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
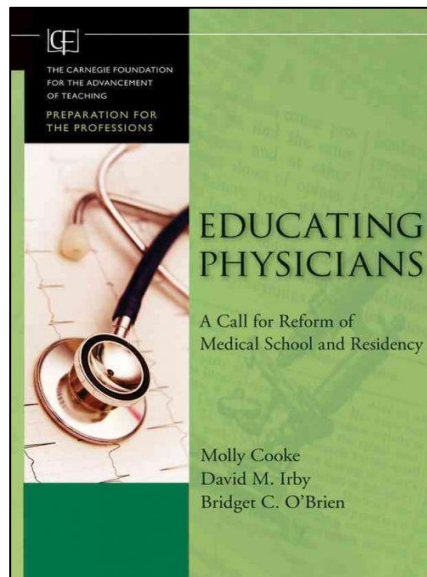
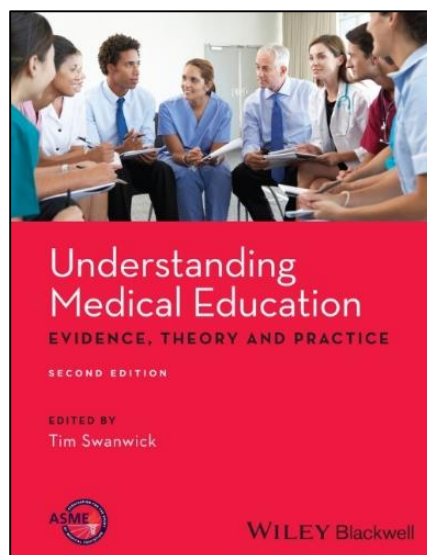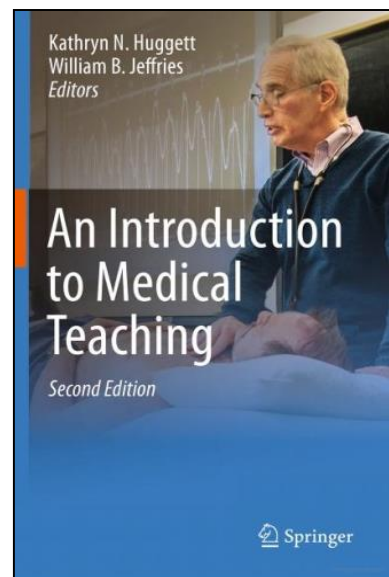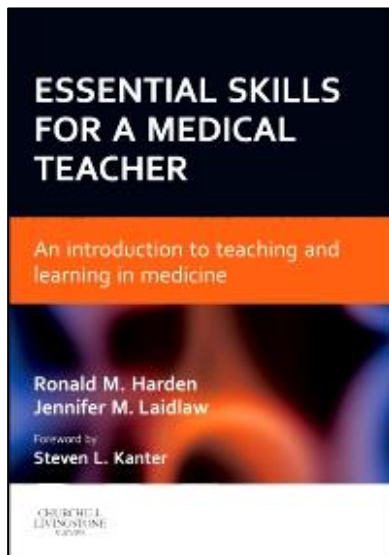# The Paradox of the Profession

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?

