



# A Journey to Better Teaching

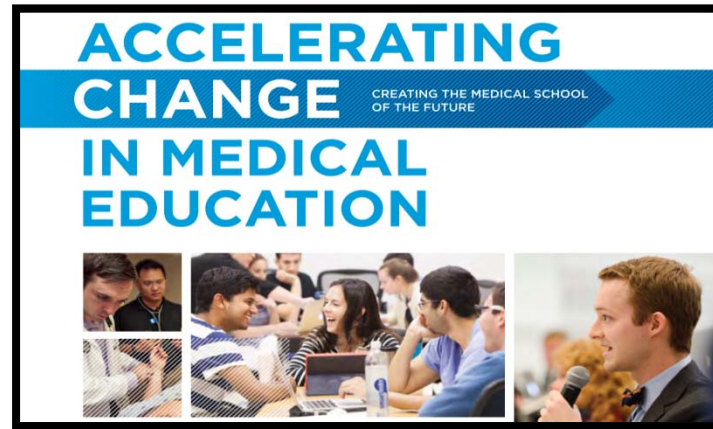
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Gerard P. Rabalais, MD, MHA



Every major academic medical organization is  
reassessing how we educate and assess the  
competency of doctors in training

# Where did I go?



## Four of the 11 AMA Award winners for Accelerating Change in Medical Education

- ✓ Vanderbilt University
- ✓ East Carolina University Brody School of Medicine
- ✓ Oregon Health & Sciences University
- ✓ University of California at San Francisco

# Where else did I go?

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# Think learner-centric, not teacher-centric

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NOT



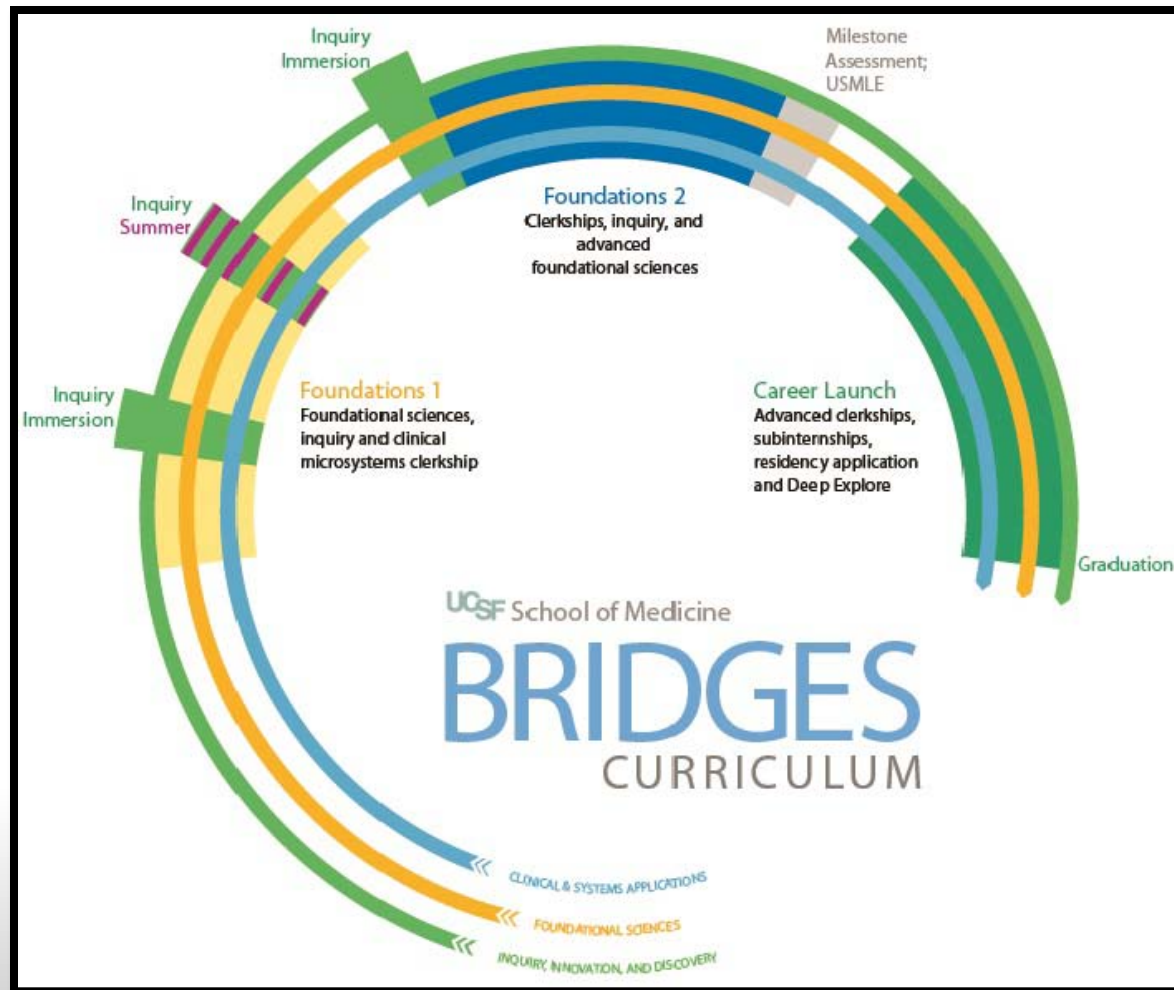
# Less of this...



