University of Pittsburgh
Degree Granting Program in Medical Education

MEDEDU 2100
ENHANCING TEACHING SKILLS
FOR CLINICIAN EDUCATORS

Fall Term

"Education is not filling a bucket, but lighting a fire."

William Butler Yeats
"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.
WELCOME to MEDEDU 2100: Enhancing Teaching Skills for Medical Educators

I love teaching this course. I see it as a wonderful opportunity to discuss educational theory and teaching, explore effective teaching modalities, experiment with new methods, reflect on personal teaching skills and competencies and ultimately further improve your craft. We will all learn from the readings, discussions and mostly from deliberate practice.

Here are some points for your review regarding this course:

1. In keeping with the fact that you are adults and you all deal with adult learners, I will always treat you as an adult learner. Implicit in this is that
   - I value and respect your opinions
   - I value and respect your expertise and your prior experiences.
   - I expect requirements for the course to be met
   - I expect you to read the syllabus and understand what is required.

2. I expect you to attend all classes and participate in the discussions, unless there are extenuating circumstances for which I should be informed in advance. Participation can take many forms, within the syllabus you will see my guidelines for participation.

3. Since this class is discussion based, no more than 2 missed sessions will be allowed. If a session is missed, you are expected to review the material and do the required assignment on time.

4. All slides will be posted after the day’s session.

5. I keep a tally of returned assignments and do not remind you to complete them. That is up to you. Missed (required) assignments translate into no grade.

6. Recommended means recommended. You can do these readings if you want but that is up to you.

7. Final grade is determined by attendance, participation (quality more so than quantity), returned assignments and your student presentations.

8. Required readings should be done before the class. This makes for a richer class discussion.

9. I prefer assignments to be emailed to me (grauctc@upmc.edu) and brought to class if we are going to discuss them. That way, I can comment on the email version and return to you electronically since we may not have the time to review everyone’s assignment in class due to time constraints.

10. In the syllabus, yellow highlighted sections are required. This is the milestone of “meets expectation”.

11. In the syllabus, green highlighted sections are SKILL DEVELOPMENT. Give them a try. Deliberate practice

12. Finally, this is only my second time teaching the course and I would greatly appreciate detailed feedback from each of you on what worked and more importantly on what I can do better. You will be given a chance to provide anonymous feedback on the end of course review but it may be easier for you to jot down some “feedback notes” throughout the course so that the feedback can be more specific.
MEDEDU 2100: Enhancing Teaching Skills for Medical Educators

Goals and Objectives

My overarching goal is to make you a more effective and versatile teacher. My secondary goal is to provide you with knowledge and skills that will allow you to become an educational leader in your department. I want you to be the one who “teaches the teachers”. This is a survey course; we will cover a large variety of topics but will not always go into depth on each topic. To develop expertise in these areas you will need to read the required assignments and practice the teaching skills we review in the course.

At the end of this course, students should be able to:
1. Demonstrate the ability to use an educational framework to enhance their teaching skills in a variety of different educational settings including
   a. Large group teaching (lecturing)
   b. Small group teaching
   c. Bedside teaching
   d. Ambulatory teaching
   e. Providing feedback
2. Demonstrate the ability to apply educational theory to the design, conduct and evaluation of teaching sessions
3. Serve as a medical education consultant in their academic department, providing expertise in:
   a. Faculty development- enhancing teaching skills of colleagues and trainees
   b. Curriculum development
   c. Advising and coaching learners
   d. Designing programs to assist struggling learners

"In a completely rational society, the best of us would be teachers and the rest of us would have to settle for something less."

Lee Iacocca
MEDEDU 2100 Grading policy

Your final grade will be determined by four factors

1) Attendance- I expect you to attend all sessions if possible. If you are unable to make a session, please let me know in advance via email. For sessions you miss, you are expected to review the slides and assigned readings for that session so that you can keep up with the class. If a homework assignment is due on the day of a missed session, please ensure you send it to me via email by the end of that work day. **To successfully meet course requirements, no more than 2 sessions can be missed.**

2) Participation- You will be graded by your active participation in the class. Most of you are in this class because you enjoy learning and enjoy teaching. One of the best parts of this class is when you learn from each other. Active participation facilitates this part of your learning. Active participation can take many forms; it doesn’t necessarily mean being the person who talks the most. Below I have listed some participation guidelines. You will be graded on the quality of your participation.