Resources

ESSENTIAL SKILLS FOR A MEDICAL TEACHER

An introduction to teaching and learning in medicine

Ronald M. Harden
Jennifer M. Laidlaw

Foreword by
Steven L. Kanter

CHURCHILL LIVINGSTONE

Understanding Medical Education

EVIDENCE, THEORY AND PRACTICE

SECOND EDITION

EDITED BY
Tim Swanwick

ASME

WILEY Blackwell

Kathryn N. Huggett
William B. Jeffries
Editors

An Introduction to Medical Teaching

Second Edition

Springer

THE CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING

PREPARATION FOR THE PROFESSIONS

EDUCATING PHYSICIANS

A Call for Reform of Medical School and Residency

Molly Cooke
David M. Irby
Bridget C. O'Brien

RUTGERS
New Jersey Medical School

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.**

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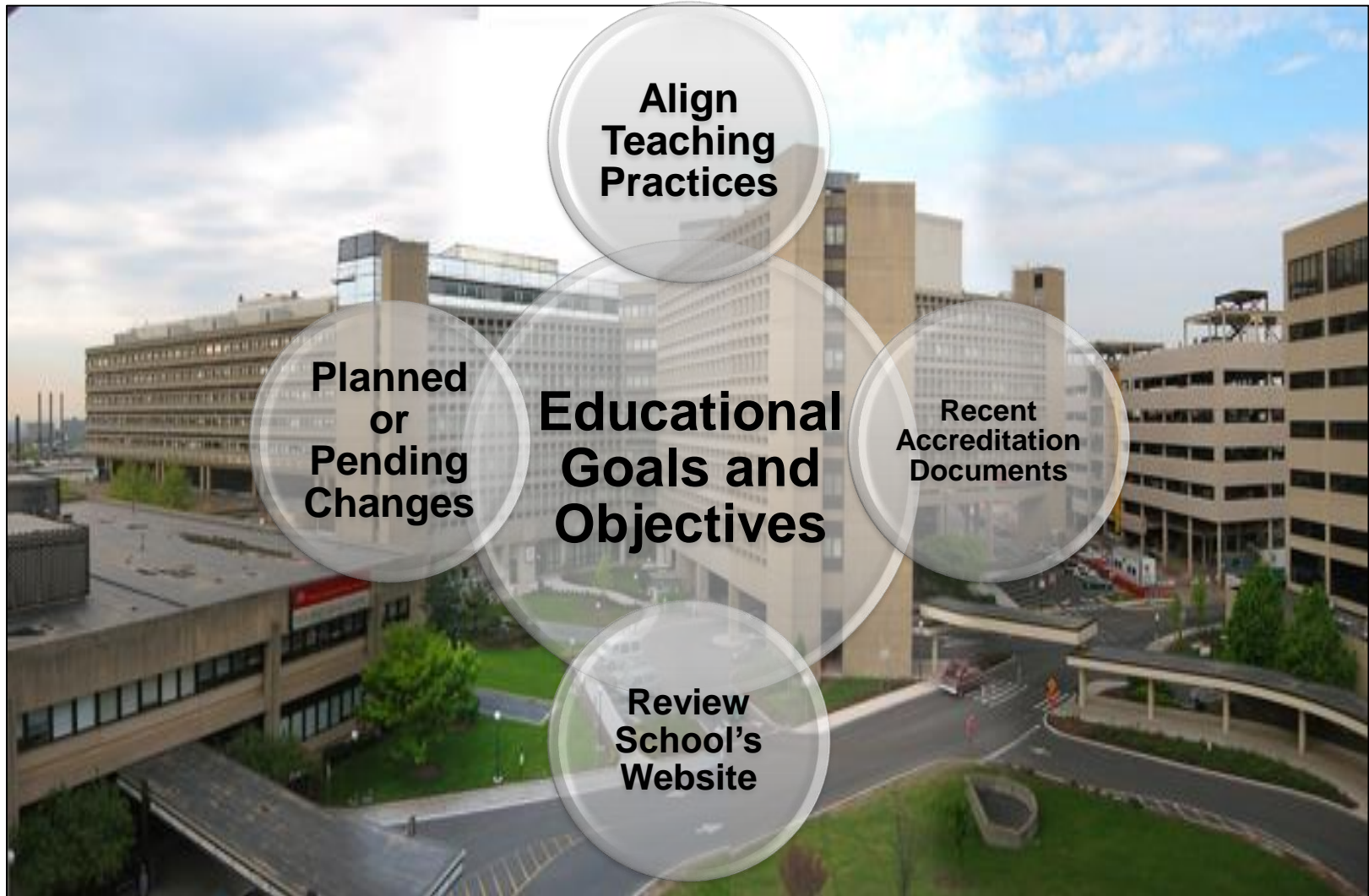
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A Checklist of Topics to be Covered

