**March 15: Hunger Walk/Run**
Join the Department of Medicine’s Hunger Walk/Run team as we support efforts to eliminate hunger and poverty in the Atlanta community. DOM is conducting a friendly competition to see which division can record the highest participation based on overall percentage. **Join the DOM Team today – deadline to register tomorrow, March 11th! [More info...](#)**

**2015 FAME Grant Program**
The Department of Medicine is accepting applications for the FAME (Fostering the Academic Mission in the Emory DOM) grant program, which is designed to provide support for clinical faculty to dedicate up to 20% of their professional time to scholarly activity, including research, education, quality improvement (QI) projects and mentoring. Up to two FAME grants will be awarded competitively for a 12-month period beginning September 1, 2015. **Letter of intent due by today, March 10th. [Read more...](#)**

**EMCF Intramural Grants in Service, Education and Advocacy (SEA Grants Program)**
The Emory Medical Care Foundation (EMCF) funded SEA grant program provides small intramural service grants to Emory faculty who are significantly involved in clinical care and education on the Grady campus. The grants would be intended to help faculty, especially those on the MEST and Clinical Tracks, become more involved in service, teaching and advocacy to the benefit of the Atlanta community and the patients traditionally receiving service at Grady. **Proposal due by March 16th. [Read more...](#)**

**CFDE Teaching Consultation Program**
A teaching consultation is a focused session, or sessions between a faculty member and a CFDE staff member and/or with another faculty member. A consultation can be a one off meeting but is often undertaken over the course of a semester or a year, and it is geared to help a faculty member improve one or more aspects of his or her teaching. **[Read more...](#)**

---

**Congratulatory Corner!**

**Dominique Cosco (General Medicine and Geriatrics)**
Named Secretary-Treasurer of the Southern Society of General Internal Medicine and awarded the SSGIM Award of Excellence in Clinical Education

**Sushma Cribbs (Pulmonary)**
Elected to the Southern Society of Clinical Investigation and elected as Councilor of the SSCI during the Southern Regional Meeting
Have you recently been honored for your educational efforts? Spoken at a national meeting? Received a grant for your teaching? Let us know!

Back to Top

Teaching Tips

Interactive Teaching through Discussion in Small Groups (Steven M. Gorbatkin, MD, PhD)

Summary for Small Groups Teaching Discussions:

I. Explore the knowledge base of learners

II. Include more than queries of factual knowledge when questioning learners. Refer to Emory Medicine Grand Rounds 2-3-2015, Dr. Helen Shields, for an example of categorization of different types of questions: Open Ended, Informational, Diagnostic, Challenge, Extension, Priority, and Prediction (recording available on Emory Blackboard, particularly 29 minutes into presentation).

III. Make the team feel comfortable with not initially knowing the answer

IV. Don’t back down on interaction with learners who are not excited about it

V. Ask questions in the order of early learners first

VI. Teach new knowledge, but don’t forget repetition is also important

VII. Strive to evolve and keep yourself fresh as a teacher

Last month, Dr. Sperling provided an excellent comprehensive plan for effective teaching. This month, the focus is on interactive teaching through discussion in small groups. Increasing interaction during live sessions is a common goal, and the small group setting available during teaching on the wards or in clinics is particularly well suited to an interactive strategy for discussions.

A key step in effective interactive small group discussion is to explore the knowledge base of everyone involved. And this means more than just testing memorization of facts as discussed below. Make the team feel comfortable by, for example, telling them how disappointed you would feel if they always knew the answers since the goal is to teach them things they don’t know.

Questioning learners for more than factual recall greatly enriches an interactive teaching environment. Establish the ability of everyone to explain their knowledge and apply it to new situations. Challenge learners to defend their positions. Dr. Helen Shields, an award winning educator and physician, shared her thoughts on education at the Emory Department of Medicine Grand Rounds on February 3, 2015 (available on Blackboard). 29 minutes into the presentation, she shared a categorization of questions used by the Harvard Business School. Types of questions include: open ended (what is going on?), informational (explain how something works), diagnostic (sort out possibilities), challenge (defending a position), extension (what else?), priority (identify most important factors) and prediction (what might be found by added testing?).
Interactive teaching can be made to feel like a mutual and enjoyable journey of learning, but there may be cases where learners are clearly not drawn to it despite your best efforts. It is precisely in these cases where it is critical not to back off the interactive approach. Developing the ability to quickly and fluently engage in verbal exchanges is essential to being an effective communicator, especially when acting as a consultant in the setting of medical care.

