Getting Started as a Medical Teacher in Times of Change

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Objectives

• Describe some factors influencing the need to efficiently and effectively train novice medical teachers

• Discuss useful resources and tools for faculty to develop teaching skills

• Outline specific steps and strategies that faculty can take to prepare themselves to be better teachers
Some Factors Influencing Change
The Paradox of the Profession
Go Teach!
Upon Receiving First Teaching Assignment

- Where to go for help?
- How and when does the preparation begin?
- How to gain knowledge & skills to perform at expected level?
- How can teacher training be maximized for the individual?
Welcome from Faculty Development at NJMS

Whether you are new to teaching or just new to teaching at New Jersey Medical School, we would like to help you get off to a great start. This pamphlet has been put together to help you begin your career here as a Medical Educator.

Even during these times of change in medical education, practical suggestions such as these are staples in designing and delivering quality education. Using these tips will help you teach in an efficient and effective manner thus saving you time and effort. These tips are brief excerpts from a more in-depth guide. If you would like more information on any of these topics, please contact Richard Feinberg, PhD, Assistant Dean for Basic Science Education and Faculty Development.

Setup an appointment or stop by the Office of Education for assistance at any time in the Medical Science Building C642.
A Checklist of Topics to be Covered

- Identify a mentor
- School wide goals & objectives
- Institution’s teaching resources
- A pedagogy that fits the learner & you
- Become engaged in the course
- Structuring the presentation
- Plan for and practice teaching
- Providing and receiving feedback
- Summarize and synthesize
- Have a professional development plan
Identify a Mentor
Educational Goals and Objectives of the School

Align Teaching Practices

Educational Goals and Objectives

Planned or Pending Changes

Recent Accreditation Documents

Review School’s Website
Learn About the Institution’s Teaching Resources

Office of Education

- Course & Clerkship Directors
- Librarians
- Instructional Design Consultant
- Members of a Teaching Academy
- Visit the Teaching Venues
- Learning Management System
A lecture in the palm of your hand anytime, anywhere, as often as needed for review. What does my medical school professor really feel about this capability?
Educational Technology – Audience Response System

Polling Devices:

- Surveys
- Questions
- Quizzes
- Voting
- Reviews
Medical School Teaching Venues/Pedagogy

- Lectures
- Laboratories
- Small Groups
- Online/Podcasts
- Bedside Learning
- Mentoring/Feedback

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Select a Pedagogy That Fits the Learner and You

- One Minute Preceptor
- Flipped Classroom
- Podcast
- Lecture
- Online Module
- Team-Based Learning
- Small Group Activity
- Simulation

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An opportunity to sample different styles of teaching that may be worth looking at for your course / clerkship

Menu

- Audience Response Systems
- Short Podcasts for Flipped Classroom
- Patient Oriented Problem Solving (POPS)
- Small Group Facilitation
- Large Group Interactive Session
- Team Based Learning
- Simulation
- Online Learning
- Blended Learning
- New Educational Technology
Shopping for Ideas
What types of pedagogy and/or technology have you employed in your teaching?
“There’s been an accident, but it doesn’t involve me.”

Frank Cotham - The New Yorker
A New Jersey Rest Stop

- Identify a mentor
- School wide goals & objectives
- Institution’s teaching resources
- A pedagogy that fits the learner & you
- Become engaged in the course
Where Are We Heading?

Structuring the Presentation
Plan for and Practice Teaching
Providing and Receiving Feedback
Summarize and Synthesize
Have a Professional Development Plan
Structuring the Presentation

Tell your own story
Use objectives
Beginning, middle and end
Select quality images
Summarize
Don’t Get Tied Up in the Details

Edit carefully
Overview of Lecture Template

**Introduction/Objectives**

**Title/ Name/ Date**

Begin with a Visually Stimulating Image

**Objectives**

Upon completion of this lecture, you should be able to:

1. Define...
2. Describe...
3. Analyze...
4. Evaluate...

**Purpose**

- Why is this important to your medical education.
- Integration/linkages with other curricular content
- Historical context/ Life-long learning

**Core Concepts**

**Core Concepts**

Content must align with the objectives

Focus content based on the objectives and difficult concepts that require elaboration

**Details**

Provide analogies & examples to explain difficult concepts – e.g., fibroblast exports precursors that are assembled outside the cell into a large structure

**Interaction/Activity**

- Use 1 or 2 short engaging learner-centered interactions to reinforce difficult concepts (think-pair-share, games, and videos)

