



University of Pittsburgh Medical Education Training Program

MEEDU 2100 ENHANCING TEACHING SKILLS FOR CLINICIAN EDUCATORS 2010

COURSE DIRECTOR: Rosanne Granieri, M.D. (granierir@upmc.edu)

GUEST LECTURERS: Hollis Day, M.D.
Peggy Hasley, M.D.
John Mahoney, M.D.
Sam Lewis

LOCATION 220 Parkvale Building (except Session XII)

TIME: 1:00-3:00 PM

CREDITS 2

| <u>SESSION DATE</u> | <u>SESSION CONTENT</u> | <u>SESSION LEADER</u> |
|---|---|--|
| SESSION I Monday, August 30 | Overview of Course Characteristics of Good Teaching And Learning Environments | Rosanne Granieri, M.D. |
| SESSION II Wednesday, September 1 | Adult Learning Learning Domains; Motivation | Rosanne Granieri, M.D. |
| SESSION III Wednesday, September 8 | Challenges in Learning Environments Styles of Teaching Stages of Clinical Teaching Setting Goals and Expectations | Rosanne Granieri, M.D. |
| SESSION IV Monday, September 13 | Feedback and Evaluation | Peggy Hasley, MD |
| SESSION V Wednesday, September 15 | Case Based Teaching | Rosanne Granieri, MD |
| SESSION VI Monday, September 20 | Bedside Teaching | Hollis Day, MD |
| SESSION VII Wednesday, September 22 | Inpatient Teaching | Rosanne Granieri, MD |
| SESSION VIII Monday, September 27 | Teaching in the Ambulatory Setting | Rosanne Granieri, MD |
| SESSION IX Wednesday, September 29 | Teaching in Small Groups | Rosanne Granieri, MD |
| SESSION X Monday, October 4 | Problem Based Learning | John Mahoney, MD |
| SESSION XI Wednesday, October 6 | Teaching in Large Groups: The Art of The Lecture | Rosanne Granieri, MD |
| SESSION XII Monday, October 11 | PowerPoint Instructions for Educators: Enhancing Your Presentations | Sam Lewis |
| SESSION XIII Wednesday, October 13 | Diagnosing and Dealing with the Problem Learner | Rosanne Granieri, MD |
| SESSION XIV Monday, October 18 | Interactive Discussion: Education Afternoon Report: Challenging Teaching Cases | Students Rosanne Granieri, MD |
| SESSION XV Wednesday, October 20 | COURSE EVALUATION An Educational Framework for Analyzing Teaching / Outcomes Based Education Future Challenges in Medical Education | Program Office Rosanne Granieri, M.D. |
| SESSION XVI Monday, October 25 | Student Presentations Wrap-up | Students Rosanne Granieri, M.D. |



ENHANCING TEACHING SKILLS FOR CLINICIAN EDUCATORS
MEDEDU 2100
2010

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|--------------------------------|---|------------------------|
| SESSION I Monday, August 30 | Overview of Course Characteristics of Good Teaching And Learning Environments | Rosanne Granieri, M.D. |
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LEARNING OBJECTIVES

- To identify characteristics of excellent teachers and optimal learning environments
- To identify how the learning process is affected by the student's learning style, teacher's approach to teaching and learning and the context in which the learning takes place
- To identify role modeling as a powerful teaching method
- To explain the relative value of surface learning, deep learning and strategic learning
- To compare and contrast the "ideal" clinical teacher with self reflection and one's own teaching skills

ASSIGNMENT

- Recommended: CLINICAL TEACHING PRECEPTING INVENTORY (www.ucimc.netouch.com/intro.htm)
- **RECOMMENDED READING**: Elnicki DM, Cooper A. Medical students' perceptions of elements of effective inpatient teaching by attending physicians and housestaff. J Gen Intern Med 2005;20:635-39.
- **REQUIRED READING**: Sutkin G, Wagner I, Schiffer R. What makes a good clinical teacher in medicine? A review of the literature. Acad Med 2008;83:452-66.
- **FOR EMAIL IN PRIOR TO SESSION II**: Considering our class discussion about what students identify as characteristics of outstanding clinical teachers and the article above, reflect on your teaching style and "teaching personality" Then, in working for continued improvement in your teaching, **list 3** general goals for your teaching this year and specifically **how you plan to meet these goals**.
 - Tack these 3 goals up in your cubicle/office to remind yourself of them during the year. We will discuss next class session. Each person will discuss his or her priority goal
- **READ FOR PREPARATION FOR SESSION II**: Ryan RM, Deci EL. Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. Contemporary Educational Psychology 2000;25: 54-67.