# ...and more of this!



# Curriculum designers begin with the learner in mind – not the teacher



# Is cornhole different in California?



# Learning to become a doctor is a developmental process

*“Paradoxically, the goal of competency-based medical education is not necessarily ‘competence’ per se but rather, the continual pursuit [of excellence] on a trajectory toward expertise or mastery” \**



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# Standardizing student assessment...

## Medical Knowledge (cont.)

MK7: Approach to learning: "Collect, analyze, interpret and prioritize new information to enhance one's knowledge in the

various disciplines related to medicine."

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0 Unacceptable	1 Entry
Does not demonstrate desire to expand knowledge base.	Frequently confused association and cause.
Student does not engage in discussion.	Satisfied with information to task at hand.
May be overly deferential, avoidant, or distracted.	Formulates questions with some difficulty and/or seldom asks questions
<input type="checkbox"/>	<input type="checkbox"/>

MK7a	Unacceptable	Entry				Aspirational
Analysis	Does not demonstrate desire to expand knowledge base.	Superficial approach. Frequently confuses association and cause.	Sorts information to align with underlying principles.	Discriminates between competing hypotheses and understands how hypotheses might be strengthened or disproved.	Identifies and challenges one's own assumptions; looks beyond basic information provided.	Broadly inclusive analysis; challenges accepted hypotheses.

MK7b	Unacceptable	Entry				Aspirational
Inquiry	Student does not engage.  May be overly deferential, avoidant, or distracted.	Focuses on information needed to complete requirements. Formulates questions with some difficulty and/or seldom asks questions.	Seeks to improve performance in task at hand. Poses questions to clarify specific skills or case elements.	Seeks to use task at hand to deepen general knowledge. Formulates questions to master conceptual understanding.	Has a systematic approach to track and pursue emerging questions.	Exhibits capability to help others articulate gaps in understanding and formulate questions.

MK7c	Unacceptable	Entry				Aspirational
Use of information resources	Does not demonstrate desire to expand knowledge base.	Draws solely upon existing personal knowledge base.	Analysis is based upon lay information resources only.	Analysis is based upon secondary information resources such as lectures, textbooks or aggregated resources such as "Up to Date."	If cites literature, relies upon a single source or article for supporting evidence, often a review article.	Incorporates multiple sources for supporting evidence.  Able to teach critical appraisal of topics to others.

