



# Foundations of Teaching and Learning

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**Respect, Teamwork and Civility: Inspiring Personalized Mentoring Relationships**



# Additional Faculty

## Thursday

- *Natasha M. Chida, MD, MSPH, Assistant Director, Infectious Diseases Fellowship program; Assistant Professor, Medicine, JHUSOM*
- *Divya Srikumaran, MD, Chief, Wilmer Eye Institute – Odenton; Assistant Professor Ophthalmology, JHUSOM*

## Friday

- *Grace Chen MD, MHS, Associate Professor, Gynecology and Obstetrics, JHUSOM*
- *Michael Melia, MD, Director, Infectious Diseases Fellowship Training Program; Associate Professor, Medicine, JHUSOM*



Welcome



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# If Stuck/Issue

- [https://www.hopkinsmedicine.org/institute\\_excellence\\_education/improving-teaching/teaching-camp/camp-schedule.html](https://www.hopkinsmedicine.org/institute_excellence_education/improving-teaching/teaching-camp/camp-schedule.html)
  - All Zoom links for all sessions there
- Except for rare workshop, password is **ieecamp** (all lower case)
- If stuck, call or text
  - **Michael Westman at: 443-418-6391**
    - Joseph Cofrancesco Jr. 410-530-7611
    - Rachel Levine: 410-292-1155
      - Note if we are leading a session we may not be able to immediately answer
- #IEEcamp2020

# Disclosures

- We have no relevant outside financial interests related to this course.

# For Today

- We will use zoom functions to engage you throughout
- We may not be able to **monitor chat or “raise hands”**
  - Co-facilitators will try to help out
- We will pause periodically and invite questions
- Please keep **muted** unless planning to talk
- If possible, close other programs
  - Distraction and bandwidth
- **If you have an issue please unmute and stop us**
- If you can and are comfortable, show yourself
- Change name to what you prefer





# Introductions



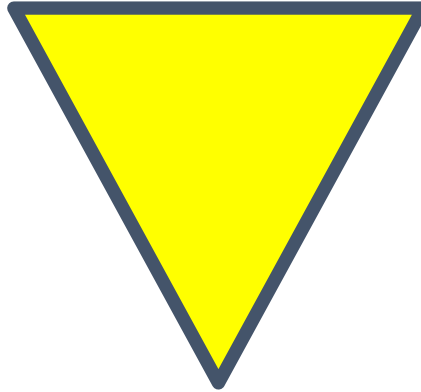
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# Collaborative Program

JH Faculty  
Development Program

Office of Faculty  
Development



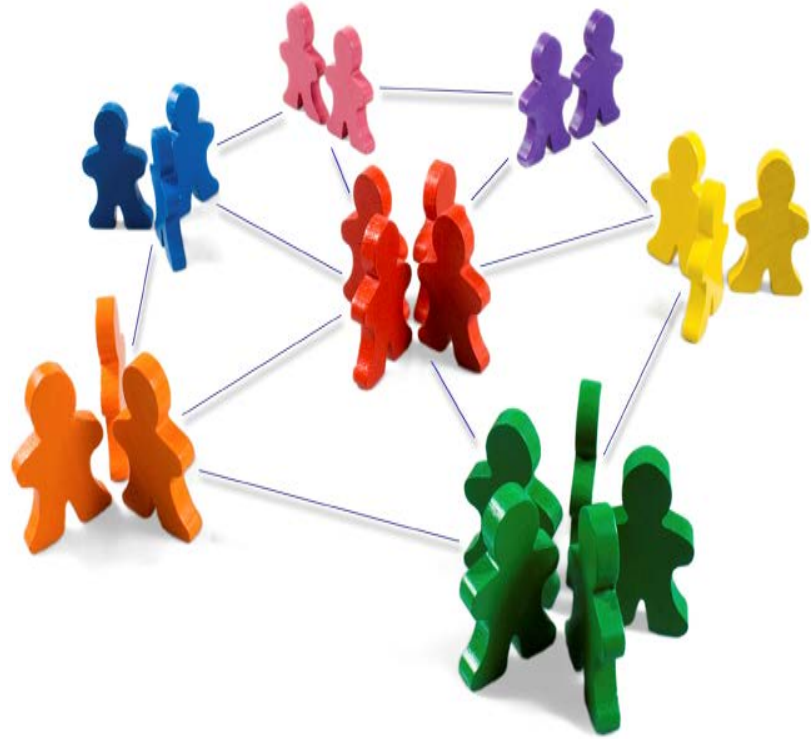
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# Foundations of Teaching and Learning

