**Teaching Intervention Planning Worksheet**

**Identify a topic area or skill focus for your teaching:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Examples: Research, teaching, nutrition, mental health, advocacy, DEI, simulation, or clinical skills (specify)*

**Glassick 1: Clear Goals.**

**Describe briefly the idea for the intervention.** *What is the purpose? Who are the target learners? Who can partner with you or mentor you in this process? What outcomes would you like to achieve or gap will you plan to address?*

**Define 1-3 initial learning objectives (or more, as needed) for the teaching intervention.** *Choose high-level objectives to start. Use Bloom’s taxonomy to identify verbs that reach a desired cognitive level for your objectives. A longitudinal curriculum may have many more objectives as you construct finite components of the curriculum (e.g., separate assignments, meetings, lectures, workshops, etc.) and space is given here for adding more objectives later. Learning objectives should be SMART – Specific, Measurable, Achievable, Relevant, and Time-Bound.*



**Glassick 2: Adequate Preparation.**

**Define the needs assessment.** *If you already know the gap to be filled, describe it. If you need data to complete the needs assessment, describe how and when you will collect it. Also describe the topic or search terms for any literature review needed, and what databases (e.g., PubMed, MedEdPORTAL) you will need to search. As you conduct the literature review, also consider which journals/databases might be good targets for you to publish your new teaching tool in the future.*

*Has someone already published a similar teaching intervention? If so, describe it and how you will need to modify it for your purposes and learners.*

**Consider germane conceptual frameworks.** *How would learners best achieve the objectives? If you are not familiar with frameworks, that’s okay! The last page offers links to some references to help you learn how to plan this part.*

**Glassick 3: Appropriate Methods.**

**Identify teaching strategies that will most effectively meet the learning objectives** (and if applicable fit with your conceptual framework). *Examples could include: group discussions, lecture, gaming, simulation, workshop, panel discussion, personal reflection, reading or other independent assignments, etc.*

**Describe the modularity of the teaching intervention.** *Will there be formal meetings? How often? Is this a curriculum that divides neatly into smaller components? In that case, consider different objectives and possibly different teaching strategies within each (return to Glassick 1 and adjust if needed).*

**Predict required resources for implementation.** *Resources might include time, space, expert personnel to teach, funding, simulation materials, a website or share drive to host content, etc.*

**Glassick 4: Significant Results.**

**Define the evaluation strategy for the teaching intervention.** *How will you assess attainment of the learning objectives? When will assessment and evaluation be performed (e.g., after each module or assignment, quarterly, semiannually, annually)?*

**Push at least one level higher on Kirkpatrick’s hierarchy.** *For this project, consider ways to evaluate not only learner satisfaction and knowledge, but also assess performance of skills and potential genuine changes in behavior.*

**Glassick 5: Effective Presentation.**

**Identify opportunities to disseminate or share this work in the future!** *Examples include presentation at a regional or national meeting such as APPD or PAS, or peer-reviewed publishing in journals such as MedEdPORTAL or MedEdPublish.*

**Glassick 6: Reflective Critique.**

**Identify potential barriers to implementation of this teaching tool and strategies to overcome them.**

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| **Barrier** | **Strategy/resources to address barrier** |
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**Describe new barriers and limitations that arose during/after implementation of the curriculum.**

**Explore lessons learned during implementation of the curriculum.**

**Plan changes to the next implementation of the curriculum based on the lessons learned.**

**References.**

1. Glassick CE. Boyer's expanded definitions of scholarship, the standards for assessing scholarship, and the elusiveness of the scholarship of teaching. Acad Med. 2000 Sep;75(9):877-80. doi: 10.1097/00001888-200009000-00007. PMID: 10995607.
2. Dzara K, Gooding H. A Guide to Educational Pyramids Commonly Used in Medical Education Programs. Acad Med. 2022 Feb 1;97(2):313. doi: 10.1097/ACM.0000000000003816. PMID: 33149087.
3. Thomas PA, Kern DE, Hughes MT, Chen BY, Eds. *Curriculum Development for Medical Education: A Six-Step Approach,* 3rd Ed. Baltimore, MD: Johns Hopkins University Press, 2016.
4. Zackoff MW, Real FJ, Abramson EL, Li ST, Klein MD, Gusic ME. Enhancing Educational Scholarship Through Conceptual Frameworks: A Challenge and Roadmap for Medical Educators. Acad Pediatr. 2019 Mar;19(2):135-141. doi: 10.1016/j.acap.2018.08.003. Epub 2018 Aug 20. PMID: 30138745.

**Link to shared resources.**

