Curriculum Vitae

GEORGETTE ANTIGONE STRATOS
Stanford Faculty Development Center
700 Welch Road, Suite 310B
Palo Alto, CA 94304-1809
(650) 725-8806 • gstratos@stanford.edu

EDUCATION

1971	Psychology	B.A.	University of California, Berkeley
1974	Developmental Psychology	M.A.	San Francisco State University
1981	Educational Psychology	Ph.D.	University of California, Berkeley

ACADEMIC APPOINTMENTS

1993 – Present Senior Research Scholar, Division of General Internal Medicine, Department of Medicine, Stanford University School of Medicine, Stanford, CA.

1985 -1992 Research Associate, Division of General Internal Medicine, Department of Medicine, Stanford University School of Medicine, Stanford, CA.

PROFESSIONAL EXPERIENCE

2001 – Present Co-Director, "The Stanford Faculty Development Program for Medical Teachers." Conduct facilitator- training program for national dissemination and local teaching improvement programs for Stanford medical faculty. Funding: Stanford University School of Medicine.

1998 – Present Director, Stanford University Geriatric Education Resource Center. Distribute exportable resources designed to strengthen geriatric education in residency training programs. Resources developed by a national consortium of eight academic medical centers and the American Academy of Family Physicians. Original funding: The John A. Hartford Foundation.

2005 – 2008 Co-Investigator, "The Stanford Faculty Development Program for Professionalism in Contemporary Practice." Used train-the-trainer program to disseminate a curriculum designed to enhance physicians' leadership and teaching competencies related to professionalism. Topics included reflective practice, evidence-based care, patient-centered care, cultural competence, patient safety, quality improvement, and working in teams. Funding: Josiah Macy Jr. Foundation.

2002 – 2004 Principal Investigator, "The Stanford Faculty Development Program for Geriatrics in Primary Care." Nationally disseminated faculty development program for medical teachers. Funding: The John A. Hartford Foundation.

2000 - 2004 Co-Principal Investigator, "The Stanford Faculty Development Program in Medical Decision Making for Contemporary Practice." Developed and nationally disseminated curriculum designed to help medical faculty meet the challenges of practice in the managed care era. Funding: The Robert Wood Johnson Foundation.

1998 - 2003 Principal Investigator, "The Stanford Faculty Development Program for End-of-Life Care: A Train-the Trainer Model." Developed and nationally disseminated curriculum designed to improve physicians' delivery and teaching of end-of-life care. Funding: The Robert Wood Johnson Foundation.

1998 - 2002 Principal Investigator, "Enhancing Dissemination of Innovations in Geriatric Education: Phase II." Stanford University Geriatric Education Resource Center disseminated

geriatric educational resources developed by a national consortium (Baylor College of Medicine; Harvard; Johns Hopkins; Stanford; UCLA; Chicago; Connecticut; Rochester; American Academy of Family Physicians). Implemented the Stanford Faculty Development Program for Geriatrics in Primary Care. Funding: The John A. Hartford Foundation.

1985 - 2000 — Co-Principal Investigator (since 1994) and Project Director (1985-1993), "The Stanford Faculty Development Program." Developed and nationally disseminated three courses for primary care medical teachers: Clinical Teaching, Medical Decision Making, Preventive Medicine. Funding: 1985-1995, Dept of Health and Human Services (NIH); 1996-2000, Josiah Macy, Jr. Foundation.

1997 - 98 — Co-Principal Investigator, "Enhancing Dissemination of Innovations in Geriatric Education." Coordinated development of educational products by Hartford Geriatrics in Primary Care Residency Training Initiative sites. Set up national distribution center. Funding: The John A. Hartford Foundation.

1995 – 97 — Co-Principal Investigator, "The Geriatrics Educational Resource and Dissemination Center." Served as resource center for 7 academic medical centers under the "Geriatrics in Primary Care Residency Training Initiative," designed to strengthen geriatric education. Developed and implemented Stanford Faculty Development Program for Geriatrics in Primary Care. Funding: The John A. Hartford Foundation.

1994 - 96 — Co-Principal Investigator, "The American College of Physicians Community-Based Teaching Project Faculty Development Program." Conducted national program to improve teaching by community-based physicians. Subcontract to the ACP for a grant funded by the Pew Charitable Trusts.

1992 - 93 — Co-Investigator, "The implementation and evaluation of a teaching improvement method for faculty in the medical school basic sciences." Funding: Bing Teaching Initiative.

1/1992 - 12/1993 — Project Coordinator, "A dissemination model for faculty development to improve ambulatory care education at Western Region Veterans Affairs Medical Centers." Funding: Western Region VAMC Ambulatory Care and Education Subcommittee.

1984 - 85 — Research Scientist, Department of Education, Stanford University, Stanford, CA. Research on university faculty attitudes toward teaching improvement methods and development of methods to improve university teaching.

1981 - 85 — Research Assistant: Division of General Internal Medicine, Stanford University Medical Center, Stanford, CA. Project Coordinator for research on methods to improve clinical teaching by attending physicians.

1979 - 81 — Psychology Technician: Veterans Administration Medical Center, Palo Alto, CA. Sociolinguistic research: linguistic correlates of successful doctor-patient interaction.

1980 — Videotape Consultant: Stanford University Medical Center, Stanford, CA. Development and implementation of a rating scale for evaluating teaching behaviors of attending physicians on ward rounds.

1975 - 77 — Research Assistant: Institute of Human Learning, University of California, Berkeley, CA. Research: children's development of communication skills.

1974 - 75 — Teaching Assistant: Department of Psychology, University of California, Berkeley, CA. Undergraduate courses: in general, social and personality psychology.

1973 - 75 — Research Assistant: Department of Education, University of California, Berkeley, CA. Research: development of referential communication skills.

HONORS/AWARDS

2010	Visiting Professor, Osaka Medical College, Osaka, Japan
2011	2011 Annual Meeting Precourse Award, Society of General Internal Medicine
2011	Honorary Professor, Shantou University Medical College, Shantou, China

OTHER PROFESSIONAL ACTIVITIES

Journal Reviewer

1992 - Present *Journal of General Internal Medicine*

Professional Memberships

Society of General Internal Medicine
Group on Educational Affairs, Association of American Medical Colleges

Committees

1993 - 2002 Society of General Internal Medicine:
- HRSA Poster Session Abstract Selection Committee (2002)
- HRSA Poster Session Abstract Selection Committee (2001)
- Education Committee (1999–2001)
- Scientific Abstract Subcommittee: Learner Teacher Centered (2001)
- Robert Glaser Award Selection Committee (2000)
- HRSA Poster Session Abstract Selection Committee (2000)
- National Clinician Educator Awards Committee (2000)
- Medical Education Workshop Selection Committee (1996)
- Medical Education Abstract Committee, SGIM (1993)

1997 The Robert Wood Johnson Foundation: "Last Acts" Provider Education Task Force, Subgroup on Centers for Excellence in Teaching End-of-Life Care

1997 American Geriatrics Society, Advisory Committee for "Enhancing Geriatric Care through Practicing Physician Education" (PI: Patricia Barry, MD)

1992 - 94 Western Region Veterans Affairs Medical Centers Ambulatory Care and Education (ACE) Education Subcommittee

Consulting

2001 - Present Gerontological Society of America. Hartford Geriatric Social Work Faculty Scholars Program: "Teaching Institute for Geriatric Social Work Faculty Scholars" [PI: Barbara Berkman, DSW]. Conduct an annual 3.5-day teaching course for 10 social work faculty from across the country.

