



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

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Some Factors Influencing Change



LIAISON COMMITTEE ON
MEDICAL EDUCATION



Accreditation Council for
Graduate Medical Education



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The Paradox of the Profession



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Go Teach!



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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?



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ESSENTIAL SKILLS FOR A MEDICAL TEACHER
An Introduction to Teaching and Learning in Medicine
Donald M. Hansen, Jonathan A. Lippman, Thomas L. Kasper

Understanding Medical Education
Concepts, Research and Practice
Tim W. Hight

An Introduction to Medical Teaching
David Colquhoun

EDUCATING PHYSICIANS
A Guide for Medical School and Program Directors
Holly E. Smith, David A. Asch, Richard C. Grune

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New Jersey Medical School

Welcome from Faculty Development at NJMS

Whether you are new to teaching or just newly 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 valuable 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 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.

Set up an appointment or stop by the Office of Education for assistance at any time in the Medical Science Building (MSB).

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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

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Identify a Mentor

MENTOR
MOTIVATE
COACH
INSPIRE
TEACH
TEAM WORK
VISION
LEAD BY EXAMPLE
SUCCESS?

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Educational Goals and Objectives of the School

Align Teaching Practices
Planned or Pending Changes
Recent Accreditation Documents
Review School's Website
Educational Goals and Objectives

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Learn About the Institution's Teaching Resources

Course & Clerkship Directors
Librarians
Instructional Design Consultant
Visit the Teaching Venues
Members of a Teaching Academy
Learning Management System
Office of Education

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Educational Technology - Recording Lectures

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?

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Educational Technology – Audience Response System

Polling Devices:



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Surveys
Questions
Quizzes
Voting
Reviews

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Medical School Teaching Venues/Pedagogy

Lectures



Laboratories



Small Groups



Online/Podcasts



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Bedside Learning

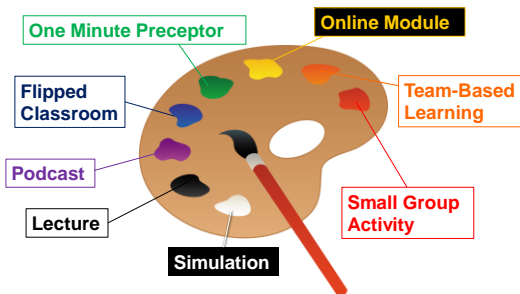


Mentoring/Feedback



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Select a Pedagogy That Fits the Learner and You



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Multimodal Marketplace

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



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Shopping for Ideas



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What types of pedagogy and/or technology have you employed in your teaching?

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Get Involved...



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Frank Cotham - The New Yorker

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A New Jersey Rest Stop



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A Quick Journey Through Newark, New Jersey



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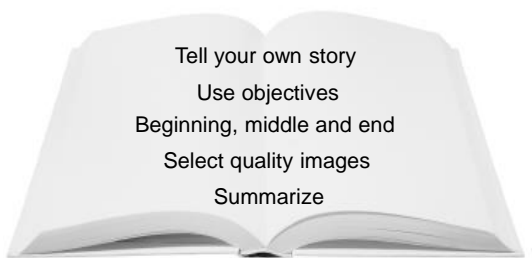
Where Are We Heading?



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Structuring the Presentation



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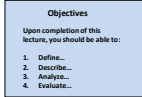
Don't Get Tied Up in the Details

*Edit carefully*

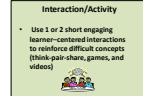
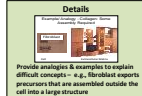
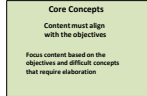
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Overview of Lecture Template

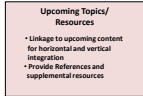
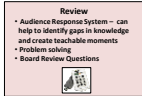
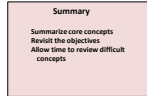
Introduction/Objectives



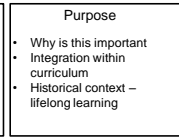
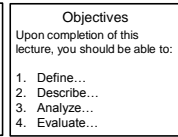
Core Concepts



Summary

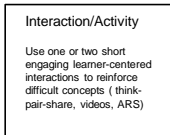


Introduction and Objectives



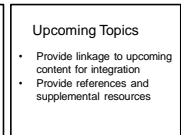
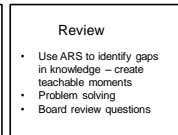
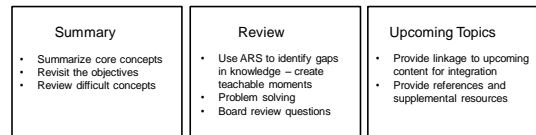
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Core Concepts



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Summary



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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.)



