



The American Dental Education Association (ADEA) and the Association of American Medical Colleges (AAMC) have formed a partnership that allows MedEdPORTAL® to expand its medical education collection to include dental education resources.

MedEdPORTAL® is a free online international publication venue where educators in the health professions may publish and share educational resources. Published resources are available to educators, administrators, students, and the general public around the globe. Through MedEdPORTAL you can:

- access high quality, peer-reviewed teaching materials - at no cost
- expand the breadth and depth of your teaching resources
- receive ready-to-use teaching tools to save time and budgets
- revitalize your lesson plans
- receive recognition for your work
- publish in a prestigious venue
- give your scholarship worldwide exposure

MedEdPORTAL® is a program of the Association of American Medical Colleges in partnership with the American Dental Education Association.

If you would like to submit materials to MedEdPORTAL, please go to the [submission site](#).

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Samples of MedEdPORTAL Resources

There are more than 1,500 resources in MedEdPORTAL.

These are just a few that relate to teaching and learning.

Assessment

Educational Measurement Workshop: A "Sweet Approach" to Understanding the Basic Principles of Educational Measurement

MedEdPORTAL ID#: 735

Version: 1

Resource Type: Faculty Development Materials

Description: Increasingly, medical educators are expected to design, implement, and analyze the results of an array of learner assessment strategies ranging from multiple choice examinations to human (e.g., standardized patients) and mechanical simulations. However, many of our faculty have limited training focused on the core principles of educational measurement and learner assessment. These principles, including reliability, validity, and sources of errors (e.g., rater biases, administration) are presented in a 2.5-3 hour workshop using chocolate as a central focus. During this memorable and engaging workshop, participants identify key attributes of excellence (in chocolate), develop rating scales, train raters, rate the chocolates, and then report their scores to examine rater consistency. At the conclusion of the workshop, the basic principles of educational measurement and the methods to control common sources of error (e.g., instrumentation) are addressed and discussed in the context of common learner assessment methods.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=735

Evaluating Educational Programs: A Planning Tool

MedEdPORTAL ID#: 749

Version: 1

Resource Type: Faculty Development Materials

Description: This is an introductory level web-based tutorial that guides users through the six steps to developing an evaluation plan for their program or curriculum. The six steps are: Step 1: State the Program Goal; Step 2: State the Program Objectives; Step 3: Write the Program Description; Step 4: List the Program Evaluation Questions; Step 5: List the Sources of Evaluation Data; Step 6: Describe the Methods of Data Collection.

The Evaluation Planning Tool that accompanies this tutorial is a table with six columns, one for each step. The table helps users make the content of each step consistent with the content of the other steps. Users can download this tool from the Resources menu. They may print this tool and fill it out by hand or enter text into the electronic version and save it on their computer. The tutorial includes two examples of completed evaluation planning tools. One example is a running example whose columns are filled in during the explanation of each step. These examples were adapted from programs related to health professions education appearing as published articles.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=749

Clinical Teaching Evaluation Inventory

MedEdPORTAL ID#: 1678

Version: 1

Resource Type: Faculty Development Materials

Description: This evaluation tool measures trainees' (e.g., medical students, residents, fellows) perceptions of their clinical teachers. This standard clinical teaching instrument can be used across several clinical departments. The instrument contains 16 characteristics of effective clinical teaching, derived from a comprehensive review of the literature, building on the previous work of Schum . Question items are rated using a five-point Likert scale (1 = Major Strength). They address faculty interaction with students/residents (e.g., actively involved me with patients, provided timely; constructive feedback without belittling me); ability to communicate (e.g., clear, organized, answered my questions clearly); and a global rating of overall teaching effectiveness. The form is highly reliable with a coefficient alpha of .96. Results from this evaluation tool are used for 1. Tracking teacher competence across time, 2. Decisions for teaching awards and 3. Evidence of clinical teaching competence for promotion. The form may be automated by placing it on-line and embedding it into an evaluation system. It can also be used as a scanned form.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=1678

APA Educator Portfolio Analysis Tool

MedEdPORTAL ID#: 1659

Version: 1

Resource Type: Faculty Development Materials

Description: This unique analysis tool for the evaluation of educator portfolios (EPs) is based on measurable outcomes designed to allow reproducible analysis of the quality and impact of educational activities. The categories of evaluation include educational philosophy, five year goals, teaching, assessment of learners, evaluation of teaching, curriculum development, mentoring /advising, educational leadership/administration, other information (awards, reviewing and moderating activities), scholarly approach to education and products of educational scholarship. The analysis tool is organized in tabular format, and combines 18 quantitative, 25 qualitative, and 5 holistic ratings. We sought a balance between qualitative and quantitative items in a tool that captured important nuances of educational performance, but was not too long to preclude practical use by a promotions committee.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=1659