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| SESSION II Wednesday, September 1 | Adult Learning Learning Domains Motivation | Rosanne Granieri, M.D. |
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LEARNING OBJECTIVES

- To identify principles of adult learning and how these principles impact medical education
- To identify at least 6 factors that affect motivation
- To list the 3 learning domains and to recognize arenas where each domain may be most appropriate
- To recognize ways of assessing and instructing in each learning domain

ASSIGNMENT

- **REQUIRED READING**
 - Mann KV. Motivation in Medical Education: How Theory Can Inform Our Practice. Acad Med 1999;74:237-39
 - Kaufman DM. ABC of learning and teaching in medicine: applying education theory in practice. BMJ 2003;326:213-16
- **EMAIL IN PRIOR TO SESSION III**
BE PREPARED to discuss in **Session III**

Re-read point #9 in the Mann article:

Using teaching and learning strategies that are inherently motivating. We must employ strategies that engage learners actively in their learning. Increasingly, such educational methods as problem-based learning, practice-based learning, experiential learning and cooperative learning are being implemented and are having desired effects on motivation.

Now, give a concrete example of implementing Point #9 in the following scenario:

- You are asked to plan a 2 hour session in the patient safety curriculum for your program

- **EMAIL IN PRIOR TO SESSION III**
BE PREPARED to discuss in **Session III**

You are asked to develop a 2 hour seminar in chronic pain management OR liver transplants in the patient with alcoholic liver disease OR adverse medication reactions for third year residents. Briefly describe how you would you incorporate the 3 learning domains (knowledge, attitudes and skills) in the planning of and evaluation of the effectiveness of your program?

- **THOUGHTFUL QUOTE FOR REFLECTION**
“If the learner didn’t learn, the teacher didn’t teach.”

- **SELF REFLECT DURING THE YEAR:**

Am I using teaching principles that are motivating my learners? What in particular am I doing that is motivating? How can I tell it’s working?



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| SESSION III Wednesday, September 8 | Challenges in Learning Environments Styles of Teaching Stages of Clinical Teaching Setting Goals, Learning Objectives and Expectations | Rosanne Granieri, M.D. |
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LEARNING OBJECTIVES

- To identify challenges in teaching today's academic environment
- To describe and demonstrate 6 styles of teaching
- To identify and utilize the 3 stages of clinical teaching
- To list factors to consider in the preparation for a teaching encounter
- To differentiate between goals and objectives
- To write appropriate goals and learning objectives for a teaching assignment.
- To identify 3 reasons for setting goals, learning objectives and expectations and to compose a set of goals, learning objectives and expectations for different clinical teaching encounters

ASSIGNMENT

- **READ:** Handouts: Developing goals and objectives and Bloom's taxonomy (again)
- **FOR EMAIL TO THE CLASS GROUP EMAIL LIST BY MONDAY, SEPTEMBER 13. THIS IS AN "EMAIL ONLY" ASSIGNMENT TO THE WHOLE GROUP**
 - You have been asked to give a talk on the current work hour restrictions in medical education to a group of program directors.
List up to 3 **goals** and up to 3 **learning objectives** for this talk.
Email these to the class and me (via our group email) by Monday, September 13. Everyone should review the work of the class and feel free to make comments via email via "respond to all".
- **FOR EMAIL OR HAND IN PRIOR TO SESSION V, Wednesday, September 15. BE PREPARED TO DISCUSS IN CLASS ON WEDNESDAY, SEPTEMBER 15**
 - Choose an educational activity (small or large) that you would like to do or have been asked to do (develop a Master's Degree in Medical Education, deliver a talk on human papilloma virus, acute renal failure, acute coronary syndrome, become director of an outpatient clinic for residents etc.) Write the **goals and learning objectives** for this educational activity.
- **FOR EMAIL to me by Wednesday, September 15 (SESSION V)**
 - You are about to begin ward attending or consult attending OR have a student/intern assigned to your clinic/emergency department or be with you on rounds.
 - Write up to 10 **expectations** for **yourself** and up to 10 expectations for the **learner** .
- In the next week, **observe and reflect** upon as many teaching styles as you can (either demonstrated by someone else or personally used by yourself in any teaching setting).
- **FOR LONG TERM ASSIGNMENT**
 - Start thinking on one of your teaching assignments or teaching interactions that went **poorly**. Write this down for discussion in the **MONDAY, OCTOBER 18 (Session XIV)** class
 - What was the problem?
 - How could it be rectified?