Used with permission, Dr. Kim Lor

...provides feedback that students  
and their coaches need



University of California  
San Francisco

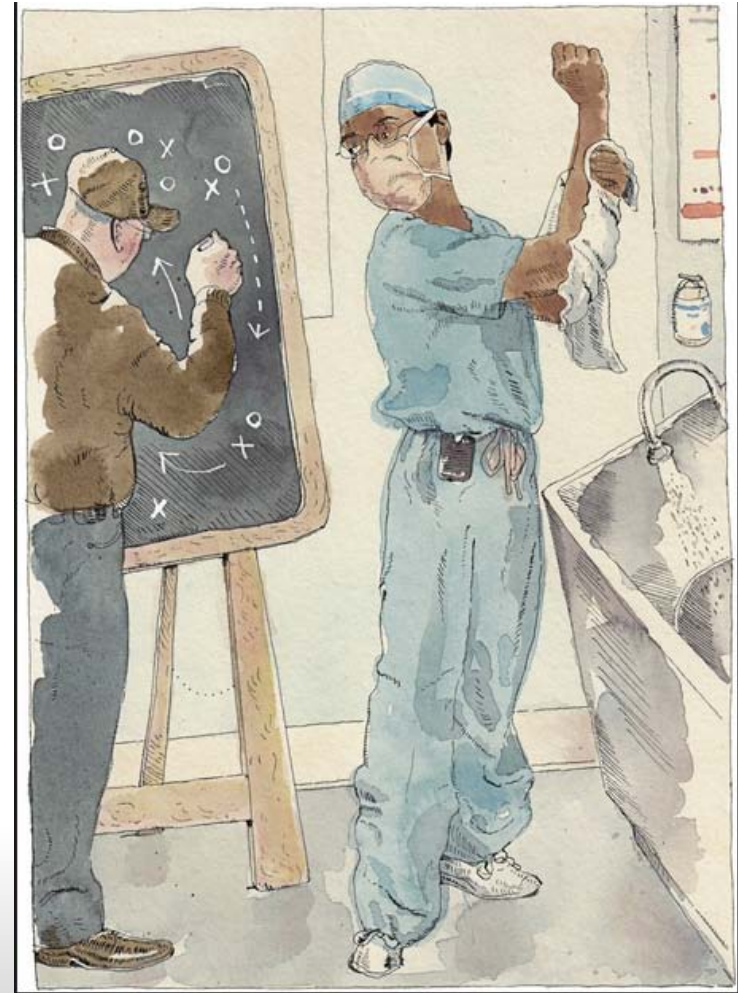
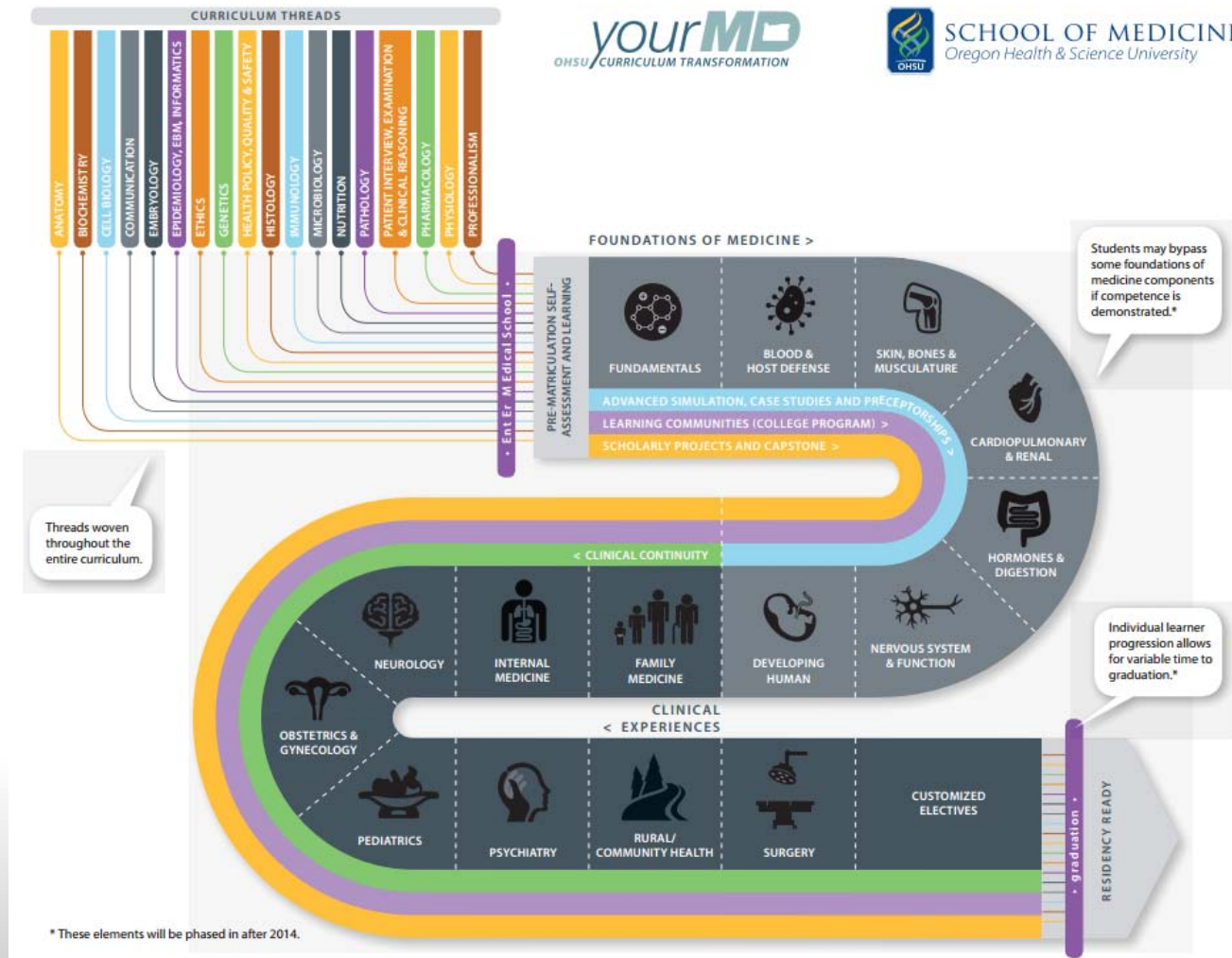


