"On Teaching"
by John Steinbeck

It is customary for adults to forget how hard and dull school is. The learning by memory all the basic things one must know is the most incredible and unending effort. Learning to read is probably the most difficult and revolutionary thing that happens to the human brain and if you don't believe that watch an illiterate adult try to do it.

School is not so easy and it is not for the most part very fun, but then, if you are very lucky, you may find a teacher. Three real teachers in a lifetime is the very best of luck. I have come to believe that a great teacher is a great artist and that there are as few as there are any other great artists. Teaching might even be the greatest of the arts since the medium is the human mind and spirit.

My three had these things in common. They all loved what they were doing. They did not tell - they catalyzed a burning desire to know. Under their influence, the horizons sprung wide and fear went away and the unknown became knowable. But most important of all, the truth, that dangerous stuff, became beautiful and precious.
<table>
<thead>
<tr>
<th>SESSION DATE</th>
<th>SESSION CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Overview of Course Characteristics of Good Teaching And Learning Environments</td>
</tr>
<tr>
<td></td>
<td>Adult Learning Learning Domains; Motivation</td>
</tr>
<tr>
<td>Session 3</td>
<td>Challenges in Learning Environments Styles of Teaching Stages of Clinical Teaching Setting Goals and Expectations</td>
</tr>
<tr>
<td></td>
<td>Teaching in Large Groups: The Art of The Lecture</td>
</tr>
<tr>
<td>Session 5</td>
<td>Case Based Teaching</td>
</tr>
<tr>
<td>Session 6</td>
<td>Bedside Teaching</td>
</tr>
<tr>
<td>Session 7</td>
<td>Inpatient Teaching</td>
</tr>
<tr>
<td>Session 8</td>
<td>Teaching in the Ambulatory Setting</td>
</tr>
<tr>
<td>Session 9</td>
<td>Active Learning Strategies for Large and Small Groups: TBL, PBL</td>
</tr>
<tr>
<td>Session 10</td>
<td>Teaching in Small Groups</td>
</tr>
<tr>
<td>Session 12</td>
<td>Feedback and Evaluation</td>
</tr>
<tr>
<td>Session 13</td>
<td>PowerPoint for Educators: Enhancing Your Presentations</td>
</tr>
<tr>
<td>Session 14</td>
<td>Diagnosing and Dealing with the Problem Learner</td>
</tr>
<tr>
<td>Session 15</td>
<td>Interactive Discussion: Education Afternoon Report: Challenging and Rewarding Teaching Cases</td>
</tr>
<tr>
<td>Session 16</td>
<td>COURSE EVALUATION An Educational Framework for Analyzing Outcomes Based Education Future Challenges in Medical Education</td>
</tr>
<tr>
<td></td>
<td>Student Presentations Wrap-up</td>
</tr>
</tbody>
</table>

“A mind is a fire to be kindled, not a vessel to be filled.”
Plutarch
SESSION I

Overview of Course
Characteristics of Good Teaching
And Learning Environments

LEARNING OBJECTIVES

• To identify characteristics of excellent teachers and optimal learning environments
• To identify how the learning process is affected by the student’s learning style, teacher’s approach to
teaching and learning and the context in which the learning takes place
• To identify role modeling as a powerful teaching method
• To explain the relative value of surface learning, deep learning and strategic learning
• To compare and contrast the “ideal” clinical teacher with self reflection and one’s own teaching skills

ASSIGNMENT

1. FOLLOW-UP and REFLECTION FOR SESSION ONE

   a. Recommended

      i. CLINICAL TEACHING PRECEPTING INVENTORY
         (www.ucimc.netouch.com/intro.htm)
      ii. Elnicki DM, Cooper A. Medical students’ perceptions of elements of effective
          inpatient teaching by attending physicians and housestaff. J Gen Intern Med
      iii. Sutkin G, Wagner I, Schiffer R. What makes a good clinical teacher in

   b. REQUIRED

      i. READ
         1. Hatem CJ, Searle NS, Gunderman R et al. The educational attributes
            and responsibilities of effective medical educators. Acad Med 2011;
            86:474-80.

