TEACHING ELECTIVE
MED 420 A&B
Michael Koller, MD
Mary Boyle, MD
Patricia McNally, EdD
Joshua Hopps, PhD

Today’s Agenda
1. GET YOUR FLU SHOT NOW
   No ID, No flu shot
2. Boyle
   A. Requirements for teaching elective
   B. PCM 2 update
3. Chris Robinson, Resident of the Year
4. Josh Hopps—Bloom’s Taxonomy
5. Beth Sonntag – Teaching in small groups
6. Teaching articles
6. Fill out evaluation

Maureen Locklund
MED 420 Course Coordinator, SSOM
320
Teaching Elective Requirements

1. Attend 3 of 4 quarterly evening Didactic Sessions: 4:45pm–6:30pm
2. Teach at 6 PCM 2 small group sessions and do teaching reflection within 1 week
3. One Critique of Teachers (you pick) completed before January 1st

CHECK Teaching Elective homepage for reflections received
“Requirements fulfilled to date”

Attend 3 of 4 Quarterly Evening Didactic Sessions:
4:45pm–6:30pm

• Each of the quarterly sessions is offered twice:
  – Summer 9A/B (July 22 or July 29)
  – Fall 10A/B (October 22 or October 28)
  – Winter 11A/B (January 21 (Tues.) or January 27)
  – Spring 11C/12A (March 10 or March 17)
    • Match day = Friday March 21
• SSOM 160

PCM 2 administration

Les Medley, Course Coordinator
SSOM 310
PCM 2

- Lectures begin at 1:15, SSOM Rm 190
- Contact/page your facilitator(s) and other co-facilitators before class
  - discuss what you will do
  - discuss what you’d like to cover
  - do NOT give MS2s a second lecture
  - answer any questions MS2s may have from the lecture
- Do assigned questions from readings
- EKG answers, CXR answers are in a folder by Les in SSOM 310. Please booklets leave in folder for each other to use.

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New things in the H&P to mention

- Language preference documentation
- Military History
- Chaperone documentation
PCM2 October to January 2014

- **10-22** EKG lecture Dr. Boyle
  - Review rhythm strips
  - “Surprise” EKGs
  - New EKG answer folders for facilitators/co-facilitator—keep co-facilitator’s in group folder
  - Emphasize systematic approach
  - Practice Pertinent + and – on given cases or student cases and Admit Orders
  - Encourage Oral Presentations (1st write up due 11-5-13)

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PCM2 October to January 2014

- **10-29-13**: Focused H&P with Dr. Koller
  - Small group: continue weekly EKG
  - Oral Case presentations

(10-30-13: HIPAA lecture with Maria Pekar—LUMC attorney *No small group*)

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PCM2 October to January 2014

- November 5  Cardiology I Dr. Moran
- November 12 Cardiology II Dr. Moran
- November 19 Cardiology III Dr. Moran
- November 26 Abnormal Lung Dr. Chandrasekhar
  - Each of these lectures is short (2:15 to 3:15)
    - Harvey Sessions will be by small group
    - Start times: 2:30, 3:25, 4:20 or 5:15—groups will rotate start times
    - Review EKGs and plan for oral presentations
Harvey Sessions---
Check schedule of your small group
Example for November 5th:

<table>
<thead>
<tr>
<th>Harvey Time</th>
<th>Groups 5-8</th>
<th>Groups 9-12</th>
<th>Groups 13-16</th>
<th>Groups 1-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:30-3:20</td>
<td>Harvey</td>
<td>Small Group</td>
<td>Small Group</td>
<td>Small Group</td>
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<tr>
<td>3:25-4:15</td>
<td>Small Group</td>
<td>Harvey</td>
<td>Small Group</td>
<td>Small Group</td>
</tr>
<tr>
<td>4:20-5:10</td>
<td>Small Group</td>
<td>Harvey</td>
<td>Break</td>
<td></td>
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<tr>
<td>5:15-6:05</td>
<td>Harvey</td>
<td></td>
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</table>

PCM2 October to January 2014

- (December 3  PCM2 Written Exam Review)
- (December 10 PCM2 Written Exam)
- ********End of Semester Break********
- January 7th  Radiology Begins!  Dr. Pierce
  - Begin review of CXR: give lots of individual attention
PCM2 October to January 2014

- January 14 Abnormal Abdomen Dr. Klamut and Dr. Reed Ultrasound of Abdomen
- January 21 Standard Precautions Dr. O’Keefe
  Small Group for these two sessions:
  EKG, CXRs, and Oral Case Presentations
  - Next meeting Jan 21st or 28th
  - Career Day Feb 11th

Any questions about the requirements?
Any questions about PCM 2?

What is a learning objective?
- An outcome statement that captures specifically the knowledge, skills, and attitudes that learners should be able to exhibit following instruction
- NOT what the lecturer will do
- Rather, “After this session, the learner will be able to …..”
Learning objectives should be…

**SMART**

- Specific
- Measurable/Observable
- Attainable within scheduled time
- Relevant
- Targeted to the level of the learner

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Learning objectives

- **Bad objectives**
  - Learn
  - Grasp
  - Understand

- **Good objectives**
  - List
  - Distinguish
  - Define

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Learning objectives

- Should guide assessment (test)
- Classic example = Bloom’s Taxonomy
Levels of learning/objectives

<table>
<thead>
<tr>
<th></th>
<th>Recall</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>A. Name…</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. List…</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Define…</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Comprehend</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Describe…</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Provide an example of appropriate use of “x”…</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Apply</td>
<td>(Use chart to calculate appropriate dose….)</td>
</tr>
<tr>
<td>4</td>
<td>Analyze</td>
<td>(Select lab tests…)</td>
</tr>
<tr>
<td>5</td>
<td>Synthesize</td>
<td>(Make diagnosis….)</td>
</tr>
<tr>
<td>6</td>
<td>Evaluate</td>
<td>(Select most effective treatment…)</td>
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