Photo Source:

<http://www.newyorker.com/magazine/2011/10/03/personal-best>

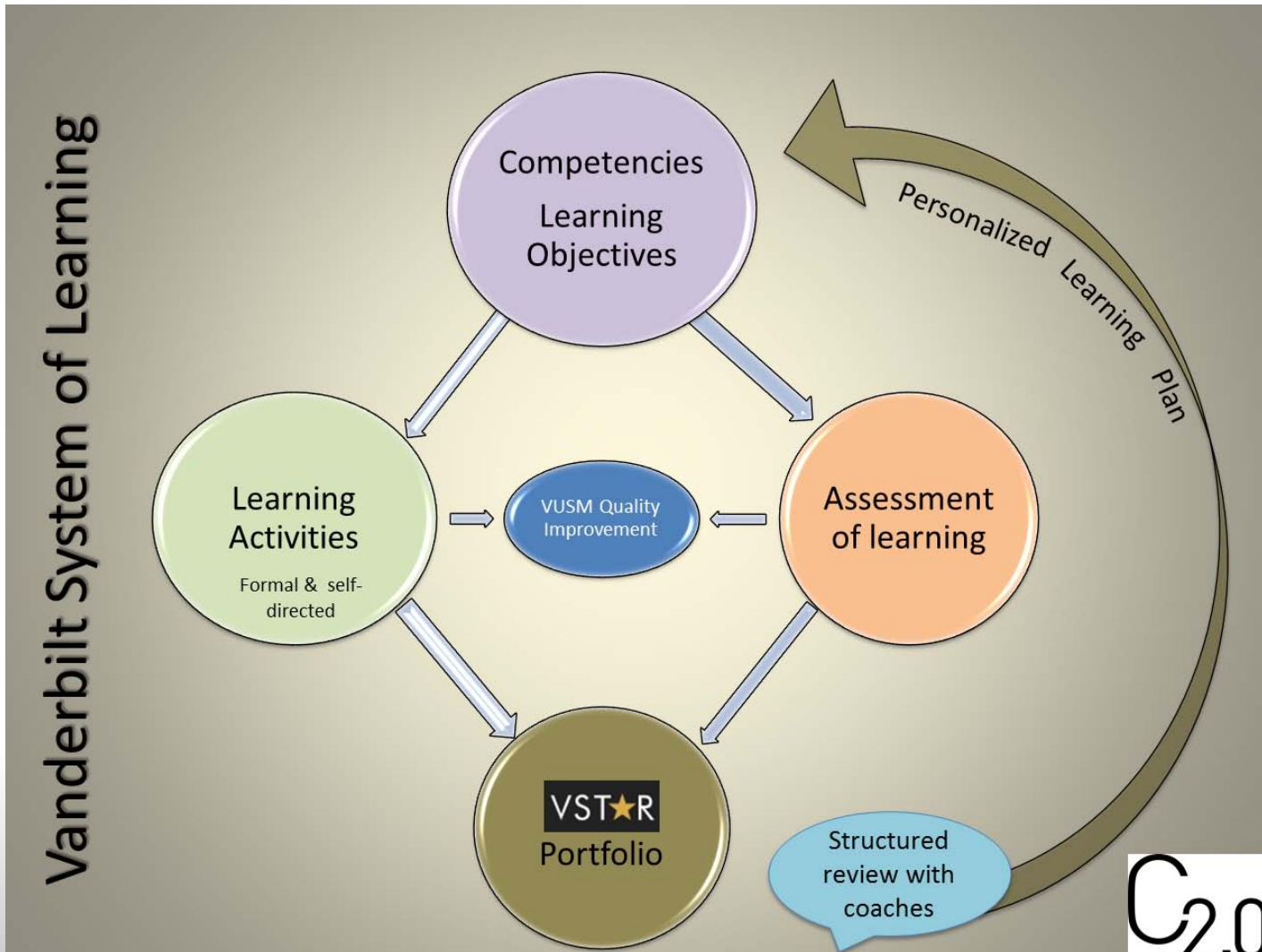
# Competency-based graduation is real