   ii. SKILL DEVELOPMENT

      Considering our class discussion about what students identify as characteristics
      of outstanding clinical teachers and the article above (Hatem), reflect on your
      teaching. Then, in working toward continued improvement, list 3 general goals
      for your teaching this year and specifically how you plan to meet these goals.
      1. Tack these 3 goals up in your office to remind yourself of them during
         the year. We will discuss next class session. Each person will discuss
         his or her priority goal

   2. IN PREPARATION FOR SESSION II

      a. READ: Ryan RM, Deci EL. Intrinsic and Extrinsic Motivations: Classic Definitions
      b. RECOMMENDED READING: Kusurkar RA, Croiset G, Mann KV et al. Have
          Motivation Theories Guided the Development and Reform of Medical Education

“The task of the excellent teacher is to stimulate "apparently ordinary" people to unusual effort. The tough problem is
not in identifying winners: it is in making winners out of ordinary people.”

K. Patricia Cross
**LEARNING OBJECTIVES**

- To identify principles of adult learning and how these principles impact medical education
- To identify at least 6 factors that affect motivation
- To list the 3 learning domains and to recognize arenas where each domain may be most appropriate
- To recognize ways of assessing and instructing in each learning domain

** ASSIGNMENT **

1. **FOLLOW-UP and REFLECTION FOR SESSION TWO**
   
   **a. REQUIRED**
   
   i. **READ**


   ii. **RECOMMENDED**


   iii. **HAND IN AT OR PRIOR TO SESSION III**

   1. **Point #9 in the Mann article states:**

   *To enhance learners’ motivation, we educators should attend to the following: using teaching and learning strategies that are inherently motivating. We must employ strategies that engage learners actively in their learning.*

   Now, putting it all together, give an example of implementing Point #9 in any of your current (past or future) teaching assignments. Identify any barriers you encountered.

   2. You are asked to develop a 2 hour seminar on a clinical topic in your discipline. Briefly describe how you would incorporate the 3 learning domains (knowledge, attitudes and skills) in the planning and evaluation of the effectiveness of your program?

   3. **THINKING AHEAD**

   a. **THOUGHTFUL QUOTE FOR REFLECTION**

   “If the learner didn’t learn, the teacher didn’t teach.”

   4. **SKILL DEVELOPMENT: SELF REFLECT DURING THE YEAR:**

   Am I using teaching principles or methods that are motivating my learners? What in particular am I doing that is motivating? How can I tell it’s working?

   “Tell me and I forget. Show me and I remember. Involve me and I understand.”

   Chinese proverb
LEARNING OBJECTIVES

1. To identify challenges in teaching today’s academic environment
2. To describe and demonstrate 6 styles of teaching
3. To identify and utilize the 3 stages of clinical teaching
4. To list factors to consider in the preparation for a teaching encounter
5. To differentiate between goals and objectives
6. To write appropriate goals and learning objectives for a teaching assignment.
7. To identify 3 reasons for setting goals, learning objectives and expectations and to compose a set goals, learning objectives and expectations for different clinical teaching encounters

ASSIGNMENT

1. FOLLOW-UP and REFLECTION FOR SESSION THREE
   a. REQUIRED
      i. READ:
         1. Pg 25-36. Setting Goals and Objectives
            The Clinician Educator handbook (FREE DOWNLOAD)
            www.bcm.edu/pediatrics/clinician_educator_handbook
         2. Bloom’s taxonomy (again)
      ii. FOR EMAIL TO THE CLASS by SESSION IV, MONDAY, SEPTEMBER 10.
          (THIS IS AN “EMAIL ONLY”)  
          1. You have been asked to give a talk on the current work hour restrictions in medical education to a group of program directors. List up to 3 goals and up to 3 learning objectives for this talk. Everyone should review the work of the class and comment upon if desired.

      iii. FOR HAND IN AT OR PRIOR TO SESSION IV
          1. Choose a talk or small group session that you would like to do or have been ask to do. Write the goals and objectives for this educational activity.