An Objective Structured Teaching Examination (OSTE) for Generalist Resident Physicians

MedEdPORTAL ID#: 103

Version: 1

Resource Type: Desktop Application

Description: Using the educational literature and a focus group study, we developed and validated a 3.5-hour, 8-station objective structured teaching examination (OSTE) with 23 generalist residents participating in a randomized trial of a residents-as-teachers curriculum. Fifteen fourth-year medical students underwent 30 hours of training before enacting pretest and post-test OSTEs. Students and investigators used eight case-specific, behaviorally-anchored rating scales, each derived from the Stanford Faculty Development Program's SFDP-26 instrument, to assess teaching performance. For the eight rating scales, all rating scale reliabilities exceeded 0.90. Inter-rater reliabilities exceeded 0.75 for seven of eight stations. Content validity and predictive validity achieved high levels.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=103

Evaluating Medical Student and Resident Performance

MedEdPORTAL ID#: 233

Version: 1

Resource Type: Tutorial

Description: Interactive Tutorial for Faculty which describes defined standards for evaluation of medical student and residents. The program also covers evaluation in general with the importance of objective

performance assessment, changing the faculty role from mentor to judge/diagnostician for evaluation, and several practice cases using the RIME system described by Pangaro, et al.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=233

Graduate Medical Education (GME) Showcase Portfolio Assessment

MedEdPORTAL ID#: 253

Version: 1

Resource Type: Other

Description: There is presently a nationwide effort by residency education programs to discover ways to more objectively assess and document resident performance within the ACGME General Competencies. Since the year 2000, residents in the psychiatry residency program at the University of Arkansas for Medical Sciences (UAMS) have annually completed and submitted a portfolio as part of their yearly comprehensive evaluation. Initial work on the program began as a pilot effort in 1999 with funds from the National Board of Medical Examiner (NBME) and was officially incorporated into the residency program in 2000. The primary purpose of the material presented on this CD is to show people this educational and evaluation tool.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=253

Presentation Skills Assessment Tools

MedEdPORTAL ID#: 7930

Version: 1

Resource Type: Faculty Development Materials

Description: These interactive assessment tools take less than five minutes to complete and are designed to measure presentation effectiveness by Self evaluation or by Peer evaluation. The tools have been assessed with 1,280 speakers across different professions. It has been determined that there are 21 desired skill categories as perceived by two different types of audiences, Student Learners and Professional Learners. Our research findings indicate that students and professionals value the 21 skill categories differently. Each assessment tool summarizes the results (Speaker Index) of all skill categories. Further, it calculates the index according to different types of learners (students, professionals and both). For example a professor may give a lecture in medical school and later give the same lecture as a continuing education to colleagues. These audiences have different needs and the assessment tool will help the presenter in identifying his/her challenges for future improvements.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=7930

The Structured Communication Adolescent Guide (SCAG)

MedEdPORTAL ID#: 798

Version: 1

Resource Type: Standardized Patient Case

Description: The SCAG has been developed as a teaching, learning, and assessment tool for medical students to obtain feedback from adolescents, both standardized and real patients. The goal is to improve feedback to learners on their adolescent interviewing. The SCAG is considered generalizable as it has been successfully adopted by a number of schools for undergraduate teaching both nationally and internationally with minimal adaptations. The SCAG has been shown to be a reliable and valid tool when used by trained adolescents (Standardized Patients) to assess medical student and resident interviewing abilities. The SCAG has also been shown to be reliable with untrained adolescents within a school-based pilot study.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=798

Career

A Longitudinal Academic Career Skills Elective Experience

MedEdPORTAL ID#: 509

Version: 1

Resource Type: Faculty Development Materials

Description: Since it is critical to attract quality residents into academic careers, this elective was created to provide a framework for residents targeting academic career skills.

This innovative program combines interactive small group sessions, focused workshops, and preceptor teaching shifts in the emergency department (ED). The experience occurs throughout the senior year of a traditional R1-3 emergency medicine (EM) residency. Small group discussions include senior EM residents, fellows, and junior and senior-level faculty. Topics include:

- 1) time management,
- 2) computer skills (Endnote, PowerPoint),
- 3) research skills,
- 4) medical and administrative writing,
- 5) publishing and critical appraisal skills,
- 6) small group and committee leadership,
- 7) professional development,
- 8) and life long learning strategies.

