTOR FLORES, M.D.**
PI, HRSA grant “Faculty Development: Developing Faculty Scholars in Cultural Competency”; Chairman, Department of Family Medicine, White Memorial Medical Center (WMMC), Los Angeles, CA; Co-Director, Family Medicine Residency Program, WMMC, Los Angeles, CA; Clinical Assistant Professor, Department of Family Medicine, USC Keck School of Medicine, Los Angeles, CA; Medical Director, Family Care Specialists, Los Angeles, CA; Clinical Assistant Professor, Department of Family Medicine, USC Keck School of Medicine, Los Angeles, CA; Medical Director, Family Care Specialists, Los Angeles, CA; Medical Director, Family Care Specialists, Los Angeles, CA.

**JULIE NYQUIST, Ph.D.**
Professor, Department of Medical Education, USC Keck School of Medicine, Los Angeles, CA; Director of the Master of Academic Medicine Program at USC Keck School of Medicine, Los Angeles, CA;, prior Director of Medical Education at Kern Medical Center, Bakersfield, CA, 1993-2001.

**WANDA C. GONSALVES, M.D.**
Professor and Vice Chair, Department of Family and Community Medicine, University of Kentucky College of Medicine, Lexington, KY; prior Associate Dean for Resident Inclusion and Diversity Education, Medical University of South Carolina, Charleston, SC.