          2. You are about to begin ward attending or consult attending OR have a student/intern assigned to your teaching site. Write up to 10 expectations for yourself and up to 10 expectations for the learner.

2. SKILL DEVELOPMENT
   a. In the next week, observe and reflect upon as many teaching styles as you can (either demonstrate by someone else or personally used by yourself in any teaching setting).

3. THINKING AHEAD
   Start thinking about one of your teaching activities that was particularly challenging
   i. What was the challenge? Why was it challenging?
   ii. How was it or could it have been rectified?
   Write this down for discussion in the Session XIV class

“If you don’t know where you’re going, you might not get there.”
Yogi Berra
SESSION IV

Teaching in Large Groups: The Art of the Lecture

LEARNING OBJECTIVES

- To list 2 reasons to give a lecture
- To list the 3 stages in giving a lecture and goals for each stage
- To list and demonstrate effective oral presentation skills
- To demonstrate effective use of audiovisual aides
- To prepare and deliver a 15 minute lecture to the class (Session XVI)

ASSIGNMENT

1. FOLLOW-UP
   a. REQUIRED
      i. READ
         1. Pg 131-153   The Lecture
            The Clinician Educator handbook (FREE DOWNLOAD)
            www.bcm.edu/pediatrics/clinician_educator_handbook
         2. ABC of learning & teaching in medicine: teaching large groups. BMJ
            2003;326:437-440
   ii. FOR HAND IN AT OR PRIOR TO SESSION V
      1. Think of a boring topic in your disciple. How would you attain and maintain attention of your audience if asked to give a talk on this topic?
         BE PREPARED TO DISCUSS IN CLASS,

   b. RECOMMENDED READING

2. SKILL DEVELOPMENT (AND FOR FUN)
   a. ATTEND any lecture in your department. This time, don’t concentrate on the content of the lecture but mainly the lecture technique/style and delivery.
      COMPLETE the evaluation checklist modified from Whitman NA. There is No Good Gene for Teaching: A Handbook on Lecturing for Medical Teachers. 2nd edition as you are listening to the lecture.
      THINK How could this lecture be better? What was done well? WWID (What would I do?)

4. IN PREPARATION FOR SESSION V
   a. REQUIRED
      i. Pg 189-199 . Leading a Case Discussion
         The Clinician Educator handbook (FREE DOWNLOAD)
         www.bcm.edu/pediatrics/clinician_educator_handbook

“Lectures ….can, in short, bring a subject alive and make it more meaningful. Alternatively, they can kill it.”
G. Brown and M. Manogue
LEARNING OBJECTIVES

- To define case based teaching
- To describe and ultimately use effectively 6 methods of case based teaching
- To effectively demonstrate the 5 Microskills of Teaching and the Aunt Minnie method
- To list a compendium of 15 communication skills to assist case based learning

ASSIGNMENT

1. FOLLOW-UP and REFLECTION FOR SESSION FIVE

   a. Recommended


   b. **REQUIRED**

      i. READ IN PREPARATION FOR SESSION VI

         1. Pg 113-123 Bedside Teaching
            The Clinician Educator handbook (FREE DOWNLOAD) www.bcm.edu/pediatrics/clinician_educator_handbook

      ii. HAND-IN WHEN COMPLETED / SKILL DEVELOPMENT

         1. Identify one method discussed in today’s session. Practice this method in any of your teaching assignments this week at least once and **FOR HAND-IN WHEN COMPLETED**, describe what you did and how it went.

            a. If you do not have a specific teaching scenario to use or if you are not currently teaching, comment upon whether one of these teaching meth in particular, may be beneficial for inclusion in your teaching “tool bo: and why.

2. SKILL DEVELOPMENT

   **RE-READ** the last slide from today’s lecture (Precepting Errors) and critically reflect upon your precepting style. Pick one area in which you need to improve your precepting skills, write it down on an index card ar concentrate on making it better over the next few weeks.

