KERN NATIONAL NETWORK
FOR CARING & CHARACTER IN MEDICINE

KNN Faculty Development Modules
Mobilizing Character

Program Description

This longitudinal faculty development program relies upon sequenced and structured exposure to character strengthening self-reflections and practiced modeling of excellent character portrayals.

Program Goals

1) Build a community of educators focused on character in medical education.
2) Strengthen faculty competence in character education.
3) Develop the skill of mobilizing rather than "teaching" character in learners.
4) Develop and implement a process for creating a community of practice to further specific educational goals.
5) Recognize and reward faculty members who excel at cultivating character.
6) Determine effective methods for enhancing the influence of the positive deviants to change local culture to mobilize character.
7) Explore the application of this process to other clinically relevant goals.

Vision: All faculty and staff incorporate activities that enhance explicit character development in daily teaching and patient care.

Module	Title	Objectives
Module 1	The Character Landscape: An Overview and Introduction	• Describe the "Mobilizing Character" faculty development program course expectations and components. • Compare individual understanding of character with KNN definition from character workgroup. • Discuss why we should care about mobilizing character in medical education and healthcare delivery. • Summarize/explore mental models and framing for character in medicine and medical education. • Identify unique character/virtues in oneself for the use of self as a tool in teaching. • List knowledge, skills and attitudes as critical components/strategies for teaching character excellence in medicine with learners (students, residents, fellows and faculty).
Module 2	Borrowed Shoes and Perspectives	• Map identity salience (identify aspects of individual identity) in dominant and subordinate groups. • Describe empathy, perspective-taking and compassion. • Describe steps in empathy and perspective-taking in self and learners. • Practice perspective-taking and engaging empathy in challenging scenarios. • Discuss barriers to perspective-taking and engaging empathy (homophily, etc.). • Use supporting tools (identity wheel, EMPATHY, message box, Johari windows, etc.).
Module 3	The Language of Character for Communication and Connection	• Incorporate the use of character strength language in common communications. • Use language that aids in building relationships (PEARLS). • Demonstrate the ability to enhance the sense of mattering through communication.
Module 4	Character on the Catwalk	• Describe the impact of role modeling. • Demonstrate the use of character strengths in decision-making in ways that demonstrate caring and competency. • Recognize when two or more character strengths compete in situations and weigh those competing goods in decision-making. • Cultivate practical wisdom to deliberate and act well in various contexts.

Module 5	Leading with Character	• Identify barriers that exist in your healthcare education system at the micro or macro level that you would like to address in order to increase the presence of character in teaching and assessing learners. • Evaluate the feasibility of using "nudge" and "influencer" leadership strategies to change your own behavior and that of others. • Create and implement a continuous quality improvement plan designed to increase the use of influential character experiences by the teachers, learners, trainees and staff in your learning environment.
Module 6	Staying in Character: Sustaining Excellence of Character	• Reflect on and explain personal character strengths that benefit and sustain you in times of stress in the setting of patient care and teaching. • Debug triggers or obstacles that constrain the expression of your best self. • Apply a variety of strategies for sustaining character strengths in specific cases in which stress or challenge occurs.