Each topic has a specific faculty preceptor, list of goals and objectives, and a suggested reading list. Residents do ten preceptor "teaching shifts" with selected EM faculty. These target interactions with a variety of learners (students, off service residents, EMR1's, and EMR2's). The selected faculty provide feedback about content and quality of clinical teaching and assessment/grading of the learners. Residents discuss their actual "teaching dilemmas" during small group sessions, and faculty supplement these with predictably encountered situations (e.g. engaging the "disinterested" learner).

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=509

A Longitudinal Career Development Curriculum

MedEdPORTAL ID#: 5109

Version: 1

Resource Type: Other

Description: Integrating career development and advising content into undergraduate medical education curricula is a goal of many medical schools. In 2005-06 Northeastern Ohio Universities College of Medicine (NEOUCOM) realized this goal by incorporating its career development and advising program into the formal curriculum as a central component of a four-year longitudinal course. As one of five course themes, Professional Identity development focuses on medical student career development, life-long learning skills, personal wellness, and self-care. To advance and plot their identity development, students to participate in didactic and small-group sessions related to 4 phases of career development; self-assessment, career exploration, decision-making and implementation.

Students will also work with clinical faculty advisors individually and in small groups to self-reflect and set short- and long-term goals. The Physician Identity component of the curriculum comprises a unique collaboration between the offices of student affairs and medical education. It has yielded increased student use of CiM tools and activities and promoted clinical faculty involvement in students' career development.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=5109

Competencies

Introduction to Effective Communication Skills

MedEdPORTAL ID#: 7926

Version: 1

Resource Type: Tutorial

Description: This PowerPoint with audio program covers the relevance and basic concepts of communication and interpersonal skills as they apply to general dentistry. In 2008, American Dental Education Association (ADEA) published "Competencies for the New General Dentist" that included Competency 3: Communication and Interpersonal Skills. This program highlights the benefits of increased communication competency in regards to the dentist-patient relationship, and discusses the principles and barriers to effective verbal and nonverbal communication.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=7926

Cultural Self Awareness Workshop

MedEdPORTAL ID#: 1128

Version: 1

Resource Type: Exercise

Description: Cultural competence education begins with a focus on building cultural self-awareness and acquiring cultural knowledge as the first stage in a developmental process that leads to cultural competence. The explanatory model of illness and the philosophy of patient-centered care guide this progression. Cultivating effective cross-cultural communication skills requires an understanding of culture that includes both the physician's and the patient's perspectives. A culturally competent practice of medicine requires that physicians are aware of how their own assumptions, values, and beliefs influence the provision of clinical care.

This two hour workshop will lay the foundation for future growth by allowing learners to explore the different ways in which cultural constructs shape their cultural identities, experiences, and perceptions. It begins with the exploration of the culture of the individual learner and then explores the culture of group as a whole. Additionally, this exploration will begin to connect these identities, experiences and perceptions to the effect of culture on the patient-physician interaction.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=1128

Using Multimedia in Faculty Development on Multicultural Education: Scenes from the Movie Crash

MedEdPORTAL ID#: 8008

Version: 1

Resource Type: Faculty Development Materials

Description: This workshop is designed to last approximately 1.5 hours and will assist faculty in facilitating discussions on race, gender, sexual orientation and socioeconomic diversity. Upon viewing four different scenes from the Academy Award-winning movie Crash, participants will engage in active discussion sessions in which they reflect on their impressions of the actors, situations and themes of each scene. Participants will be asked to discuss the contentious and emotional issues that had created the situation in each scene as the basis for exploration of their own personal and professional experiences and identities.

Training medical students to address health care disparities based on race, gender, sexual orientation, and socioeconomic class involves, not only education on epidemiologic and clinical evidence for the existence of such disparities, but also the fostering of critical awareness of the impact of assumptions, biases, and prejudice on physician-patient interactions. Development of critical awareness may be achieved through engaged small group discussions in a safe environment and requires instructors who are skilled at facilitating discussions on potentially contentious issues, such as race, gender, sexual orientation, and socioeconomic class. In preparation for teaching in these areas, it is essential that the instructors themselves reflect on their own biases, values, and perspectives and model the types of discussions they will facilitate.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=8008

The Social History...It's About the Patient - Culture and All

MedEdPORTAL ID#: 3149

Version: 1

Resource Type: Exercise

Description: This 4-phase educational module can be offered either within a cultural competency curriculum, Gastroenterology sequence, or a physical diagnosis curriculum. This case has been used for the past 3 years as part of a 2nd year clinical foundations course in undergraduate medical education. The overall objective of the case is to demonstrate the importance of social history taking skills within the clinical context. Moreover, it emphasizes the important aspects of culture for both patients and physicians. This case also allows students to work through a case in a small group setting, which allows faculty to better assess student's diagnostic ability as well as their ability to understand the critical nature of a patient's history in obtaining the correct diagnosis. Finally, this case exposes students to culturally specific terms, traditions and manifestations of illness.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=3149

