

Welcome!

Online MedEd

We're so glad you're here.

Take a deep breath +
enjoy this moment to relax.

Online MedEd

**Student-Centered Teaching Skills in
Health Professions Education**

Online **MedEd**

Welcome to today's webinar



Record



Share



Questions

Online **MedEd**

Hello!



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Director of Faculty Development



Stephen DeMeo, DO, MEd
Director of Medical Education

Online **MedEd**

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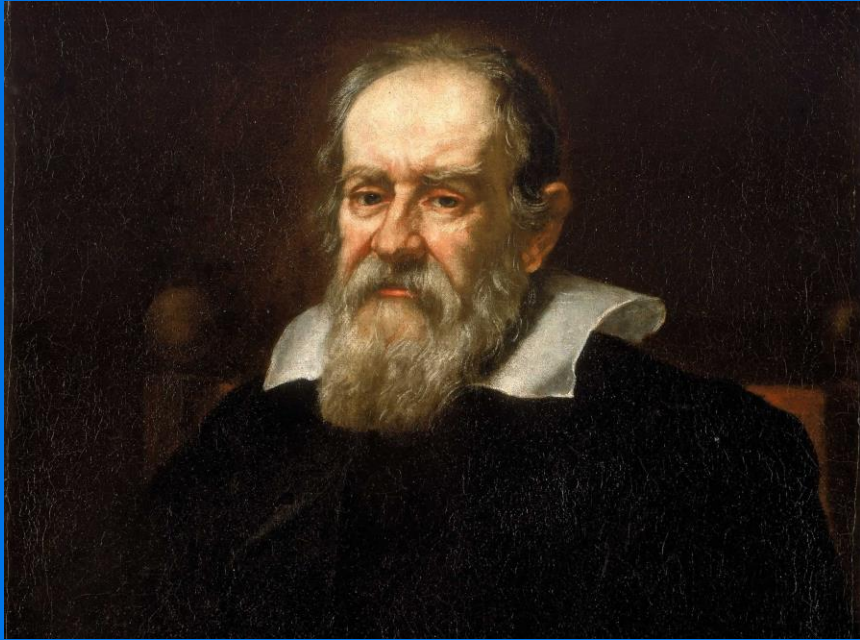
Anne Gravel-Sullivan, PhD, MA
Director of Continuing
Education



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** Applications to Clinical Teaching
- 04** Q+A



