

## REGISTRATION

Register directly on-line at:

[casemed.case.edu/caml/registration/](http://casemed.case.edu/caml/registration/)

OR complete the following information and forward by:  
(pick one)

- 1) Email  [caml@case.edu](mailto:caml@case.edu)
- 2) Phone  (216) 368-1541
- 3) Fax  (216) 368-5125
- 4) Mail  Address on the cover of brochure

These workshops are offered free of charge. Pre-registration ends two days before the date of each workshop. Walk-ins are welcome. Please call (216) 368-1541 to ensure availability of space and handouts.

**Program** \_\_\_\_\_

**Date & Time** \_\_\_\_\_

**First Name** \_\_\_\_\_

**Last Name** \_\_\_\_\_

**Degree** \_\_\_\_\_

**Institution** \_\_\_\_\_

**Department** \_\_\_\_\_

**Address** \_\_\_\_\_

\_\_\_\_\_

**City** \_\_\_\_\_

**State/Zip** \_\_\_\_\_

**Phone** \_\_\_\_\_

**Fax** \_\_\_\_\_

**EMAIL** \_\_\_\_\_

Circle One

Would you like to be added to  
CAML's email list?      Yes      No

Would you like a Certificate?      Yes      No

Would you like CME Credit?      Yes      No

### Continuing Medical Education (CME)

The Case Western Reserve University School of Medicine is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

The Case Western Reserve University School of Medicine designates their educational activity for a maximum of 15.75 hours of *AMA PRA Category 1 Credits*™. Physicians should only claim credit commensurate with the extent of their participation in the activity.

## VISION

**The Center is committed to the educational development of Case School of Medicine students, faculty, residents, alumni and staff.**

### About the Workshops

This workshop series for faculty addresses essential core educational topics and skills necessary for success in teaching and learning in the Western Reserve2 Curriculum. It targets the needs of faculty teaching in the Basic Sciences and Clinical Medicine. Topics include case inquiry group facilitation skills, interactive lectures, learner-centered teaching, evaluation and feedback, preceptorship teaching skills.

The Center for the Advancement of Medical Learning presents its workshop offerings and provides a lively forum for the exchange of ideas and resources. In addition, the series introduces and expands participants' medical educational knowledge and skills through a variety of practical resources and instructional strategies for use in their educational programs and clinical teaching.

### Target Audience

These workshops are for basic and clinician scientists, physician educators, attending physicians, preceptors, alumni, and staff who seek to prepare themselves for teaching in the Western Reserve2 Curriculum and/or improve their teaching skills.

### Certificate

Faculty who participate in three or more workshops in this series will be awarded a certificate in teaching and learning.

### Key Objectives

The workshops are designed to:

- Enhance education and assessment of knowledge and skills of students enrolled in Case Western Reserve University School of Medicine.
- Provide forums for the exchange of ideas and technology with other leaders and colleagues in medical education.

# WORKSHOPS FOR FACULTY

## Fall 2009



*Strengthening learning communities*

*Producing scholarship in education*

*Offering educational  
opportunities in  
teaching and learning*

Center for the Advancement of Medical Learning (CAML)  
Case School of Medicine, Room T412  
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Phone: (216) 368-1541 Fax: (216) 368-5125  
[caml@case.edu](mailto:caml@case.edu)  
[casemed.case.edu/caml/](http://casemed.case.edu/caml/)

## TEACHING

### DEVELOPING YOUR SKILLS AS A LECTURER

*Mildred Lam, MD, Associate Professor of Medicine, Nephrology Division, MetroHealth Medical Center*

This workshop will begin with a discussion of topics such as: types and contexts of lectures, steps in preparing a lecture, suggestions on delivering a talk, and ideas for generating interaction in a large group session. This will be followed by a segment on practical considerations in slidemaking. There will also be an opportunity for participants to share what they have learned about giving and receiving lectures, based on both their own experience and observations of others.

- Wednesday, September 9, 7:30-9:00 a.m., SOM Room T-503

### HOW TO WRITE EFFECTIVE LEARNING OBJECTIVES

*Terry M. Wolpaw, MD, MHPE, Associate Dean for Curricular Affairs*

This workshop identifies how to write effective, clear, and unambiguous learning objectives that inform students and serve as guides to help them identify important learning issues.

- Thursday, September 10, 5:30-6:30 p.m., SOM E-402

### ASSESSMENTS THAT MATTER: Beyond Recall of Factual Information

*Klara K. Papp, PhD, Director, CAML*

This workshop provides an overview of lessons learned in student assessment in WR2. This workshop will describe essay-based method of assessing medical knowledge and reasoning and how it is reinforced through student portfolios. We will also show examples of synthesis essay questions.

- Friday, October 16, 7:30-9:00 a.m., SOM T-410

### BECOMING IQ (Inquiry Group) FACULTY

*Gerald Strauss, PhD, Clinical Assistant Professor, Dept. of Medicine*

*Amy Wilson-Delfosse, PhD, Associate Professor of Pharmacology*

This session will identify what students are expected to accomplish during case inquiry groups & enumerate effective strategies that faculty may adopt to help students achieve them.