3) Required assignments- Required assignments are listed within the syllabus. In general, assignments will be assigned on the Wednesday class and due the following Monday. However, there are some exceptions so please pay attention to due dates listed in the syllabus. I prefer that completed assignments be emailed to me using my UPMC email.

4) Performance on final presentation- the final presentation will be a topic of your choosing. The purpose of this assignment is two-fold
   a. To give you a chance to present a medical education (or general education) topic to your classmates
   b. To give you an opportunity to try new teaching skills

Participation guidelines (Adapted from The Skillful Teacher, Brookfield)

The following are some specific behavioral examples of good participation.

1) Ask a question or make a comment that shows you’re interested in what another person says
2) Ask a question or make a comment that encourages another person to elaborate on something they have already said
3) Bring in a resource (a reading, web link or video) that is not covered in the syllabus but adds new information or perspective to our discussion
4) Make a comment that underscores the link between two people’s contributions and make this link explicit in your comment.
5) Make a comment indicating that you found another person’s ideas interesting or useful. Be specific as to why this was the case.
6) Make a summary observation that takes into account several people’s contributions and that touches on a recurring theme in the discussion.
7) Find a way to express appreciation for the enlightenment you have gained from the discussion. Try to be specific about what it was that helped to understand something better.
8) During the role play debriefs, identify effective teaching behaviors the teacher demonstrated.
9) During the role play debriefs, suggest alternate behaviors the teacher may have tried
You have 2 assignments that you need to complete prior to session 1

1. **Student biography** - prior to the first class, download and complete the student biography from course web. Once you have completed the biography, please print it and bring it to the first class.

2. **2-page philosophy of teaching** - prior to the first class, please write an essay on your “philosophy of teaching”. This is a 2-page narrative that outlines:
   a. what you are trying to accomplish as a teacher
   b. how you teach
   c. why you teach that way

Questions that may help you develop your philosophy of teaching are listed below. You can find guidance on writing your philosophy as well as examples of philosophies of teaching at [http://ucat.osu.edu/professional-development/teaching-portfolio/philosophy/](http://ucat.osu.edu/professional-development/teaching-portfolio/philosophy/)

The purpose of this assignment is to get you thinking about teaching. Don’t worry too much about creating the perfect essay, you will have an opportunity to “update” your philosophy later in the course. **This is a required assignment so please be sure to complete it prior to the first class.**

Helpful questions in developing your philosophy

1. How do people learn?
2. How do I facilitate that learning?
3. What goals do I have for my students?
4. Why do I teach the way that I do?
5. What do I do to implement my ideas about teaching and learning in the classroom, on the wards or in the clinic?
6. Are these things working? How do I know they are working?
7. Do my student meet the goals?
SESSION I
Overview of Course
Characteristics of Effective Teachers

LEARNING OBJECTIVES

- To identify characteristics of excellent teachers
- To explain the concept of pedagogical content knowledge
- To compare and contrast learner centered teaching vs other teaching philosophies
- To outline a framework for improving as a clinical teacher
- 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

   a. RECOMMENDED


   b. REQUIRED

      i. READ


         ii. HOMEWORK-SETTING GOALS

             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 goals for your teaching this year.

             1. Tack these 3 goals up in your office to remind yourself of them during the year. Send these to me and we will discuss next class session. Each person will present his or her PRIORITY goal

   2. ***PREREADING…..IN PREPARATION FOR SESSION II

      a. READ: Hesketh, EA Et al, A framework for developing excellence as a clinical educator Medical Education, 2001; 35:555-64

"One of the beauties of teaching is that there is no limit to one’s growth as a teacher, just as there is no knowing beforehand how much your students can learn."