Dealing with an Angry Patient

MedEdPORTAL ID#: 1704

Version: 1

Resource Type: Desktop Application

Description: This is a standardized patient case which has been used to assess the communication and interpersonal skills of radiology residents, when dealing with an angry patient. The case content can be modified for use in other specialties, but the standardized patient checklist and the self-assessment checklist for the resident, can be used without any modification by all residencies.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=1704

Best Intentions: Using the Implicit Associations Test to Promote Reflection About Personal Bias

MedEdPORTAL ID#: 7792

Version: 1

Resource Type: Exercise

Description: This exercise is a small group discussion about bias for medical students who have had at least some clinical experience, and designed to cultivate awareness that bias is inherent to all humans, including physicians, and can impact patient care. The aim is to foster self- reflection through an exercise that challenges assumptions about personal bias. The Implicit Associations Test (IAT) is used as a trigger, and a small group discussion format is used to create reflection about personal biases and the effects of such biases on clinical decisions. Students discuss what it was like to take the IAT; how they felt when they got their results; if their results were expected; when bias can be helpful; clinical experiences with bias and what they will do with their results.

The content is presented as a set of guidelines including materials for training facilitators and conducting the discussion. These materials include an outline of the exercise, a small group facilitator training manual, advance preparation assignments, instructions for students, and small group facilitator guide. The materials also include evaluation tools, consisting of pre- and post-discussion student surveys and facilitator post-discussion surveys.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=7792

Cultural Competency Interviewing Case Using the ETHNIC Mnemonic

MedEdPORTAL ID#: 155

Version: 1

Resource Type: Standardized Patient Case

Description: This paper is a standardized patient case, used primarily for teaching purposes, but also appropriate for assessment purposes, it is designed to sensitize students to learn about their patients' perspectives of their illness; as well as explanatory models, and how to effectively communicate when patients have health beliefs and practices that differ from biomedicine. The case integrates instruction of a useful mnemonic, "ETHNIC," "to guide students in how to assess and communicate about cross cultural issues in patient care". (Levin)

The case also introduces folk or lay beliefs about hypertension found in African-American subcultures in the Southeast, though other subcultures in the US may ascribe to similar beliefs as well. The case materials include instructions to the student, a standardized patient (SP) scenario for SP training, and a checklist either faculty observers or a SP could use to provide instructive feedback or document performance.

-Levin SJ, Like RC, Gottlieb JE. ETHNIC: A Framework for Culturally Competent Clinical Practice. In: Appendix: Useful clinical interviewing mnemonics. Patient Care 2000;34(9)188-9.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=155

A Revised Curriculum Tool for Assessing Cultural Competency Training (TACCT) in Health Professions Education

MedEdPORTAL ID#: 3185

Version: 2

Resource Type: Other

Description: A 67-item curriculum needs assessment tool (named the TACCT, for Tool for the Assessment of Cultural Competency Training) with 5 domains of learning specified for cultural competency training; was previously published on MedEdPORTAL. Since then, seven US schools have shortened and validated the tool for curriculum assessment and evaluation.

The revised tool now contains common domains found to be 'least covered' in the curricula, and consists of 42 instead of 67 learning objectives, and 6 instead of 5 domains. It is more user-friendly than the 67-item TACCT and can be used for longitudinal assessment of newly introduced or revised cultural competency curricula, not just for needs assessment. This revised tool is generic in its learning objectives and applies to different disciplines of health professions education. It is also suitable for faculty development, documentation of meeting accreditation standards and for guiding the introduction of new curricula.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=3185

Web-Based, Cross Cultural Educational Modules

MedEdPORTAL ID#: 147

Version: 1

Resource Type: Other

Description: These eight web-based case self-assessment modules serve as a study resource to increase self-efficacy, knowledge, and skills for treating patients with differing social and cultural backgrounds. The modules combine selected medical disorders with differing cultural groups incorporating the reoccurring framework of "Essentials for Cross Cultural Efficacy". The mnemonic "ADAPT" prompts recognition of each essential: Awareness of one's own cultural values, Dynamics of Difference, Acquisition of cultural knowledge, Adaptation of skills in clinical Practice, and Tolerance resulting from the awareness and acceptance of difference. Modules were designed based on actual patient interactions described by Primary Care residents during focus group sessions. Each module begins with a case scenario, "pre" questions, an educational and cultural segment, and follow-up questions. Modules include a glossary, additional readings and links to resources. The curriculum is a pre and post web-based assessment of self-efficacy. Modules need not be completed in one session. This course is intended to create enduring materials that students, residents, and health care providers may use to assist future interactions with patients of differing cultural groups. This curriculum combines web-based learning, interactive educational case modules suitable for assessment purposes, problem-based learning, and skill and knowledge building.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=147