SESSION IV
Monday, September 13

Feedback and Evaluation

Peggy Hasley, MD

LEARNING OBJECTIVES

- To differentiate feedback from evaluation
- To list components of effective feedback
- To formulate a template for giving a summative evaluation
- To identify barriers to effective feedback and evaluation

ASSIGNMENT

- **READ:**
 - Ende J. Feedback in clinical medical education. JAMA 1983;250:777-81.
 - **LISTEN TO DR. ENDE'S UPSOM MEDICAL EDUCATION GRAND ROUNDS 10/8/08**
 - <http://mediasite.cidde.pitt.edu/mediasite/Viewer/?peid=384549d5-0433-4170-a9c1-bd0cf2281820>
 - Morrison, J. ABC of learning and teaching in medicine: Evaluation. BMJ 2003;326:385-87.
 - Gordon J. ABC of learning and teaching in medicine: one to one teaching and feedback. BMJ 2003;326:543-45.

SESSION V
Wednesday, September 15

Case Based Teaching

Rosanne Granieri, M.D.

LEARNING OBJECTIVES

- To define case based teaching
- To describe and ultimately use effectively 6 methods of case based teaching
- To effectively demonstrate the 5 Microskills of Teaching and the Aunt Minnie method
- To list a compendium of 15 communication skills to assist case based learning

ASSIGNMENT

- **READ**
 - Neher JO et al. A Five-Step "Microskills" model of Clinical Teaching. J Am Board Fam Prac 1992; 5:419-24.
 - Cunningham AS et al. The art of precepting: Socrates or Aunt Minnie? Arch Pediatr Adolesc Med 1999;114-16.
 - Kim S, Phillips WR, Pinsky et al.. A conceptual framework for developing teaching cases: a review and synthesis of the literature across disciplines. Medical Education 2008;40:867-76,
- **PICK ONE AND HAND IN WHEN COMPLETED**
 - Identify one method discussed in today's session. Practice this method in any of your teaching assignments this week at least once and **FOR HAND-IN WHEN COMPLETED**, describe what you did and how it went.
If you do not have a specific teaching scenario to use or if you are not currently teaching, comment upon whether one of these teaching methods, in particular, may be beneficial for inclusion in your teaching "tool box" and why.
- **RE-READ** the last slide from today's lecture (Precepting Errors) and critically reflect upon your precepting style. Pick one area in which you need to improve your precepting skills, write it down on an index card and concentrate on making it better over the next few weeks.



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| SESSION VI Monday, September 20 | Bedside Teaching | Hollis Day, MD |
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LEARNING OBJECTIVES

- To define bedside teaching
- To construct a personal portfolio of techniques used in bedside teaching
- To identify resources to improve self-directed learning in this method of teaching

ASSIGNMENT

- **READ:**
 - LaCombe MA. On Bedside Teaching. Ann Intern Med 1997;126:217-220.
 - Ramani S. Whither Bedside Teaching? A focus-group study of clinician educators. Acad Med 2003;78:384-90.
- As directed by Dr. Day
- **REPORT BACK** in SESSION VII one tip from Dr. Day's discussion

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| SESSION VII Wednesday, September 22 | Inpatient Teaching | Rosanne Granieri, M.D. |
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LEARNING OBJECTIVES

- To identify the roles and responsibilities of an inpatient attending
- To recognize the challenges of inpatient teaching: teaching vs patient care and oversight vs control
- To construct a personal portfolio of teaching techniques to enhance attending rounds
- To list and evaluate effective oral and written skills

ASSIGNMENT

- **READ**
 - Ende J. What if Osler were one of us? Inpatient teaching today. J Gen Intern Med 1997;12:S41-48.
 - Kirkpatrick JN. Well Rounded. Arch Intern Med 2005;165:613-15.
 - Wald D. Teaching techniques in the clinical setting: the Emergency Medicine perspective. Acad Emerg Med 2004;11:1028.
- **CASE SCENARIO BAG: YOU PICK ONE**
Pick at random 1 clinical scenario from the Case Scenario bag.
Write, for **EMAIL OR HAND-IN by Session VIII, Monday, September 27**, the way you would handle the issue presented.
BE PREPARED TO DISCUSS IN CLASS ON MONDAY.
- **READ** Figure 8.2 QUESTIONS TO STIMULATE PROBLEM SOLVING AND CRITICAL THINKING
- **SUGGESTED READING AT SOME POINT IN YOUR LIFE, FOR YOUR EDUCATION**
 - Osborn LM. Ward Attending: The Forty Day Month.