Herbert Kohl
LEARNING OBJECTIVES

- To review the Stanford Faculty Development Program on Clinical Teaching Framework
- To list the 3 learning domains and to recognize where each domain may be most appropriate
- To understand the educational purpose of providing a good Learning Climate
- To list the 4 key components of Learning Climate
- To identify and practice teaching behaviors that foster a good Learning climate

ASSIGNMENT

1. FOLLOW-UP and REFLECTION FOR SESSION

   a. REQUIRED.
      ii. HOMEWORK- DUE PRIOR TO SESSION #4
         Review the 4 key components of Learning Climate, grade yourself in each component (A,B,C,D, or F) and identify one of the 4 components that you want to work on (it does not have to be the one you identified in class). Then identify 3-4 specific behaviors from that key component you will try to improve learning climate in two different settings a) a large group lecture and b) teaching rounds on the inpatient service. Submit a written summary of your plan which should be about 1-2 pages in length
      iii. RECOMMENDED
         i. Huff, NG et al Teaching behaviors that define highest rated attending physicians: A study of the resident perspective, Medical Teacher 2014, 36:991-96

2. THINKING AHEAD

   If you go to a lecture or observe a teaching interaction this week, try to identify specific behaviors that the teacher did or did not do from the category of learning climate. If the learning climate was good, what did they do to make it so? If the learning climate was poor, what could the teacher do in the future to improve his/her learning climate?

2. SKILL DEVELOPMENT: SELF REFLECT DURING THE YEAR:

   - How can I use learning climate behaviors to enhance my effectiveness as a teacher?
   - Pay attention to learning climate at certain key times such as first day on wards, providing a learner with corrective feedback, maintaining learner attention during noon conference.

   "The secret of education is respecting the pupil"

Ralph Waldo Emerson
SESSION III  Control of Session/ Styles of Teaching

LEARNING OBJECTIVES

1. To identify the 3 key components of an effective and efficient teaching interaction
2. To identify specific teacher behaviors that can promote an effective and efficient teaching interaction
3. To describe and demonstrate different styles of teaching

ASSIGNMENT

1. FOLLOW-UP and REFLECTION FOR SESSION

   a. REQUIRED READING
      ii. Cutting, MF, Saks NS, Twelve Tips for utilizing principles of learning to support medical education, Med Teacher, 2012; 34:20-24

   b. HOMEWORK- Due October 11. Pretend you’re are studying for your Board Certification exam (maybe you don’t have to pretend!). Using Friedlander’s and Cutting’s articles as a reference, identify at least 3 learning techniques you can add to your study program to make your learning more effective. Describe how you would utilize them in your personal study program. 1-2 pages in length.

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

"Inside every great teacher there is an even greater one waiting to come out."

Unknown
SESSION IV  How Do People Learn?

LEARNING OBJECTIVES
1. To compare and contrast different learning theories
2. To review recent advances in the science of learning
3. To illustrate how knowledge of learning can be used to enhance your effectiveness as a teacher

1. ASSIGNMENT
Required:
   a. PRIOR TO SESSION VI send to me
      i. Identify an educational topic from the grab bag. This should be a topic which you would like to pursue in depth independently. During one of the last three sessions you will present a 15 minute talk to the class on this topic.

2. Recommended Reading
   i. Torre, DM et al Overview of Current Learning Theories for Medical Educators. American Journal of Medicine, 2006, 119(10):903-07

3. Skill Development
   a) Review the different learning theories. Pick 2 learning theories that interest you
   b) Identify 3-4 ways you could change your current teaching to incorporate those learning theories
   c) Help one of your advisees (or mentees or trainees) learn to learn
   d) Read Make it Stick, Small Teaching, or Why Students Don’t Like School. Use these techniques in your personal learning, than teach it to someone else

“We have to cross the boundary between knowing and not knowing many times before we achieve understanding.”

