

Faculty Development Workshop
Thursday, March 1, 2018 10-11:15am

Title: Clinical Teaching Review of Systems: An Educational Framework

Presenter: Sallie G. DeGolia MD, MPH

Abstract:

Faculty development programs focusing on how to become effective teachers have evolved slowly over the past couple of decades¹. There still exists a number of faculty who have never participated in such a program^{2,3}, despite their effectiveness^{4,5}. In addition, clinical supervisors report deficiencies in teaching strategies, feedback skills, and how to promote learner reflection and insight suggesting that they remain less comfortable with learner-centered teaching strategies⁴. Yet, better supervisory teaching within the clinical setting has been shown to have a direct effect on trainee clinical competence⁵.

This workshop will introduce the learner to an educational framework which was developed in the early 80s but still provides a strong basis for reflecting on and analyzing the teaching experience. It serves as a primer for self-assessment around teaching and a jumping off point to seek more in-depth training.

This interactive workshop will introduce faculty to an educational framework which deconstructs teaching into 7 individual categories: learning climate, control of session, communication of goals, promotion of understanding and retention, evaluation, feedback and self-directed learning. The framework serves as a basis to analyze one's teaching and target areas that need particular improvement. The workshop will make use of video observation, interactive techniques and a mini-lecture. Participants will then breakout and directed to identify a particularly difficult teaching experience and apply the framework to this experience in order to identify problem areas. They will then be asked to pair share to brainstorm alternative approaches. A follow-up discussion will seek to highlight a few participant examples for further clarification of the use of the framework. By the end of the workshop, faculty will be able to identify key components of the educational process and apply the framework to their own teaching experiences in an attempt to improve teaching.

1. Skeff et al. Faculty Development in Medicine: A Field in Evolution. *Teaching and Teacher Education: An International Journal of Research and Studies* 23(3):280-285, 2007
2. Reiss H, Fishel AK. The necessity of continuing education for psychotherapy supervisors. *Acad Psychiatry* 24:147-155, 2000.
3. Rodenhauer P. Psychiatry residency programs: trends in psychotherapy supervisors. *Acad Psych* 46:240-49, 1992.

4. Skeff KM, Stratos GA, Berman J, Bergen MR. Improving clinical teaching: evaluation of a national dissemination program. *Arch Intern Med.* 152(6):1156-1161, 1992
5. Mookherjee S, Monash B, Wentworth KL, Sharpe BA. Faculty development for hospitalists: structured peer observation of teaching. *J Hosp Med.* 9(4):244-250, 2014.
6. Bienstock JL, Katz NT, Cox SM, Hueppchen N, Erickson S, Puscheck EE. To the Point: medical education reviews – providing feedback. *AMer j Ob&Gyn* June 2007
7. Wimmers P, Schmidt H, Splinter T. Influence of clerkship experiences on clinical competence. *Med Ed* 40:450-458, 2006.

Educational Objectives:

1. To appreciate the complexity of the teaching endeavor
2. To Identify 7 key components of teaching based on a teaching framework
3. To apply the framework to one's teaching experience
4. To Identity personal and institutional goals for teaching
5. To engage in collegially exchange around teaching practices

Teaching Method(s):

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| 1. Interactive Video Presentation | 15 min |
| 2. Mini-lecture on 7 topics | 20 min |
| 3. Breakout Session | 25 min |
| 4. Interactive Discussion of Applied Framework | 15 min |