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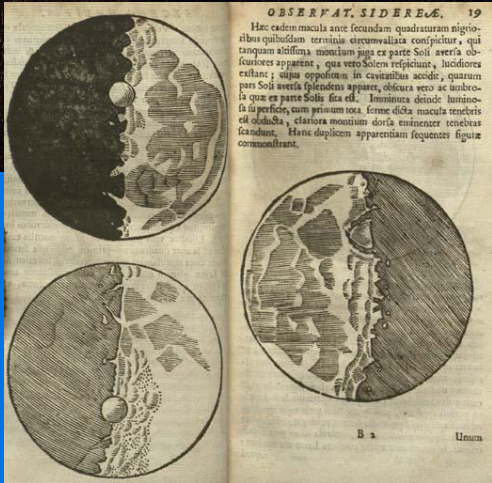
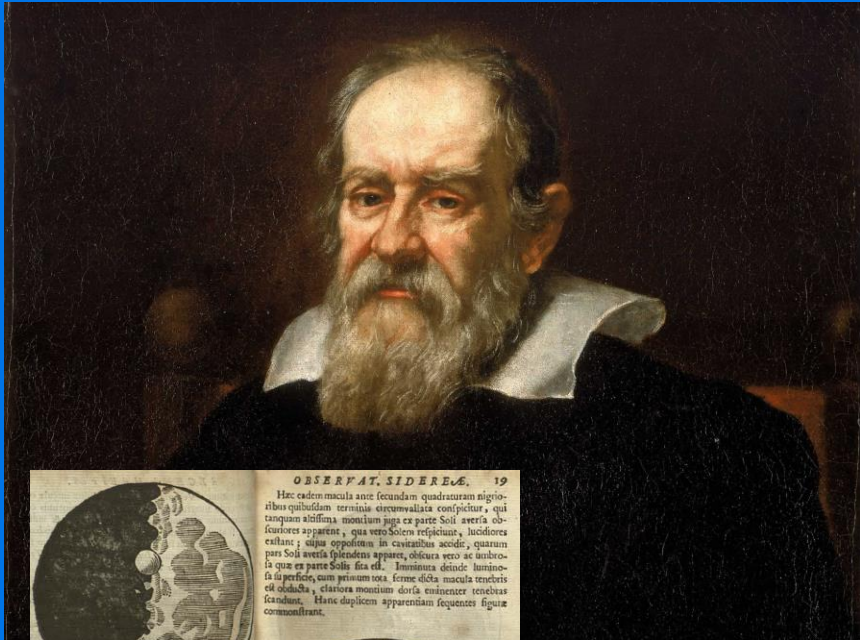
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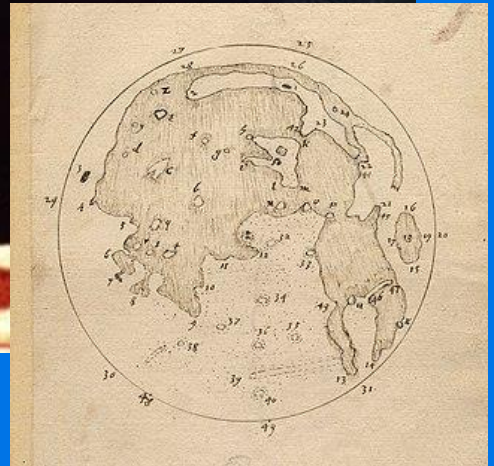
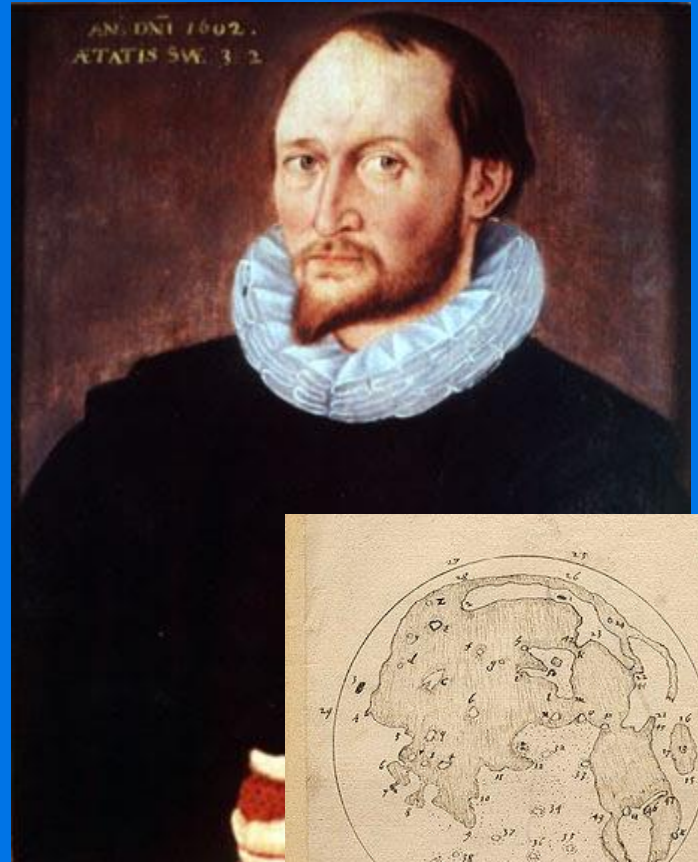


Caravaggio, The Calling of Saint Matthew, 1599-1600

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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**?