SESSION VIII
Monday, September 27

Teaching in the Ambulatory Setting

Rosanne Granieri, M.D.

LEARNING OBJECTIVES

- To identify the challenges of teaching in the outpatient setting
- To list a four step process that can be used to enhance learning (in the outpatient setting)
- To list and ultimately utilize 12 efficiency tips in the (outpatient) setting
- To identify potential errors that may occur when teaching in the outpatient setting

ASSIGNMENT

• **CASE SCENARIO BAG: YOU PICK ONE**

Pick at random 1 clinical scenario from the Case Scenario bag.

Write, for **EMAIL OR HAND-IN by Session IX, Wednesday, Sept 29**, the way you would handle the issue presented.

BE PREPARED TO DISCUSS IN CLASS ON Wednesday.

• **READ:**

- McGee SR, Irby DM. Teaching in the Outpatient Clinic. Practical Tips. J Gen Intern Med 1997;12 (suppl 2):S34-S39.
- Irby DM. What clinical teachers in medicine need to know. Acad Med 1994;69:333-342.
- Ferenchik G et al. Strategies for efficient and effective teaching in the ambulatory care setting. Acad Med 1997;72:277-80.
- Heidenreich C. The search for effective and efficient ambulatory teaching methods through the literature. Pediatrics 2000;105:231-37.

SESSION IX
Wednesday, September 29

Teaching in Small Groups

Rosanne Granieri, M.D.

LEARNING OBJECTIVES

- To create learning objectives for different small group teaching situations
- To identify successful and unsuccessful strategies for small group teaching
- To identify and use effective questioning
- To identify and solve problems in dealing with difficult groups

ASSIGNMENT

- **REVIEW and complete for self assessment:** Effective Questioning: Self-Evaluation (HANDOUT)

• **RECOMMENDED READING MATERIAL IN THE SYLLABUS**

- Soliman I. Teaching Small Groups.
- Forms and Checklist: Small Group Teaching
- Small Group Options



- **READ:**
Jacques D. ABC of learning and teaching in medicine: Teaching Small Groups. BMJ 2003;326:492-94.
- **FOR HAND IN OR EMAIL BY SESSION XI, Wednesday, October 6**
Using the challenge of teaching to a group comprised of *varied level of learners* (EG: third year medical students, fourth year medical students, PGY-I and PGY-IIIs), create an **outline or approach** to a small group session discussing a topic of choice. (example-preventing complications in diabetics, osteoporosis, chronic pain management, taking a history from an adolescent, acute renal failure, evaluation of the patient with suspected appendicitis, post-op management of the renal transplant patient, management of ACS).
Be sure to include ways that you would develop your session to include all levels of learners and ways that would assess knowledge, attitudes and skills, if appropriate.
BE PREPARED TO DISCUSS IN SESSION XI CLASS ON Wednesday, October 6.
- **PRACTICE** using different types of questions in your teaching responsibilities over the next week
- **READ IN PREPARATION FOR SESSION X**
 - Kanter SL. Fundamental concepts of problem-based learning for the new facilitator. Bull Med Libr Assoc 1998;86(3): 391-95
 - Wood DF. ABC of learning and teaching in medicine: problem based learning. BMJ 2003;326:328-330.

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| SESSION X Monday, October 4 | Problem Based Learning PARI I | John Mahoney, M.D. |
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LEARNING OBJECTIVE

- To demonstrate skills necessary to create and facilitate PBL sessions in medical education

ASSIGNMENT

- Per Dr. Mahoney



SESSION XI
Wednesday, October 6

**Teaching in Large Groups; The Art
of the Lecture**

Rosanne Granieri, M.D.