David Hawkins
**LEARNING OBJECTIVES**

1. To differentiate between goals and objectives
2. To identify 3 educational purposes for setting and communicating goals
3. To learn how to create behaviorally based goals
4. To identify challenges in teaching today’s academic environment
5. To brainstorm on potential solutions to these challenges

**ASSIGNMENT**

1. **FOLLOW-UP and REFLECTION FOR SESSION**

   **a. REQUIRED**
   i. **READ:**
   1. Pg 25-36. Setting Goals and Objectives
   The Clinician Educator handbook (FREE DOWNLOAD)
   https://mediasrc.bcm.edu/documents/2014/84/clinicianedhandbook.pdf

   ii. **HOMEWORK- PRIOR TO SESSION VII send to me**
   1. Choose a talk or small group session that you would like to do or have been asked to do. Write at least 3 **goals and objectives** for this educational activity.

   **b. ***PREREADINGS FOR SESSION IV**
   i. **READ:**

   3. **SKILL DEVELOPMENT**
   In the next week, observe several teaching interactions. See if you can determine the educational goals of the teaching sessions.

   “If you don’t know where you are going you have to be careful as you might not get there”

   Y.Berra
SESSION VI  |  Promotion of Understanding and Retention

**LEARNING OBJECTIVES**

1. To identify teaching behaviors that enhance student learning
2. To identify at least 6 factors that affect motivation
3. To understand the concept of advance organizers
4. To understand the contribution of deliberate practice to the development of expertise

**ASSIGNMENT**

1. REQUIRED
a. READ
   i. Ericsson KA, Deliberate Practice and the Acquisition and Maintenance of Expert Performance in Medicine and Related Domains, Acad Med 79:S70-81
b. READING FOR SESSION VII
   i. ABC of learning & teaching in medicine: teaching large groups. BMJ 2003;326:437-44

2. SKILL DEVELOPMENT (AND FOR FUN)
   a. ATTEND a teaching session in your department.
   b. USE the SFDP handout of Promotion of Understanding and Retention to critique the lecture in each of the 4 key components (organization, clarity, emphasis and active learning)
   c. THINK How could this lecture be better? What was done well? What would I do differently?

“No bubble is so iridescent or floats longer than that blown by the successful teacher.”

Sir William Osler
SESSION VII | Teaching in Large Groups
Teaching Procedural Skills

LEARNING OBJECTIVES

1. To understand the educational purpose of a lecture
2. To list the 3 stages in giving a lecture
3. To list and demonstrate effective oral presentation skills
4. To demonstrate effective use of audiovisual aides
5. To prepare and deliver a 15 minute lecture and to self-evaluate your performance (Session XVI)

ASSIGNMENT

1. FOLLOW-UP and REFLECTION FOR SESSION

   a. REQUIRED

      i. READ:

         1. Pg 131-153 The Lecture, The Clinician Educator handbook (FREE DOWNLOAD)
            https://mediasrc.bcm.edu/documents/2014/84/clinicianedhandbook.pdf

         2. ATTEND a lecture in your department. This time, don’t concentrate on the content of the lecture but mainly the lecture technique/style, delivery and use of audiovisual aids. Use the Peer assessment of medical lecturing instrument to grade the lecture. Return the instrument with mandatory comments prior to session

“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 review the educational purpose for evaluating learners
- To identify how observation and questioning can help evaluate learners
- To review the benefits and shortcomings of learner self-assessment
- To practice using different “levels” of questions to evaluate learners

ASSIGNMENT

1. FOLLOW-UP and REFLECTION FOR SESSION

   a. REQUIRED

      i. READ

         1. Pages 171-180 Asking Questions to Stimulate Learning
            The Clinician Educator handbook (FREE DOWNLOAD)
         2. Kroenke K. Attending rounds: guidelines for teaching on the wards

   2. THINKING AHEAD

      a. Start working on your presentation

3. SKILL DEVELOPMENT

   a. Practice using different levels of questions to evaluate learners’ knowledge, skills and attitudes
   b. Use direct observation to evaluate your learners

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

Sir William Osler
SESSION IX  Teaching in the Inpatient Setting

LEARNING OBJECTIVES

- To list the educational benefits of teaching in the inpatient setting
- To identify the roles and responsibilities of an inpatient attending
- To discuss the challenges of inpatient teaching
- To construct a personal portfolio of teaching techniques to enhance inpatient teaching
- To review effective techniques for teaching at the bedside