2007 - 2008 Gerontological Society of America. Consultant on project to develop video vignettes of social work teaching interactions for the Hartford Geriatric Social Work Faculty Scholars Program; funded by the John A Hartford Foundation, administered by the Gerontological Society of America.

2007 Weill Cornell Medical College in Qatar/Hamad Medical Corporation, Doha, Qatar. Consultant on medical faculty development project to develop, implement and evaluate teacher training programs conducted in Qatar.

2004 - 2006 University of North Carolina, Chapel Hill, NC. Consultant for DW Reynolds Foundation grant entitled "Geriatric Practice Leaders Program" [PI: Jan Busby-Whitehead, MD]. Provided teaching training to North Carolina community-based physicians to prepare them to deliver learner-driven, evidence- and case-based modules on the clinical care of older adults to their colleagues.

2003 - 2005	University of Texas, Southwestern, Dallas, TX. External consultant for SGIM/Hartford Foundation grant entitled "Collaborative Centers for Research and Education in the Care of Older Adults." [PI: Lynne Kirk, MD, Co-PI: Craig Rubin, MD]
2002	University of North Carolina, Geriatric Practice Leader Project [PI: Jan Busby-Whitehead, MD]. Provided teaching training to multidisciplinary group of geriatrics educators: physicians, nurses, occupational therapists, physical therapists, and speech therapists.
2002	John A. Hartford Foundation, Strengthening Aging and Gerontology Education for Social Work Project. Served as site evaluator for project staff at the Council for Social Work Education.
1998 - 2002	John A. Hartford Foundation/American Geriatrics Society Project, "Enhancing Geriatric Care through Practicing Physician Education: Phase 2" [PI 1998-2000: Patricia Barry, MD; PI 2001-02: Sharon Levine, MD]. Designed and implemented program to train 60 practicing physicians at annual ACP and AAFP meetings to teach community peers a series of 2-hour modules on geriatric topics.
1998	University of California "Academic Geriatric Resource Program", UC Office of Health Affairs. Consulted for University of California system-wide, strategic planning retreat.. AGRP Mission: address unique health care needs of the rapidly rowing population of older persons in California by developing, implementing and evaluating programs to educate and train geriatrics health care providers in the multiple disciplines that care for older persons.
1993 - 98	Oregon Health Sciences University, Portland OR, "The Oregon Health Sciences University Faculty Development Program," [PI: David Hickam, MD]. Provided faculty development training at annual retreat for general internal medicine fellows/ faculty.
1993 - 94	Sepulveda Veterans Affairs Medical Center, Sepulveda, CA, "Creating a VA Western Region Ambulatory Care Education (ACE) Faculty Development Program: Centralized Support for On-Site Programs," [PI: Judith P. Delafield, PhD, MD]. Developed managed care faculty development plans for Veterans Affairs Medical Center staff.

Mentoring

2000 - 2003	Robert Wood Johnson Generalist Physician Faculty Scholar, Glenda Westmoreland, MD, Indiana University Medical School
1993 - 97	Robert Wood Johnson Generalist Physician Faculty Scholar, Debra Litzelman, MD, Indiana University Medical School

PUBLICATIONS

Articles / Papers

Stratos G. A Piagetian approach to the assessment of reading problems. Masters Thesis, San Francisco State University, 1974.

Stratos G. Misunderstandings in conversations between children and adults. Unpublished Doctoral Dissertation, 1981.

Skeff KM, Campbell M, Stratos G, Jones H, Cooke M. Attending physicians' assessment of the seminar method for improving clinical teaching. *Journal of Medical Education*, 59:944-950,1984.

Skeff KM, Campbell M, Stratos G. Evaluation of attending physicians: Three perspectives. *Proceedings: Research in Medical Education (RIME)*, 277-281, 1984.

Skeff KM, Stratos GA. Issues in the improvement of clinical instruction, Published in Resources in Education, Sept. 1985, Educational Resources Information Center (ERIC) number ED256257.

Skeff KM, Campbell M, Stratos G. Process and product in clinical teaching: A correlational study. *Proceedings: Research in Medical Education (RIME)*, 25-30, 1985.

Skeff KM, Stratos G, Campbell M, Cooke M, Jones H. The evaluation of the seminar method for improving clinical teaching. *Journal of General Internal Medicine*, 1:315-322, 1986.

Skeff KM, Stratos GA, Berman J, Bergen MR. Improving clinical teaching: Evaluation of a national dissemination program. *Archives of Internal Medicine*, 152:1156-1161, 1992.

Skeff KM, Stratos GA, Bergen MR. Evaluation of a medical faculty development program: A comparison of traditional pre-post and retrospective pre-post self-assessment ratings. *Evaluation and the Health Professions*, 15(3):350-366, 1992.

Albright CL, Farquhar JW, Fortmann SP, Sachs DPL, Owens D, Gottlieb L, Stratos GA, Bergen MR, Skeff KM. Impact of a clinical preventive medicine curriculum for primary care faculty: Results of a dissemination model. *Preventive Medicine*, 21:419-435, 1992.

Skeff KM, Stratos GA, Bergen MR, Albright CL, Berman J, Farquhar JW, Sox HC Jr. The Stanford Faculty Development Program for medical teachers: A dissemination approach to faculty development for medical teachers. *Teaching and Learning in Medicine*, 4(3):180-187,1992.

Bergen MR, Stratos GA, Berman J, Skeff KM. Comparison of clinical teaching by residents and attending physicians in inpatient and lecture settings. *Teaching and Learning in Medicine*, 5(3):149-157, 1993.

Litzelman DK, Stratos GA, Skeff KM. The effect of a clinical teaching retreat on residents' teaching skills. *Academic Medicine*, 69(5):433-434, 1994.

Bing-You RG, Stratos GA. Medical students' needs for feedback from residents during the clinical clerkship year. *Teaching and Learning in Medicine*, 7(3):172-176, 1995.

Litzelman DK, Stratos GA, Skeff KM. The effect of feedback and teaching effectiveness guidelines on physicians' clinical teaching performance. *J Gen Int Med*, 10, 91A,1995.

Skeff KM, Stratos GA, Mygdal WK, DeWitt TG, Manfred LM, Quirk ME, Roberts KB, Greenberg LW, Bland CJ. Faculty development: A resource for clinical teachers. *Journal of General Internal Medicine*, 12 (Supplement 2): S56-S63, 1997.

Skeff KM, Stratos GA, Mygdal WK, DeWitt TG, Manfred LM, Quirk ME, Roberts KB, Greenberg LW. Clinical teaching improvement: Past and future for faculty development. *Family Medicine*, 29(4):252-257, 1997.

Vu RT, Marriott DJ, Skeff KM, Stratos GA, Litzelman DK. Prioritizing areas for faculty development of clinical teachers by using students' evaluations for evidence-based decisions. *Academic Medicine*, 72(10):S7-9, 1997.