LEARNING OBJECTIVES

- To list 2 reasons to give a lecture
- To list the 3 stages in giving a lecture and goals for each stage
- To list and demonstrate effective oral presentation skills
- To demonstrate effective use of audiovisual aides
- To prepare and deliver a 15 minute lecture to the class (Session XVI)

ASSIGNMENT

- **FOR FUN: ATTEND** any lecture in your department. This time, don't concentrate on the content of the lecture but mainly the lecture technique/style and delivery.
 - **COMPLETE** the evaluation checklist modified from Whitman NA. There is No Good Gene for Teaching: Handbook on Lecturing for Medical Teachers. 2nd edition as you are listening to the lecture.
 - **THINK** How could this lecture be better? What was done well?
- **FOR EMAIL HAND IN by Monday, October 11: CREATE** an **approach** to a "lecture" to be given to a group of residents post call on a notoriously boring topic (**examples** below). How would you structure this lecture? How would you enhance attaining and maintaining the attention of your audience?
BE PREPARED TO DISCUSS IN CLASS, SESSION XIII, WEDNESDAY, OCTOBER 13.
 - PA Rules and Regulations
 - Immunization schedules in children <12 years of age
 - Asbestosis in the workplace
 - The interpretation of PFTs
 - Integrating systems based practice into our clinic
- **READ**
 - ABC of learning and teaching in medicine: teaching large groups. BMJ 2003;326:437-440.

SESSION XII
Monday, October 11

**PowerPoint Instruction for
Educators: Enhancing Your
Presentations**

**Falk Library, 2nd floor Scaife
Windows Classroom I
Samuel Lewis**

LEARNING OBJECTIVES

- To demonstrate effective use of PowerPoint in preparing and presenting a lecture and to augment a lecture with visual aides.

ASSIGNMENT

- **BRING BACK** to Session XII, Wednesday, October 13, 1 specific thing you learned and be prepared to demonstrate to the class.
- **SEE NEXT PAGE**



- **RECOMMENDED READING** FOR SESSION XIII (can do before or after)
 - Shannafelt TD et al. Burnout and self-reported patient care in an Internal Medicine Residency Program. *Ann Intern Med* 2002;136:358-67.
 - Collier VU et al. Stress in medical residency: Status quo after a decade of reform? *Ann Intern Med* 2002;136:384-90.
 - Clever LH. Who is sicker: patients- or residents? Residents' distress and the care of patients. *Ann Intern Med* 2002;136:391-93,
 - Dyrbye LN, Thomas MR, Massie S et al. Burnout and suicidal ideation amount U.S. medical students. *Ann Intern Med* 2008;149:334-41.
- **RECALL FROM SESSION III** (and due for Wednesday, October 13)
 - **LONG TERM ASSIGNMENT** Start thinking on one of your teaching assignments or teaching interactions that went **poorly**. Write this down for discussion in the **Mon Oct 18 (Session XIV)** class
 - What was the problem?
 - How could it be rectified?

SESSION XIII
Wednesday, October 13

**Diagnosing and Dealing with the
Problem Learner**

Rosanne Granieri, M.D.

LEARNING OBJECTIVES

- To recognize multiple factors that contribute to a difficult learning situation
- To define "difficult learner" ("problem learner") and identify 3 types of difficult learners
- To identify teaching strategies to use when dealing with a difficult learner
- To identify strategies to deal with burnout
- To identify interventional strategies to address other problems not amenable to instructional techniques

ASSIGNMENT

- **CASE SCENARIO BAG: YOU PICK ONE**

Pick at random one clinical scenario from the Case Scenario bag. ,

FOR EMAIL PRIOR TO SESSION XIV, Mon, Oct 18., the way you would handle the issue
BE PREPARED TO DISCUSS IN CLASS MONDAY, OCTOBER 18

- **FOR EMAIL PRIOR TO SESSION XIV**

You are a Program Director. Think about what you know about burnout.

LIST at least three specific, yet realistic, things you would do.

Be prepared to discuss in Session XIV

- **RECOMMENDED READING**

- Sayer M. Support for students with academic difficulties. *Medical Education* 2002;36:643.



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| SESSION XIV Wednesday, October 21 | Challenging Teaching Cases: Identification, Management and Potential Prevention (Education Afternoon Report) | Students Rosanne Granieri, MD Students |
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LEARNING OBJECTIVES

- To identify, diagnose, and manage challenging teaching scenarios

ASSIGNMENT

• READ IN PREPARATION FOR SESSION XV

- Hesketh EA et al. A framework for developing excellence as a clinician educator. Medical Education 2001;35:555-64.