Patient Centered Care Workshop: Providing Quality Health Care to a Diverse Population

MedEdPORTAL ID#: 579

Version: 1

Resource Type: Other

Description: Educators have recently been challenged to actively incorporate instruction that emphasizes cultural diversity, access to health care/health care disparities, evidence-based medicine, and reflection regarding impact of physician's values and beliefs on the patient care. Framing these issues as a 3-perspective approach to patient-centered care (PCC), this 2-part workshop is designed to teach learners how to incorporate the patient's, physician's and society's perspective into a health care plan (Part 1) and to provide opportunities for learners to apply the approach using a series of strategically crafted instructor-authored cases and at least one student generated "critical incident" case scenario (Part 2). More specifically, our 3-perspective PCC approach requires learners to consider the physician's role and perspectives (e.g., bio-psychosocial model of care, evidence based medicine, values and beliefs), the patient perspectives organized by the Kleinman questions, and the social review of systems (e.g., societal and economic barriers to health care) when developing patient treatment plans.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=579

Curriculum

The Educator's Portfolio & Curriculum Vitae - Workshop & Resource Guide

MedEdPORTAL ID#: 677

Version: 1

Resource Type: Faculty Development Materials

Description: Faculty seeking to advance in their academic careers with an emphasis on education often struggle with how to document their educational contributions in traditional academic curriculum vitas (CVs) and Educator's Portfolios (EPs). Submission contains annotated PowerPoint slides, worksheets for the Developing Your Educator's Portfolio, an Instructor's Guide, and a resource guide presenting samples of successful educator-focused CVs and associated EPs demonstrating "effective presentation" strategies consistent with Glassick's criteria for scholarship.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=677

Evaluating Educational Programs: A Planning Tool

MedEdPORTAL ID#: 749

Version: 1

Resource Type: Faculty Development Materials

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The Evaluation Planning Tool that accompanies this tutorial is a table with six columns, one for each step. The table helps users make the content of each step consistent with the content of the other steps. Users can download this tool from the Resources menu. They may print this tool and fill it out by hand or enter text into the electronic version and save it on their computer. The tutorial includes two examples of completed evaluation planning tools. One example is a running example whose columns are filled in during the explanation of each step. These examples were adapted from programs related to health professions education appearing as published articles.

After completing the tutorial users will have a plan that summarizes all the important components of their evaluation in an organized structure

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http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=3185

Expert Preceptor Interactive Curriculum

MedEdPORTAL ID#: 190

Version: 1

Resource Type: Faculty Development Materials

Description: IMPORTANT NOTE: Carol Tresolini, Ph.D. is the author of this resource. Dale Krams is the contact person for this resource.

The challenges of community-based medical education are to ensure the quality and consistency of students' learning experiences and develop a sense of academic community among part-time faculty who maintain busy clinical practices. One solution is to institute efficient, flexible faculty development programs for community practitioners who serve as part-time faculty. With support from the Fund for the Improvement of Post-Secondary Education (FIPSE), US Department of Education, we created an online system to help community preceptors develop (1) the knowledge and skills needed for teaching and (2) relationships with other preceptors, and to do so remotely, at their own pace, at the time and place of their choosing. Over four years, we designed, pilot-tested, implemented, and evaluated the Expert Preceptor Interactive Curriculum (EPIC). EPIC consists of ten self-instructional modules, completed entirely online in approximately 2 hours per module.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=190

Learning

Problem Based Learning: A Vehicle to Teach Critical Thinking, Reading the Scientific Literature

MedEdPORTAL ID#: 7931

Version: 1

Resource Type: PBL Materials

Description: This module presents a PBL curriculum designed to introduce first year dental students to the concepts of critical thinking, the scientific literature and evidence based dentistry. The PBL curriculum includes several lectures designed to introduce the student to critical thinking, reading the scientific literature and reviewing/critiquing their work. Four cases are scheduled throughout the year with each case targeting a specific content area and building in complexity. Targeted content areas include a dental/scientific controversy, dental ethics, caries and periodontal disease and systemic and oral relationships.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=7931