Stratos GA, Bergen MR, Albright CA, Skeff KM, Owens DK. Use of faculty development to improve ambulatory-care education. *Medical Teacher*, 19(4):285-292, 1997.

Litzelman DK, Stratos GA, Marriot DJ, Lazarides E, Skeff KM. The beneficial and harmful effects of augmented feedback on physicians' clinical-teaching performances. *Academic Medicine*, 73(3): 324-332, 1998.

Skeff KM, Stratos GA, Bergen MR, Regula D. A pilot study of faculty development for basic science teachers. *Academic Medicine*, 73(6):701-704, 1998.

Litzelman DK, Stratos GA, Marriott DJ, Skeff KM. Factorial validation of a widely disseminated educational framework for evaluating clinical teachers. *Academic Medicine*, 73(6):688-695,1998.

Skeff KM, Stratos GA, Bergen MR, Sampson K, Deutsch SL. Regional teaching improvement programs for community-based teachers. *American Journal of Medicine*, 106:76-80, 1999.

Elliot DL, Skeff KM, Stratos GA. How do you get to the improvement of teaching? A longitudinal faculty development program for medical educators. *Teaching and Learning in Medicine*, 11(1):52-57, 1999.

Litzelman DK, Westmoreland GR, Skeff KS, Stratos GA. Student and resident evaluations of faculty - How dependable are they? *Academic Medicine,* 74(10): S25-S27, 1999.

Robinson BE, Barry PP, Bergen MR, Renick N, Bergen MR, Stratos GA. Physician confidence and interest in learning more about common geriatric topics: A needs assessment. *Journal of American Geriatrics Society,* 49:963-967, 2001.

Stratos GA, Katz S, Bergen MR, Hallenbeck J. Faculty development in end-of-life care: Evaluation of a national train-the-trainer program. *Academic Medicine,* 81(11):1000-1007, 2006.

Levine S, Brett B, Robinson BE, Stratos GA, Lascher SM, Granville L, Goodwin C, Dunn K, Barry PP. Practicing physician education in geriatrics: Lessons learned from a train-the-trainer model. *Journal of American Geriatrics Society*, 55:1281-1286, 2007.

Johansson J, Skeff KM, Stratos GA. Clinical Teaching Improvement: The Transportability of the Stanford Faculty Development Program. *Medical Teacher,* 31(8):377-82, 2009.

Johansson J, Skeff KM, Stratos GA. A randomized controlled study of role play in a faculty development program. [accepted for publication in *Medical Teacher*]

Invited Articles

Skeff KM, Pompei P, Stratos GA. Effective learning of geriatrics: A challenge to clinical teachers. (Invited Editorial) *Journal of General Internal Medicine,* 11(7):435-436, 1996.

Stratos GA, Bergen M, Skeff KM. Embedding faculty development in teaching hospitals: Moving beyond the status quo. (Invited Editorial) *JGIM,* 19:286-87, 2004.

Skeff KM, Stratos GA, Mount JFS. Faculty development in medicine: A field in evolution. *Teaching and Teacher Education,* 23:280-285, 2007.

Book Chapters

Skeff KM, Berman J ,Stratos G. A review of clinical teaching improvement methods and a theoretical framework for their evaluation. In Edwards JC and Marier RL (eds.), *Resident teaching: Roles, techniques, and programs*. New York: Springer-Verlag, 1988.

Skeff KM, Stratos G, Berman J. Educational theory and medical interviewing. In Lipkin M, Putnam S and Lazare A (eds.) *The medical interview*. New York: Springer-Verlag, 1995.

Litzelman DK, Skeff KM, Stratos GA, Sierles F. Clerkship evaluation: Clinical Teachers and Program Elements. In Fincher, RE (ed.) *Guidebook for Clerkship Directors*. Washington DC: AAMC, 2000, 148-186.

Skeff KM, Stratos GA. A systematic approach to teaching improvement. In Skeff KM, Stratos GA (eds.). *Methods for Teaching Medicine. ACP Teaching Medicine Series*. Philadelphia, PA: ACP Press, 2010.

Books

Skeff KM, Stratos GA (eds.). *Methods for Teaching Medicine. ACP Teaching Medicine Series*. Philadelphia, PA: ACP Press, 2010.

Skeff KM, Stratos GA. *The Teacher's Mentor: A Diagnostic Guide to Improving Teaching*. In preparation. Publisher: Jossey-Bass, San Francisco.

Final Reports

Osser H, Stratos G, Fabian V. The identification of the sources of children's mathematical learning problems. Final Report to the Frederick Burk Foundation, National Science Foundation, 1973.

Ebaugh F, Andersen E, Stratos G. Doctor-patient communication: Linguistic correlates of successful interaction. Final Report to the Veterans Administration, Washington, D.C., 1983.

Skeff KM, Campbell M, Stratos G. The design and evaluation of a method for improving clinical teaching. Final Reports to the National Fund for Medical Education, Washington, D.C., and the Veterans Administration, Washington, D.C., 1983.

Skeff KM, Noddings N, Berman J, Stratos G, Stevens E. Teaching improvement in the university: The views of faculty. Final Report submitted to Stanford School of Education for Spencer Foundation Grant, 1985.

Skeff KM, Stratos GA, Bergen MA, Guarino, C. The implementation and evaluation of a teaching improvement method for faculty in the medical school basic sciences. Final Report submitted to Bing Teaching Initiative, School of Humanities & Sciences, Stanford University, Stanford, CA, 1993.

Skeff KM, Stratos GA. The Stanford Faculty Development Program. Final Report submitted to the Department of Heath and Human Services, Health Resources and Services Administration, Rockville, MD, 1995.

Stratos, GA, Katz S. The Stanford Faculty Development Program in End-of-Life Care. Final Report submitted to the Robert Wood Johnson Foundation, Princeton, NJ, 2003.

Stratos GA. The Stanford Faculty Development Program for Geriatrics in Primary Care. Final Report submitted to the John A. Hartford Foundation, New York, NY, 2005.

Stratos GA, Hooper KM, Skeff KS. The Stanford Faculty Development Program for Professionalism in Contemporary Practice. Final Report submitted to the Josiah Macy, Jr. Foundation, New York NY, 2008.

ABSTRACTS / PRESENTATIONS

Stratos G, Andersen E. Doctor-patient discourse. Paper presented at the American Anthropological Association Meeting, Washington, D.C., 1982.

Skeff KM, Stratos GA. Issues in the improvement of clinical instruction. Paper presented at the American Educational Research Association Annual Meeting, April 1985.

Skeff KM, Stratos G, Berman J. Research on methods to change physician teaching behavior. Paper presented as part of a Symposium on Behavioral Change in Physicians, at the American Educational Research Association Annual Meeting, April 1986.

Stratos G, Skeff KM. The Stanford Faculty Development Program: A dissemination approach. Innovations in Medical Education Exhibit, American Academy of Medical Colleges Annual Meeting, Washington, D.C., November 1987.