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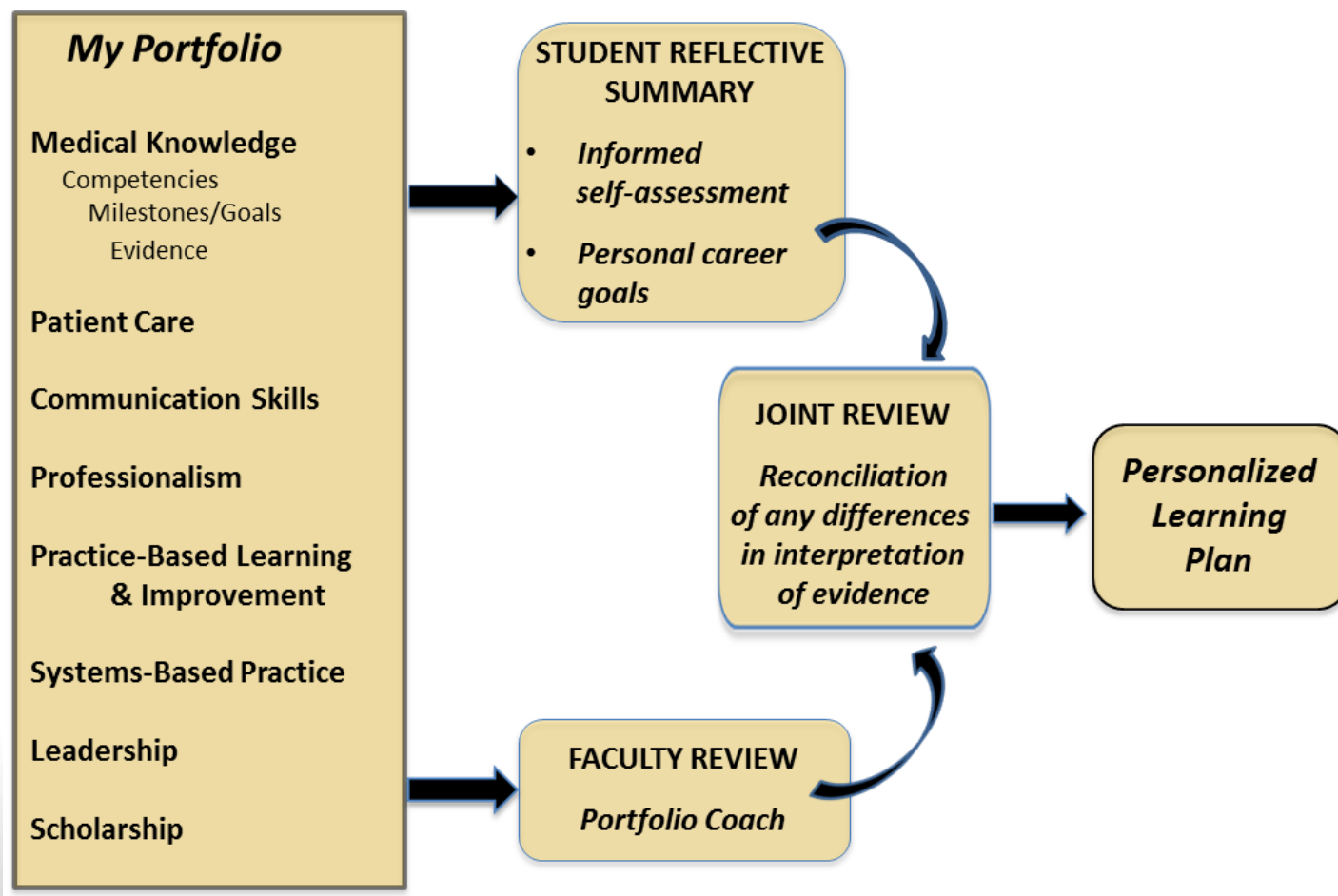
Think of a 'system of learning' rather than a series of courses...