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| SESSION XV Wednesday, October 20 | COURSE EVALUATION An Educational Framework for Analyzing Teaching Outcomes Based Education Challenges in Medical Education | Rosanne Granieri, M.D. |
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LEARNING OBJECTIVES

- To define the concept of “outcome-based education”
- To develop a personal assessment of teaching effectiveness, drawing upon the 7 criteria from the Stanford Faculty Development Program

FINAL ASSIGNMENT

• WRITE

- ONE TO TWO PAGE ESSAY.

Include the following.:

- Overall, philosophy of teaching
 - Teaching goals for the next year
 - What will be your biggest challenge and how do you plan to meet it?
 - What if anything did the course identify for you things you are doing well already?
 - What if anything did the course identify for you to do differently and better?
- **EMAIL ESSAY BY MONDAY, NOVEMBER 1** to granierir@upmc.edu



SESSION XVI
Monday, October 25

Student Presentations
WRAP-UP

Students

LEARNING OBJECTIVES

- To utilize skills and techniques learned in the course on teaching in small groups/lecturing
- To identify the importance of a course evaluation

ASSIGNMENT

:

- YOUR PRESENTATION
- PEER EVALUTION OF PRESENTATION

ADDITIONAL READING MEDICAL EDUCATION

JOURNALS

List compiled from

<http://www.library.vcu.edu/tml/bibs/medicaleducationjournals.html>

which also lists specialty related journals that publish articles on medical education..

*Academic Medicine

*Advances in Health Sciences Education: theory and practice

*BMC Medical Education

Journal of Audiovisual Media in Medicine

Journal of Continuing Education in the Health Professions

Journal of Medical Internet Research

Journal of the International Association of Medical Science Educators

*Medical Education

Medical Education Online (MEO) (<http://www.med-ed-online.org/>)

Medical Teacher

Teaching and Learning in Medicine

*Journal of General Internal Medicine

*available as E-journal online vis hsls

(http://www.hsls.pitt.edu/resources/title_search?bibtype=Journal&search_string=teaching+and+learning&match=all)

AVAILABLE TEXTS and EXTERNAL SOURCES most texts available on www.amazon.com

EXTERNAL SOURCES (a brief list)

1. http://ume-ted.health.unm.edu/ed_dev/teaching_tools.html (free download)
2. ABC of Learning and Teaching- the BMJ series (available via hsls)

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| Applying educational theory in practice | BMJ, Jan 2003; 326: 213 - 216. |
| Curriculum design | BMJ, Feb 2003; 326: 268 - 270. |
| Problem based learning | BMJ, Feb 2003; 326: 328 - 330. |
| Evaluation | BMJ, Feb 2003; 326: 385 - 387. |
| Teaching large groups | BMJ, Feb 2003; 326: 437. |
| Teaching small groups | BMJ, Mar 2003; 326: 492 - 494. |
| One to one teaching and feedback | BMJ, Mar 2003; 326: 543 - 545. |
| Learning and teaching in the clinical env | BMJ, Mar 2003; 326: 591 - 594. |
| Written assessment | BMJ, Mar 2003; 326: 643 - 645. |
| Skill based assessment | BMJ, Mar 2003; 326: 703 - 706. |
| Work based assessment | BMJ, Apr 2003; 326: 753 - 755. |
| Educational environment | BMJ, Apr 2003; 326: 810 - 812. |
| Web based learning | BMJ, Apr 2003; 326: 870 - 873. |
| Creating teaching materials | BMJ, Apr 2003; 326: 921 - 923. |

3. **The Clinician Educator Handbook (free download)**

Teri Turner, Debra Palazzi, and Mark Ward

www.bcm.edu/pediatrics/clinician_educator_handbook

4. **Guidebook for Clerkship Directors 3rd Edition (free download)**
<http://familymed.uthscsa.edu/ACE/guidebook.htm>
5. <http://medicaleducation.wetpaint.com>
6. <http://www.ttuhsu.edu/SOM/success> (has chapter about creating TBL sessions)
**Success Types in Medical Education: A Program for Improving Academic Performance
Version 1.1 (free)**
John W. Pelley, PhD with Bernell K Dalley, PhD

TEXTS

Medical Teaching

http://www.acponline.org/atpro/timssnet/products/tnt_products.cfm?action=long&primary_id=331291000)

(Editor- Jack Ende), published by American College of Physicians in 2010

\$139.95 via amazon.com or ACP website

https://www.acponline.org/atpro/timssnet/products/tnt_products.cfm?action=long&primary_id=33129100

- Theory and Practice of Teaching Medicine (Jack Ende, ed.)
- Methods for Teaching Medicine (Kelley Skeff and Georgette Stratos, eds.)
- Teaching in Your Office, 2nd ed. (Patrick Alguire et al., eds.)
- Teaching in the Hospital (Jeff Wiese, ed.)
- Mentoring in Academic Medicine (Holly Humphrey, ed.)
- Leadership Careers in Medical Education (Lou Pangaro, ed.)