1. Welcome, Introductions, Goals (*20 min*)
2. Learning Principles & ILP (10 min) need to send e ILP
3. Discussion of Learning Environment (*20 min*)
4. Break 10 min
5. Facilitating Learning in Small Groups (*65 min*)
  - Breakout sessions
6. Break 10 min
7. Feedback (*65 min*)
8. Clinical Teaching Toolbox (*60 min*) OR Active Lecturing (sep zoom link)
9. Wrap up (*10 min*)

# What to Expect

- Interaction
- Collaboration
- Reflection
- Skills Practice



- Foundations of Teaching and Learning

# Introductions

- In groups of 5
- 1 minute each to share your role and who your learners are
- One goal for today

# I am

- Student (medical, nursing, PH, other)
- Resident/Fellow/Post Doc
- Faculty
- Other



# I Teach In (Answer all that apply)

- Classroom
- Clinical setting / primarily inpatient
- Clinical Setting / primarily outpatient
- Teach in the laboratory setting
- Other settings



# My PRIMARY learners are

- Medical or nursing students
- Graduate Students
- Residents/Fellows/Postdocs
- Peers
- Other





# Reflection:

## *Think About Your Teaching Experiences*

- WHAT made it great?
- WHY do you think it didn't work?
- (Jot down, we'll reflect back at end of morning.0

# Review of online module



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## Improve Your Teaching

Problems viewing this site? [Click here](#) for solutions.


- ▶ Welcome to the IEE Improve Your Teaching Website
- ▶ Who can benefit from this website?
- ▶ What's Inside?
- ▶ About Us

