

Welcome!

Online MedEd

We're so glad you're here.

Take a deep breath +
enjoy this moment to relax.

**Please tell Everyone in the chat:
Your name, How long you've been in PA education, and If
you're primarily in the classroom or clinical!**

Online MedEd

**Student-Centered Teaching Skills
for PA Educators**

Online **MedEd**

Welcome to today's webinar



Record



Share



Survey



Questions

Online **MedEd**

Hello!



Rebecca Blanchard, PhD, MEd
Director of Faculty Development



Michele Toussaint, EdD, MS, PA-C
Director of PA

Online **MedEd**

Institutional Success Team



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Design and Assessment



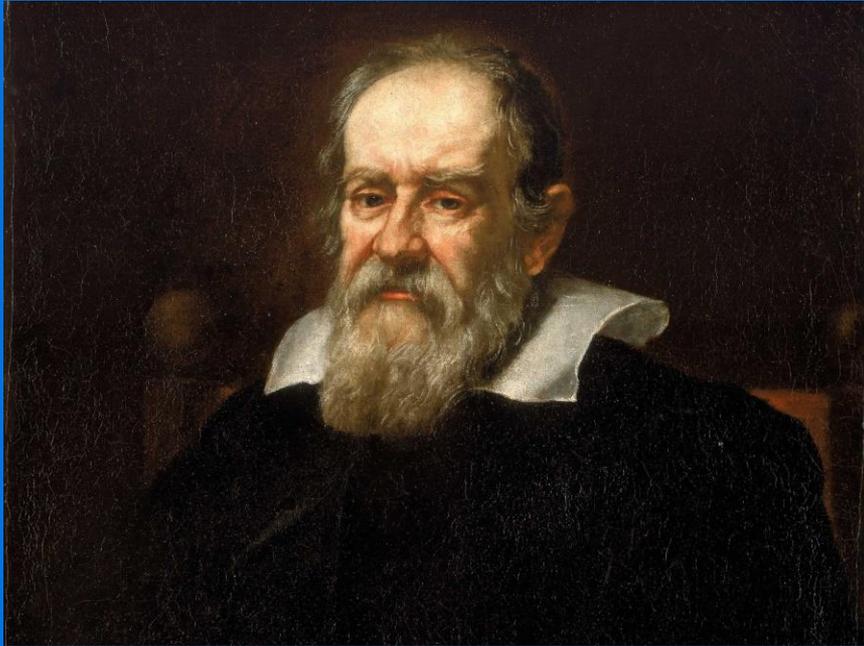
Anne Gravel-Sullivan, PhD, MA
Director of Continuing
Education



Maggie Hadinger, EdD, MS, ACC
Director of Academic and
Student Affairs

AGENDA

- 01** Broader Context of Teaching for Health Professions Educators
- 02** Framework for Learner-Centered Teaching Skills
- 03** Application to Clinical Teaching
- 04** Q+A



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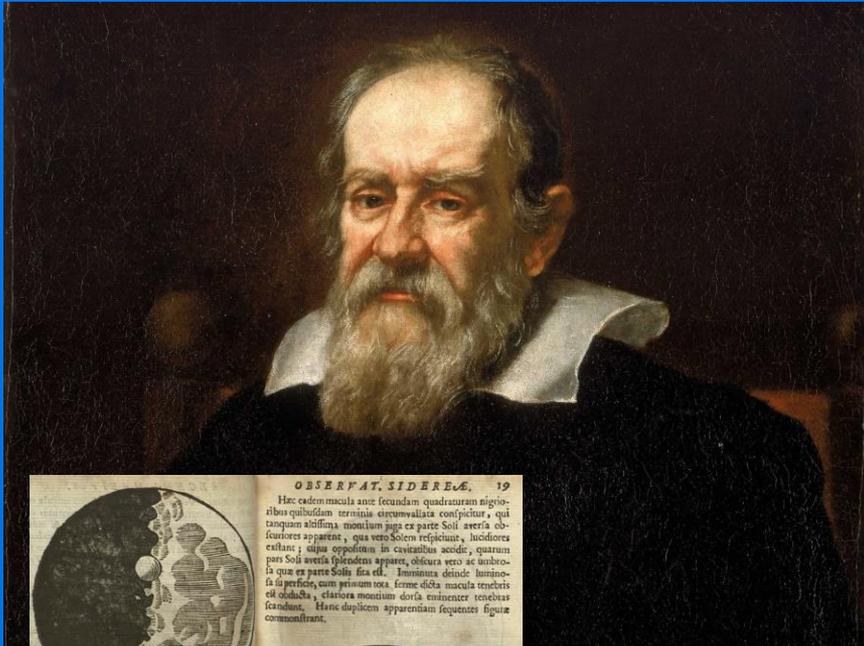
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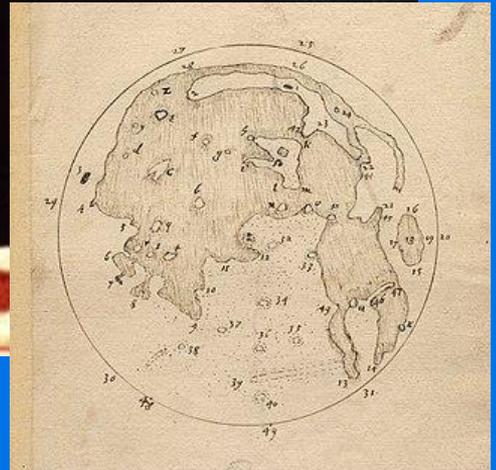


Caravaggio, The Calling of Saint Matthew, 1599-1600

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Our Teaching Perspective

- Reflecting on our identity as teachers
- Teaching, rather than telling
- Using *their* learning to inform *our* teaching

...what would we **see**?