Stratos GA, Skeff KM. Stanford Faculty Development Program: A dissemination model. Poster presented at the Teaching Internal Medicine Symposium, University of Pennsylvania, December 1987.

Bergen MR, Sox HC, Jr., Stratos GA, Berman J, Skeff KM. Impact of a faculty development program on teaching medical decision making. Poster presented at the Annual Society of General Internal Medicine Meeting, Washington, D.C., April 1988.

Skeff KM, Stratos G. Stanford Faculty Development Program Interest Group Session. Society of General Internal Medicine Annual Meeting, Arlington, VA, April 1988.

Skeff KM, Stratos GA. Symposium of effective models of faculty development. Presentation at the Society of General Internal Medicine Annual Meeting, Arlington, VA, April 1988.

Skeff KM, Stratos G, Bergen MR, Albright CL. Panel Presentation on the Stanford Faculty Development Program, Society of General Internal Medicine Annual Meeting, Arlington, VA, April 1989.

Albright CL, Farquhar JW, Fortmann SP, Stratos GA, Berman J, Bergen MR, Skeff KM. Impact of a faculty development program on preventive medicine practices and clinical teaching of preventive medicine. Abstract presented at the Annual Society of General Internal Medicine Meeting, Arlington, VA, April 1989.

Stratos G, Skeff KM, Bergen M & Albright C. Stanford Faculty Development Program Interest Group Session, Society of General Internal Medicine Annual Meeting, Arlington, VA, April 1989.

Bergen MR, Sox HC, Jr., Stratos GA, Skeff KM. A dissemination model of faculty development: Its impact on the teaching of medical decision making. Poster presented at the Society for Medical Decision Making Annual Meeting, Minneapolis, MN, October 1989.

Skeff KM, Stratos GA, Berman J, Bergen MR, Albright CL. The Stanford Faculty Development Program for improving clinical teaching. Poster presentation at the Fifth Biennial Symposium for Teaching Internal Medicine, Boston, MA, November 1989.

Bergen MR, Skeff KM, Stratos GA. A faculty development approach to the teaching of medical decision making. Paper presented at the American Educational Research Association Annual Meeting, Boston, MA, April 1990.

Skeff K, Stratos G, Bergen M, Albright C. Stanford Faculty Development Program Interest Group Session, Society of General Internal Medicine Annual Meeting, Arlington, VA, April 1990.

Skeff KM, Stratos GA, Bergen M, Albright C. Stanford National Faculty Development Program: A dissemination model. Innovations in Medical Education Exhibit presented at the Association of American Medical Colleges Annual Meeting, San Francisco, CA, October 1990.

Skeff KM, Stratos GA, Bergen MR, Albright CA. Stanford Medical Faculty Development Program: A dissemination model. Presentation at Association of Program Directors in Internal Medicine Annual Meeting, New Orleans, LA, April 1991.

Skeff KM, Stratos GA, Bergen M, Albright CL. Stanford Faculty Development Program Interest Group Session, Society of General Internal Medicine Annual Meeting, Seattle, WA, May 1991.

Stratos G, Bergen MR, Albright CA, Skeff KM. Stanford Faculty Development Program for medical teachers: Six years of dissemination. Poster presented at the Society of General Internal Medicine Annual Meeting, Seattle, WA, May 1991.

Stratos GA, Bergen MR, Albright CL, Skeff KM. Stanford Faculty Development Program for medical teachers: Six years of dissemination. Innovations in Medical Education Exhibit, AAMC Annual Meeting, Washington, D.C., November 1991.

Albright CL, Farquhar JW, Sachs DPL, Stratos GA, Bergen MR, Skeff KM. Primary care physicians' use of behavior change methods with overweight patients: Results of the Stanford Faculty Development Program. Presented in symposium entitled: The role of the physician in management of obesity. Proceedings of the Society of Behavioral Medicine 13th Annual Conference, New York, NY, March 1992.

Albright CL, Farquhar JW, Sachs DPL, Stratos GA, Bergen MR, Skeff KM. Physician's preventive medicine practices and use of behavior change strategies: Results of the Stanford Faculty Development Program. Special citation poster. Proceedings of the Society of Behavioral Medicine 13th Annual Conference, New York, NY, March 1992.

Albright CL, Centor RM, Gahm G, Bergen MR, Stratos GA, Skeff KM. Risk factor modification: The application of a behavior change model to nutrition and weight control. Minicourse presented at the Society of General Internal Medicine Annual Meeting, Washington, D.C., April 1992.

Bergen MR, Stratos GA, Skeff KM. Using faculty development seminars to teach medical decision making. Paper presented at Society of Medical Decision Making Annual Meeting, Portland, OR, October 1992.

Bergen MR, Albright CL, Stratos GA, Skeff KS. Integrating medical decision making and preventive medicine into residency training curricula: The role of faculty development. Association of Program Directors in Internal Medicine Annual Meeting, Washington, DC, March 1993.

Bergen MR, Stratos GA, Skeff KM. Ratings of residents' clinical teaching: A validation study. American Educational Research Association, Atlanta, GA, April1993.

Bergen MR, Skeff KM, Stratos GA. Basic concepts of medical decision making: Learn them and teach them. Small Group Session, Society of General Internal Medicine Annual Meeting, Washington, DC, April1993.

Stratos GA, Bergen MB, Skeff KM, Cleary JP, Wallace EZ. Teaching residents how to teach: An American College of Physicians and Stanford Faculty Development Program Collaboration. Society of General Internal Medicine Annual Meeting, Washington, DC, April 1993.

Bergen M, Golub R, Stratos GA, Albright CA, Skeff KM. Decision tree basics: Learn them and use them in clinical teaching. Society of General Internal Medicine Annual Meeting, Washington, DC, April 1994.
Bing-You RG, Ellis C, Stratos G. Teaching clerkship students a self-questioning strategy for learning while reading. American Association of Medical Colleges Annual Meeting, Boston, November 1994.

Litzelman DK, Stratos GA, Lazarides E, Skeff KM. The effect of feedback and teaching effectiveness guidelines on physicians' clinical teaching performance: A randomized, controlled trial. Society of General Internal Medicine Annual Meeting, San Diego, CA, May 1995.

Stratos GA, Skeff KM. Improving clinical teaching: Principles and practice. Coordinated precourse presented at Society of General Internal Medicine Annual Meeting, Washington, DC, May 1996.

Stratos GA, Brooks S, Bing-You R, Corbett E, Ellis C, Lee M, Manfred L, Mitchell SR, Pangaro L, Servis M, Taylor K, Wong J. Effective Clinical Teaching: Developing Approaches for Geriatrics. Symposium presented at the American Geriatrics Society Annual Scientific Meeting, Atlanta, GA, May 1997.

Litzelman DK, Stratos GA, Marriott DJ, Skeff KM. Factorial validation of a widely disseminated educational framework for evaluating clinical teachers. Presented at the Teaching Internal Medicine and Clerkship Directors in Internal Medicine meetings in September 1997.

Litzelman DK, Stratos GA, Marriott DJ, Skeff KM. Are overall teaching scores valid measures of clinical teaching effectiveness? Presented at the Teaching Internal Medicine and Clerkship Directors in Internal Medicine meetings in September 1997.