ASSIGNMENT

1. FOLLOW-UP and REFLECTION FOR SESSION

   a. REQUIRED
   b. READ
   c. READING FOR SESSION X

2. REQUIRED HOMEWORK ASSIGNMENT – due on October 11
Reread the philosophy of teaching you developed prior to beginning the class. Review the slides and your notes from our class and revise your philosophy of teaching based on what you have learned in this class.
At the end of the revised philosophy list three pedagogical concepts or topics that you would like to teach to your future faculty colleagues. Submit the revised philosophy and 3 topics to me on or before October 11

3. SKILL DEVELOPMENT
   If your role as a clinician educator requires you to spend some time as an inpatient attending:
      i. Begin to think about what you will discuss on the first day. You may want to begin working your first day template (optional activity)
      ii. Revisit your philosophy of teaching. How can you implement that philosophy the next time you are on the inpatient service
      iii. Think about your values as a clinician educator. What is important to you? How can you infuse those values into your next assignment on the inpatient service?

“We learn by example and by direct experience because there are real limits to the adequacy of verbal instruction.”

Malcolm Gladwell, Blink
SESSION X  Facilitating Learning- Feedback and Coaching

LEARNING OBJECTIVES

- To recognize the educational value of feedback
- To identify the characteristics of effective feedback
- To review tensions in giving/receiving feedback and discuss models that address these tensions
- To compare and contrast feedback and coaching

ASSIGNMENT

1. FOLLOW-UP and REFLECTION FOR SESSION

   a. Recommended Reading

   b. REQUIRED READING
      2. ***PREREADINGS FOR SESSION XI REQUIRED

2. SKILL DEVELOPMENT

   a. Practice giving feedback to each learner you deal with over the next few months. Make feedback a regular, consistent component of your teaching toolbox.
   b. Read the chapter on Feedback and Evaluation in Clinician Educator handbook and assess how you are doing intermittently through the year.
   c. Remember, feedback can be written and oral.

“A coach is someone who can give correction without causing resentment.”
John Wooden
SESSION XI  Teaching Clinical Reasoning

LEARNING OBJECTIVES

- To state the rationale for and importance of formal instruction in clinical reasoning
- To identify and explain the concept of Intuitive (System 1/Type 1) and Analytical (System 2/Type 2) reasoning and how these concepts apply to decision making
- To define the most common cognitive biases that plague decision making and appreciate the relationship between bias and diagnostic error

1. SKILL DEVELOPMENT

In your work, reflect on whether your clinical teaching effectively employs System I or System 2 thinking in a given situation.
- Is that appropriate?
- Ask your learners to take a step back

2. HOMEWORK: Work on your Grab bag topic. What pedagogical techniques are you going to utilize in your presentation to help your learners understand and retain the information you present?

"The function of education is to teach one to think intensively and to think critically... Intelligence plus character - that is the goal of true education."

Martin Luther King Jr
LEARNING OBJECTIVES

- To recognize the educational benefits of teaching in the outpatient setting
- To identify the challenges of teaching in the outpatient setting
- To compare and contrast teaching of students versus teaching of residents
- To describe and review 4 different methods for efficient and effective teaching in the ambulatory setting

ASSIGNMENT

1. **REQUIRED: Follow-up and Reflection for Session**
   a. **READ:**

2. **Recommended**

3. **SKILL DEVELOPMENT**
   a. **REFLECT**
      i. Am I an efficient teacher?
      ii. Do I take too long/teach too much?
   b. **TRY**
      i. Try one of the outpatient teaching methods (Microskills, Aunt Minnie or SNAPPS) the next time you have a learner in clinic with you

“There are two ways of exerting one’s strength: one is pushing down, the other is pulling up.”