**FEATURED** 

**HOW TO CREATE AN EFFECTIVE E-LECTURE**


TEACHING METHODS

**What's effective?**




ASSESSMENT

**Which ones should I use?**

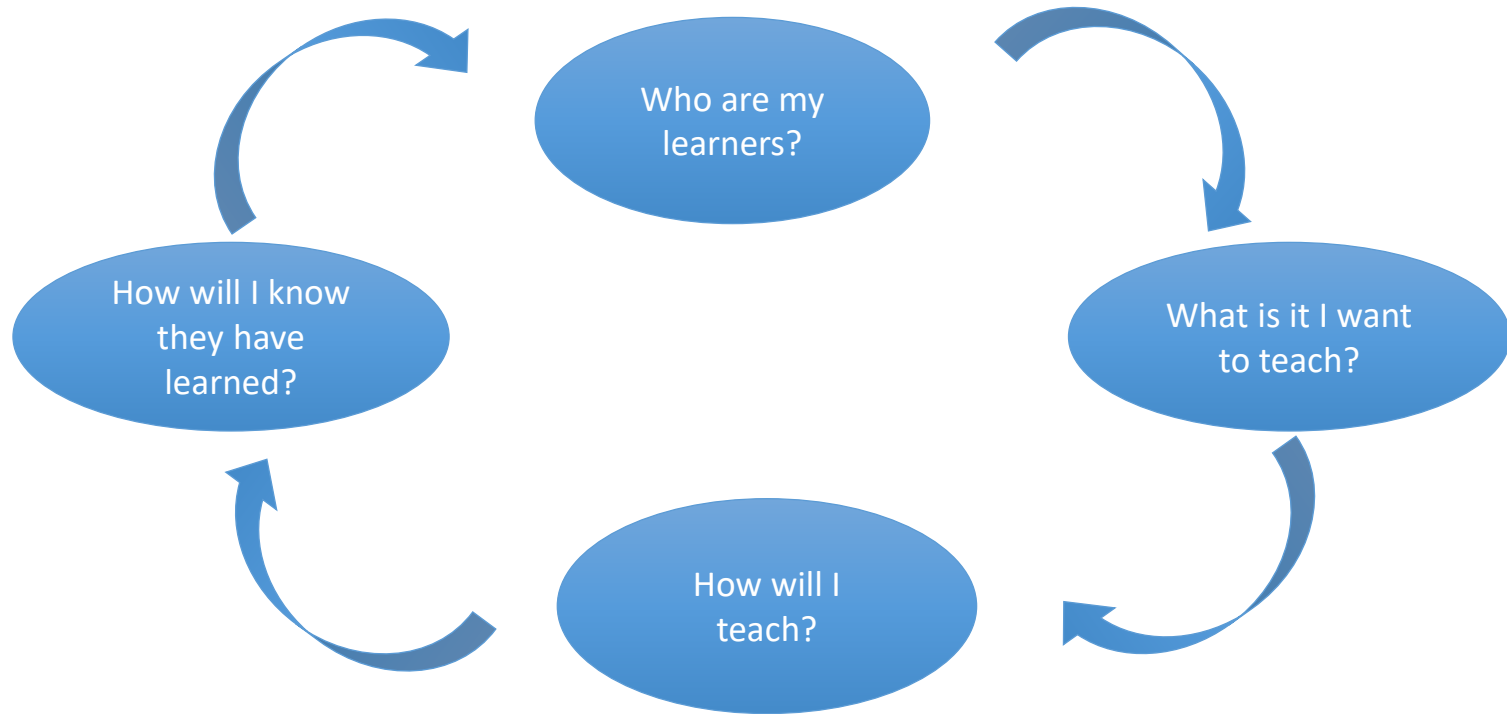


ADULT LEARNING

**What to Know about Adult Learners**



# Model for Everyday Teaching



# Questions? Curiosities?



# Learning Principles and ILP

**Rachel Levine MD, MPH**

Joseph Cofrancesco Jr. MD,

Michael Barone MD, MPH



# Learning Principles

- Learners\*:
  - have life experience and knowledge which may serve as the basis for learning ,
  - are relevancy oriented and “need to know” why they are learning content,
  - are practical and eager to apply new knowledge,
  - are self-directed.
- Adults learn best by doing, reflecting on action and with exposure to alternative perspectives (feedback and coaching)\*\*

\*Knowles, \*\*Schon

# Individualized Learning Plans- ILPs

- Listing of goals, personal strengths, resources and opportunities for acquiring knowledge, skills practice, assessment, and reflection
- Learner's take an *active role* in setting goals, assessment and reflection
- Our learners will be increasingly using ILPs and looking to us for feedback and coaching



<b>Individualized Learning Plan</b>	<b>Goals for session. <i>Write down 1-2 things you hope to learn by participating in this session.</i></b>	<b>What I learned. <i>Describe 1-2 new insights that you gained from the session.</i></b>	<b>What I will do differently. <i>Describe 1-2 new teaching behaviors/strategies you will try after camp.</i></b>
Foundations of Teaching and Learning Learning Environment			
Small Group Learning			
Feedback and Coaching			
Building your clinical toolbox			



Description of the ideal: Provide a brief description of the “ideal educator” that you aspire to be:  
*Ideal educator provides “assessment for learning” and coaching to help learners master content and develop into caring physicians who are life long learners*