Stratos GA, Chodosh J, DeJonge E, Fabiny A, Sullivan G, Teasdale T. The John A. Hartford Foundation geriatric consortium for residency training: Disseminating educational resources. Association of Program Directors in Internal Medicine Spring Meeting, San Diego, CA, March 1998.

Stratos GA, Sachs G, Luchi R. Geriatric teaching methods and materials swap: The John A. Hartford Foundation geriatric consortium for residency training. American Geriatrics Society Annual Scientific Meeting, Seattle, WA, May 1998.

Freidman J, Bergen MR, Eslami M, Fabiny A, Stratos GA, Sullivan GM. Improving geriatric training in general internal medicine: Lessons learned by the Hartford Foundation Consortium for Residency Training. Society of General Internal Medicine Annual Meeting, San Francisco, CA, April 1999.

Stratos GA, Skeff KM, Boal J, Fiebach N, Levine S, Westmoreland G, Wong J. Improving clinical teaching in geriatrics. American Geriatrics Society Annual Scientific Meeting, Philadelphia, PA, May 1999.

Stratos GA, Steiner L. The John A. Hartford Consortium for Geriatrics in Residency Training. Transatlantic Franco-American Geriatrics Meeting, Paris, France September 1999.

Stratos G, Fabiny A, Hall W, Harper M, Luchi R, Reuben D, Sach G, Sullivan G, Warshaw G. Geriatric education resources for residency training, *JGIM*, 2000;15(Suppl.1):223.

Stratos GA. Educational resources for residency training in geriatrics. American Geriatrics Society Annual Scientific Meeting, Nashville, TN, May 2000.

Wipf J, Alguire PC, Bates C, Lesky L, Lucey C, Noel GL, Spickard A, Stratos G, Wolpaw D. Developing teaching skills I: Expanding your toolbox. Precourse at Society of General Internal Medicine Annual Meeting, San Diego, CA, May 2001.

Litzelman DK, Skeff KM, Stratos GA. Factorial validation of an educational framework for evaluating clinical teachers in the outpatient setting. *JGIM*, 2001;16(Suppl.1):102.

Stratos GA, Sullivan GM, Boal J, Levine S, Westmoreland G. Vicioso B. Strategies for implementing a geriatrics curriculum. American Geriatrics Society Annual Scientific Meeting, Chicago, IL, May 2001.

Levine SA, Stratos G, Robinson B, Renick NL, Barry PP. Practicing physician education in geriatrics: Success with a train-the-trainer model. *Journal of the American Geriatrics Society,* 2002;50 (4 Suppl.):S116-17.

Skeff KM, Stratos GA, Bergen MR, Wofsy J. Improving basic science teaching: Focusing on the teachers. Presented at the American Association of Medical Colleges Annual Meeting, San Francisco, CA, November 2002.

Furney S, Williams BC, Stratos GA, Skeff KM. Are changes in faculty teaching ratings attributable to a teaching improvement program for residents? Presented at the Society of General Internal Medicine Annual Meeting, Vancouver, BC, Canada, May 2003.

Katz S, Stratos GA, Skeff KM, Hallenbeck J. Faculty development program to promote excellence in teaching end-of-life care. Presented at the Society of General Internal Medicine Annual Meeting, Vancouver, BC, Canada, May 2003.

Morey O, Stratos GA, Skeff KM, Pompei P. Preparing the general internist for an aging population: An innovation in faculty development. Presented at the Society of General Internal Medicine Annual Meeting, Vancouver, BC, Canada, May 2003.

Stratos GA, Hooper KM, Skeff KM. Faculty development opportunities in clinical teaching and professionalism in contemporary practice: Stanford Faculty Development Center. Poster presented at the Association of Program Directors in Internal Medicine, San Francisco, CA, April 2005.

Williams BC, Bergen MR, Stratos GA, Pompei P, Fitzgerald JT, Skeff K. Effects of a faculty development program in geriatrics for surgeons and subspecialists. Presented at Society of General Internal Medicine Annual Meeting, New Orleans, May 2005. *JGIM*, 2005:20(Suppl 1):154.

Skeff KM, Stratos GS, Lee MY. Tools for Teaching Improvement. Invited Faculty Development Course, presented at the International Association of Medical Science Educators' 10th annual meeting, San Juan, Puerto Rico, July 15, 2006.

Braddock CH, Hooper KM, Skeff K, Stratos G. Faculty development program to promote excellence in teaching professionalism in contemporary practice. Poster presented at the Society of General Internal Medicine Annual Meeting, Toronto, Ontario, Canada, April 2007.

Stratos G, Skeff. KM, Braddock CH. Teaching physicians as professionals. Invited precourse at Society of General Internal Medicine Annual Meeting, Toronto, Ontario, Canada, April 2007.

Somogyi-Zalud E, Braun KL, Faran DA, Bell CL, Masaki KH, Stratos GA, Hellenbeck J, Katz S, Blanchette PL. Teaching palliative medicine to advanced learners: A four-year experience. Presented at the European Association for Palliative Care, Budapest, Hungary, June 2007.

Stratos G, Skeff KM. A systematic approach for teaching improvement. Invited Faculty Development Course, presented at the International Association of Medical Science Educators' 11th annual meeting, Cleveland, OH, July 21, 2007.

Stratos G, Skeff KM. A systematic approach for teaching improvement. Invited Faculty Development Course, presented at the International Association of Medical Science Educators' 12th annual meeting, Salt Lake City, UT, July 25, 2008.

Skeff KM, Stratos G, Call S, Denton GD, Fancher T, Sottile E, Wong J. Improving your clinical teaching: From concepts to action. Invited Pre-course, presented at the American College of Physicians annual meeting, Philadelphia, PA, April 22, 2009.

Stratos G, Skeff KM. Tools for improving your clinical teaching. Invited Faculty Development Course, presented at the International Association of Medical Science Educators' 13th annual meeting, Leiden, The Netherlands, June 29, 2009.

Stratos G, Skeff KM. A systematic approach for teaching improvement. Invited Faculty Development Course, presented at the International Association of Medical Science Educators' 13th annual meeting, Leiden, The Netherlands, June 30, 2009.

Stratos G, Skeff KM, Corcoran A, Ramsaroop S, Yanamadala M. Improving your clinical teaching: A systematic approach. Workshop presented at the American Geriatrics Society annual meeting, Miami, FL, May 14, 2010.

Stratos G, Sharpe B. Society of General Internal Medicine Annual Meeting: Invited Precourse "Improving Your Clinical Teaching: From Concepts to Action", Phoenix, AZ, May 4, 2011.

Johansson J, Skeff KM, Stratos G. The role of role play in a faculty development program – a randomized controlled study. Presented at the Association for Medical Education in Europe annual conference, Vienna, Austria, August, 2011.

INVITED PRESENTATIONS

Veterans Affairs Medical Center, Sepulveda: "Clinical Teaching Workshop." For the Pilot Ambulatory Care and Education (PACE) Center faculty in general internal medicine, psychiatry, nursing, Sepulveda, CA, August 1990.

