



College of Medicine & Dentistry at the Hills, Abbottabad

**Faculty Development Program (FDP) –
Train the trainer**



FOR THE YEAR 2025-26

1. Introduction

The Faculty Development Program (FDP) at the College of Medicine & Dentistry at the Hills (CMDH), Abbottabad, is designed to empower faculty members with the essential skills, knowledge, and strategies required for effective medical education. Recognizing the evolving needs of medical teaching and learning, this program focuses on:

- Understanding adult learning principles.
- Developing and delivering high-quality, interactive teaching materials.
- Enhancing teaching, facilitation, and assessment skills.
- Promoting continuous professional growth and reflective practice.
- Aligning faculty development activities with **Continuous Professional Competency (CPC) requirements** and digital literacy standards.

The FDP ensures that faculty members are well-equipped to foster a stimulating learning environment, optimize student engagement, and contribute to the college's mission of producing competent, socially accountable healthcare professionals.

2. Understanding Adult Learning in Medical Education

This module introduces faculty to the **principles of adult learning** and their application in medical education. Key learning outcomes include:

- Understanding how adult learners differ from traditional learners in motivation, prior knowledge, and learning styles.
- Identifying challenges in teaching medical students and resident doctors, including managing diverse learning needs and promoting critical thinking.
- Applying evidence-based educational strategies that enhance retention, understanding, and application of medical knowledge.
- Recognizing the importance of learner autonomy and self-directed learning in fostering lifelong professional development.
- Linking teaching practices to **CPC activities**, ensuring faculty remain compliant with ongoing professional development standards.

3. Developing Effective Training Materials

Faculty will learn to design **high-quality, learner-centered teaching resources**. Key aspects include:

- Crafting comprehensive **lesson plans** aligned with program learning outcomes and competencies.
- Designing **interactive slides** with clear visuals, concise text, and emphasis on key concepts.
- Developing **case studies, simulations, and problem-based learning (PBL) scenarios** relevant to clinical practice.
- Integrating **digital tools and e-learning platforms** to support blended and hybrid learning.
- Ensuring that materials support **inclusive learning**, accommodating diverse backgrounds and learning styles.
- Aligning materials with **CPC and institutional teaching standards** for ongoing faculty professional growth.

4. Presentation Skills for Medical Educators

This session enhances the ability to **communicate complex medical concepts clearly and effectively**. Faculty will develop skills in:

- Structuring presentations with clear objectives and logical flow.
- Using visual aids, multimedia, and demonstrations effectively.
- Engaging learners through interactive questioning, discussion, and clinical examples.
- Adapting communication style to different learner groups, including online audiences.
- Managing nervousness and projecting confidence in both **face-to-face and virtual teaching environments**.
- Recording and reflecting on presentations as part of **CPC documentation**.

5. Facilitation Skills for Interactive Learning

Interactive learning is central to modern medical education. This module equips faculty with strategies to:

- Facilitate **group discussions, workshops, bedside teaching, simulations, and virtual sessions**.
- Manage classroom and online dynamics, including handling dominant participants and encouraging engagement from all learners.
- Apply **adult learning theory** to facilitate problem-solving and critical thinking.
- Create an inclusive environment that promotes **active participation, collaboration, and peer learning**.
- Integrate **digital literacy skills**, including learning management systems (LMS), virtual breakout sessions, polls, and collaborative online tools.

6. Assessment Techniques in Medical Education

Faculty will learn how to assess student learning reliably and fairly using a variety of methods:

- **Formative Assessments:** Providing timely feedback to enhance learning.
- **Summative Assessments:** Designing tests and exams to evaluate knowledge, skills, and attitudes.
- **Direct Observation of Procedural Skills (DOPS):** Evaluating clinical competence in real-time.
- **Objective Structured Clinical Examinations (OSCEs):** Designing structured, standardized stations to assess clinical skills.
- **Digital Assessment Tools:** Using online quizzes, e-portfolios, and virtual OSCE platforms.
- Aligning assessments with **program outcomes, national competency frameworks, and CPC documentation**.

7. Handling Difficult Situations in Medical Education

Faculty will be trained to manage challenges that arise in teaching, including:

- Responding effectively to unmotivated, disruptive, or underperforming learners.
- Addressing sensitive or ethically challenging topics with professionalism.
- Providing **constructive and empathetic feedback** to encourage improvement.
- Managing conflicts within groups and fostering a respectful, supportive learning environment.
- Using **online engagement strategies** to manage challenges in virtual or hybrid classrooms.

8. Continuous Improvement as a Medical Educator

This module promotes **reflective practice, lifelong learning, and CPC integration**:

- Using feedback from students, peers, and self-reflection to enhance teaching quality.
- Implementing evidence-based strategies for continuous improvement in curriculum delivery.
- Engaging in scholarly activities such as research, publication, and professional development workshops.
- Incorporating **digital teaching tools** and e-learning innovations to enhance pedagogy.
- Documenting all learning activities as part of **CPC compliance**, linking professional development directly to promotion and career advancement.

9. Practice Sessions

Practical application is a critical component of the FDP. Faculty members will:

- Deliver **mini-lectures** and facilitate small-group discussions in both **in-person and online settings**.
- Conduct **simulation exercises, role-plays, and virtual clinical scenarios** to apply interactive teaching techniques.
- Receive **structured feedback** from peers and experienced medical educators on delivery, content, engagement, clarity, and technology use.
- Participate in **peer observation and reflective review** to continuously refine teaching skills.
- Integrate **CPC reporting**, ensuring all practice and improvement activities contribute to professional competency records.

10. Conclusion and Certification

At the conclusion of the program:

- Faculty will reflect on their learning journey and create **personal action plans** for implementing new skills in teaching practice.
- Completion of the program provides **formal certification**, recognizing faculty engagement in both traditional and digital teaching competencies.
- Participation aligns with the institution's commitment to **Continuous Professional Competency (CPC), lifelong learning, and excellence in medical education**.
- Faculty are encouraged to continue engagement in CPC activities through **regular workshops, conferences, and digital learning initiatives**.



CERTIFICATE OF COMPLETION

This is to certify that

[Participant Name] has successfully completed the **Faculty Development Program** designed to enhance teaching and educational competencies, including:

- Principles of **Adult Learning** and Effective Teaching Strategies
- **Curriculum Design and Assessment Methods**
- **Digital Literacy and E-Learning Modules** for hybrid teaching, tele-education, and LMS-based learning
- Continuous Professional Competency (CPC) Requirements and Quality Improvement

Duration: [Start Date] – [End Date]

Hours of Training: [Total Hours]

This certificate recognizes the participant's commitment to excellence in medical education and the application of innovative teaching methodologies in compliance with institutional and accreditation standards.

Date: [Date of Issuance]

Certificate ID:

Authorized Signatories:

Principal
CMDH, Abbottabad

Program Coordinator