An Evidence and Case-Based Approach to Health Disparities

MedEdPORTAL ID#: 573

Version: 1

Resource Type: Desktop Application

Description: Teaching about health disparities within a cultural competency curriculum is challenged by the recent growth in research literature about differences in prevalence, presentation, prognosis and outcomes of disease conditions among diverse populations that take into account gender, race or ethnicity, geography, and healthcare beliefs and practices. In addition, internet resources provide a bewildering array of information categorized by patient group. This collection of online cases is carefully designed to teach principles how to locate, identify, critically appraise, and apply best available research to make clinical decisions. The pedagogy used in problem-solving the patient cases may be used by medical students, residents, and faculty and are applicable across different health professions.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=573

Being an Effective Tutor

MedEdPORTAL ID#: 222

Version: 1

Resource Type: Faculty Development Materials

Description: This is a booklet that identifies areas important to being a good tutor in a Problem Based Learning (PBL) curriculum. It addresses Attitude, Medical Knowledge, PBL and the Tutor, Professionalism, Patient Awareness. Behaviors are identified under each of these headings. It also offers tutoring tips that include how to begin the first day in group, establishing clear ground rules, group process, challenging scenarios, and frequently asked questions.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=222

Critical Teaching Incident Casebook: Advancing the Scholarship of Teaching through Critical Analyses and Reflection of ACGME Competency based Teaching Cases

MedEdPORTAL ID#: 105

Version: 1

Resource Type: Faculty Development Materials

Description: Building upon Stephen Brookfield's teaching incident technique and the concept of teaching scripts, each of the 16 cases in this book contains a brief description of a teaching situation, the emotional response evoked in the teacher (e.g., anger, elation), the teaching objectives (framed to highlight the ACGME objectives of professionalism and/or systems-based practice), the teacher-learner interaction, a critical analysis of the incident and references that informed the analysis. The case book also includes a preface describing the rationale, development process, and potential uses of the cases along with a brief reference list. In summary, the case book is intended to provoke critical discussion about teaching - from targeted ACGME competencies to teaching strategies - as our goals are to improve clinician educators' ability to teach and to contribute to a scholarship of clinical teaching.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=105

A Case of Mysterious Poisoning - Team Based Learning Format

MedEdPORTAL ID#: 1087

Version: 1

Resource Type: Exercise

Description: The introduction of cases to first year medical students is becoming more important as the NBME shelf exams and USMLE Step One exam are becoming more clinically oriented. This case was written as a joint effort by faculty members from the departments of physiology, anatomy (histology) and neuroscience as an integrated case for first year medical students in a team based learning format. The case provides basic clinical information about neuromuscular histology and physiology which students are introduced to in week 6-8 of the semester, and the questions at the end of the case were written to stimulate group discussion.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=1087

Addressing Practice-Based Learning: An Examination of an Online Course to Assess Residents' Training in Education

MedEdPORTAL ID#: 230

Version: 1

Resource Type: Tutorial

Description: Teaching is an important skill that is addressed in the Accreditation Council for Graduate Medical Education (ACGME) competency framework. Research has demonstrated that residents can spend as much as 25 percent of their time teaching, and receive as much as 40 percent of their training from peers. It is important, then, to prepare residents to become informed teachers, who will partner with other educators to ensure the future and quality of medical education. ACGME characterizes teaching as a practice-based learning and improvement competency that is defined as facilitating the learning of students and other health care professionals.

The purpose of this resource is to provide the materials used for an online course: Residents as Teachers. Medical educators may use or tailor this online course to address residents' teaching skills. An investigation was conducted to explore the course's potential to help further residents' knowledge of teaching and learning issues. The results suggest that an online learning experience can impact residents' knowledge of important educational topics.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=230

An Approach to Teaching Medical Students Evidence-Based Medicine and Basic Research Concepts

MedEdPORTAL ID#: 415

Version: 1

Resource Type: Tutorial

Description: The Program represents an innovative approach to teaching Practice Based Learning to medical students. The class provides on-line (computer) lecture presentations, research lectures, and tests to insure that the students gain an understanding of evidence-based medicine (EBM), basic clinical research principles, and research ethics. In addition to these requirements, students schedule a designated number of four hour shifts in the clinical arena to recruit and enroll patients into clinical research studies. This represents a unique opportunity to allow students to directly participate in the performance of clinical research in order to fully understand the challenges and principles involved.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=415

