

GME Educational Offerings

Faculty Development Workshops

(1.5 hours, though can be shortened)

The Nuts & Bolts of Teaching

In this workshop, we will cover three core areas of pedagogy related to “lesson” planning. These include backward design, writing effective learning objectives, and informal assessment strategies. Developing skills in each of these core areas will allow participants to more effectively and efficiently plan their instruction while being mindful of best practices in education. The workshop includes interactive experiences that require participation from attendees and will conclude with a direct application of concepts to specialty-specific content. The learning objectives for this talk are as follows:

By the end of this workshop, learners will be able to:

- Apply tests of validity to evaluate learning objectives
- Describe the connection between objectives and assessment
- Conceptualize assessments that evaluate LOs
- Employ a backward design approach to curriculum development

Education-Focused Faculty Development Talks

(All talks can be delivered in one-hour or 30-minute format)

Teaching in Virtual Modalities

As distance learning provides access to instruction to a greater number of individuals, particularly those with increased time constraints, more and more institutions have embraced this transition and the advantages it brings. This is not to say, however, that the shift to virtual instruction does not have its challenges. Both veteran and novice instructors alike will attest that virtual instruction often fails to cultivate the personal connection that being in the classroom more easily provides. In addition, many struggle to learn new technologies or simply overlook the many affordances that platforms like Zoom and PowerPoint can offer. In this talk, we examine the best practices in virtual instruction and cover areas such as (a) leveraging the layout and logistics of virtual platforms to foster learning, (b) promoting communication and engagement, and (c) enhancing slide design based on the principles of e-learning theory.

Active Teaching and Learning

Outside of the clinical setting, lecture still remains the primary method of instruction in graduate medical education. Though lectures have endured as the preferred approach for decades, research has continually uncovered the limited effectiveness of lecture in areas such as knowledge retention and transfer, developing problem solving and clinical reasoning, and promoting affective outcomes such as motivation and engagement (Fink, 2013). As a response, education scholars have long endorsed alternative approaches to instruction including those which actively engage students in the process of knowledge construction. In this talk, we explore active learning as an instructional approach and discuss easily implemented strategies that can be readily incorporated into instruction with very little additional planning.

Providing Effective Feedback

The importance of feedback cannot be understated as it is strongly associated with student achievement (Hattie, 2009), positive learning climates (Iblher et al., 2015), as well as with an increased tendency for programs to be rated as high quality by exiting students, residents, and fellows (Biestock et al., 2007). Indeed, feedback is a two-way street—it is provided by supervisors with the intent of altering or reinforcing behavior, but equally, it must be recognized, comprehended, and evaluated by the learners. Thus, promoting high-quality feedback (and its uptake) requires a measured approach to ensure its success. This module addresses three aspects of feedback—effective vs. ineffective feedback, the role of metacognition and self-assessment in the feedback process, and tips for providing feedback on the fly.

Fostering a Positive and Supportive Learning Climate

The clinical learning climate, understood as the context in which trainees learn during residency and fellowship, is strongly associated with student achievement, professionalism, motivation, and self-confidence. With its broad impact on many aspects of resident life and well-being, cultivating a positive and supportive learning climate is crucial in creating highly effective graduate training programs in which learners feel welcomed, valued, and engaged. In this module, we will explore the characteristics of positive learning climates, particularly as they relate to the focus areas of supervision, well-being, and professionalism as defined by the ACGME's CLER initiative.

Workshop Series

(Each talk is 30 mins. in length)

➔ Assessing Instruction in the Didactic Conference Setting

The first talk in this workshop series presents a tool for assessing resident instruction—the Conference Presentation Evaluation Rubric—then builds more in-depth knowledge related to each of the facets of the rubric including performance indicators. The four-part series should be scheduled iteratively so that learners build a comprehensive understanding of the rubric and its implementation. Talks include:

- **Introduction to the Conference Presentation Evaluation Rubrics**
- **Writing and Evaluating Effective Learning Objectives**
- **Delivery of Instruction** (including instructional strategies, engagement, and technology)
- **Assessment of Learning and Promoting Reflective Practice**

Brief Courses

(30 mins. in length)

➔ Assessing Resident Teaching

This brief course presents a tool for assessing resident instruction—the Conference Presentation Evaluation Rubric. Participants will become familiar with each facet of the rubric and will be provided explicit instruction as to how to implement the CPER to assess resident teaching. This talk is the first in the workshop series discussed above but can be delivered in standalone format.

➔ Objective Writing

This brief course focuses on writing strong learning objectives, differentiating between cognitive, psychomotor, and affective objectives, and presents tests of validity which can be used to determine the strength of learning objectives.

➔ Clinical Precepting

This brief talk discusses the basics of clinical precepting and presents the microskills approach (Neher et al., 1992) also known as the one-minute preceptor. **Specialty-specific** practice is integrated into this talk to allow participants to become familiar with the five steps of the microskills approach.

➔ Critical Reading Strategies for Effective Board Preparation

(this presentation is specifically designed for residents/fellows preparing for board exams)

This brief talk is geared towards residents and fellows currently preparing for in-service and/or other formal evaluations. The talk emphasizes study skills related to critical reading as well as how to apply those skills to improve interaction and engagement in journal clubs.

Clinician-as-Educator Workshops

The GME office currently offers two clinician-as-educator workshops which are carried out in the small-group format (maximum of six participants) to promote a more personal, individualized experience. CAE workshops are typically offered on a monthly basis and announced via the resident listserv, though special sessions may be scheduled for groups of two or more at the convenience of the participants. All CAE workshops include integrated practice, feedback on teaching skills, and a certificate of completion once requirements have been met. Currently, the CAE workshops include:

- **Principles of Didactic Instruction.** This workshop focuses on classroom teaching and provides participants with instruction related to planning and carrying out didactic sessions.
- **Teaching in the Clinical Setting.** This workshop focuses on clinical teaching and discusses models of precepting, tips for teaching in the clinical setting, promoting reflective practice, and inclusive language.

Consultations, Advisement, Etc.

Teaching Consultations

Teaching consults are available to those individuals who wish to improve their instruction in the planning and development phase. Consultations can examine learning objectives, instructional strategies including active learning, informal assessment, metacognition and reflection, and materials design (e.g., PPT slides, etc.).

Teaching Observations

Individuals may also wish to schedule observations for more in-depth feedback on their teaching. Observations may be sought for personal growth or for more formal reviews as required by many master's degree programs in medical education, etc.

Curricular Audits

Programs interested in longitudinal curricular audits may contact the GME office and schedule iterative observations. This will help determine needs related to pedagogy and didactics and, subsequently, an action plan may be put in place to meet those needs.

Research Advisement

Those seeking advisement and/or collaboration with education-related research may reach out to the GME office for consultation.