C2.0



# ...with the goal of a personalized learning plan for each student



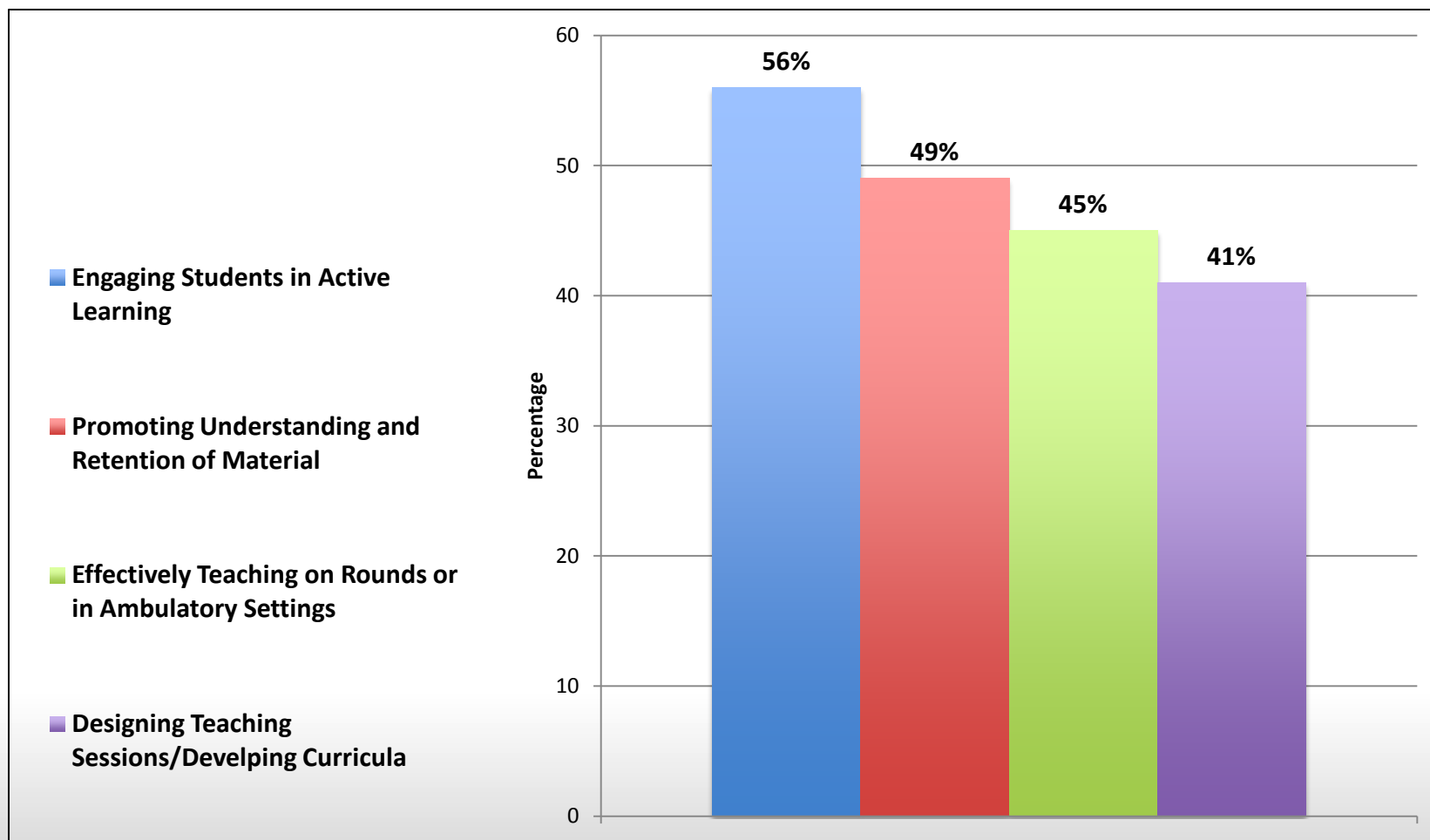
# LCME now demands better teachers

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*“A medical school and /or its sponsoring institution provides opportunities for professional development to each faculty member in the areas of discipline content, curricular design, program evaluation, student assessment methods, instructional methodology, and or research to enhance his or her skills and leadership in these areas.”*