...what would we **do**?

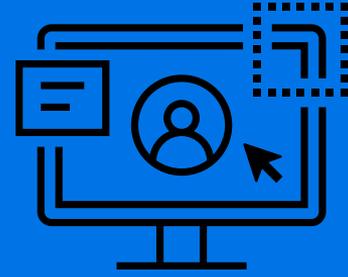




ADMINISTRATOR



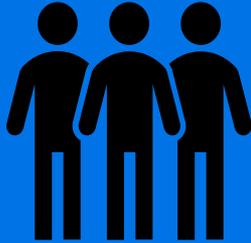
CLINICIAN



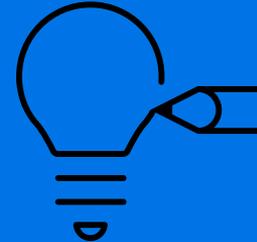
EDUCATOR



LEARNER



COMMITTEE MEMBER

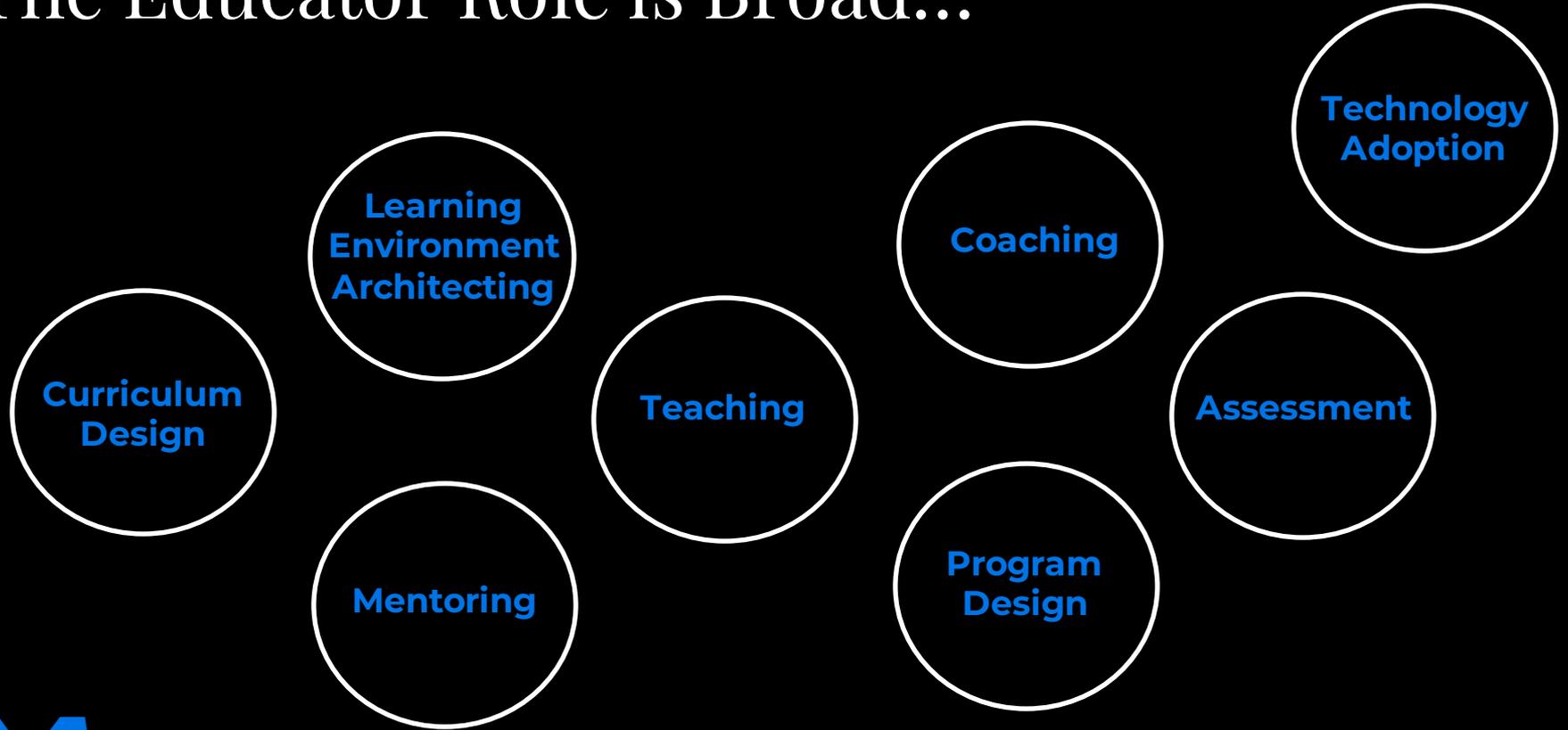


RESEARCHER / SCHOLAR



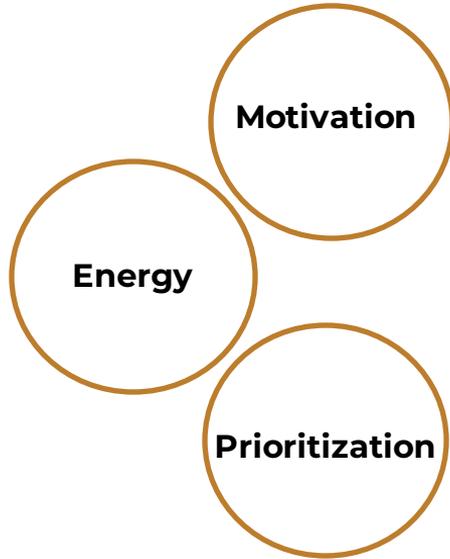
LEADER

The Educator Role is Broad...

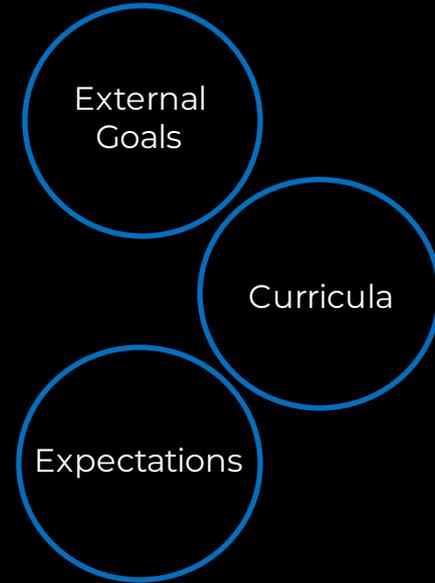


Students Are Self-Regulated Learners

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Conway D, Chang D, Jackson J. (2022) I don't think that means what you think it means: Why precision in lifelong learning terminology matters to medical education, *Medical Teacher*, 44:7, 702-706, DOI: 10.1080/0142159X.2022.2055456

Misch DA. Andragogy and medical education: are medical students internally motivated to learn? *Adv Health Sci Educ Theory Pract*. 2002;7(2):153-60. doi: 10.1023/a:1015790318032. PMID: 12075147.



The Best Teachers Know...

1. Knowledge is constructed, not received
2. Mental models change slowly
3. Questions are crucial
4. Caring is crucial
5. Intrinsic motivation matters



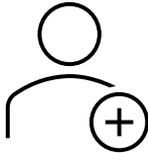
Cultural



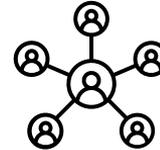
Intellectual



Moral



Relational



Framework for Learner-Centered Teaching Skills





Knowledge of Content



Enthusiasm for Learners



Presentation + Facilitation Skills

Selected References:

Bain, Ken. *What the Best College Teachers Do*. Cambridge, Mass: Harvard University Press, 2004. Print.

Harden, R. M., & Laidlaw, J. M. (2017). *Essential Skills for a Medical Teacher* (2nd ed.). Amsterdam: Elsevier.

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Teacher, 28:6, 497-526, DOI: [10.1080/01421590600902976](https://doi.org/10.1080/01421590600902976)