Association of Program Directors in Internal Medicine Annual Meeting, Invited faculty for precourse: "Teaching Your Faculty How to Evaluate and Give Feedback to Residents." New Orleans, LA, April 1991.

Oregon Health Sciences University, "Division of Internal Medicine Faculty Development Minicourse." Portland, OR, September 1991.

Connecticut, Chapter, American College of Physicians Associates Meeting: "Teaching Residents How to Teach." Cromwell, CT, October 1991.

University of Pittsburgh School of Medicine: "Division of General Internal Medicine Clinical Teaching Conference." Pittsburgh, PA, November 1991.

Indiana University School of Medicine, Department of Medicine: "Clinical Teaching for Internal Medicine Interns." Greencastle, IN, April 1992.

Oregon Health Sciences University, "Division of Internal Medicine Faculty Development Minicourse." Portland, OR, September 1992.

Downstate New York Chapter, American College of Physicians Associates Meeting: "Teaching Residents How to Teach." La Guardia, NY, October 1992.

Connecticut Chapter, American College of Physicians Associates Meeting: "Teaching Residents How to Teach." Trumbull, CT, October 1992.

Kaiser Permanente Office of Staff Education: "Faculty Development Program on Clinical Teaching." For Kaiser Permanente directors of medical education; Santa Barbara, CA, October 1992.

Association of Program Directors in Internal Medicine Annual Meeting, Precourse Co-director: "The Evaluation of Faculty Teaching: An Essential Component in Improving the Education of Residents." Washington, D.C., March 1993.

Indiana University School of Medicine, Department of Medicine: "Clinical Teaching for Internal Medicine Interns." Greencastle, IN, April 1993.

University of California, Los Angeles, Medical Educational Research Group: "The Stanford Faculty Development Program." Los Angeles, CA, June 9, 1993.

Oregon Health Sciences University, "Division of Internal Medicine Faculty Development Minicourse." Portland, OR, September 1993.

New York Hospital Medical Center of Queens, "Teaching Improvement Workshop for Residents." Flushing, NY, October 7, 1993.

Connecticut Chapter, American College of Physicians Associates Meeting: "Teaching Residents How to Teach." Trumbull, CT, October 8, 1993.

Dartmouth-Hitchcock Medical Center, "Teaching Seminar for Preceptors." Hanover, NH, October 9, 1993.

American Association of Medical Colleges, Central Group on Educational Affairs 1994 Annual Meeting Pre-course: "Improving Your Clinical Teaching." Chicago, IL, April 21, 1994.

Indiana University School of Medicine, Department of Medicine: "Clinical Teaching for Internal Medicine Interns." Bloomington, IN, April 22-24, 1994.

St. Louis University Health Sciences Center, Department of Medicine: "Improving Clinical Instruction Workshop." St. Louis, MO, April 25, 1994.

Oregon Health Sciences University, "Division of Internal Medicine Faculty Development Mini-course." Portland, OR, September 1994.

Connecticut Chapter, American College of Physicians Associates Meeting: "Teaching Residents How to Teach." Trumbull, CT, October 14, 1994.

Connecticut Chapter, American College of Physicians Workshop for faculty: "Faculty Development." Trumbull, CT, October 15, 1994.

Indiana University School of Medicine, Department of Medicine: "Clinical Teaching for Internal Medicine Interns." Bloomington, IN, June 2-4, 1995.

Connecticut Chapter, American College of Physicians Associates Meeting: "Teaching Residents How to Teach." Trumbull, CT, September 8, 1995.

Connecticut Chapter, American College of Physicians Workshop for faculty: "Faculty Development." Trumbull, CT, September 9, 1995.

Oregon Health Sciences University: "Division of Internal Medicine Faculty Development Mini-course." Portland, OR, October 1995.

University of Chicago: Teaching Improvement Retreat for Division of Internal Medicine Faculty. Chicago, IL, November 1995.

Connecticut Chapter, American College of Physicians Associates Meeting: "Teaching Residents How to Teach." Trumbull, CT, September 13, 1996.

Stanford Center for Research in Disease Prevention research conference: "Effective Teaching Strategies for Seminars." Palo Alto, CA, March 6, 1997.

Oregon Health Sciences University, "Division of Internal Medicine Faculty Development Mini-course." Portland, OR, October 1997.

University of California, Academic Geriatric Resource Program: "The 1999 Faculty Development Conference." San Diego, CA, April 1999.

The AFAR /John A. Hartford Foundation Communications and Dissemination Conference: "The John A. Hartford Foundation Geriatrics in Residency Training Initiative: From Local Implementation to National Dissemination," Orlando, April 2000.

The AFAR/John A. Hartford Foundation Communications and Dissemination Conference: "The John A. Hartford Foundation Consortium for Geriatrics in Residency Training: A Multifaceted Approach to National Dissemination of Educational Resources." Co-presenter: Lila Steiner, MA. Durham, NC, April 2001.

University of Texas Southwestern, Division of General Internal Medicine: "Establishing a Positive Learning Climate." Dallas, TX, November 20, 2003.

Andrew T. Huang Medical Education Promotion Fund: "Teaching Workshop." Koo Foundation, Sun Yat-Sen Cancer Center, Taipei, Taiwan, April 7-10, 2004.

University of Texas, Southwestern, Division of General Internal Medicine: "Overcoming Challenges in Teaching Geriatrics." Dallas, TX, May 26, 2004.

University of Hawaii, Department of Geriatrics: "Communicating Goals in Teaching Geriatrics." Honolulu, HI, June 12, 2004.

Indiana University School of Medicine, School of Medicine: "Clinical Teaching Retreat for Residents." French Lick, IN, July 7-9, 2004.

University of Texas Southwestern, Division of General Internal Medicine: "Establishing a Positive Learning Climate." Dallas, TX, November 18, 2004.

Northern California Geriatric Education Center, Geriatrics Faculty Development Program: "Teaching Strategies: Giving Effective Feedback," "Communicating Goals." Monterey, CA, January 21-22, 2005.

Duke University Medical Center: "Clinical Teaching Retreat for Residents." Durham, NC, March 4-5, 2005.

Singapore General Hospital: "12th SGH-Stanford Joint Update: Workshop on Improving Clinical Teaching." Singapore, May 17-19, 2005.

Andrew T. Huang Medical Education Promotion Fund: "Faculty Development Workshop." Koo Foundation, Sun Yat-Sen Cancer Center, Taipei, Taiwan, May 21-22, 2005.

University of Toronto Centre for Faculty Development at St. Michael's Hospital: "History and Impact of the Stanford Clinical Teaching Program." Toronto, Ontario, Canada, June 23, 2005.

Indiana University School of Medicine, School of Medicine: "Clinical Teaching Retreat for Residents." French Lick, IN, July 13-15, 2005.

Northern California Geriatric Education Center, Geriatrics Faculty Development Program: "Teaching Strategies: Communicating Goals, Giving Effective Feedback," Berkeley, CA, February 24-25, 2006.

Northern California Geriatric Education Center, Training of Trainers. " Mental Health Leadership and Management: Integrating a Mental Health Program into On Lok's PACE Program." On Lok Senior Heatlh Services, San Francisco, CA, May 23, 2006.

