

Teaching tips for new educators

Marco Alemán, MD
Academy of Educators
October 21, 2015

Listen

- To your students' needs
- To your inner compass
- To others



Prepare

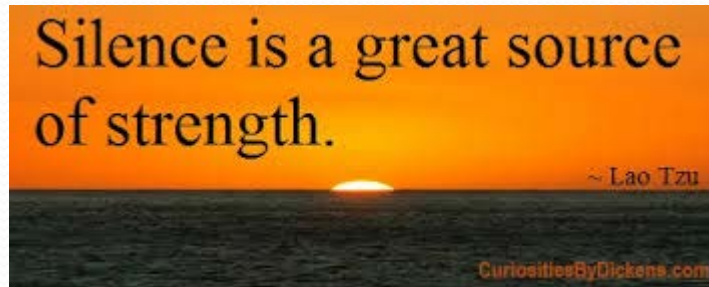
- Yourself for teaching session
- Your students
 - for what the teaching session will be
 - Their role
- The patient
 - For what their role will be in the teaching session
 - History, exam
 - Give feedback, what they value in a doctor



IF YOU FAIL
TO PREPARE
YOU
PREPARE
TO FAIL

Silence

- Is golden
- Use it during teaching, as you do in your patient interviews
- Learners will often come up with answers or very clever observations and issues that we may not have considered



Patients

- Involve them in your teaching
- 20 % of teaching is bedside or involves the patient (Has not changed since 1965!)
- Helpful allies
- Ask for permission to involve them-show respect(also good role-modeling)
- Maintain their dignity, humanism
- Contextual learning- help students learn



Learn



- Teachers have to constantly be learning
- New tricks
- From colleagues in SOM-AOE, workshops, conferences, etc.
- Across disciplines-health, humanities, science
- From your students
- From your patients

Enthusiasm!

- Keep the flame burning!
- It is contagious
- Helps learners maintain focus on task, you
- Great feedback for continuing to teach



Success is often nothing more than
moving from one failure to another
without loss of enthusiasm.

~Winston Churchill

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Lunar vs. Solar



- “**Lunar**” vs. “**solar**” model of teaching (Kurt Kroenke, MD SGIM Forum , 2001)
- “ Democratic”-balance of learner’s autonomy and teacher’s need to be the leader and step in (Reilly BM 2007)
- Don’t always have to be showing or doing
- “Assess” and “diagnose” the learner and their needs
- Collect information for feedback

Good Teachers Empower



“Good teachers, like good midwives, empower... Good teachers know when to hang back and remain silent, when to watch and wonder at what is taking place all around them. They can push and pull when necessary—just like midwives—but they know that they are not always called upon to perform. Sometimes the performance must be elsewhere, sometimes the teacher can feel privileged just to be present at the drama happening nearby” *William Ayers*