   “There should be no teaching without the patient for a text.”

   Sir William Osler
SESSION VI

Bedside Teaching

LEARNING OBJECTIVES

- To define bedside teaching
- To construct a personal portfolio of techniques used in bedside teaching
- To identify resources to improve self-directed learning in this method of teaching

ASSIGNMENT

1. FOLLOW-UP and REFLECTION FOR SESSION SIX

   a. REQUIRED
      
      i. READ:  

      ii. REPORT BACK in SESSION VII one tip from Dr. Day’s discussion or the readings

   b. RECOMMENDED
      

2. SKILL DEVELOPMENT

      
      i. Pick one advantage and capitalize on it when you teach at the bedside

      ii. Pick one disadvantage and think about how you as a teacher can overcome that barrier

“Benevolence alone will not make a teacher, nor will learning alone do it. The gift of teaching is a peculiar talent, and implies a need and a craving in the teacher himself.”

John J. Chapman,

“Medicine is learned by the bedside and not in the classroom. Let not your conceptions of disease come from words heard in the lecture room or read from the book. See, and then reason and compare and control. But see first.”

Sir William Osler
LEARNING OBJECTIVES

- To identify the roles and responsibilities of an inpatient attending
- To recognize the challenges of inpatient teaching: teaching vs. patient care and oversight vs. control
- To construct a personal portfolio of teaching techniques to enhance attending rounds
- To list and evaluate effective oral and written skills

ASSIGNMENT

1. FOLLOW-UP and REFLECTION FOR SESSION SEVEN

   a.  Recommended Reading

   b.  REQUIRED

      i.  READ

         1.  Pg 113-123 Teaching on the Inpatient Service
            The Clinician Educator handbook (FREE DOWNLOAD)
            www.bcm.edu/pediatrics/clinician_educator_handbook

         2.  Figure 8.2 QUESTIONS TO STIMULATE PROBLEM SOLVING AND CRITICAL THINKING

      ii.  CASE SCENARIO BAG: YOU PICK ONE

         Pick at random 1 clinical scenario from the Case Scenario bag.
         HAND-IN AT OR PRIOR TO SESSION VIII the way you would handle the issue presented.
         BE PREPARED TO DISCUSS IN CLASS.

2. THINKING AHEAD

   a.  SUGGESTED READING AT SOME POINT, FOR YOUR EDUCATION:

   b.  Start working on your presentation for Monday, October 22

3. SKILL DEVELOPMENT

   a.  Teach PROBLEM SOLVING and don’t allow yourself or the student just to information dump

   b.  Give homework in either the teacher-directed or learner-centered format, preferable the latter.

   “There should be no teaching without the patient for a text.”
   Sir William Osler
LEARNING OBJECTIVES

- To identify the challenges of teaching in the outpatient setting
- To list a four step process that can be used to enhance learning (in the outpatient setting)
- To list and ultimately utilize 12 efficiency tips in the (outpatient) setting
- To identify potential errors that may occur when teaching in the outpatient setting

ASSIGNMENT

1. FOLLOW-UP and REFLECTION FOR SESSION EIGHT

   a. Recommended Reading


   b. REQUIRED

      i. READING

         1. Pg 83-99  Teaching on the Ambulatory Setting

            The Clinician Educator handbook (FREE DOWNLOAD)

            www.bcm.edu/pediatrics/clinician_educator_handbook

         ii. CASE SCENARIO BAG: YOU PICK ONE

            1. Pick at random 1 clinical scenario from the Case Scenario bag. HAND-IN AT OR PRIOR TO SESSION X the way you would handle the issue. BE PREPARED TO DISCUSS IN CLASS.

2. SKILL DEVELOPMENT

   a. REFLECT: Am I an efficient teacher? Do I take too long/teach too much? Review the 12 efficiency tips. Practice some of these

   ”No one should teach who is not in love with teaching.”