_Booker T. Washington_
SESSION XIII Diagnosing and Dealing with the Problem Learner

LEARNING OBJECTIVES

- To review the “epidemiology” of problem learners
- To review a framework for approaching problem learners
- To discuss the importance of accurately identifying specific learner deficits
- To review “secondary causes” of poor academic performance
- To review key concepts for remediation of problem learners
- To describe academic due process

ASSIGNMENT

1. FOLLOW-UP and REFLECTION FOR SESSION
   a. REQUIRED READING
      i. Dudek, NL et al, Failure to Fail: The Perspectives of Clinical Supervisor, Acad Med,80:10 (suppl) S84-87
      ii. Guerrasio, J et al, Learner Deficits and Academic Outcomes of Medical Students, Residents, Fellows and Attending Physicians Referred to a Remediation Program 2006-2012, Acad Me 89:2

2. HOMEWORK: Continue to work on your Grab bag topic. How are you going to grab your learner attention at the start of the presentation and how are you going to maintain their attention during the presentation?

3. SKILL DEVELOPMENT
   a. REFLECT
      Think back on a struggling learner you recently worked with
      i. What were his/her deficits?
      ii. What could you do to better define the learner’s “educational diagnosis”?
      iii. What type of educational activities would you include in the remediation plan?

“It is not only what we do, but what we do not do, for which we are accountable”
Moliere
<table>
<thead>
<tr>
<th>SESSION XIV</th>
<th>Student Presentations</th>
<th>Students</th>
</tr>
</thead>
</table>

**LEARNING OBJECTIVES**

- To utilize skills and techniques learned in the course on teaching a small group presentation
- Additional learning objectives to be determined by students

“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.”

Albert Einstein
SESSION XV  Student Presentations  Students

LEARNING OBJECTIVES

- To utilize skills and techniques learned in the course on teaching a small group presentation
- Additional learning objectives to be determined by students

“A teacher is one who makes himself progressively unnecessary.”
Thomas Carruthers
SESSION XVI

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>To utilize skills and techniques learned in the course on teaching a small group presentation</td>
</tr>
<tr>
<td>Additional learning objectives to be determined by students</td>
</tr>
<tr>
<td>To utilize skills of evaluation and feedback to complete course evaluation</td>
</tr>
</tbody>
</table>

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”
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
   https://mediasrc.bcm.edu/documents/2014/84/clinicianedhandbook.pdf

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

   Success Types in Medical Education: A Program for Improving Academic Performance Version 1.1 (free)
   John W. Pelley, PhD with Bernell K Dalley, PhD

   BMJ Case Reports (case based learning) in healthcare

TEXTS

Medical Teaching

ACP Teaching Medicine Series- 7 book series
(Editor- Jack Ende), published by American College of Physicians in 2010
Available at amazon.com or ACP website (can buy individually or as a set)

- Theory and Practice of Teaching Medicine (Jack Ende, ed.)
- Methods for Teaching Medicine (Skeff and Stratos, eds.)
- Teaching in Your Office, 2nd ed. (Alguire et al., eds.)
- Teaching in the Hospital (Wiese, ed.)
- Mentoring in Academic Medicine (Humphrey, ed.)
- Leadership Careers in Medical Education (Pangaro, ed.)
- Teaching Clinical Reasoning (Trowbridge, Durning, Rencic eds.)

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

Educating Physicians. A Call for Reform of Medical School and Residency.
Molly Cooke, David M. Irby, Bridget C. O'Brien
The Skillful Teacher
Stephen D. Brookfield

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

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

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

A Practical Guide for Medical Teachers
John A. Dent, Ronald M., M.D. Harden

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

Portfolio Use and Assessment
Ven Klenowski, Val Klenowski

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

Teaching and Learning in Primary Care.
Richard Hayes

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

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

Remediation of the Struggling Medical Learner
Jeannette Guerrasio, Association of Hospital Medical Education, 2013

PODCASTS

Key Lime Podcast- monthly review of Key Literature In Medical Education. Discussants pick a seminal article in the Med Ed literature, review the study’s strengths and weakness and discuss whether it will impact on their educational practice

Teaching in Higher Ed Podcast- a faculty development podcast designed for university teachers focused on improving teaching skills of these educators but addresses a number of pedagogical concepts relevant for medical educators