Understanding and Facilitating Adult Learning: A Comprehensive Analysis of Principles and Effective Practices

Stephen D. Brookfield

Achieving Excellence in Medical Education (Paperback)

Richard B. Gunderman

Peer Teaching: To Teach Is to Learn Twice

Neal A. Whitman

A Handbook for Medical Teachers (4th Revised Edition)

D.I. Newble, R.A. Cannon

Learner-Centered Teaching: Five Key Changes to Practice

Maryellen Weimer

ABC of Learning and Teaching (ABC)

Peter Cantillon, Diana Wood

Workshops : Designing and Facilitating Experiential Learning (Paperback)

Jeff E. Brooks-Harris, Susan R. Stock (a.k.a. Stock-Ward) "

Teaching during Rounds: A Handbook for Attending Physicians and Residents

Donn Weinholtz, Janine C. Edwards

Curriculum Development for Medical Education: A Six-Step Approach

David E. Kern, Patricia A. Thomas, Donna M. Howard, Eric B. Bass

Educating for Professionalism: Creating a Culture of Humanism in Medical

Jordan J. Cohen

A Practical Guide for Medical Teachers

John A. Dent, Ronald M., M.D. Harden

Basics in Medical Education

Zubair Amin, Khoo Hoon Eng

Teaching Ambulatory Medicine: Moving Medical Education Into the Office

Samuel C. Durso "

Community-Based Teaching : A Guide to Developing Education Programs for Medical Students and Residents in the Practitioner's Office (Office-Based Medical Education)

Susan L. Deutsch (Editor), John Noble (Editor)

Medical Teaching in Ambulatory Care (Springer Series on Medical Education)

Warren Rubenstein, Yves Talbot

Teaching in Your Office: A Guide to Instructing Medical Students and Residents (Office-Based Medical Education)

Dawn E. Dewitt, et al

The Johns Hopkins University School of Medicine Curriculum for the Twenty-first Century

Catherine D. De Angelis (Editor), Michael M. E. Johns

Teaching and Learning in Medical and Surgical Education : Lessons Learned for the 21st Century

Gary L. Dunnington (Editor), et al

Residents' Teaching Skills

Janine C. Edwards (Editor), et al

International Handbook of Research in Medical Education (2 Vol. Set) (Springer International Handbooks of Education)

Geoffrey R. Norman (Editor), et al

Portfolio Use and Assessment

Ven Klenowski, Val Klenowski

Time to Heal: American Medical Education from the Turn of the Century to the Era of Managed Care

Kenneth M. Ludmerer

Mastering the Objective Structured Clinical Examination and the Clinical Skills Assessment

Jo-Ann Reteguz, Beverly Cornel-Avendano

Creative Medical Teaching

Neal Whitman

The Physician as Teacher. 2nd Ed. Baltimore

Neal Whitman, Thomas Schwenk

Teaching and Learning in Primary Care.

Richard Hayes

Ward Attending: The Forty Day Month

Luch M. Osborn, Neal Whitman

A Handbook for Group Discussion Leaders: Alternatives to Lecturing Medical Students to Death

Neal A. Whitman, Thomas L. Schwenk

There is No Gene for Good Teaching: A Handbook on Lecturing for Medical Students.

Neal Whitman

Preceptors as Teachers. A Guide to Clinical Teaching.

Neal Whitman, Thomas Schwenk

Problem-based learning : an approach to medical education

Howard S. Barrows, Robyn M. Tamblyn

Medical education in the United States and Canada; a report to the Carnegie Foundation for the Advancement of Teaching

Abraham Flexner; Henry S Pritchett; Carnegie Foundation for the Advancement of Teaching

Practice-Based Learning: Problem-Based Learning Applied to Medical Education.

Howard S. Barrows