Resources Teaching and Precepting

General Teaching Skills for Faculty and Learning Skills for Students

**Core Teaching Skills**: Effective teaching behaviors and objectives are outlined in this University of Washington, School of Medicine toolbox targeted at small group teaching in a medical school. Several modules, including goal setting, giving feedback and common teaching challenges can be found by clicking on those topics listed at the left of the screen. The overview and detail of a skills practice session outline key teaching tasks occurring at the beginning, middle and end of a medical education teaching encounter.


- **Domain of Good Communication Teaching**: Facilitators goals are listed along with the corresponding behaviors or observations needed to reach those goals.


**Teaching Videos**: On-line videos, provided by Northeast Ohio Medical University (NEOMED), cover various aspects of teaching medical students. Topics include Teaching to Transform the Brain, Constructing Written Test Questions, Teaching in the Trenches, and others.


**Course Syllabus Instructions**: The University of Oklahoma provides a comprehensive listing of what should be included in each course syllabus.


**University of California, San Diego, College of Medicine**: Helping medical students learn is the focus for this review of successful study strategies in medical school.


**McMaster Universitys Teaching Tools**: Teaching tools include a Tutors Guide to Problem Based Learning (PBL), Approaching PBL Practically, Giving Feedback Checklist, the One Minute Preceptor, Assessment Process and other tools.


**Resources for Teaching in the Biosciences**: Aimed at new lecturers, the Higher Education Academy provides resources for teaching and a listing of publications on bioscience learning & teaching.


**Preparing Faculty for the Next Generation**: To assist faculty in engaging the new generation of medical students, this presentation outlines the Dos and Donts for engaging these millennial learners.

Active Learning

Active Learning Resources on the Web (Rutgers Biomedical and Health Sciences).
This site provides a list of resources on active learning strategies.
http://meg.rbhs.rutgers.edu/active-teaching/active-learning/ [9]

Teaching and Learning: Techniques and teaching modalities can be found at this University of Southern California's Center for Excellence in Teaching website. Included are topics such as active learning, problem based and case based teaching and learning, teaching in the sciences and a wide variety of other topics.
http://cet.usc.edu/resources/ [10]

Active Learning: Active learning strategies can be found at this Illinois State University site.

Active and Cooperative Learning: Active learning includes techniques, exercises, feedback, critical thinking and various other information is covered at this site.
http://web.calstatela.edu/dept/chem/chem2/Active/index.htm [12]

Create Customized Web Resources, Faculty Tools and Templates

Content Development Templates: This Knowledge Weavers website allows faculty to create customized web resources. Included are didactic sites, disease description sites, and interactive case-based learning sites.
http://library.med.utah.edu/km/digitalcollectkw.php [13]

Web QuizBuilder: WebQuizBuilder was produced by the Knowledge Weavers at the Spencer S. Eccles Health Sciences Library with the goal of assisting instructors in the design and creation of interactive web-based multiple choice quizzes without using the HTML code nor Javascript.
http://library.med.utah.edu/kw/quizmaker_fmp/index.html [14]

Examples of Interactive Learning, Cases, and Tutorials

Knowledge Weavers: Innovative multimedia resources include tutorials, interactive cases, animations and other methods of delivery to support health sciences education.
http://library.med.utah.edu/km/digitalcollectkw.php [13]

DOC.com: A unique resource provided through funding from the Arthur Vining Davis Foundations, the Drexel University College of Medicine and support from the American Academy on Communication in Health Care (AACH). Approximately 41 media-rich educational modules cover various aspects of healthcare communication skills taught in medical education.
The resource provides users with knowledge, skills review and opportunities for reflection. Assignments are given to students along with assessment of performance via discussion, multiple choice and short answer questions.
http://webcampus.drexelmed.edu/doccom/user/ [15]

E-Learning Information

**E-Learning in Medical Education**: An overview of E-Learning covers definitions, components of, evidence for, evaluation of and a listing of organizations which support E-Learning.

**The International Virtual Medical School IVIMEDS**: IVIMEDS is a worldwide partnership of leading edge medical schools and institutions. Their goal is to set new standards in medical education which incorporate both high quality e-learning and face-to-face learning in the training of health care professionals.
http://www.ivimeds.org/ [17]

Problem Based Learning

**McMaster Universitys Teaching Tools**: Teaching tools include a Tutors Guide to Problem Based Learning (PBL), Approaching PBL Practically, Giving Feedback Checklist, the One Minute Preceptor, Assessment Process and other tools.

**Resources for Small Group Facilitators**: Florida State Universitys College of Medicine provides numerous resources for designing, leading, and assessing small group learning.
http://www.oucom.ohiou.edu/fd/facilitatorresources.htm [18]

**Developing Cases for Small Group Learning**: Florida State Universitys College of Medicine has developed a variety of resources for case based learning. See “Case Based Learning Small Group Evaluation,” “Small Group Case Consideration Questions,” plus other materials.
http://www.oucom.ohiou.edu/fd/facilitatorresources.htm [18]

Sample Problem-Based Learning (PBL) Cases and PBL Guidebooks

**Case study on prostate cancer**: Tufts University Science Knowledgebase (TUSK) provides a sample problem based learning case, including a guide for facilitators.
http://tusk.tufts.edu/view/content/M1194C/31652 [19]