Evidence-Based Medicine (EBM) and Decision Tools

MedEdPORTAL ID#: 209

Version: 1

Resource Type: Exercise

Description: This web site provides access to a set of calculators and interactive online exercises for the practice and teaching of evidence-based medicine and decision analysis. Major concepts presented include interpretation of diagnostic tests (calculation of test statistics, visualization of test results, and an online self-quiz), calculation of number needed to treat/harm in randomized controlled trials, approaches to the assessment of patient utility (including holistic and multi-attribute utility assessments), and demonstrations of Markov models and cost-effectiveness analysis.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=209

Evidence Based Medicine (EBM) On-line Course for Clinical Preceptors

MedEdPORTAL ID#: 416

Version: 1

Resource Type: Tutorial

Description: This is an on-line course designed for clinical preceptors. It is important for the "clinical teacher" to learn about evidence based medicine, as it is a relatively new topic in medical practice and it is one all

clinical teachers will be expected to teach to M3 students during their family medicine rotation.

Upon completion of this course, the learners will not only be able to apply EBM in their own daily practice, but feel comfortable in teaching it to students as well. Clinical preceptors and the dedication they have to training future physicians are a highly valued resource. The #1 goal of this course is to benefit both the preceptor and their students. This course is eligible for Continuing Medical Education (CME) credit.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=416

Evidence-Based Medicine Appraisal Companions

MedEdPORTAL ID#: 334

Version: 1

Resource Type: Exercise

Description: These Evidence-Based Medicine (EBM) appraisal companions can be used as adjuncts to an EBM course for medical students, as well as in the clinical years. The worksheets direct the user to critical areas of appraisal of the validity of published literature in relation to a clinical scenario. These can be used for small group session format, assignments, clinical rounds, journal club, etc. The major topics addressed include: Article on Therapy, Diagnostic test, Harm/Association, and Prognosis. The companions are structured with drop down menus, check boxes and comments/free text sections.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=334

Fostering the Efficient, Effective Use of Evidence-Based Medicine in the Clinic

MedEdPORTAL ID#: 151

Version: 1

Resource Type: Other

Description: This manual provides background, learning objectives, and teaching materials for faculty who are interested in teaching evidence-based medicine (EBM) to students, residents, and colleagues. There are specific modules that focus on the steps in the EBM process (asking questions, finding evidence, and appraising information). There is also a section focusing on faculty development in this important curricular area. While the cases are designed for pediatric residents or faculty, the material can easily be adapted for use in a variety of settings and for all levels of learners.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=151

Job Aid for Faculty Development: PBL Process

MedEdPORTAL ID#: 107

Version: 1

Resource Type: Faculty Development Materials

Description: This job aid is a two-sided pocket card. One side contains a brief, step-by-step description of the problem-based learning (PBL) discussion process. The other side contains the goals for the second-year MSU/College of Human Medicine curriculum and PBL preceptor behaviors that can support attainment of those goals. Institutions will want to substitute their own goals/preceptor behaviors.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=107

Microtutoring: A Faculty Development Workshop Using Scripted Tutorials

MedEdPORTAL ID#: 775

Version: 1

Resource Type: Faculty Development Materials

Description: To help medical school faculty facilitate problem-based learning (PBL) tutorials, we designed a workshop in which they may practice tutoring difficult groups. We designed the exercise for advanced tutors who have mastered the rudiments of group facilitation. The goals of the workshop are to help faculty (a) improve skills needed to handle difficult students and problems in the group process; and, (b) serve as peer coaches providing feedback to fellow tutors. This manual includes guidelines for preparing for and conducting

the workshop. It includes information on useful readings, materials needed, and distribution of roles, as well as scripted scenarios for each problem. The workshop leader should use his/her own PBL case as the basis for discussion. Additionally, a videotape of a microtutoring workshop is available in which one may observe five medical education trainees role playing and debriefing each exercise.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=775

Use of a Large Group, Team-Based Learning Format for Discussion and Review of Medical Physiology: Applied Renal Physiology

MedEdPORTAL ID#: 1103

Version: 1

Resource Type: Other

Description: Through our experience with the medical physiology course at Robert Wood Johnson Medical School we recognized the need for an application-based review process for year 1 medical and PA students designed to provide self-evaluation of the knowledge base. To accomplish this, short clinical vignettes with discussion topics were developed and presented to the entire class (approximately 210 students) using a Power Point-based lecture setting. Following the case presentation, the class was challenged with discussion topics and questions which could be solved using the level of understanding of medical physiology principles as presented in the preceding unit lectures, and through self directed learning using suggested readings. The goal of this approach was to demonstrate to the students the importance of integrative thinking as a better learning technique as compared to rote memorization methods. Through this method, students could self-evaluate their knowledge base within a particular medical physiology system following the end of the lecture series and prior to the block examination. We believed that this checkpoint assisted in emphasizing key concepts while promoting integrative thinking and problem solving skills.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=1103