**Summary**

**Summary**

Summarize core concepts
Revisit the objectives
Allow time to review difficult concepts

**Review**

- Audience Response System – can help to identify gaps in knowledge and create teachable moments
- Problem solving
- Board Review Questions

**Upcoming Topics/Resources**

- Linkage to upcoming content for horizontal and vertical integration
- Provide References and supplemental resources
# Introduction and Objectives

**Title/Name/Date**

- Begin with a visually stimulating image

**Objectives**

Upon completion of this lecture, you should be able to:

1. Define…
2. Describe…
3. Analyze…
4. Evaluate…

**Purpose**

- Why is this important
- Integration within curriculum
- Historical context – lifelong learning

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*Holmes and Feinberg, 1982*
Core Concepts

Focus content on the objectives and difficult concepts that require elaboration

Details

Analogy: Collagen – some assembly required

Interaction/Activity

Use one or two short engaging learner-centered interactions to reinforce difficult concepts (think-pair-share, videos, ARS)
Summary

- Summarize core concepts
- Revisit the objectives
- Review difficult concepts

Review

- Use ARS to identify gaps in knowledge – create teachable moments
- Problem solving
- Board review questions

Upcoming Topics

- Provide linkage to upcoming content for integration
- Provide references and supplemental resources
Focus content using objectives

- Organizing structure for the session
- The instructional modality
- Assessment criteria (align content with exams)
- Use active verbs (Define, Describe, Apply, etc.)
Words to Avoid

• Know
• Learn
• Increase
• Become
• Understand
• Appreciate
• Improve
Use PowerPoint presentations effectively

- Don’t read your slides
- Choose a legible font and size
- Bullets rather than sentences
- Use animation judiciously
- Keep it simple
- Choose a solid background
Select Stimulating Images to Illustrate the Topic

Patrick D. Taulman
G. Holmes and R. Feinberg
Thomas J. Deerinck

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Bullets go Ballistic
Leaving an Impact
Have a Plan for Presenting

Lecture Checklist

1. Know your audience
2. Fit content to timeframe
3. Select a manageable number of objectives
4. Organize the content
5. Tell a story – Introduce, develop and summarize
6. Choose appropriate images to illustrate the topic
Have a Plan for Facilitating a Small Group

- Listen, moderate, question, stimulate and debrief
- Set the expectations for the goals of the session
- Active learning through student engagement and group discussion – You are the guide
- Provide feedback to individuals and the group
Providing Feedback

I am giving you this because I want you to be the best.
Receiving Feedback

From students
- Analyze the scores
- Read the comments

From peers
- Course directors
- Mentors
- Administrators

Draw up a plan for improvement
This Ticket Entitles the Bearer to a Feedback Session.

To maximize the benefit it is recommended that the bearer spend a few minutes of self-reflection before entering the session.

No expiration date – use multiple times throughout medical school
Added Fall 2014 for Class of 2018

Obtain three signatures over the academic year

Dept. __________________________ Date __________
Signature__________________________

Dept. __________________________ Date __________
Signature__________________________

Dept. __________________________ Date __________
Signature__________________________

Added Fall 2014 for Class of 2018
Take Home Message for Students

- Provide closure for the session
- Brief synopsis of the core concepts
- Link content to the course/curriculum
- Ask questions – use ARS
- Provide additional resources
Create a Sequential Summary

Molecular Architecture of Biomembranes
Create a Sequential Summary

Molecular Architecture of Biomembranes

Fluid-Mosaic Model

- Lipid Bilayer
- Proteins
Create a Sequential Summary

Molecular Architecture of Biomembranes

Fluid-Mosaic Model

Asymmetry

Lipid Bilayer is Asymmetrical
Create a Sequential Summary

Molecular Architecture of Biomembranes

Fluid-Mosaic Model

Asymmetry

Lipid Bilayer is Asymmetrical

Exocytosis and Endocytosis
Create and Monitor Your Professional Development

- Skills will develop incrementally over time
- Reflect upon feedback received
- Discuss your plans during annual reviews
- Commit to trying something new each year
- Attend an annual education meeting
- Network with colleagues
- Participate in faculty development programs
- Read medical education journals
Get Started Early - Drive Yourself to be Successful

- Identify a mentor
- School wide goals & objectives
- Institution’s teaching resources
- A pedagogy that fits the learner & you
- Become engaged in the course
- Structuring the presentation
- Plan for and practice teaching
- Providing and receiving feedback
- Summarize and synthesize
- Have a professional development plan
Write down three things that you would do right away.

Where would you go for guidance?

Questions ?
References