A well-known method of avoiding embarrassment and preventing tension among team members is to ask questions of early learners first. Senior residents may feel embarrassed when they respond that they don’t know an answer and then listen to a medical student who just had an exam covering the subject respond eloquently. Medical students who don’t want to show up their residents may feel awkward, and team dynamics aimed at establishing the resident as a leader can take a hit.

Even though our goal is often teaching our team things they do not know, we should not underestimate the value of repetition of important concepts. When learners interact with several different teachers about the same topic, they not only gain a better understanding, but also refine their own strategies to teach.

Finally, as we spend years on the wards interacting with hundreds of learners (and for some of the most senior attendings, thousands), one of the biggest challenges for us is to evolve and stay fresh as teachers. We have all experienced the breakthrough in understanding when we have to teach a topic. We need to challenge ourselves to approach the same topic from different angles, for different cases, and optimize our approach to learners who have different strengths and experiences. We need to embrace new technology for learning, but always remember that face-to-face personal interactions can be the basis for some of the most memorable learning experiences, including for the teacher.

Events & Educational Opportunities

March 11: B.S.T. MODE CONFERENCE (Bite-Sized Teaching Conference)
The March B.S.T. Mode Conference is set for March 11th at 12:30 in the Steiner Auditorium at Grady.

March 17: Engaging Learners
Learn about education opportunities in the School of Medicine and their relation to mentoring as well as skills to engage learners at all levels.
SOM 178P. 5:30 PM – 6:30 PM | Link to view remotely | Questions? | Read more...

March 19: Fellows Teaching Competition
The 4th Annual Fellows Teaching Competition is set for Thursday, March 19th at 6:00 pm in SOM 120.

April 17: Faculty Education, Enrichment and Development Conference
Register now for the 2015 FEED Conference set for Friday, April 17th. Deadline to register: March 20. More info on FEED...

May 6: To Lecture or Not to Lecture: Building a Better Learning Experience
Save the date for this half-day symposium, which will include both lectures and small group exercises, will focus on improving your ability to transmit knowledge in a lecture hall or small group session. Sessions will include improving lecture skills, best practices for use of an audience response system, and developing electronic educational materials. A limited number of one-on-one presentation consultations will also be held during this event.
Robert Gaynes, MD (Infectious Diseases)

I have always placed a priority on teaching. I have been involved in a wide-range of teaching activities including course lectures, lectures at the medical housestaff’s Noon Conference at the VA, and weekly teaching sessions with third-year medical students (M3s). As Site Director for M3s on Internal Medicine Rotation at the VA Hospital, I meet with third-year Emory medical students at least once a week at the VA and discuss their progress, case presentations, and an assortment of topics including optimizing antibiotic use, listening to heart sounds, and needle stick injuries. I advise them on making the most out of their VA medicine experience. Indeed, a discussion with the students led to my presentation at the Emory ID Research Seminar on the history of the germ theory, which led directly to my publication of a book entitled, *Germ Theory: Medical Pioneers in Infectious Diseases*, American Society of Microbiology Press in 2011.

From research and preparation of my book, I recognized an absence in education on the history of medicine at Emory. Since every student in any field of study will eventually need to incorporate a paradigm shift in thinking over what they have been taught in their training, a study of medical history can inform students how others have faced these shifts. I teach a sophomore elective in the History of Medicine and a Selective in the Emory School of Medicine’s Capstone Course. One student Capstone evaluation was particularly inspiring, “This first portion of the Capstone Selective was one of the best lectures I have had in years. It was so educational and the lecture style was so fantastic, that I attended the second session for no additional credit!”

I have also recognized that didactic teaching is not the only or even the best way to teach. I have been interested in what factors or habits are associated with superior clinical abilities. Since 2012, during medical student (M3) orientation for the Internal Medicine Rotation, I have interviewed senior Emory Internal Medicine Faculty members in front of the M3 Med Students. This approach has allowed students to hear about the path that faculty members have taken to get where they are today, why they chose internal medicine and why they chose their respective specialty. I have had the privilege of interviewing over a dozen faculty members in Internal Medicine in front of the students.

Finally, mentoring of students, housestaff, and ID fellows has been among the most rewarding aspects in my career here at Emory. I was truly honored to have received 2012 Shanta M. Zimmer Mentoring Award in the Division of Infectious Diseases. My passion for teaching tries to foster the basic curiosity about internal medicine/infectious diseases. In 2014, I was honored to have been selected for inclusion in the Academy of Medical Educators and now serve on its Executive Committee, perhaps some acknowledgment of that passion.