Harvard Medical School Training to Teacher Program

Workshop 1 | January 29 – February 2, 10017

Location:

Dr. NTR University of Health Sciences
Vijayawada, Andhra Pradesh, India

Faculty:

Vanesa Bijol, MD
Kenneth B. Christopher, MD, SM
Subha Ramani, MD, MPH
Ajay K. Singh, MBBS, FRCP (UK), MBA
DAY 1

8:00AM – Welcome, Introductions, and Setting the Stage
After a brief welcome and faculty introductions, the structure, content and themes for the 9 month course and this four day workshop will be reviewed, with emphasis on thematic connections between the different topics highlighted in the course.

8:30AM – Teamwork in Faculty Development Leadership
Ajay K. Singh, MBBS, FRCP (UK), MBA
Content: This large group plenary session will discuss the importance of teamwork in faculty development and the role of leadership in team building.

9:15AM – Introduction to Modern Medical Education Pedagogy and Adult Learning Theory
Vanesa Bijol, MD
Large group teaching session in which medical education theory and relevant teaching strategies are reviewed.

10:00AM – Refreshment break

10:30AM – Team-based Teaching Strategies
Ajay K. Singh, MBBS, FRCP (UK), MBA
The group will discuss the strengths of using team-based approaches to teaching and learning. Faculty will provide a ‘mini-lecture’ on team-based learning and discuss team-based learning practices. The group will consider pros and cons, discuss when and how team-based learning strategies may be beneficial to learners, and identify best practices for using this teaching strategy.

12:00PM – Lunch break

1:00PM – Designing an Active Learning Teaching Session
Kenneth B. Christopher, MD, SM
The group will be instructed in the importance of goal setting and be asked to design a teaching session for medical students, for trainees or a didactic session for colleagues. The group will focus on Educational Goals, Functional Goals and Attitudinal Goals.

2:30PM – Refreshment break

3:00PM – Flipped Classroom Teaching Strategies
Vanesa Bijol, MD
The group will specifically identify the pros and cons of using a ‘flipped classroom’ technique in various teaching settings (lecture hall, small group teaching sessions, at the bedside.) Specific strategies for successfully preparing for a flipped classroom teaching session at these various settings will be delineated by the group. An interactive worksheet will drive this workshop and participants will complete the worksheet during the session.

4:30PM – Putting It Together
Summaries from the afternoon Workshops – best practices, challenges and specific strategies identified by the groups will be reviewed. In addition, concluding statements from faculty, will be provided to highlight key ‘take home’ points.

5:00PM – Adjourn
DAY 2

8:00AM – Announcements, Review of Schedule

8:10AM– Plenary session: Leading Change in Medical Education
   Ed Hundert, MD
   Large group teaching session with discussion of necessary ingredients for reform in academic environment, and the role of leadership in developing strategies for overcoming the common challenges. This recorded session will be followed by the panel discussion (participants - local and course faculty)

9:15AM–Plenary session: How to Give an Engaging Presentation
   Kenneth B. Christopher, MD, SM
   Large group teaching session in which aspects of adult learning theory are applied to the giving of a presentation. Includes a group instruction where learners determine why some presentations are engaging by filling in worksheets and then class participation and discussion based on answers.

10:00AM – Refreshment break

10:30AM– Interactive teaching session skills
   Vanesa Bijol, MD
   The group will review skills and strategies for using interactive teaching skills in various settings (lecture hall, small group teaching sessions, at the bedside and on rounds). An interactive worksheet will drive the discussion and participants will complete the worksheet.

12:00PM– Lunch break

1:00PM – Small group learning experiences
   Kenneth B. Christopher, MD, SM, Vanesa Bijol, MD, Subha Ramani, MBBS, MPH
   Faculty will conduct this teaching session through role-playing to simulate common characteristics and challenges of the small group teaching. All participants will be asked to actively observe and discuss within their groups. Group representatives will be asked to comment on the discussions of strategies for effective small group learning.

2:30PM – Refreshment break

3:00PM – Teaching at the Bedside Learning Experiences
   Subha Ramani, MBBS, MPH
   Case presentations / simulations on how to teach a learner at the bedside will be followed by discussions in small groups. Group representatives will comment on what worked and what didn’t work.