LCME new standard 4.5, Data Collection Instrument for Survey Year 2015-16

# Our faculty are asking for help in teaching

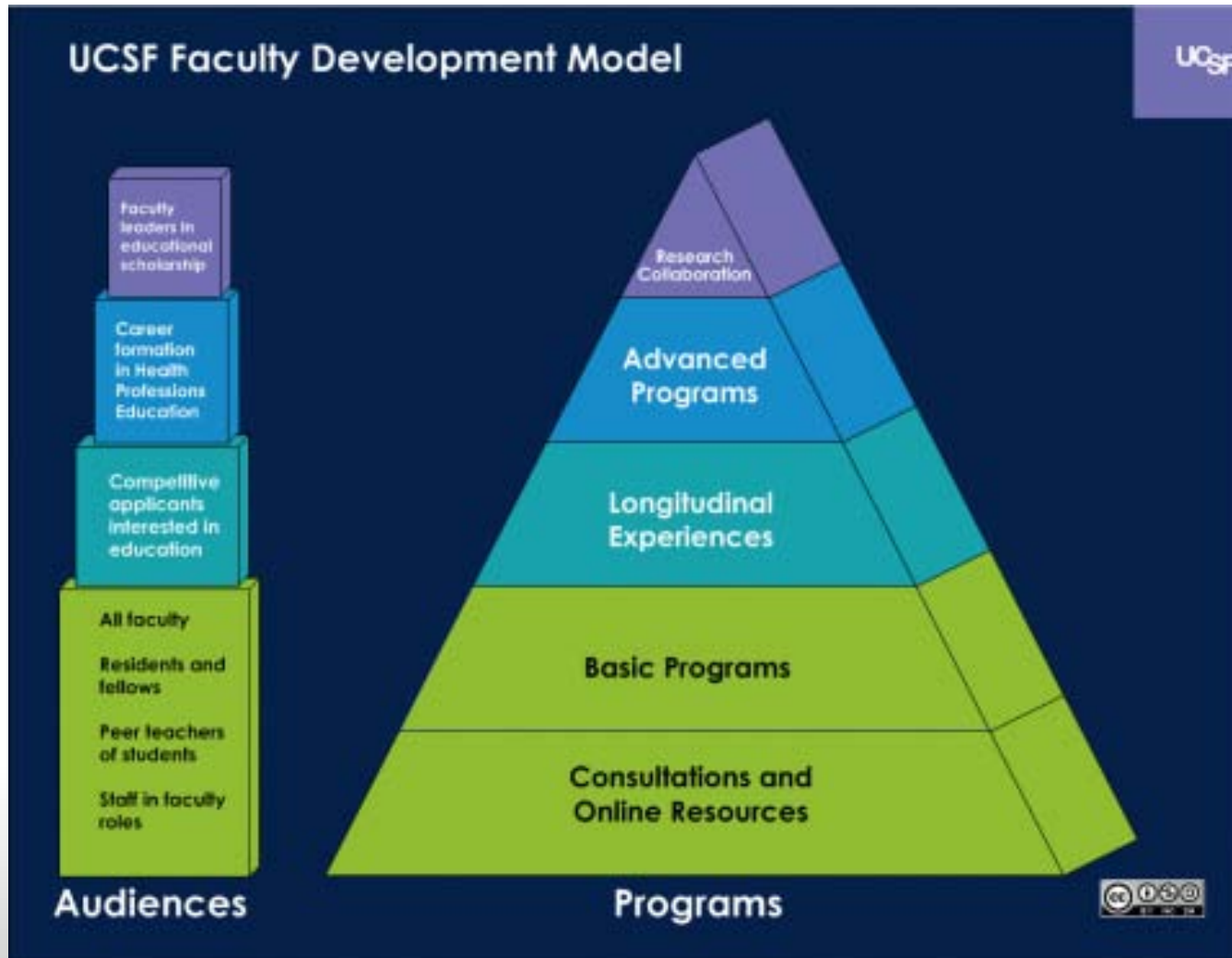


# Better teachers have a learner-centric focus

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# A tiered faculty development program in education





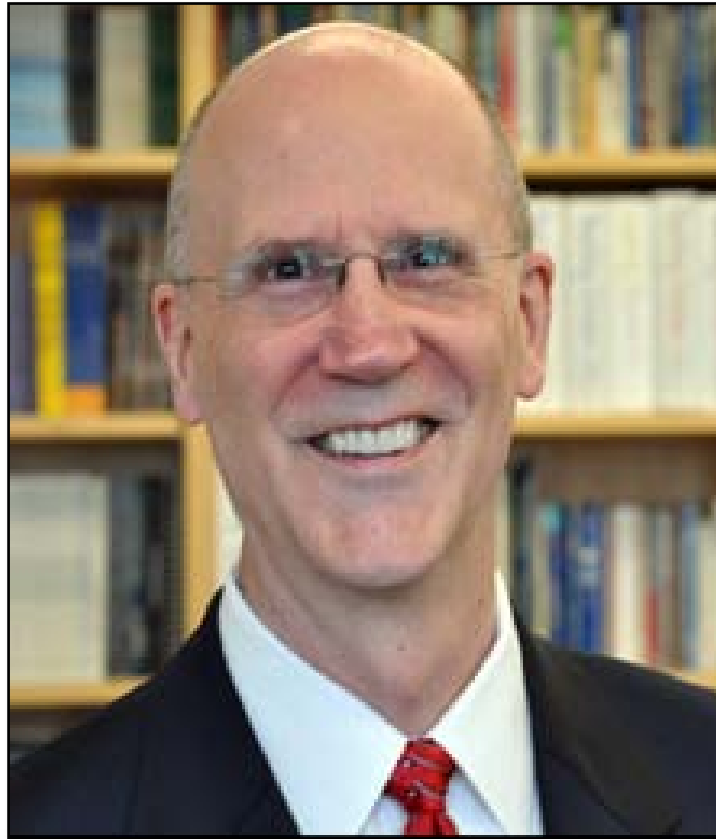
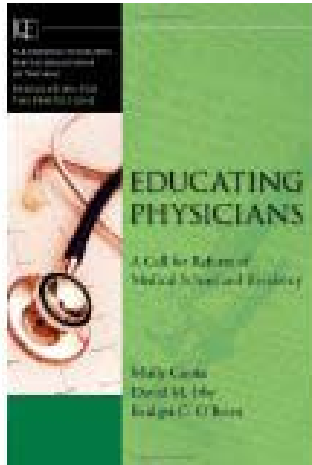
# Sending faculty out to learn from others is vital

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**PROGRAMS FOR EDUCATORS & LEADERS**  
**IN THE HEALTH PROFESSIONS**

# Thank you



David Irby, Ph.D.  
UCSF

# What should we aspire to?

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CREATING THE  
MEDICAL SCHOOL  
OF THE FUTURE



*“Education is at the heart of patient care”*



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