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Words to Avoid

- Know
- Learn
- Increase
- Become
- Understand
- Appreciate
- Improve



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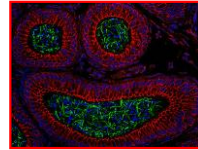
Use PowerPoint presentations effectively

- 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



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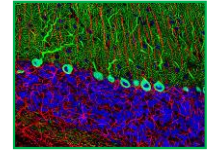
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Select Stimulating Images to Illustrate the Topic

Patrick D. Taulman



G. Holmes and R. Feinberg



Thomas J. Deerinck



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Bullets go Ballistic

Title • • •	Title • • •	Title • • •	Title • • •
Title • • •	Title • • •	Title • • •	Title • • •
Title • • •	Title • • •	Title • • •	Title • • •

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Leaving an Impact

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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

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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

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Providing Feedback



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Receiving Feedback



From students

Analyze the scores
Read the comments

From peers

Course directors
Mentors
Administrators

Draw up a plan for improvement



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Introduced Fall of 2013 for Class of 2017

Faculty Feedback Ticket

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.

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No expiration date – use multiple times throughout medical school

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Added Fall 2014 for Class of 2018

Obtain three signatures over the academic year

Dept. _____ Date _____

Signature _____

Dept. _____ Date _____

Signature _____

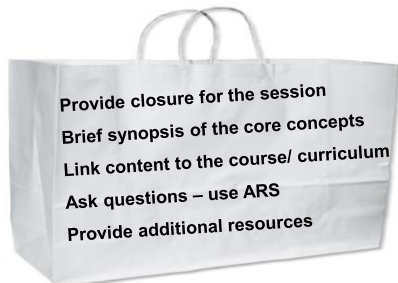
Dept. _____ Date _____

Signature _____

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Take Home Message for Students

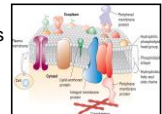


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Create a Sequential Summary

Molecular Architecture of Biomembranes



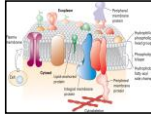
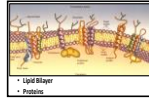
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Create a Sequential Summary

Molecular Architecture of Biomembranes

Fluid-Mosaic Model



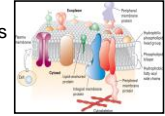
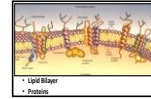
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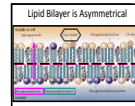
Create a Sequential Summary

Molecular Architecture of Biomembranes

Fluid-Mosaic Model



Asymmetry



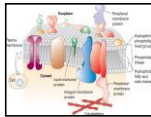
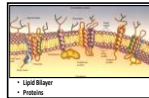
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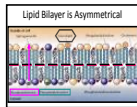
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Asymmetry

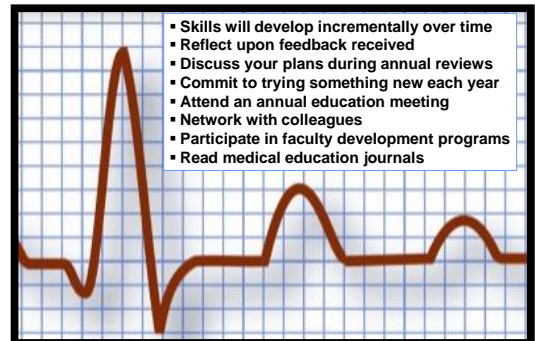


Exocytosis and Endocytosis



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Create and Monitor Your Professional Development

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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

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Write down three things that you would do right away.

Where would you go for guidance?

Questions ?

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