Indiana University School of Medicine, School of Medicine: "Clinical Teaching Retreat for Residents." Bloomington, IN, July 20-21, 2006.

Mt. Sinai School of Medicine, Institute for Medical Education: "Tools for Teaching Improvement" as part of the Educational Leadership Conference at the New York Academy of Medicine. New York City, NY, June 11, 2007.

Sophie Davis School of Biomedical Science, City University of New York: "Clinical Teaching Workshop". New York City, NY, June 12, 2007.

San Diego Hospice and Palliative Care Program: "Teaching Workshop." San Diego, CA, January 12-13, 2008.

University of Texas Medical Branch, Galveston: "Medical Teaching Workshop" for 50 Post-doctoral Fellows. Galveston, TX, June 8, 2009.

Osaka Medical College: "Tools for Improving Your Clinical Teaching" for 16 faculty from medical schools across Japan. Takatsuki City, Japan, March 19-20, 2010.

Shantou University Medical College: "Tools for Improving Your Clinical Teaching" for 16 faculty from medical schools in Guangdong Province. Shantou, China, March 29-31, 2010.

University of Southern California: "Tools for Improving Your Clinical Teaching" for 50 department of medicine faculty. Los Angeles, CA, June 26-27, 2010.

Indiana University School of Medicine, School of Medicine: "Clinical Teaching Retreat for Residents" for 70 Indiana University residents. Bloomington, IN, July 8-9, 2010.

St. Mary's Medical Center: "Tools for Improving Your Clinical Teaching" for 15 faculty. San Francisco, CA, July 13 & 15, 2010.

The China Medical University Hospital: "Clinical Teaching Workshop" for 12 faculty attending the International Medical Education Conference. Taichung, Taiwan, November 7, 2010.

The China Medical University Hospital. "Developing a Habit of Lifelong Learning from Day One in Medical School." Symposium for medical students at the International Medical Education Conference. Taichung, Taiwan, November 7, 2010.

Shantou University Medical College: "Tools for Improving Your Clinical Teaching" for 16 faculty from medical schools across China. Shantou, China, November 13-14, 2010.

King Fahad Medical City: "Clinical Teaching Workshop" for 60 medical faculty at King Saud bin Abdulaziz University for Health Science. Riyadh, Kingdom of Saudi Arabia, January 16-19, 2011.

Hamad Medical Corporation/Weill Cornell Medical College in Qatar: "Clinical Teaching Workshop" for 40 medical faculty. Doha, Qatar, January 23-24, 2011.

Oakland University Beaumont School of Medicine: "Teaching Workshop" for 45 medical faculty. Royal Oaks, MI, May 14-16, 2011.

Shantou University Medical College: "Tools for Improving Your Clinical Teaching" for 16 faculty from medical schools across China. Shantou, China, November 5-6, 2011.

Buddhist Tzu-Chi General Hospital: "Clinical Teaching Workshop" for 40 medical faculty. Hualien, Taiwan November 9-10, 2011.

UC Irvine Medical Center: "Clinical Teaching Workshop" for 18 medical faculty, Orange, CA, December 1, 2011.

CURRICULA DEVELOPED

Skeff KM, Stratos GA, Berman J. "Stanford Faculty Development Program in Clinical Teaching, 7 Modules: Learning Climate, Control of Session, Communication of Goals, Promotion of Understanding and Retention, Evaluation, Feedback, Promotion of Self-Directed Learning," 1986.

Pompei P, Sheehan M, Warshaw G, Stratos GA, Lansdale D, Morey O. "Stanford Faculty Development Program for Geriatrics in Primary Care, Module 1: Time and Health in the Third Age," 2000.

Johnston C, Lindberg M, Pompei P, Stratos GA, Lansdale D, Morey O. "Stanford Faculty Development Program for Geriatrics in Primary Care, Module 2: Tools and Strategies for Assessment and Management," 2000.

Goldstein M, Pompei P, Bergen M, Brukner H, Stratos GA, Lansdale D, Morey, O. "Stanford Faculty Development Program for Geriatrics in Primary Care, Module 3: Health Promotion: Screening," 2000.

Elliot D, Albright C, Pompei P, Stratos GA, Lansdale D, Morey O. "Stanford Faculty Development Program for Geriatrics in Primary Care, Module 4: Health Promotion: Behavior Change," 2000.

Pompei P, Woods A, Stratos GA, Lansdale D, Morey O. "Stanford Faculty Development Program for Geriatrics in Primary Care, Module 5: Depression, Dementia, and Delirium," 2000.

Pompei P, Hallenbeck J, Stratos GA, Lansdale D, Morey O. "Stanford Faculty Development Program for Geriatrics in Primary Care, Module 6: Longitudinal Care Options," 2000.

Pompei P, Young E, Stratos GA, Lansdale D, Morey O. "Stanford Faculty Development Program for Geriatrics in Primary Care, Module 7: "Who Decides When and How," 2000.

Hallenbeck J, Stratos G, Katz S. "Stanford Faculty Development Program in End-of-Life Care, Module 1: Death and Dying in the U.S.A.," 2000.

Meyer R, Hallenbeck J, Stratos G, Katz S. "Stanford Faculty Development Program in End-of-Life Care Module 2: Pain Management," 2000.

Rabow M, Hallenbeck J, Stratos G, Katz S. "Stanford Faculty Development Program in End-of-Life Care, Module 3: Communicating with Patients and Families," 2000.

Pantilat S, Hallenbeck J, Stratos G, Katz S. "Stanford Faculty Development Program in End-of-Life Care, Module 4: Making Difficult Decisions," 2000.

Hallenbeck J, Stratos G, Katz S. "Stanford Faculty Development Program in End-of-Life Care, Module 5: Non-Pain Symptom Management," 2000.

Fuller J, Hallenbeck J, Stratos G, Katz S. "Stanford Faculty Development Program in End-of-Life Care, Module 6: Venues & Systems of Care," 2000.

Stuart B, Hallenbeck J, Stratos G, Katz S. "Stanford Faculty Development Program in End-of-Life Care, Module 7: Psychosocial & Spiritual Aspects of Care," 2000.

Hallenbeck J, Katz S, Stratos G. "The Stanford Faculty Development Center End-of-Life Care Curriculum," http://www.growthhouse.org/stanford/index.html, 2003.
[published as a peer-reviewed resource on the American Association of Medical Colleges' MedEdPORTAL website http://services.aamc.org/jsp/mededportal/browseBy.do/, Jan, 2006.]

Skeff KM, Stratos GA. "Stanford Faculty Development Program in Basic Science Teaching, 7 Modules: Learning Climate, Control of Session, Communication of Goals, Promotion of Understanding and Retention, Evaluation, Feedback, Promotion of Self-Directed Learning," 2007.

COURSES TAUGHT

Stanford University School of Medicine: "Teaching Improvement Training for Stanford Faculty Development Program in Preventive Medicine: 1-month Facilitator-Training Course." Course Instructor, Palo Alto, CA, 1986-95.

Stanford University School of Medicine: "Teaching Improvement Training for Stanford Faculty Development Program in Medical Decision Making: 1-month Facilitator-Training Course." Course Instructor, Palo Alto, CA, 1986-88, 1990-99.