- ❑ **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**
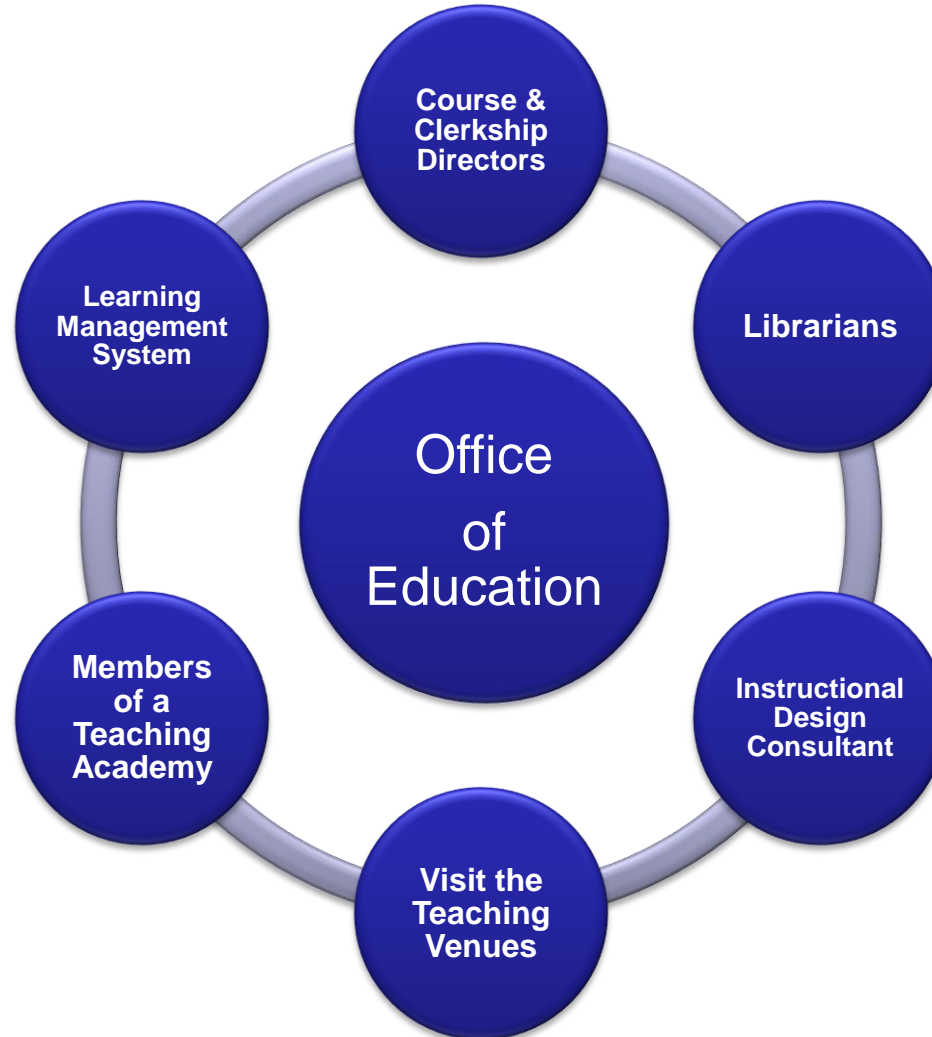- ❑ **Have a professional development plan**
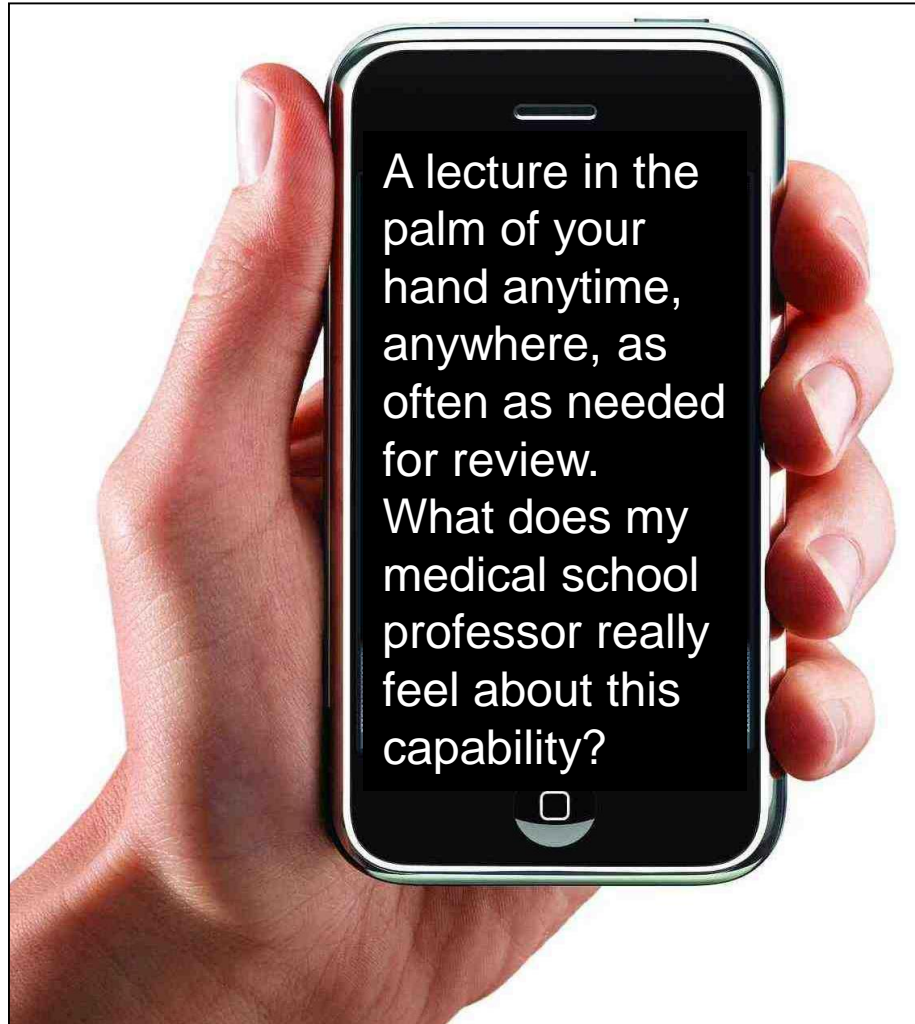
Identify a Mentor

Educational Goals and Objectives of the School

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Learn About the Institution's Teaching Resources

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?

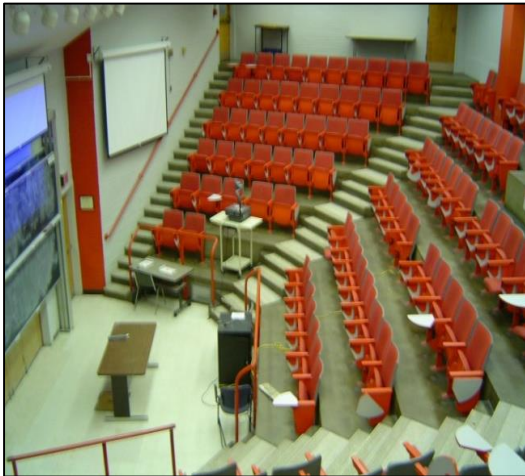# Educational Technology – Audience Response System

Polling Devices:

Surveys
Questions
Quizzes
Voting
Reviews

Medical School Teaching Venues/Pedagogy
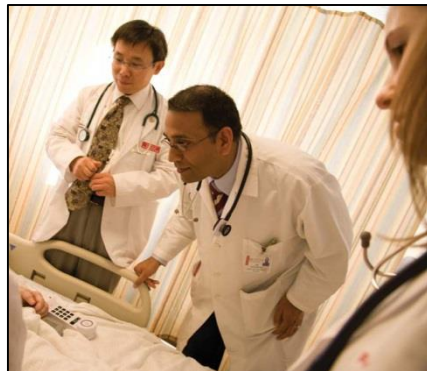
Lectures
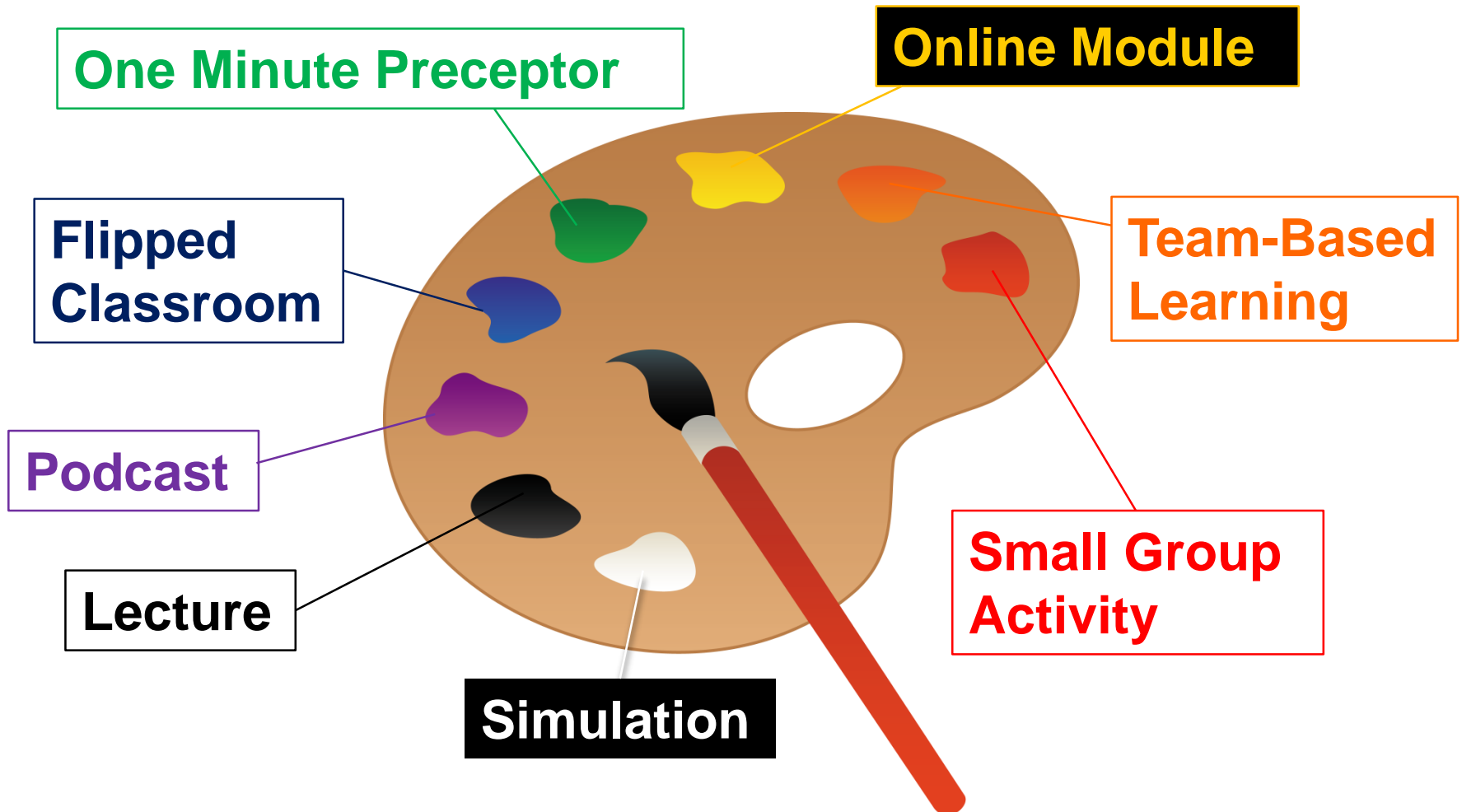
Laboratories

Small Groups

Online/Podcasts

Bedside Learning

Mentoring/Feedback

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Select a Pedagogy That Fits the Learner and You

One Minute Preceptor

Online Module

Flipped Classroom

Team-Based Learning

Podcast

Small Group Activity

Lecture

Simulation

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Multimodal Marketplace

**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?

Get Involved…

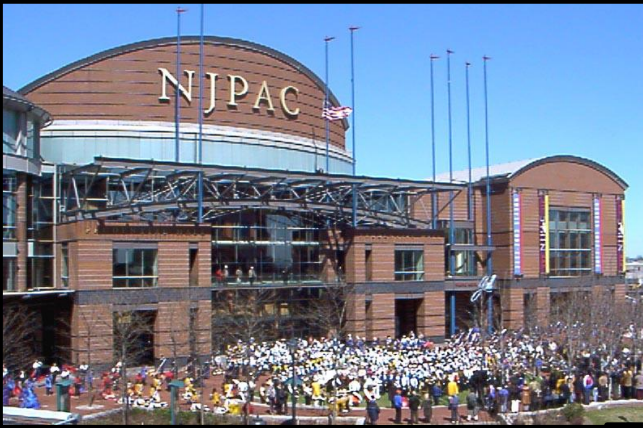"There's been an accident, but it doesn't involve me."