Knowledge of Content

“If you can’t explain it simply, you don’t understand it well enough.”

-Albert Einstein



Order + Depth Of Content



Simplify + Explain



Know Your Limits



Knowledge of Content



Saying “I don’t know” is critical



Create an environment for shared learning



Know who you’re teaching



Share management from your specialty's perspective



Enthusiasm for Learners

“You don’t always have to cut with the sword of truth. You can point with it too.”
– Anne Lamott



Optimize Learning Climate



Respect Student View



Handle Questions Thoughtfully



Prepare + Improvise



Share Your Passion



Enthusiasm for Learners

Clinical Teaching Considerations

Knowing the learner's level

- Model that you are on the same level as them
- No pimping; asking and answering questions for learning
- Develop skills to make work and care for the patient easier
- Introduce learners to staff and patients as a positive add to the care team

Sharing what you love about your work

(And, **WHY** you love your work)

Making bedside sessions '*must see* teaching moments'

"Dr X is doing her ventilator talk in the PICU!"



Presentation + Facilitation Skills

"Yesterday's home runs don't win today's games."

– Babe Ruth



Presentation Strategies



Facilitation Skills



Virtual Strategies



Presentation + Facilitation Skills

Clinical Teaching Considerations

Time Management

Preparation

Adjusting to Learner Needs



Semi-planned 'Whiteboard Talk'



Ad-hoc teaching during rounds



Respect the learner's time



“

*What the teacher **is**, is more important than what **she** teaches.*

Karl Menninger

Survey & Q+A

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