   Margaret E. Sangster

   Read more quotes if you like: http://www.brainyquote.com/quotes/keywords/teaching_7.html#ixzz1JcVeIAip
SESSION IX

Active Learning Strategies for Large and Small Groups: TBL, PBL

LEARNING OBJECTIVE

- To demonstrate skills necessary to create and facilitate PBL sessions in medical education
- To identify the essential components of team based learning and compare learning outcomes of TBL vs. standard lecturing

ASSIGNMENT

1. Per Dr. Mahoney

2. FOLLOW-UP TO CLASS DISCUSSION

   a. RECOMMENDED READING

      iii. Palley JW. Creating modules for team-based learning (TBL)
      iv. Michaelsen, M. The essential elements of team-based learning

3. For more reading and references on TBL: http://www.med.wright.edu/aa/facdev/tbl/Modules

4. SKILL DEVELOPMENT

   a. Volunteer to observe and then lead a PBL session in the medical school
   b. Attend a PBL session in a medical school class
   c. THINK: how do I promote active learning in my large group teaching assignments?

“The teachers who get "burned out" are not the ones who are constantly learning, which can be exhilarating, but those who feel they must stay in control and ahead of the students at all times.”

Frank Smith
<table>
<thead>
<tr>
<th>SESSION X</th>
<th>Teaching in Small Groups</th>
</tr>
</thead>
</table>

**LEARNING OBJECTIVES**

- To create learning objectives for different small group teaching situations
- To identify successful and unsuccessful strategies for small group teaching
- To identify and use effective questioning
- To identify and solve problems in dealing with difficult groups

**ASSIGNMENT**

1. FOLLOW-UP and REFLECTION FOR SESSION NINE

   a. **RECOMMENDED READING**
      
      i. Soliman I. Teaching Small Groups.
      ii. Forms and Checklist: Small Group Teaching

   b. **REQUIRED**
      
      i. READ
         1. Pg 181-188  Small Group Teaching
            The Clinician Educator handbook (FREE DOWNLOAD)
            www.bcm.edu/pediatrics/clinician_educator_handbook
         2. Pg 171-81  Asking Questions To Stimulate Learning
            The Clinician Educator handbook (FREE DOWNLOAD)
            www.bcm.edu/pediatrics/clinician_educator_handbook
      
      ii. **COMPLETE FOR SELF-ASSESSMENT**: Effective Questioning: Self-Evaluation (HANDOUT)
      
      iii. **HAND IN AT OR PRIOR TO SESSION XIII**
           1. Based on class discussion and the readings, outline your strengths in leading small groups. Where have or had you had the most difficulty? Suggest one thing you could do to improve your teaching.

4. **SKILL DEVELOPMENT**

   a. Use your responses from the Effective Questioning Handout to identify areas for improvement.

   b. **PRACTICE** using different types of questions in your teaching responsibilities over the next week.

   "The wise man doesn’t give the right answers, he poses the right questions.”
   Chalude Levi-Strauss
SESSION XI

Feedback and Evaluation

LEARNING OBJECTIVES

- To differentiate feedback from evaluation
- To list components of effective feedback
- To formulate a template for giving a summative evaluation
- To identify barriers to effective feedback and evaluation

ASSIGNMENT

5. FOLLOW-UP and REFLECTION FOR SESSION FOUR

a. REQUIRED

   i. READ:
      1. Pg 201-212. Feedback and Evaluation
         The Clinician Educator handbook (FREE DOWNLOAD)
         www.bcm.edu/pediatrics/clinician_educator_handbook


b. Recommended

   i. Hewson, MG, Little M. Giving feedback in medical education. Verification of
   iii. Gordon J. ABC of learning and teaching in medicine: one to one teaching and feedback.

6. SKILL DEVELOPMENT

Practice giving feedback to every learner you deal with over the next few months. Make feedback a
regular, consistent component of your teaching toolbox. Re-read the chapter on Feedback and
Evaluation and assess how you are doing intermittently through the year. Remember, feedback can be
written and oral.