Frank Cotham -The New Yorker
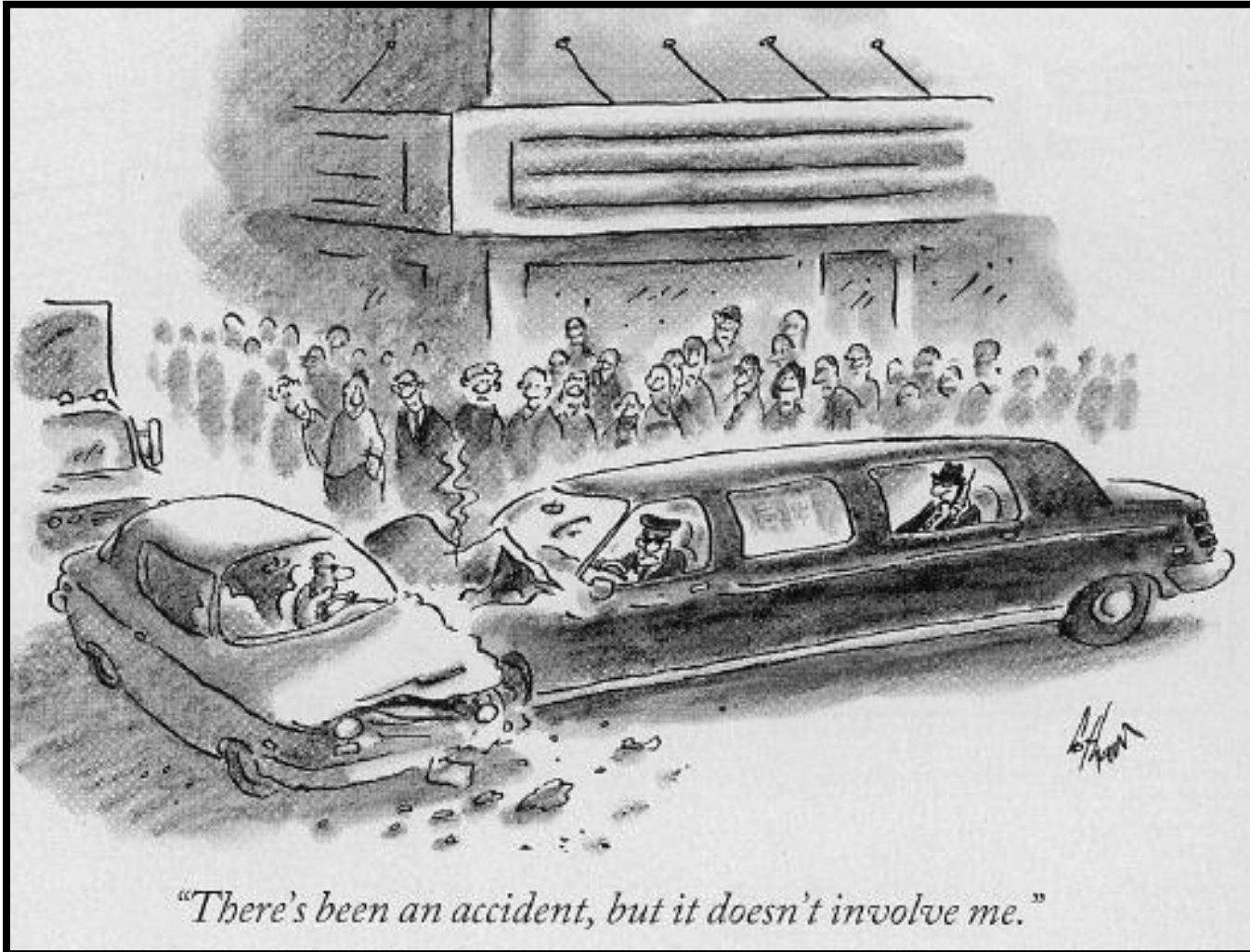
A New Jersey Rest Stop

