

**University of Pittsburgh
Medical Education Training Program**

MEDEDU 2100

**ENHANCING TEACHING SKILLS
FOR CLINICIAN EDUCATORS**



COURSE DIRECTOR
Rosanne Granieri, M.D.
granierir@upmc.edu

*First to inspire.
Second to challenge.
Third, and only third, to impart information"*

Lloyd Smith

"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.



University of Pittsburgh Medical Education Training Program

MEDEDU 2100 ENHANCING TEACHING SKILLS FOR CLINICIAN EDUCATORS

Fall Term
CREDITS

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SESSION DATE	SESSION CONTENT
Session 1	Overview of Course Characteristics of Good Teaching And Learning Environments
Session 2	Adult Learning Learning Domains; Motivation
Session 3	Challenges in Learning Environments Styles of Teaching Stages of Clinical Teaching Setting Goals and Expectations
Session 4	Teaching in Large Groups: The Art of The Lecture
Session 5	Case Based Teaching
Session 6	Bedside Teaching
Session 7	Inpatient Teaching
Session 8	Teaching in the Ambulatory Setting
Session 9	Active Learning Strategies for Large and Small Groups: TBL, PBL
Session 10	Teaching in Small Groups
Session 12	Feedback and Evaluation
Session 13	PowerPoint for Educators: Enhancing Your Presentations
Session 14	Diagnosing and Dealing with the Problem Learner
Session 15	Interactive Discussion: Education Afternoon Report: Challenging and Rewarding Teaching Cases
Session 16	COURSE EVALUATION An Educational Framework for Analyzing Outcomes Based Education Future Challenges in Medical Education Student Presentations Wrap-up

*"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 2005;20:635-39.
- iii. Sutkin G, Wagner I, Schiffer R. What makes a good clinical teacher in medicine? A review of the literature. Acad Med 2008;83:452-66.

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 and New Directions. Contemporary Educational Psychology 2000;25: 54-67.
- b. **RECOMMENDED READING**: Kusurkar RA, Croiset G, Mann KV et al. Have Motivation Theories Guided the Development and Reform of Medical Education Curricula? A Review of the Literature. Acad Med 2012;87:1-9.

"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



SESSION II	Adult Learning Learning Domains Motivation	
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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**

1. Friedlander MJ, Andrews L, Armstrong EG et al. What can medical education learn from the neurobiology of learning? Acad Med 2011; 84:412-20.

ii. **RECOMMENDED**

1. Mann KV. Motivation in Medical Education: How Theory Can Inform Our Practice. Acad Med 1999;74:237-39
2. Kaufman DM. ABC of learning and teaching in medicine: applying education theory in practice. BMJ 2003;326:213-16
3. Williams GC, Deci EL. The importance of supporting autonomy in medical Education. Ann Intern Med 1998;129:303-08.

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*



SESSION III	Challenges in Learning Environments Styles of Teaching Stages of Clinical Teaching Setting Goals, Learning Objectives and Expectations	
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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	
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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 discipline.** 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

- i. Newman LR, Brodsky DD, Roberts DH et al. Developing expert-derived rating standard for the peer assessment of lectures. Acad Med 2012;87:356-63.

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

"Lecturescan, in short, bring a subject alive and make it more meaningful. Alternatively, they can kill it."
G. Brown and M. Manogue



SESSION V

Case Based Teaching

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

- i. Kim S, Phillips WR, Pinsky et al.. A conceptual framework for developing teaching cases: a review and synthesis of the literature across disciplines. Medical Education 2008;40:867-76
- ii. Cunningham AS et al. The art of precepting: Socrates or Aunt Minnie? Arch Pediatr Adolesc Med 1999;114-16.
- iii. Neher JO et al. A Five-Step “Microskills” model of Clinical Teaching. J Am Board Fam Prac 1992;5:419-24

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 methods in particular, may be beneficial for inclusion in your teaching “tool box” 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 and 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:**

1. Williams, KN, Ramani S, Fraser B et al. Improving bedside teaching: findings from a focus group study of learners. Acad Med 2008;83:257-64.
2. LaCombe MA. On Bedside Teaching. Ann Intern Med 1997;126:217-220.
3. Ramani S. Whither Bedside Teaching? A focus-group study of clinician educators. Acad Med 2003;78:384-90.

- ##### ii. **REPORT BACK** in SESSION VII **one tip** from Dr. Day's discussion or the readings

b. **RECOMMENDED**

http://www.med.umn.edu/dom/prod/groups/med/@pub/@med/@dom/documents/asset/med_asset_377928.pdf

2. SKILL DEVELOPMENT

a. Review Table 15 and 16 on page 116 of the Clinician Educator Handbook.

- 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



SESSION VII

Inpatient Teaching

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
 - i. Ende J. What if Osler were one of us? Inpatient teaching today. J Gen Intern Med 1997;12:S41-48.
 - ii. Kirkpatrick JN. Well Rounded. Arch Intern Med 2005;165:613-15.
 - iii. Wald D. Teaching techniques in the clinical setting: the Emergency Medicine perspective. Acad Emerg Med 2004;11:1028.
- 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:**
Osborn LM. Ward Attending: The Forty Day Month.
- 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*



SESSION VIII

Teaching in the Ambulatory Setting

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

- i. Heidenreich C. The search for effective and efficient ambulatory teaching methods through the literature. *Pediatrics* 2000;105:231-37.
- ii. McGee SR, Irby DM. Teaching in the Outpatient Clinic. *Practical Tips. J Gen Intern Med* 1997;12 (suppl 2):S34-S39.
- iii. Irby DM. What clinical teachers in medicine need to know. *Acad Med* 1994;69:333-342
- iv. Ferenchik G et al. Strategies for efficient and effective teaching in the ambulatory care setting. *Acad Med* 1997;72:277-80.