“The teacher’s feedback- reinforcing what has been done correctly and re-teaching what has not- is key.”
Nancy Protheroe
LEARNING OBJECTIVES

- To demonstrate effective use of PowerPoint in preparing and presenting a lecture and to augment a lecture with visual aides.

ASSIGNMENT

1. FOLLOW-UP and REFLECTION FOR SESSION TWELVE

   a. REQUIRED

      i. BRING BACK to Session XIII, 1 specific thing you learned and be prepared to demonstrate to the class.

2. IN PREPARATION FOR SESSION XIII (can do before or after session)

   a. Recommended reading


3. THINKING AHEAD

   a. LONG TERM ASSIGNMENT Start thinking on one of your teaching assignments or teaching interactions that went poorly. Write this down for discussion in the Session XIV class

      i. What was the problem?
      ii. How could it be rectified?

   b. Keep preparing for your presentation Monday, October 24

4. SKILL DEVELOPMENT

   Use PowerPoint maturely as an adjunct to your large group discussions. Showcase this in your upcoming presentation

   “If your words or images are not on point, making them dance in color won’t make them relevant.”
   Edward Tufte

"One of the criticisms that's been raised about PowerPoint is that it can give the illusion of coherence and content when there really isn't very much coherence or content."
Edward Miller
SESSION XIII  
Diagnosing and Dealing with the Problem Learner  

LEARNING OBJECTIVES  
- To recognize multiple factors that contribute to a difficult learning situation  
- To define “difficult learner” (“problem learner”) and identify 3 types of difficult learners  
- To identify teaching strategies to use when dealing with a difficult learner  
- To identify strategies to deal with burnout  
- To identify interventional strategies to address other problems not amenable to instructional techniques  

ASSIGNMENT  
1. FOLLOW-UP and REFLECTION FOR SESSION THIRTEEN  
   a. Recommended Reading  
      i. Sayer M. Support for students with academic difficulties. Medical Educ 2002;36:643.  
   b. REQUIRED  
      i. CASE SCENARIO BAG: YOU PICK ONE  
         Pick at random one clinical scenario from the Case Scenario bag.  
         FOR HAND IN AT OR PRIOR TO SESSION XIV, how would you handle the issue?  
         BE PREPARED TO DISCUSS IN CLASS  
      ii. FOR HAND-IN AT OR PRIOR TO SESSION XIV  
          1. You are a Program Director. Think about burnout. LIST at least three specific, realistic, things you would do. Be prepared to discuss in class  

2. SKILL DEVELOPMENT  
   a. Be an active participant in case discussion next session  

SESSION XIV  
Challenging Teaching Cases: Identification, Management and Prevention  
(Education Afternoon Report)  

LEARNING OBJECTIVES  
- To identify, diagnose, and manage challenging teaching scenarios  

ASSIGNMENT  
1. IN PREPARATION FOR SESSION FIFTEEN  
   a. REQUIRED  
      i. READ  
         2. Re-read; Pg 13-24  
            From Teacher to Master Teacher  
            The Clinician Educator handbook (FREE DOWNLOAD)  
            www bcm edu/pediatrics/clinician_educator_handbook  

Anonymous
SESSION XV

COURSE EVALUATION
An Educational Framework for Analyzing Teaching
Outcomes Based Education Challenges in Medical Education

LEARNING OBJECTIVES

- To define the concept of “outcome-based education”
- To develop a personal assessment of teaching effectiveness, drawing upon the 7 criteria from the Stanford Faculty Development Program

FINAL ASSIGNMENT

1. REQUIRED

   a. **WRITE**
      ONE TO TWO PAGE ESSAY.

      Include the following:

      - Overall, philosophy of teaching
      - Teaching goals for the next year
      - What will be your biggest challenge and how do you plan to meet it?
      - What if anything did the course identify for you things you are doing well already?
      - What if anything did the course identify for you to do differently and better?