- ☑ 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

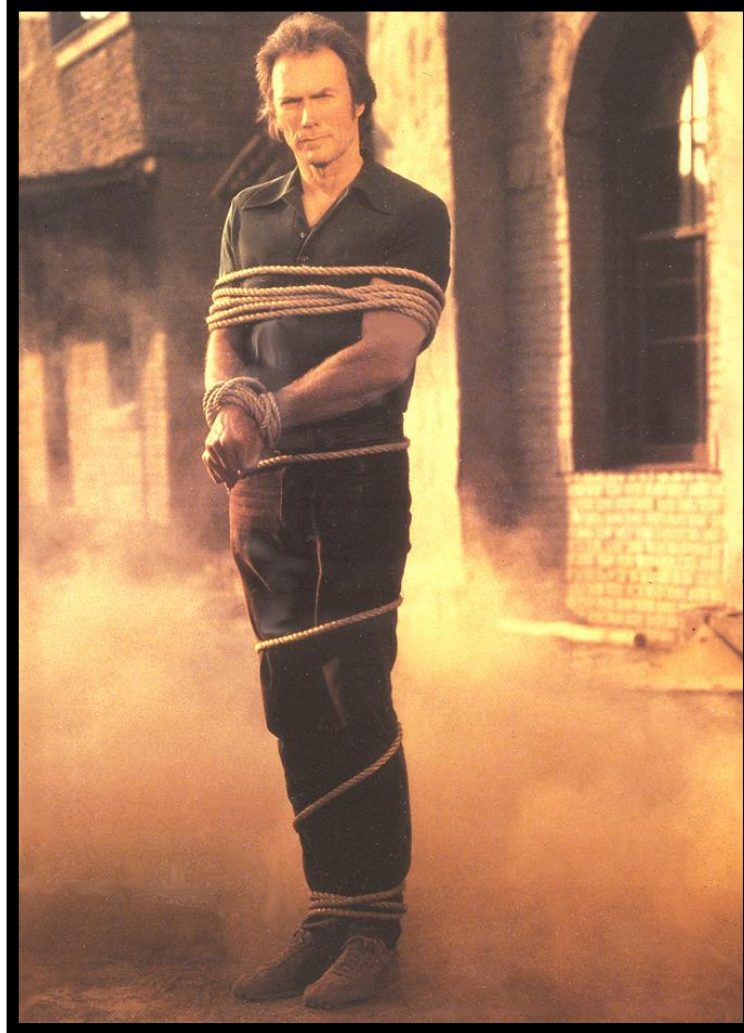# Structuring the Presentation

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

©Holmes and Feinberg, 1982

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

Example/ Analogy - Collagen: Some Assembly Required

Fibroblast

IKEA

Cell   Extracellular Matrix

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**
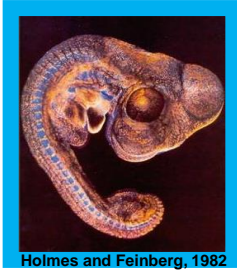- **Problem solving**
- **Board Review Questions**

Upcoming Topics/ Resources

- **Linkage to upcoming content for horizontal and vertical integration**
- **Provide References and supplemental resources**

Introduction and Objectives

Title/Name/Date	Objectives	Purpose
Holmes and Feinberg, 1982 Begin with a visually stimulating image	Upon completion of this lecture, you should be able to: 1. Define… 2. Describe… 3. Analyze… 4. Evaluate…	• Why is this important • Integration within curriculum • Historical context – lifelong learning

Core Concepts

Core Concepts	Details	Interaction/Activity
Focus content on the objectives and difficult concepts that require elaboration	Analogy: Collagen – some assembly required	Use one or two short engaging learner-centered interactions to reinforce difficult concepts (think-pair-share, videos, ARS)

Summary

Summary	Review	Upcoming Topics
• Summarize core concepts • Revisit the objectives • Review difficult concepts	• Use ARS to identify gaps in knowledge – create teachable moments • Problem solving • Board review questions	• 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
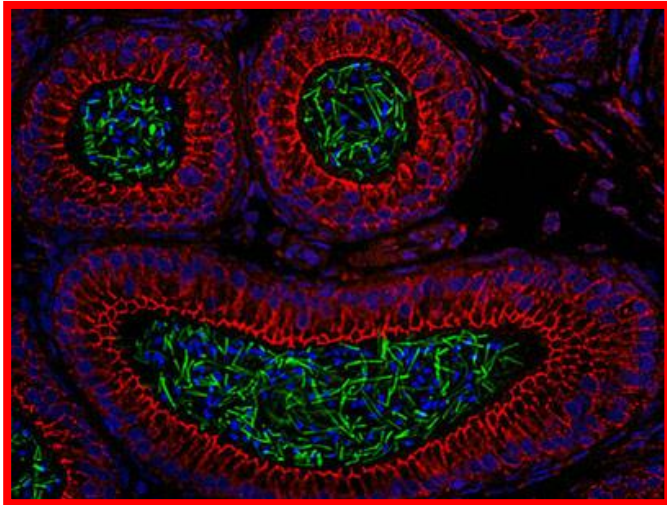- Increase
- Become
- Understand
- Appreciate
- Improve
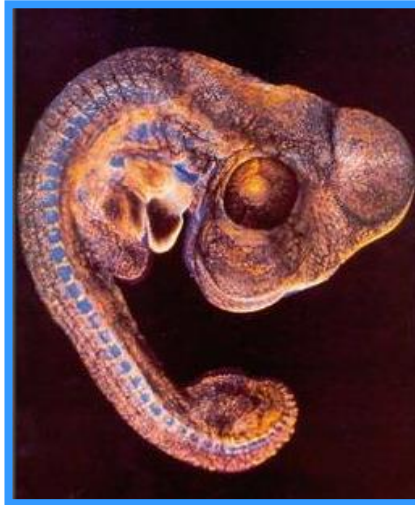
Use PowerPoint presentations effectively