Goals: State a 1-2 broad goals to guide your ILP.	Objectives: Please include one SMART objective. (Specific, Measurable, Achievable, Relevant, Timely)	Resources: What individual strengths and outside resources can you leverage to support your goals and objectives?	Skills building: Are there opportunities for you to build skills? What are they?	Outcomes: How will you know you have come closer to your ideal?
<p><i>Use an “assessment for learning” model that is learner-centered, provides meaningful feedback, and engages and empowers learners.</i></p>	<p><i>For <b>ALL</b> incoming CFM students, I will provide a 360 degree assessment of learners by meeting with them 2 times during the course and reviewing all assessment data available.</i></p>	<p><i>Personal: feedback, coaching, and building relationships with learners</i></p> <p><i>Outside: Meet with CFM course directors to get a sense of all assessment tools available.</i></p>	<p><i>Create a portfolio that is learner centered.</i></p> <p><i>Empowering learners to use assessment for learning model.</i></p>	<p><i>All students pass CFM, students value the experience and desire to use this model moving forward.</i></p>
<p><i>Start with CFM as a pilot.</i></p>		<p><i>Meet with other CAP advisors who are doing this well.</i></p>		



# Questions? Curiosities?



# The Learning Environment

**Joseph Cofrancesco Jr. MD, MPH**

Rachel Levine MD, MPH

Michael Barone MD, MPH



# Objectives

- Describe the importance of a positive learning environment
- List strategies for creating a positive Learning Environment in live and virtual teaching settings



# Learning Environment

- The social, developmental and academic contexts that can affect learning, and influence learner achievement and attitudes.



## AAMC Statement on the Learning Environment

We believe that the learning environment for medical education shapes the patient care environment. The highest quality of safe and effective care for patients and the highest quality of effective and appropriate education are rooted in human dignity.

We embrace our responsibility to create, support, and facilitate the learning environment shared by our patients, learners, and teachers. In this environment, our patients witness, experience, and expect a pervasive sense of **respect, collegiality, kindness, and cooperation** among health care team members. This includes all professionals, administrators, staff, and beginning and advanced learners from all health professions. This includes research as well as patient care environments.

We affirm our responsibility to create, support, and facilitate a learning environment that fosters **resilience** in all participants. It is our responsibility to create an atmosphere in which our learners and teachers are willing to engage with learning processes that can be inherently uncomfortable and challenging.

We affirm our commitment to shaping a culture of teaching and learning that is rooted in respect for all. Fostering resilience, **excellence, compassion, and integrity** allows us to create patient care, research, and learning environments that are built upon constructive **collaboration**, mutual respect, and human dignity.

For more information and to view a library of resources, visit [aamc.org/learningenvironment](https://aamc.org/learningenvironment).



Association of  
American Medical Colleges



# Clinical Learning Environment: CLER

- The Accreditation Council for Graduate Medical Education (ACGME) recognizes the need for a physician workforce able to meet the challenges of a rapidly evolving health care environment.
- The ACGME has implemented the CLER program as a part of its Next Accreditation System. The CLER provides ACGME-accredited institutions with **periodic feedback that addresses the following six focus areas: patient safety; health care quality; care transitions; supervision; fatigue management and mitigation; and professionalism.**
- The feedback provided by the CLER program is designed to **improve how clinical sites engage resident and fellow physicians in learning to provide safe, high quality patient care.**
- Must undergo a CLER visit every 24 to 36 months to maintain accreditation.





# Learning Environment

- Pay attention, observe and note what's happening in the learning environment.
  - What is engaging you and facilitating learning?
  - What is inhibiting your learning?

# Tips for a Positive Learning Environment

1. Learners are expected, welcomed and oriented
2. Relational learner/teacher interactions
3. Emphasize learner as team member
4. Realistic, high, and transparent expectations
5. Active/engaged teaching and learning methods
6. Respect for diversity, multiple learning styles
7. Teacher promotes positive peer interactions
8. Teacher aware of curriculum
9. Respectful questioning
10. Observation, Feedback and Coaching occurs

# Questions? Curiosities?

