

1 **Table 1** Structure of the faculty development program for clinical teachers of pediatrics

Contents	Time (h)	Method
Opening, orientation, icebreaking	1	
Adult learning, outcome-based learning	0.5	Lecture
Overview of the junior residency program	1	Lecture
Overview of the specialty training program	0.5 x3	Lecture
Outcome setting, competencies	3	SGD/reflection
Providing feedback and reflection	2	Role play/reflection
Dealing with learners with difficulties	3	SGD/reflection
Workplace-based assessment (mini-CEX, DOPS)	2	Skills training
Attributes of good clinical teachers	1.5	SGD/reflection
Closing	0.5	
Total	16	

2 DOPS, direct observation of procedural skills; mini-CEX, mini-clinical evaluation exercise;

3 SGD, small group discussion.

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1 **Table 2** General perceptions and self-reported behaviors after the faculty development program (n=50)

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	NA	Positive rating*
Change in perceptions (%)							
After 3 months	18	56	18	6	2		74
After 6 months	14	64	20	2	0		78
Change in behaviors (%)							
After 3 months	8	54	28	6	2	2	62
After 6 months	2	54	38	4	0	2	56

2 Data indicate the proportion of responses.

3 *Positive rating: responses of strongly agree or agree

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2 **Table 3** Self-assessment using Maastricht Clinical Teaching Questionnaire before and after
 3 the faculty development program

		Mean (n=50)			Wilcoxon signed rank test		Friedman test
		Before	3 month s	6 mont hs	0-3 months	0-6 months	
Modeling							
1	I consistently demonstrate how to perform clinical skills	3.69	3.56	3.72			
2	I create sufficient opportunity for the residents to observe me	3.30	3.28	3.50			
3	I serve as a role model as to the kind of doctor residents would like to become	3.60	3.76	3.78			
	subtotal	3.53	3.53	3.67			
Coaching							
4	I give useful feedback during or immediately after direct observation of residents' patient encounters	3.58	3.62	3.78			
5	I adjust my teaching level according to the experience of residents	3.78	4.00	3.96			*
6	I offer sufficient opportunities to residents perform activities independently	3.66	3.86	3.84			
	subtotal	3.67	3.82	3.83		*	**
Articulation							
7	I ask residents to provide a rationale for their actions	3.34	3.88	3.72	**	*	***
8	I ask residents questions aimed at increasing their understanding	3.44	3.88	3.84	**	**	**
9	I stimulate residents to explore their strengths and weaknesses	2.74	3.24	3.14	**	**	***
	subtotal	3.17 #	3.67	3.57	***	***	***
Exploration							
10	I encourage residents to formulate learning goals	2.94	3.54	3.46	**	***	***
11	I encourage residents to pursue their learning goals	3.22	3.62	3.58	*	*	**
	subtotal	3.08 #	3.58	3.52	***	***	***
Safe learning environment							
12	I create a safe learning environment	3.42	3.68	3.72		*	*
13	I am genuinely interested in the welfare of the residents	3.50	3.82	3.80	*		**
14	I show respect to the residents	3.62	3.82	3.90			
	subtotal	3.51	3.77	3.81	**	***	***

4 *p<0.05, **p<0.01, ***p<0.001

- 1 # Subtotal scores for “articulation” and “exploration” were significantly lower ($p < 0.01$) than those for “modeling”,
- 2 “coaching” and “safe learning environment”.