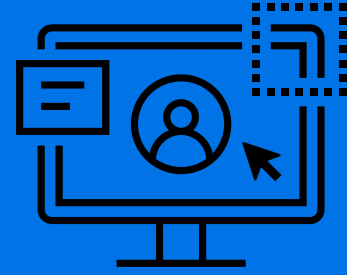




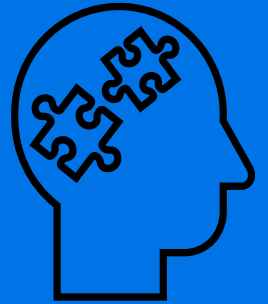
ADMINISTRATOR



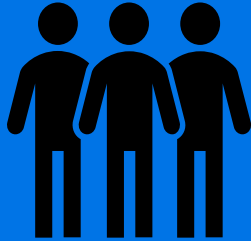
CLINICIAN



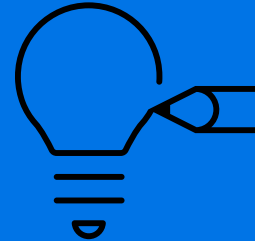
EDUCATOR



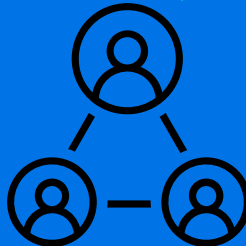
LEARNER



COMMITTEE MEMBER

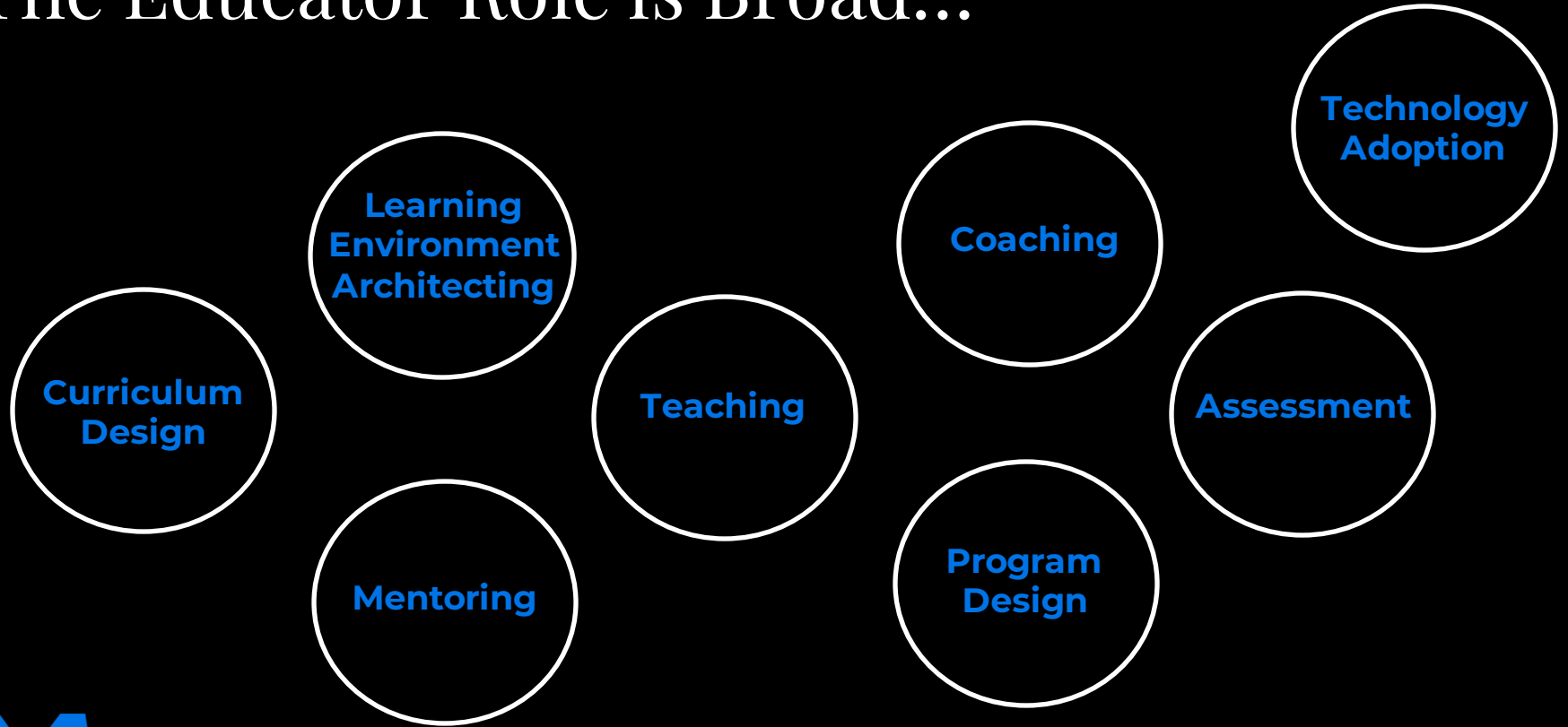


RESEARCHER / SCHOLAR



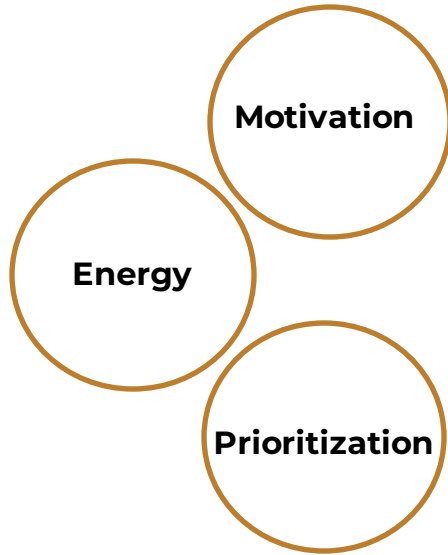
LEADER

The Educator Role is Broad...

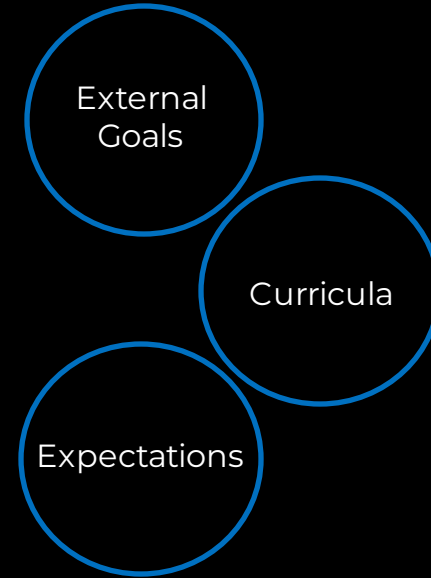


Students Are Not Self-directed Learners

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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

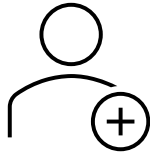


Intellectual

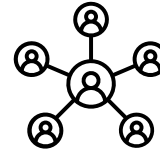


*Learner-
Centered
Teaching*

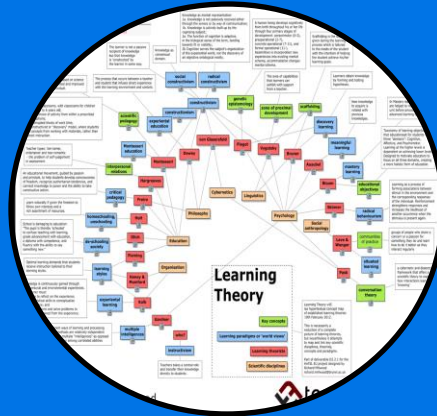
Moral



Relational



At the end of the day,
good teaching supports learning.



Framework for Learner-Centered Teaching Skills





Knowledge of Content



Enthusiasm for Learners



Presentation + Facilitation Skills

Selected References:

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Yvonne Steinert, Karen Mann, Angel Centeno, Diana Dolmans, John Spencer, Mark Gelula & David Prideaux (2006) A systematic review of

faculty development initiatives designed to improve teaching effectiveness in medical education: BEME Guide No. 8, *Medical*

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

Clinical Teaching Considerations



Saying “I don’t know” is critical



Create an environment for shared learning

"Our student is going to teach us about loop diuretics tomorrow"

Create team didactic sessions at your clinical campus



Know who you’re teaching

(3rd year MS, PA student, Intern, Resident, Interprofessional group, etc.)



Share management from your specialty's perspective

(this is what I as a nephrologist want to know about disease X).

Helpful teaching trick when the consultant shows up to rounds!



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



****Don't forget night float!**

Additional Considerations in the Clinical Space



Match patient vulnerability to learner level



May be sensitive patient info, physical exam findings of interest, or procedural training



Always give patients an out when it comes to bedside teaching



“

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

Karl Menninger

Q+A