Stanford University School of Medicine: "Stanford Faculty Development Program in Clinical Teaching: 1-month Facilitator-Training Course." Course Developer & Director, Palo Alto, CA, 1986-2011.

Lucile Salter Packard Children's Hospital at Stanford, Department of Pediatrics: "Faculty Development Workshop." Course Developer & Instructor, Stanford, CA, April 11-12, 1997.

Stanford University School of Medicine: "Teaching Improvement Training for Stanford Faculty Development Program for Geriatrics in Primary Care 1-month Facilitator-Training Course." Course Developer & Instructor, Palo Alto, CA, 1997-2004.

Stanford University School of Medicine: "Teaching Workshop for Basic Science and Clinical Faculty." Course Developer & Instructor, Stanford, CA, August 2001, 2002, 2003.

Gerontological Society of America: "Teaching Institute for Social Work Faculty Scholars." Course Developer & Instructor, Stanford, CA, Spring 2001-11.

Stanford University School of Medicine: "Teaching Improvement Training for Stanford Faculty Development Program in End-of-Life Care 1-month Facilitator-Training Course." Course Developer & Instructor, Palo Alto, CA, 2000-02.

Stanford University School of Medicine: "Stanford Faculty Development Program in Contemporary Practice, 1-month Facilitator-Training Course." Course Instructor. Palo Alto, CA, 2000-02.

Northern California American College of Physicians: "Chief Residents' Teaching Retreat." Course Instructor. Stanford University, Stanford, CA, September 17-18, 2004.

Stanford University School of Medicine: "Stanford Faculty Development Program for Professionalism in Contemporary Practice, 1-month Facilitator-Training Course." Course Instructor. Palo Alto, CA, 2005-07.

Stanford University School of Medicine: "Teaching Improvement Course for Practice of Medicine Faculty." Course Developer & Instructor, Palo Alto, CA, February 1 & 8, 2006.

Stanford University School of Medicine: "Stanford Residency Teaching Workshop." Course Developer & Instructor, Stanford, CA, July 25 & August 29, 2006.

Cornell Weill Medical College in Qatar/Hamad Medical Corporation: "Clinical Teaching Workshops" (two 2-day courses for 100 medical faculty) and "Stanford Faculty Development Program in Clinical Teaching Facilitator-training Course" (3-week course for 6 faculty). Course Developer & Director, Doha, Qatar, February 23 - March 17, 2007.

Stanford Faculty Development Center for Medical Teachers: "Basic Science Teaching: Facilitator-Retraining Course" (1-week training in revised curriculum for previously trained facilitators). Course Developer & Director, Stanford, CA, May 14-18, 2007.

Stanford University School of Medicine: "Teaching Workshop for Stanford Anesthesia and Otolaryngology Faculty." Course Developer & Instructor, Palo Alto, CA, May 29, 2007.

Stanford University School of Medicine: "Stanford Residency Teaching Workshop." Course Developer & Instructor, Stanford, CA, July 6 & 13, 2007.

Stanford Faculty Development Center for Medical Teachers: "Basic Science Teaching: Facilitator-Retraining Course" (1-week training in revised curriculum for previously trained facilitators). Course Developer & Director, Stanford, CA, November 12-16, 2007.

Stanford University School of Medicine: "Faculty Development Workshop for Educators-4-CARE Faculty." Course Developer & Instructor, Stanford, CA, May 19, 20 & 22, 2008.

Stanford University School of Medicine: "Clinical Teaching Facilitator Booster Training for Facilitators from Weill Cornell Medical College in Qatar/Hamad Medical Corporation" (1-week course for previously trained facilitators). Course Developer & Director, Palo Alto, CA, June 2-6, 2008.

Stanford University School of Medicine: "Stanford Residency Teaching Workshop." Course Developer & Instructor, Stanford, CA, July 11 & 18, 2008.

Stanford University School of Medicine: "Faculty Development Workshop for Practice of Medicine Faculty." Course Developer & Instructor, Palo Alto, CA, August 6 & 8, 2008.

Stanford University School of Medicine: "Teaching Workshop for Stanford Medical School Teaching Assistants." Course Developer & Instructor, Stanford, CA, August 26-27, 2008.

Stanford Faculty Development Center for Medical Teachers: "Basic Science Teaching: Facilitator-Retraining Course" (1-week training in revised curriculum for previously trained facilitators). Course Developer & Director, Palo Alto, CA, September 15-19, 2008.

Stanford University School of Medicine: "Faculty Development Workshop for Educators-4-CARE Faculty." Refresher Course Developer & Instructor, Stanford, CA, August 13 & 20, 2009.

Stanford University School of Medicine: "Stanford Residency Teaching Workshop." Course Developer & Instructor, Stanford, CA, July 24 & 31, 2009.

Stanford University School of Medicine: "Teaching Workshop for Stanford Medical School Teaching Assistants." Course Developer & Instructor, Stanford, CA, August 24-25, 2009.

Stanford University School of Medicine: "Teaching Workshop for Stanford Anesthesia Clinical Scholars." Course Developer & Instructor, Stanford, CA, November 23, 2009.

Stanford University School of Medicine: "Approaches for Improving Simulation Teaching at Stanford." Course Developer & Instructor, Stanford, CA, May 25, 27 & June 1, 2010.

Stanford University School of Medicine: "Stanford Residency Teaching Workshop." Course Developer & Instructor, Stanford, CA, July 22 & 23, 2010.

Stanford University School of Medicine: "Using Your CME Project to Improve Practice and Patient Outcomes" Course Developer & Instructor, Stanford, CA, August 16-17, 2010.

Stanford University School of Medicine: "Teaching Workshop for Stanford Medical School Teaching Assistants." Course Developer & Instructor, Stanford, CA, August 19-20, 2010.

Stanford Faculty Development Center for Medical Teachers: "Basic Science Teaching: Facilitator-Retraining Course" (1-week training in revised curriculum for previously trained facilitators). Course Developer & Director, Palo Alto, CA, September 13-17, 2010.

Stanford University School of Medicine: "Tools for Improving Your Clinical Teaching," Workshop for Stanford Medical School Faculty." Course Developer, Stanford, CA, February 14-15, 2011.

Stanford University School of Medicine: "Tools for Improving Your Clinical Teaching," Workshop for Stanford Medical School Faculty." Course Developer & Instructor, Stanford, CA, April 14-15, 2011.

Stanford University School of Medicine: "Teaching Workshop for Stanford Chief Residents." Course Developer, Stanford, CA, July 9, 2011.

Stanford University School of Medicine: "Stanford Residency Teaching Workshop." Course Developer, Stanford, CA, July 21 & 22, 2011.

Stanford University School of Medicine: "Improving Teaching Effectiveness in the CME Context." Course Developer & Instructor, Stanford, CA, August 18-19, 2011.

Stanford University School of Medicine: "Teaching Workshop for Stanford Medical School Teaching Assistants." Course Developer, Stanford, CA, August 25-26, 2011.

Stanford University School of Medicine: "Teaching Workshop for Pediatric Anesthesia Faculty." Course Developer & Instructor, Stanford, CA, September 20, 2011.