CAML WORKSHOP SERIES - TOPICS

WORKSHOPS FOR FACULTY ON TEACHING AND MENTORING

Part 1. Developing your skills as a lecturer

Mildred Lam, MD
Department of Medicine, Division of Nephrology, MHMC

Lectures have traditionally been the mainstay of the medical school curriculum. They have long been considered to be the most efficient way to transfer a large body of material from expert to learner. This workshop is intended for those who wish to develop the technical skills of delivering a lecture effectively. The concepts discussed include: stating goals clearly, identifying appropriate instructional methods, using clear audiovisuals, practicing effective delivery techniques, using questions effectively.

Part 2. Making the Most of Lecture Time: Preparing Students for Future Learning

Mildred Lam, MD, Klara Papp, PhD

The purpose of our workshop is to introduce ideas that help to prepare our students for "future learning." Future learning is defined as "the capacity to acquire new information, to use resources effectively and innovatively, and to invent new strategies for learning and problem-solving in practice." Participants will consider ways to design large-group sessions that help students to develop the capacity for "future learning.".

Classroom Teaching: Instructional Methods that Work

Matthew Garrett, PhD, Interim Director UCITE
Colleen Croniger, PhD, Assistant Dean for Basic Science

Faculty will discuss two of the most commonly used instructional methods in the WR2 Foundations of Medicine and Health Curriculum: framing lectures and discussion in the context of IQ learning groups. Facilitators will reflect on tips related to asking questions and facilitating student engagement whether in large or small group settings.

Incorporating Digital Resources in the Classroom

Jared Bendis, Freedman Center – KSL library CWRU

Course Design: The 'why's and the 'how to's using Canvas

Katie Skapin or Lauren Rogers, [U]Tech Teaching & Learning Technologies

This session will offer an overview of Canvas, highlighting some of the most powerful and useful features in the system, including the calendar, course modules, and grading. We will also demonstrate some of the most popular tasks, such as adding content, assignments, and announcements to courses.

Creating Short Teaching Videos for Students

Katie Skapin, [U]Tech Teaching & Learning Technologies

This session will discuss the basics of getting started with creating videos for students. We'll discuss the recommended practices for creating impactful video content, various considerations for the type of video you create, and details about the process of creating videos. We'll also chat about where to host your video, how to make it accessible, and programs you can use to create your masterpiece.

This session also provides a general overview of video making and available options, then potentially tech-specific sessions focused on a particular tool. Individual consultations are also available on request.

Team-Based Learning

Evaluating Program Effectiveness

S. Beth Bierer, PhD, Director of Student Assessment and Program Evaluation, CCLCM, College Program

Good program evaluation practices can help faculty and administrators allocate valuable time and resources to programs that deliver expected outcomes. This interactive seminar introduces faculty to the fundamentals of program evaluation. Participants will apply concepts to a hypothetical program and discuss the impact of findings to program planning.

Part 1. Becoming IQ (Inquiry Group) Faculty: Getting Started

Amy Wilson-Delfosse, PhD, Professor of Pharmacology, Associate Dean for Curriculum, UP

This session is designed to introduce faculty to the Case Inquiry (IQ) Group Program and to train them to take on the role of IQ faculty facilitator. This workshop is a pre-requisite for service as an IQ facilitator but is also open to anyone interested in learning more about the IQ program.

Part 2. Becoming IQ Faculty: Quality Improvement of Facilitation Skills

Amy Wilson-Delfosse, PhD, Professor of Pharmacology, Associate Dean for Curriculum, University Program

This session is designed for faculty who have completed "Becoming IQ Faculty – Getting Started" and who have begun their role as IQ Faculty. A quality improvement approach will be used to help facilitators refine facilitation skills. Attendees will participate in individual and small group work to identify areas for improvement and collaboratively develop plans for further growth.

Part 3. Becoming IQ Faculty: Providing High Quality Feedback to Students

Amy Wilson-Delfosse, PhD, Associate Professor of Pharmacology, Assistant Dean for Basic Science Education

This session is designed for faculty who have completed "Becoming IQ Faculty – Getting Started" and who have begun their role as IQ Faculty. Participants will examine the purposes and key features of useful feedback, and will have an opportunity to practice writing effective feedback in the IQ context.