   EMAIL ESSAY

2. SKILL DEVELOPMENT

   a. Learn to critique your teaching in a regular fashion through your career. You’re never done improving your skills.

SESSION XVI

Student Presentations

WRAP-UP

LEARNING OBJECTIVES

- To utilize skills and techniques learned in the course on teaching in small groups/lecturing
- To identify the importance of a course evaluation

ASSIGNMENT

1. REQUIRED

   a. YOUR PRESENTATION

   b. PEER EVALUATION OF PRESENTATION

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”

William Arthur Ward quotes
ADDITIONAL READING
MEDICAL EDUCATION

JOURNALS

List compiled from
http://www.library.vcu.edu/tml/bibs/medicaleducationjournals.html
which also lists specialty journals that publish articles on medical education.
http://www.med.uottawa.ca/aime/eng/journals.html

- Note: 2009 impact factor included in parentheses when available. (source above)
- Bold (by me) indicates available from hsls (http://www.hsls.pitt.edu/resources/journals/e-journals)

Academic Medicine (2.338)
Advances in Health Sciences Education: Theory and Practice (1.412)
Advances in Physiology Education (1.542)

BMC Medical Education (1.04*)
Clinical Teacher (0.443*)

Education for Health: Change in Learning & Practice
Evaluation & the Health Professions (1.140)
Focus on Health Professional Education (0.882*)
Journal of Advances in Medical Education and Practice

Journal of Audiovisual Media in Medicine
Journal of Continuing Education in the Health Professions (1.000)
Journal of Graduate Medical Education
Journal of Health Professions Education

Journal of Surgical Education
Journal of the International Association of Medical Science Educators

Medical Education (2.696)
Medical Education Online (MEO) (http://www.med-ed-online.org/)
Medical Teacher (1.333)

Pédagogie Médicale

Postgraduate Medical Journal (1.384)
Simulation in Healthcare (1.667)
Teaching and Learning in Medicine (0.741)
Journal of General Internal Medicine (2.654)
AVAILABLE EXTERNAL SOURCES and TEXTS
Most texts available on www.amazon.com

EXTERNAL SOURCES (a brief list)

1. ABC of Learning and Teaching- the BMJ series (available via hsls)

   Curriculum design BMJ, Feb 2003; 326: 268 - 270.
   Teaching large groups BMJ, Feb 2003; 326: 437.
   Teaching small groups BMJ, Mar 2003; 326: 492 - 494.
   One to one teaching and feedback BMJ, Mar 2003; 326: 543 - 545.
   Web based learning BMJ, Apr 2003; 326: 870 - 873.

2. The Clinician Educator Handbook (free download)
   Teri Turner, Debra Palazzi, and Mark Ward
   www.bcm.edu/pediatrics/clinician_educator_handbook

3. Guidebook for Clerkship Directors 3rd Edition (free download)
   http://familymed.uthscsa.edu/ACE/guidebook.htm

4. Success Types in Medical Education: A Program for Improving Academic Performance
   Version 1.1 (free)
   John W. Pelley, PhD with Bernell K Dalley, PhD
   http://hsc.unm.edu/som/ume/ed-dev/tools.html


   BMJ Case Reports (case based learning) in healthcare


TEXTS

Medical Teaching
(Edited by Jack Ende), published by American College of Physicians in 2010
$139.95 via Amazon or ACP website
https://www.acponline.org/atpro/timssnet/products/tnt_products.cfm?action=long&primary_id=331291000
- Theory and Practice of Teaching Medicine (Jack Ende, ed.)
- Methods for Teaching Medicine (Kelley Skeff and Georgette Stratos, eds.)
- Teaching in Your Office, 2nd ed. (Patrick Alguire et al., eds.)
- Teaching in the Hospital (Jeff Wiese, ed.)
- Mentoring in Academic Medicine (Holly Humphrey, ed.)
- Leadership Careers in Medical Education (Lou Pangaro, ed.)