- Ongoing schedule (call 216-368-1541)

### ADVANCED IQ FACILITATION SKILLS

*Steven Ricanati, MD, Society Dean*

*Gerald Strauss, PhD, Clinical Assistant Professor, Dept. of Medicine*

This workshop is intended for IQ faculty who have previously attended the "Becoming IQ Faculty" workshop. We will review student feedback and identify those IQ faculty skills and behaviors that 1) work well for students 2) merit consideration and experimentation, and 3) should be avoided.

- Monday, August 17, 2:00-4:00 p.m., SOM E-408
- Monday, September 21, 2:00-4:00 p.m., SOM E-408

## CLINICAL FACULTY

### SNAPPS: Facilitating the Expression of Clinical Reasoning & Uncertainties during Case Presentations

*Terry M. Wolpaw, MD, MHPE, Associate Dean for Curricular Affairs*

This very practical workshop offers concrete ways that preceptors may encourage students to think critically about patients whom they present to their preceptors. It is based on a randomized controlled study in medical education and is geared toward faculty who wish to teach in the busy outpatient environment.

- Monday, November 2, 5:30-7:00 p.m., SOM E-408

### PROBLEM LEARNERS

*Peggy Stager, MD, Associate Professor of Pediatrics*

*Susan Padrino, MD, Assistant Professor of Medicine and Psychiatry*

This workshop is focused on specific problems that learners may have which may inhibit or impair effective working relationships with students, how to identify them, handle them, and address them.

- Workshop is offered by request (call 216-368-1541)

### STRATEGIES FOR TIME EFFICIENT TEACHING

*Daniel R. Wolpaw, MD, Professor of Medicine and Director, Undergraduate Clinical Education*

*Klara Papp, PhD, Director, CAML*

This workshop uses Clerkship Directors in Internal Medicine (CDIM) and the Association of Program Directors in Internal Medicine (APDIM) Residents-as-Teachers Task Force designed modules offering practical and efficient strategies to help residents become more effective teachers. The modules emphasize teaching of medical students, though they can be applied to other learners as well.

- Workshop is offered by request (call 216-368-1541)

### DIRECT OBSERVATION OF CLINICAL SKILLS

*Peggy Stager, MD, Associate Professor of Pediatrics*

*Susan Padrino, MD, Assistant Professor of Medicine and Psychiatry*

This workshop is focused on the challenges of directly observing students in their interactions with patients and the benefits of doing so.

- Ongoing schedule (call 216-368-1541)

### FROM NOVICE TO EXPERT: The Role of Formative Assessment & Feedback

*Klara K. Papp, PhD, Director, CAML*

As learners become more experienced and proficient, their need for feedback changes. This workshop is intended for clinical faculty working with students in the clinical setting. Following this workshop, faculty will identify effective methods for giving feedback based upon the learner's level of proficiency.

- Monday, November 16, 8:00-9:30 a.m., SOM T-503

## CAS (CLINICAL ASSESSMENT SYSTEM) FEEDBACK

*Daniel R. Wolpaw, MD, Professor of Medicine and Director, Undergraduate Clinical Education*

This workshop is based upon feedback that medical students received in the online system used by faculty. It provides guidelines, clear instructions, and recommendations on using the system in the busy clinical environment.

- Ongoing schedule (call 216-368-1541)

## RESEARCH IN MEDICAL EDUCATION

### MAKING IT COUNT TWICE

*Daniel R. Wolpaw, MD, Professor of Medicine and Director, Undergraduate Clinical Education*

This workshop is for teaching faculty who wish to turn the results of their teaching efforts into scholarship. Following this workshop, participants will describe Glassick's criteria for educational scholarship, identify venues for peer review of a variety of educational products, and compare approaches to studying educational outcomes. In addition, Georges Bordage's outline on getting started with manuscript development in six easy steps will be offered as a template.

- Thursday, October 22, 8:00-9:00 a.m., SOM T-503

### SEARCHING PUBMED EFFECTIVELY

*Virginia Saba, MSLS, Director, Cleveland Health Sciences Library*

*Mike McGraw, MLIS, Reference and User Services Librarian, Case Health Center Library*

This hands-on workshop will focus on techniques that will improve PubMed search results. Topics to be covered will include Medical Subject Headings [MeSH], Topic-Specific PubMed Queries, Single Citation Matcher (to quickly find a specific article), and navigation of links to full-text.

- Monday, November 16, 5:00-6:15 p.m., SOM E-324

### SOCIAL NETWORK ANALYSIS

*Klara Papp PhD, Director, CAML*

*Guo-Qiang Zhang, PhD, Professor, Electrical Engineering and Computer Science, Center for Proteomics and Bioinformatics*

Interest in social network analysis as a means of assessing relationships among people, groups, organizations in the health sciences is growing. During this workshop, basic concepts of social network analysis will be introduced and two distinct applications of social network analysis adopted within the clinical and translational science community in Cleveland will be described.

- Tuesday, November 17, 7:30-9:00 a.m., SOM T-501

### COPYRIGHT QUICK TIPS

*Virginia Saba, MSLS, Director, Cleveland Health Sciences Library*

This session will focus on the Case Copyright Compliance Policy, with an emphasis on using electronic/internet resources in course materials, presentations, and websites. Common copyright myths will be discussed and dispelled.

- Wednesday, September 30, 5:30-6:30 p.m., SOM E-408

Schedule subject to change.  
See our website for up-to-date information.