**Online Case Studies**: Yale School of Medicine provides case studies for review.
Preceptors, Clerkship Training, and Teaching in the Communities

**The One Minute Preceptor**: A summary of five micro-skills for one-on-one teaching was developed with support from a HRSA Family Medicine Training Grant.
http://www.oucom.ohiou.edu/fd/monographs/microskills.htm [21]
http://www.oucom.ohiou.edu/fd/audio/oneminute_preceptor.htm [22] (audio series)

**The Expert Preceptor Interactive Curriculum (EPIC)**: Clinical teaching modules were developed for community practitioners who serve as preceptors to health professions students. This interactive curriculum includes ten on-line learning modules including objectives and activities. Registration is required with no accompanying cost.
http://www.med.unc.edu/epic/welcome.htm [23]

**John Hopkins University Teaching Skills for Faculty**: On-line teaching resources include Effective and Efficient Outpatient Clinical Teaching, Giving Feedback and Team Based Learning. (To access click on the following in the order provided: John Hopkins Medicine, Faculty, Education, Faculty Professional Development, Teaching Skills, and On-Line Resources.)
http://hopkinsmedicine3.reachlocal.com/coupon/(etc) [25]

**Train the Preceptor Program in Functional Assessment**: The University of Iowa supports preceptors in their educational role by training community physicians who precept medical students in the principles and practical strategies of office-based functional assessment.
http://www.healthcare.uiowa.edu/igec/resources-educators-professionals/train-the-preceptor/demographic.asp [26]

**Consultative Medicine Essentials**: John Hopkins University School of Medicine provides teaching modules regarding consultative medicine. They provide comprehensive training in the general medical care of hospitalized patients.
http://www.jhcme.com/site/index.cfm [27]

Clerkship Resources/Training Information and Preceptor Manuals and Educational Materials

**Clerkship Training and Other Information**: Loyola University Medical Education Network (LUMEN) website provides some clerkship training information along with other on-line course information for medical education.
http://www.meddean.luc.edu/lumen/ [28]

**Palliative Care Clerkship**: University of Washingtons palliative care clerkship includes educational goals, modules and summary of competencies.
http://www.fammed.washington.edu/palliativecare/ [29]
Residents as Teachers

**Bringing Education & Service Together (BEST):** BEST is a comprehensive, longitudinal, interdisciplinary residents-as-teachers curriculum sponsored by the Bureau of Health Professions (U.S. Public Health Service), the Robert Wood Johnson Foundation, and the Tamkin Foundation. The goal is to disseminate this curriculum to residents and faculty across the country. Included are teaching objectives, a five-step Microskills model of clinical teaching, providing effective feedback and tailoring instruction to different venues. Videos and resource links can be located on the home page.

https://www.mededportal.org/publication/104

**Teaching Tools for Residents as Teachers:** The University of New Mexico’s Teacher and Educational Development site provides quick reference guides for developing and implementing effective teaching/learning activities.

http://som.unm.edu/faculty/resident-educators/index.html

**Resources and Information for Residents Who Teach:** The Florida State University resource list includes various web resources, teaching and evaluation strategies. Foundations for an effective clerkship, the one minute preceptor, evaluation and assessment information plus additional teaching aids are included.

http://med.fsu.edu/index.cfm?page=facultyDevelopment.residentsWhoTeach

**Evidence Based Medicine Course:** Geared towards residents, this course information is an aid for residents as teachers of medical students with a focus on clinical practice. Included is answering the question why teach and practice Evidence Based Medicine (EBM), an EBM course outline, steps to practicing EBM, along with critical appraisal of clinical questions in EBM.

http://www.meded washington.edu/evidence-based-medicine

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MSUs Office of Medical Education Research and Development

**Medical Education On-Line (MEO):** This on-line journal publishes peer-reviewed articles focusing on educating physicians and other health professionals. It is also a repository of resources such as curricula, syllabi, software, etc. that are made available to the health education community. Manuscripts on any aspect of the process of training health professionals are considered for peer-reviewed publication in this electronic journal.

http://med-ed-online.net/index.php/meo

**DR-ED:** An electronic discussion group for medical educators.

http://omerad.msu.edu/dr-ed/

**Blended Curricular Learning Resources:** Lecture modules, course content and other medical education information is provided in video and simulation format.

https://bclr.wordpress.com/

**MSUs virtual university Design And Technology (vuDAT):** Large number of resources for designing courses can be found at this Michigan State University site.

http://tech.msu.edu/teaching

**MSUs Libraries & IT Services Training Programs:** Classes are available to learn more about the use of technology in education.

http://tech.msu.edu/training/
MSUs Libraries Distance Learning Services: Distance learning services are provided by the Michigan State University Libraries.
http://www.lib.msu.edu/dls/ [39]

Guidelines for designing & Delivering Power Point Presentations: The Office of Medical Research and Development (OMERAD) provides instructional sessions to faculty such as this one on delivering power point presentations.
http://omerad.msu.edu/meded/poster_files/Poster_Tutorial_MAC_2011.pdf [40]

Office of Medical Education Research and Development:
http://omerad.msu.edu/ [41]

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Source URL: http://fod.msu.edu/oir/resources-teaching-and-precepting

Links
[19] http://tusk.tufts.edu/view/content/M1194C/31652