The Clinician Educator Handbook (free download) (also noted above in External sources)
Teri Turner, Debra Palazzi, and Mark Ward
www.bcm.edu/pediatrics/clinician_educator_handbook

Understanding Medical Education. Evidence, Theory and Practice.
Tim Swanwick

Education Physicians. A Call for Reform of Medical School and Residency.
Molly Cooke, David M. Irby, Bridget C. O’Brien

Understanding and Facilitating Adult Learning: A Comprehensive Analysis of Principles and Effective Practices
Stephen D. Brookfield

Achieving Excellence in Medical Education (Paperback)
Richard B. Gunderman

Peer Teaching: To Teach Is to Learn Twice
Neal A. Whitman

NBME Constructing Written Test questions for the Basic and clinical Sciences. Third Edition

A Handbook for Medical Teachers (4th Revised Edition)
D.I. Newble, R.A. Cannon

Learner-Centered Teaching: Five Key Changes to Practice
Maryellen Weimer

ABC of Learning and Teaching (ABC)
Peter Cantillon, Diana Wood

Workshops : Designing and Facilitating Experiential Learning (Paperback)
Jeff E. Brooks-Harris, Susan R. Stock (a.k.a. Stock-Ward)

Teaching during Rounds: A Handbook for Attending Physicians and Residents
Donn Weinholtz, Janine C. Edwards

Curriculum Development for Medical Education: A Six-Step Approach
David E. Kern, Patricia A. Thomas, Donna M. Howard, Eric B. Bass

Educating for Professionalism: Creating a Culture of Humanism in Medical
Jordan J. Cohen

A Practical Guide for Medical Teachers
John A. Dent, Ronald M., M.D. Harden
Basics in Medical Education
Zubair Amin, Khoo Hoon Eng

Teaching Ambulatory Medicine: Moving Medical Education Into the Office
Samuel C. Durso

Community-Based Teaching : A Guide to Developing Education Programs for Medical Students and Residents in the Practitioner's Office (Office-Based Medical Education)
Susan L. Deutsch (Editor), John Noble (Editor)

Medical Teaching in Ambulatory Care (Springer Series on Medical Education)
Warren Rubenstein, Yves Talbot

Teaching in Your Office: A Guide to Instructing Medical Students and Residents (Office-Based)
Dawn E. Dewitt, et al

The Johns Hopkins University School of Medicine Curriculum for the Twenty-first Century
Catherine D. De Angelis (Editor), Michael M. E. Johns

Teaching and Learning in Medical and Surgical Education : Lessons Learned for the 21st Century
Gary L. Dunnington (Editor), et al

Residents' Teaching Skills
Janine C. Edwards (Editor), et al

International Handbook of Research in Medical Education (2 Vol. Set) (Springer International Handbooks of Education)
Geoffrey R. Norman (Editor), et al

Creative Medical Teaching
Neal Whitman

Time to Heal: American Medical Education from the Turn of the Century to the Era of Managed Care
Kenneth M. Ludmerer

The Physician as Teacher. 2nd Ed. Baltimore
Neal Whitman, Thomas Schwenk

Teaching and Learning in Primary Care.
Richard Hayes

Ward Attending: The Forty Day Month
Luch M. Osborn, Neal Whitman

A Handbook for Group Discussion Leaders: Alternatives to Lecturing Medical Students to Death
Neal A. Whitman, Thomas L. Schwenk

There is No Gene for Good Teaching: A Handbook on Lecturing for Medical Students.
Neal Whitman
Preceptors as Teachers. A Guide to Clinical Teaching.
Neal Whitman, Thomas Schwenk

Problem-based learning: an approach to medical education
Howard S. Barrows, Robyn M. Tamblyn

Medical education in the United States and Canada; a report to the Carnegie Foundation for the Advancement of Teaching
Abraham Flexner; Henry S Pritchett; Carnegie Foundation for the Advancement of Teaching

Practice-Based Learning: Problem-Based Learning Applied to Medical Education.
Howard S. Barrows