- Don't read your slides
- Choose a legible font and size
- Bullets rather than sentences
- Use animation judiciously
- Keep it simple
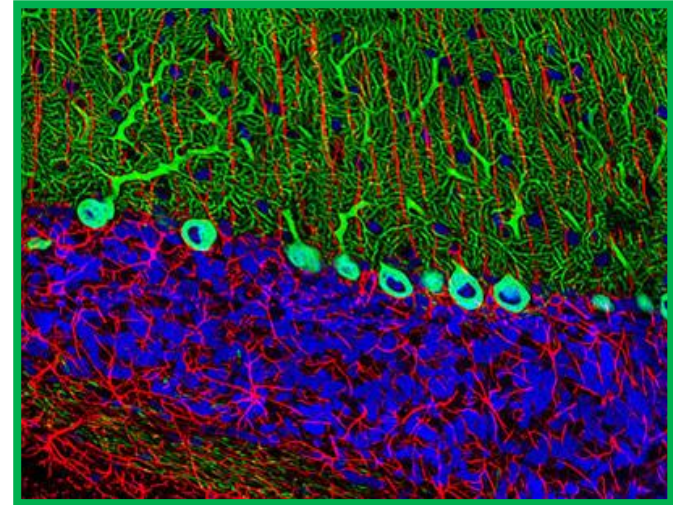- Choose a solid background

Select Stimulating Images to Illustrate the Topic

Patrick D. Taulman

G. Holmes and R. Feinberg

Thomas J. Deerinck

Bullets go Ballistic

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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
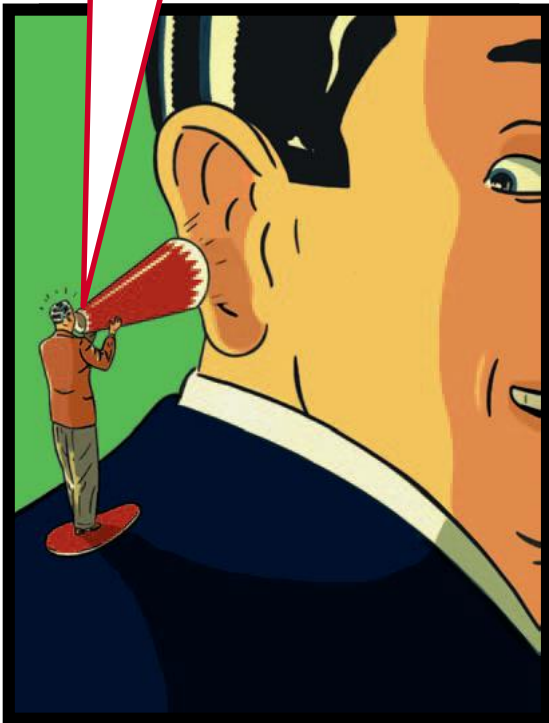
6. Choose appropriate images to illustrate the topic

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

Receiving Feedback

From students

Analyze the scores

Read the comments

From peers

Course directors

Mentors

Administrators

Draw up a plan for improvement
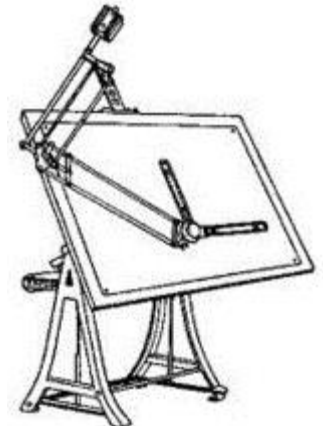
Introduced Fall of 2013 for Class of 2017

Faculty Feedback Ticket

RNF141807101NJ

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.

RNF141807101NJ

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_____

Take Home Message for Students
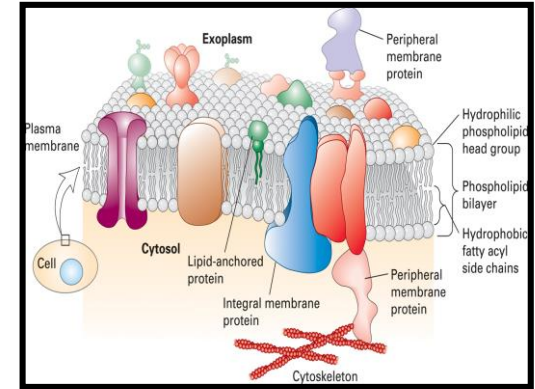
Provide closure for the session