4:30PM– Putting It Together
   Content: Summaries from the days Workshops – best practices, challenges and specific strategies identified by the groups will be reviewed. In addition, concluding statements from faculty will be provided to highlight key ‘take home’ points.

5:00PM – Adjourn
DAY 3

8:00AM – Announcements, Review of Schedule

8:15AM – The Five MicroSkills of Clinical Teaching
           Subha Ramani, MBBS, MPH
           Large group teaching session in which aspects of adult learning theory are applied to clinical teaching to enable teachers to effectively assess, instruct and provide feedback more efficiently.

9:15AM – Teaching with Limited Time
           Vanesa Bijol, MD
           Large group teaching session where strategies and examples are provided to enhance trainee teaching even on busy clinical services.

10:00AM – Refreshment break

10:30AM– Critical Thinking and Assessment
          Kenneth B. Christopher, MD, SM
          An interactive large group teaching session (involving the entire group) in which theories about and models for critical thinking abilities will be reviewed. Explicit links to educational and learning theories will be made and critical thinking skills’ relationship(s) to evaluation and assessment will be made. Using a modified team-based learning format, the participants will be divided into groups of 4 and provided discussion questions regarding critical thinking skills and assessment. The discussion questions will be considered in the groups of 4, with each group charged with reaching a consensus answer to each question.

12:00PM– Lunch break

1:00PM – Evaluation and Assessment
          Subha Ramani, MBBS, MPH
          A moderated discussion in which the group considers different assessment and evaluation methodologies, specifically using an audience response system platform to guide and capture the participants’ discussion. Specific assessment methodologies to be considered include multiple choice tests, simulation scenarios, bedside assessments, OSCEs, and concept maps.

          Note that the final 15 minutes of this session be used to review the structure and effectiveness of using an audience response strategy for this session.

2:30PM – Refreshment break

3:00PM – How to Give and Get Effective Feedback
          Subha Ramani, MBBS, MPH
          Faculty will provide a ‘mini-lecture’ on the purpose of feedback, then the group will work in groups of two during a role play exercise from the teacher and student perspectives.

4:30PM– Putting It Together
          Summaries from the days Workshops – best practices, challenges and specific strategies identified by the groups will be reviewed. In addition, concluding statements from faculty will be provided to highlight key ‘take home’ points.

5:00PM – Adjourn
DAY 4

8:00AM – Announcements, Review of Schedule

8:10AM – Using Multimedia and Technology to Enhance Learning
David Roberts, MD
This recorded teaching session will include discussion on the use of technology in various educational settings to maximize benefit for learners. This recorded session will be followed by the panel discussion (participants - local and course faculty)

9:15AM – Setting Goals and Expectations
Kenneth B. Christopher, MD, SM
An interactive large group teaching session (involving the entire group) in which the importance of goal setting and expectations are applied to learners and teachers.

10:00AM – Refreshment break

10:30AM – Using technology in medical education
The group will identify different technological tools to use in various educational settings, review the pros and cons and strengths and weaknesses of the different tools, and identify ways to effectively and optimally use these tools to maximize benefit for medical learners. An interactive worksheet will be used to drive the discussion and collect the participants’ answers and comments.

12:00PM – Lunch break

1:00PM – The Difficult Learner: Diagnosis and Improvement Plan
Vanessa Bijol, MD
Faculty will provide a ‘mini-lecture’ on problem learners, how they are diagnosed and the strategies for intervention. Then the group will work with their teams to dissect two cases from the learner and instructor’s perspectives.

2:30PM – Refreshment break

3:00PM – Mentoring with Case Studies
Kenneth B. Christopher, MD, SM
Faculty will provide a ‘mini-lecture’ on the tenets of mentoring, Then the group will work with their teams to dissect two cases from the mentor and mentee’s perspectives.

4:30PM – Putting It Together and Workshop Summary
Summaries from the afternoon Break-out sessions will be provided, and key ‘take home’ points from the overall workshop will be highlighted. Next steps for the participants will be delineated and resources for longitudinal skill development will be reviewed.

5:00PM – Adjourn