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	
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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 standard lecturing

ASSIGNMENT

1. Per Dr. Mahoney

2. FOLLOW-UP TO CLASS DISCUSSION

a. RECOMMENDED READING

- i. Kanter SL. Fundamental concepts of problem-based learning for the new facilitator. Bull Med Libr Assoc 1998;86(3): 391-95
- ii. Wood DF. ABC of learning and teaching in medicine: problem based learning. BMJ 2003;326:328-330
- 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



SESSION X	Teaching in Small Groups	
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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
- iii. Jacques D. ABC of learning and teaching in medicine: Teaching Small Groups. BMJ 2003;326:492-94.

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 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
2. Ende J. Feedback in clinical medical education. JAMA 1983;250:777-81.

b. Recommended

- i. Hewson, MG, Little M. Giving feedback in medical education. Verification of recommended techniques. J Gen Intern Med 1998;13:111-116.
- ii. Morrison, J. ABC of learning and teaching in medicine: Evaluation. BMJ 2003;326:385
- iii. Gordon J. ABC of learning and teaching in medicine: one to one teaching and feedback. BMJ 2003;326:543-45.

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*



SESSION XII	PowerPoint Instruction for Educators: Enhancing Your Presentations	
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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**

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

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

a. Recommended reading

- Shannafelt TD et al. Burnout and self-reported patient care in an Internal Medicine Residency Program. *Ann Intern Med* 2002;136:358-67.
- Clever LH. Who is sicker: patients- or residents? Residents' distress and the care of patients. *Ann Intern Med* 2002;136:391-93,
- Dyrbye LN, Thomas MR, Massie S et al. Burnout and suicidal ideation amount U.S. medical students. *Ann Intern Med* 2008;149:334-41.

3. **THINKING AHEAD**

- 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
 - What was the problem?
 - How could it be rectified?
- 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	
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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 would 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)	
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LEARNING OBJECTIVES

- To identify, diagnose, and manage challenging teaching scenarios

ASSIGNMENT

1. IN PREPARATION FOR SESSION FIFTEEN

- a. **REQUIRED**
 - i. **READ**
 - 1. Hesketh EA et al. A framework for developing excellence as a clinician educator. Medical Education 2001;35:555-64.
 - 2. Re-read ; Pg 13-24 From Teacher to Master Teacher
The Clinician Educator handbook (FREE DOWNLOAD)
www.bcm.edu/pediatrics/clinician_educator_handbook



SESSION XV	COURSE EVALUATION An Educational Framework for Analyzing Teaching Outcomes Based Education Challenges in Medical Education	
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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	
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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 EVALUTION OF PRESENTATION

“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)

<u>Applying educational theory in practice</u>	<u>BMJ, Jan 2003; 326: 213 - 216.</u>
<u>Curriculum design</u>	<u>BMJ, Feb 2003; 326: 268 - 270.</u>
<u>Problem based learning</u>	<u>BMJ, Feb 2003; 326: 328 - 330.</u>
<u>Evaluation</u>	<u>BMJ, Feb 2003; 326: 385 - 387.</u>
<u>Teaching large groups</u>	<u>BMJ, Feb 2003; 326: 437.</u>
<u>Teaching small groups</u>	<u>BMJ, Mar 2003; 326: 492 - 494.</u>
<u>One to one teaching and feedback</u>	<u>BMJ, Mar 2003; 326: 543 - 545.</u>
<u>Learning and teaching in the clinical env</u>	<u>BMJ, Mar 2003; 326: 591 - 594.</u>
<u>Written assessment</u>	<u>BMJ, Mar 2003; 326: 643 - 645.</u>
<u>Skill based assessment</u>	<u>BMJ, Mar 2003; 326: 703 - 706.</u>
<u>Work based assessment</u>	<u>BMJ, Apr 2003; 326: 753 - 755.</u>
<u>Educational environment</u>	<u>BMJ, Apr 2003; 326: 810 - 812.</u>
<u>Web based learning</u>	<u>BMJ, Apr 2003; 326: 870 - 873.</u>
<u>Creating teaching materials</u>	<u>BMJ, Apr 2003; 326: 921 - 923.</u>

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. <http://www.ttuhsct.edu/SOM/success>

Success Types in Medical Education: A Program for Improving Academic Performance Version 1.1 (free)

John W. Pelley, PhD with Bernell K Dalley, PhD

5. http://hsc.unm.edu/som/ume/ted/ed_dev/tools.html

6. <http://www.oucom.ohiou.edu/fd/programs.htm>

7. <http://www.cmu.edu/teaching/principles/learning.html>
BMJ Case Reports (case based learning) in healthcare

8. <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-2.htm>

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10. <http://cstl-csm.semo.edu/waterman/CBL/>

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(Editor- Jack Ende), published by American College of Physicians in **2010**

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- 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.)
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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

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Richard Hayes

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