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
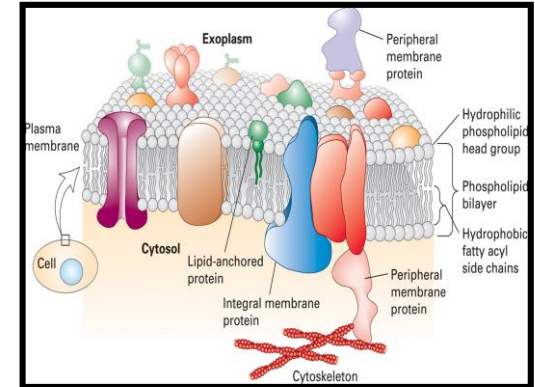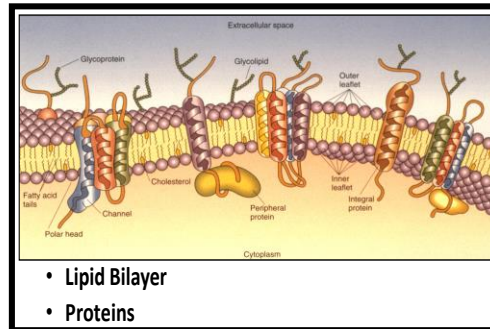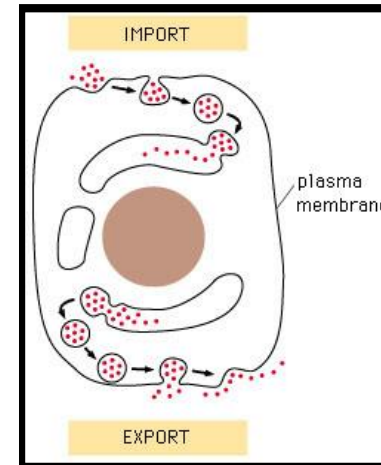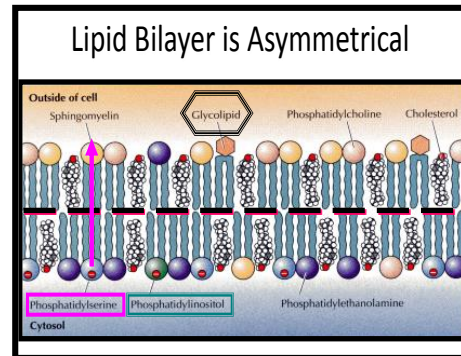- Proteins

Create a Sequential Summary

Molecular Architecture of Biomembranes

Fluid-Mosaic Model

- **Lipid Bilayer**
- **Proteins**
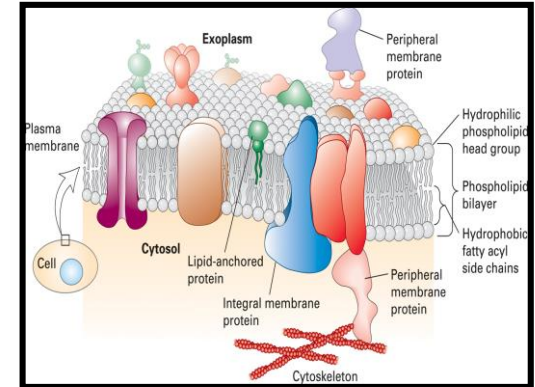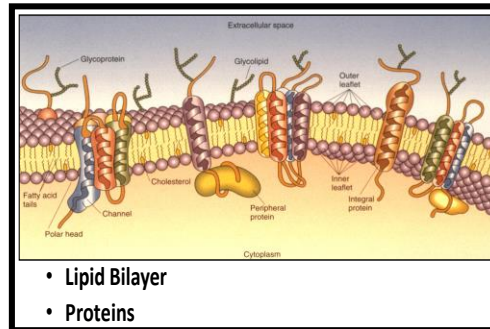
Asymmetry

Create a Sequential Summary

Molecular Architecture of Biomembranes

Fluid-Mosaic Model

- **Lipid Bilayer**
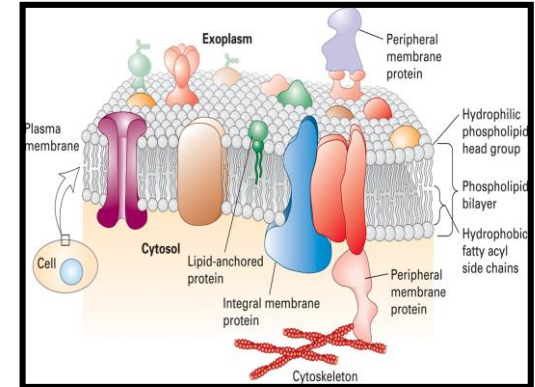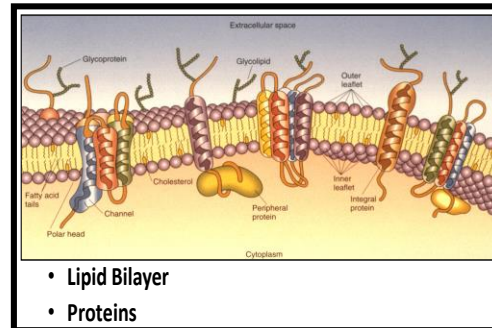- **Proteins**
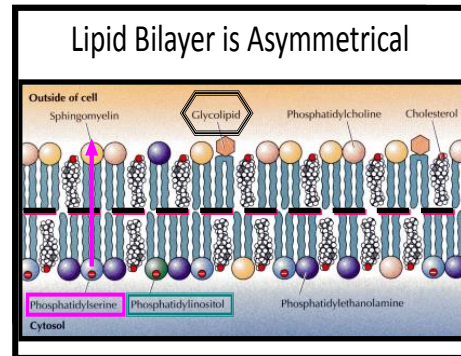
Asymmetry

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

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