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! More info...

CFDE Teaching Consultation Program
The Center for Faculty Development and Excellence offers consultations aimed at assisting faculty members develop a clear set of goals for improving their teaching, and to realize at least one of their goals by the end of the semester. Read more...

What Makes a Great Resident Teacher? A Multicenter Survey of Medical Students Attending an Internal Medicine Conference
Lindsay Melvin, Zain Kassam, Andrew Burke, Parveen Wasi, and John Neary. Journal of Graduate Medical Education: December 2014, Vol. 6, No. 4, pp. 694-697. Read more...
have a culture of inquiry and teamwork.

“A teaching hospital is a place where everyone teaches (and learns)” J. Willis Hurst

These are a few teaching tips from the heart to share with our education community members:

**Setting Expectations**
- The first meeting - define clear cut expectations & metrics of evaluation; set the tone for the team learning experience
- Be clear and firm - Rounds are a time to focus, learn, teach, and provide excellent patient-centered care
- The rounding “environment” - Everyone should be tuned in, encouraged to ask questions, and collaborative in providing input to care
- Walk the talk - be consistent, be available. Importantly, enjoy the experience. Have Fun! It will be contagious

**Providing Value to Each Learner**
- Passive vs. active? Create opportunities for active learning. Try not to “spoon feed.” Focus on thinking and true learning - the ability to connect the dots and then reuse this information in a meaningful way.
- Bedside demonstration - teach examination techniques; how to listen, what to listen for, how to ask.
- Role modeling - model empathy, compassion, concern, and that the patient comes first.
- Individual attention and individual feedback - this is an important part of the education process
- Teach to how to teach and how to learn - pay it forward.

**Identifying the Teachable Moment**
- Connecting to direct patient care - pose questions, let the neurons fire. When this is connected to direct patient care lifelong synapses are created.
- Transforming questions to active learning - why did you chose this approach? What supports your differential diagnosis? See how your learners are thinking.
- Posing questions on rounds - When questions arise use this as tools to extend the teaching loop. Let the learners become teachers
- “Homework” - Nightly work such as a set of electrocardiograms provides a chance to build knowledge in core skills while setting expectations for investment in self-improvement.

Leap into your teaching. It is among the most rewarding aspects of being a physician.

“A true teacher is a teacher who has the ability to stimulate his or her students to learn…”

“The teacher checks the ability of the student to think rather than regurgitate facts.”

J. Willis Hurst
The Bench and Me: Teaching and Learning Medicine. N.Y. Igaku-Shoin. 1992

Larry Sperling

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February 18: B.S.T. MODE CONFERENCE (Bite-Sized Teaching Conference)
The February B.S.T. Mode Conference is set for Feb. 18th at 12:30 in the Steiner Auditorium at Grady. This month’s topics are in Pulmonary and Critical Care Medicine.

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...

April 17: Faculty Education, Enrichment and Development Conference
Save the date for the 2015 FEED Conference set for Friday, April 17th. 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.

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Highlighted Educator
Richard Pittman (General Medicine and Geriatrics)

Dr. Richard Pittman attended the University of Mississippi for undergraduate and medical school. He completed his residency and chief residency at the University of Texas Southwestern in Dallas. He joined the Division of General Medicine at Emory University in 2009 after 16 months of HIV care in Mbabane, Swaziland with Baylor College of Medicine. He practices inpatient and outpatient medicine at Grady, where he serves as an EPIC Physician Champion - physicians selected to guide implementation of electronic medical records.

Dr. Pittman has led the 3rd year internal medicine clerkship since 2012 in partnership with Dr. Karen Law. Together they have encouraged development of the Emory Way of writing patient histories and giving oral presentations. They have creatively overhauled student didactics with activities including decision-based learning cases that employ game theory and encourage awareness of cost effective care. They are currently developing an online EKG curriculum with Dr. Girish Kalra through a Clerkship Directors of Internal Medicine grant.

Dr. Pittman hopes to free teachers and learners from the restrictions of a Powerpoint default with the knowledge that activated student learners can make a classroom come alive. He welcomes interested faculty and house staff to contact him. He is eager to plot new ways to reach learners more effectively.

He and writer Caroline Pittman are married with four children, ages 4-12. Their family enjoys soccer, hiking, gardening, reading aloud and working in their garage design lab.

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This newsletter is brought to you by the Department of Medicine’s Education Community.
Questions or comments?

What would YOU like to see in this newsletter? What can the Education Community do for you? Submit your feedback!