

Teaching & Learning Skill Development: Fundamentals of Teaching



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Learning Objective

- ▶ Following this brief introduction to fundamentals of teaching, participants will be able to:
 1. Recognize the three basic elements of a curriculum
 2. Recognize basic terminology related to curriculum and instruction

- ▶ *“There are many benefits to teaching. It is a pleasure to interact with the students and it is great to see the minute when they “get it “; when you have made something complex into something easy and memorable. It is wonderful to see them grow and improve throughout their training. It also keeps us (the teachers) sharp. With all of the intelligent students, you often learn something else in exchange.”*
- ▶ *“It is nice to hear from the students that you have shaped their view of a specialty. It is also interesting to be told, especially this time of year that they are going to apply to residency in your field because of what they learned and the experience that they had during your rotation.”*

- ▶ *“Teaching medical students is a rewarding experience and makes our work more meaningful and worthwhile. Being able to motivate and train young people to be the best physicians they can be is not only our duty but also our responsibility”*
- ▶ *“It challenges my comfort zone and make me think of new ways to approach clinical problems rather than settle for ‘We have always done it this way’”*
- ▶ *“I had some great mentors and have continued, at least I hope, to follow the example they set for me. It takes time and effort to teach students but the reward is to influence someone far into their future. It is a kind of legacy, as the student will often remember something you have taught and teach it to someone else.”*

Curriculum is Designed

- ▶ Three basic components of curriculum guide your interactions with learners
 1. Learning outcomes
 2. Instructional strategies or approach
 3. Evaluation

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Learning Outcomes

- ▶ Known by a variety of names
 - Student learning objectives
 - Competencies
 - Student learning outcomes
 - Behavioral objectives
- ▶ Statements describing **what learners will be able to do** following instruction, rotation or program completion

Learning Outcomes

- ▶ Undergraduate medical education program
 - Overarching Educational Program Objectives (EPOs) provide a foundation (school specific)
 - Each clerkship has discipline specific objectives aligned with EPOs
- ▶ Graduate Medical Education
 - ACGME Competencies provide a foundation
 - Each residency program and/or rotation has specific outcomes aligned with the competencies

Curriculum is Designed



Instructional Strategies and Experiences

- ▶ Plan interactions with learners to help them achieve the intended outcomes
- ▶ Use approach that is both comfortable for you and beneficial for the learner
- ▶ Involvement in the process of patient care
- ▶ Allow learners to assume *appropriate* responsibility, discuss and provide feedback on their performance, their clinical reasoning

Effective Teaching

- ▶ Have a purpose
 - Use course objectives as a basic guide
 - Ask students what they would like to learn, where do they want practice and feedback
- ▶ Engage the learner
 - Involvement in the process is critical
 - Feedback from you, noting strengths and weaknesses is imperative to helping learners improve knowledge and skills

Resources

- ▶ *A Handbook for Medical Teachers, 4th edition*
Newble and Cannon, 2001
- ▶ *Teaching During Rounds: A handbook for attending physicians and residents*
Weinholtz and Edwards, 1992.
- ▶ *Teaching Medical Students in the Ambulatory Setting: A Pocket Guide for Teaching Physicians.*
Bahn, Cronau, and Ledford, 2006

Curriculum is Designed



Evaluation

- ▶ Two types of evaluation
 - **Formative feedback:** Provided during instructional experiences. Real time.
 - Helps learners identify strengths and areas where improvement is needed.
 - **Summative feedback:** Provided once at the end of a course, clerkship or rotation.
 - Provides evidence for decision making, promotion, course grade

Evaluation

- ▶ Summative Evaluations are submitted to the clerkship office and become part of a student's permanent record.
- ▶ Clinical Competency Form
 - Standard across clerkships
 - Some clerkship specific elements

Summary

- ▶ Participants will be able to:
 - Recognize the three basic elements of a curriculum
 - Recognize basic terminology related to curriculum and instruction
 - Learning outcomes/competencies/objectives
 - Instructional strategies – purpose/ involvement
 - Evaluation – formative/summative

Opportunities to Learn More

- ▶ Printed resources
- ▶ Modules – Series of introductory presentations soon to be available
- ▶ Commitment to Excellence in Medical Education Faculty sessions – Captured and posted on line
- ▶ Interactive workshops and discussions
- ▶ Office of Faculty Development Website
 - www.utoledo.edu/med/depts/facdev

- ▶ *“Dr. (Preceptor’s name) is a great team member, a compassionate doctor, and a good teacher. She taught me many things about medicine, and also about being a team player that will enable me to be a better resident and doctor.”*
- ▶ *“...I also feel fortunate to have been able to watch Dr. (Preceptor’s name) interact with patients and their families – he had an excellent bedside manner and is someone I would like to be like someday. The past four weeks were very educational (and fun) and I appreciate the time and effort he put into teaching us.”*
- ▶ *“...working with Dr. (Preceptor’s name) solidified my decision to enter pediatrics. I learned so much. I can’t thank her enough.”*

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