Mentoring Medical Student Research

Colleen Croniger, PhD, Associate Professor, Department of Nutrition, Assistant Dean for Medical Student Research and Basic Science Education, University Program

This workshop is intended for faculty in the University Program who are mentoring medical students during their required 12-week research block. By the end of this session, participants will identify the roles and expectations for medical students and research mentors.

TEACHING IN THE CLINICAL SETTING

Toolbox of Techniques for Time Efficient Teaching in the Clinical Setting

Michael Dell, MD

Several effective teaching strategies to use with medical students that may be applied in a busy clinical setting, the One-minute Preceptor, IDEA, SNAPPS.

Climate Control: A Key Skill for Effective Teaching

Patricia Thomas, MD, FACP, Professor of Medicine, Vice Dean for Education

Learning Climate has a significant impact on the effectiveness of student learning. Teachers need to be aware of how students perceive the learning climate, and how the teacher can modulate it. This workshop will present the theoretical background to effective teaching and offer strategies for modulating the learning climate in small group, bedside and one-on-one teaching.

Fostering a Positive Learning Environment in the Clinical Setting

Wei Xiong, MD, Craig Nieson, MD, Robert Jones, DO, Simran Singh, MD
Cinical Assistant Deans, CWRU SOM
Medical students are vulnerable learners in the clinical years, especially during the core clerkships. Teacher commitment to creating a positive teaching and learning environment requires regular reflection and skills development. This workshop will offer specific student feedback to clinical departments and will lead attendees through discussion and activities to nurture a positive learning environment.

Facilitating the Expression of Clinical Reasoning

Michael Dell, MD

As learners become more experienced and proficient in the clinical setting, their need for feedback changes. This session is intended for physicians working with residents, fellows, and medical students in the clinical setting. Following this session, participants will identify effective methods for giving feedback based upon the learner's level of proficiency.

Orientation for New Clerkship Directors

Wei Xiong, MD and Craig Nielsen, MD

This workshop is intended for newly appointed clerkship directors. Facilitators will review responsibilities and expectations of clerkship directors. In addition, key issues pertaining to online systems important for assigning grades as well as structures available for help and support.

Providing High Quality Feedback

Neil Mehta, MBBS, MS

This session is designed for clinical faculty and include a description of the online clinical assessment system (CAS). Participants will examine the purposes and key features of useful feedback, and will have an opportunity to practice writing effective feedback in the core clerkship rotations.

Quality Improvement 101: For Clinical Faculty

Mamta K. Singh, MD, MS, Associate Professor of Medicine, Assistant Dean of Health Systems Science

Intended for faculty who teach quality improvement to residents and students, this interactive workshop will provide an historical perspective of the quality movement, a framework for improving quality, and an opportunity to design a hands-on quality improvement projects. At the end of this workshop, participants will describe the core principles and methods of quality improvement as it applies to their environment and identify standard steps for teaching and implementing an improvement project.

SCHOLARSHIP IN TEACHING

Making it Count Twice: What is possible?

Beth Bierer, PhD, MS

Participants will identify the essential components of educational scholarship and apply these components to an educational effort. It is a hands-on session help develop scholarly projects.

How to Prepare your Teaching Portfolio

Nicole Deming, JD, Klara Papp, PhD

Teaching portfolios provide an excellent way to demonstrate high-level teaching effectiveness for consideration for promotion in the School of Medicine. If you are interested in seeking promotion in the School of Medicine (in the near future) and wish to be recognized for teaching excellence, this session is for you. You are encouraged to bring drafts of your teaching philosophy and teaching portfolio for review. After this session, you will leave with feedback on your drafts, ideas to structure your teaching portfolio, and ready to assemble your own teaching portfolio.

The SOM Scholarship in Teaching Award – 2020

Klara Papp, PhD

Kelli Qua, PhD

The Scholarship in Teaching Award was developed to recognize educators' outstanding scholarly contributions to medical education. This workshop will focus on the criteria for submission and review of the application.