Oral Health Resources

Advance Dental Simulation: Module on Crown Preparation

MedEdPORTAL ID#: 1682

Version: 1

Resource Type: Tutorial

Description: This web-based tutorial on Full Crown Preparation is designed to prepare students prior to using Dental Simulation Technology (DentSim), an advanced virtual-based technology in tooth preparation in dentistry. The content has two parts: the first part provides learners the conceptual understanding of the Principles of Crown Preparation as prescribed by the doctrines of the DentSim module; the second part demonstrates the step by step procedures in the preparation of tooth number 19 in receiving a Full Crown. The entire module is about thirty minutes long. It contains illustrations and photos that reinforce the textual presentation of the concepts. At the end of the session, learners have the opportunity to test themselves and review the correct answers using the self-assessment quiz that is part of the module.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=1682

Advanced Simulation Clinic Orientation

MedEdPORTAL ID#: 8235

Version 1

Resource Type: Tutorial

DentSim is an interactive multimedia learning environment used for dental training and practice. The training program combines a virtual and clinical environment to provide a case history, patient, online instructor, visual tracking of the procedure, and real-time feedback and evaluation of the procedures performed. Problem-oriented learning is followed by detailed and objective feedback and allows students to progress at their own pace towards optimal performance.

This learning module will review what DentSim is and how it helps students learn faster. Then, it will cover ergonomics and how to avoid work-related injuries. Next, it will show the student how to use the software to complete a preparation assignment. Finally, the module will show the student how to clean up the workstation so it is ready for the next student.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=8235

All Ceramic Crown Tooth Preparation and Provisional Crown Fabrication

MedEdPORTAL ID#: 5099

Version: 1

Resource Type: Video

Description: This is a 30-minute instructional video-recording depicting the step-by-step procedures, performed in real time by the author, required for the preparation of a maxillary central incisor for an all-ceramic full coverage restoration and the fabrication of a provisional restoration in a mannequin. The recording is divided into two parts. The first part lasts 19 minutes and it outlines the ten sequential steps involved in an all-ceramic tooth preparation: 1.) fabrication of a heavy polyvinylsiloxane matrix for later fabrication of the provisional restoration; 2.) demonstration of the armamentarium required for the tooth preparation; 3.) correct positioning of the mannequin along with the optimal positioning of the operator's body while performing the task; 4.) cutting of the facial and incisal depth grooves; 5.) incisal preparation; 6.) facial preparation; 7.) lingual preparation; 8.) interproximal preparation; 9.) preparation of finishing line; and 10.) finishing of the preparation.

The second part of the video lasts 11 minutes and is divided into four segments depicting the fabrication of the provisional restoration for the prepared tooth: 1.) demonstration of the armamentarium used for the procedure; 2.) handling of the materials used for the provisional restoration; 3.) adjustment of the restoration using burs and; 4.) the final assessing and polishing of the restoration. Detailed narration accompanies the video's content throughout all of its 14 segments.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=5099

Autonomic Innervation to the Head: Animations and a Self-Testing Guide

MedEdPORTAL ID#: 1664

Version: 1

Resource Type: Tutorial

Description: These animations and self-testing guides are expected to be used by Medical or Dental Students learning the autonomic pathways to the head. Autonomics within the head are traditionally difficult for students to learn and few texts or atlases provide both the pathway and the anatomical locations of these nerves - in one condensed presentation. Lesions along any part of these pathways will lead to functional deficits and are often stressed during the student's learning. The autonomics to the head are organized into each of the four parasympathetic ganglia (ciliary, submandibular, pterygopalatine, and otic), demonstrating their preganglionic origin within the brainstem, preganglionic termination within the ganglion, and postganglionic termination.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=1664

A Self Directed Review of Anatomy Related To Local Anesthesia

MedEdPORTAL ID#: 8318

Version: 1

Resource Type: Lab Guide

Description: This self-directed review of anatomy related to local anesthesia with emphasis on skull and anatomical considerations is available in a document in Word format. The primary goal is to provide a focused review of relevant anatomy and landmarks to assist the dental or dental hygiene student in achieving success in taking a course on the delivery of local anesthesia. The material can be downloaded as a Word document or PDF file and includes an assessment and answer keys.

It is designed for dental and dental hygiene students who will be taking a course in delivery of local anesthesia.

Utilizing available resources, texts, and previous coursework - students work through this handout and locate structures listed, answer pertinent questions, and are asked to visually locate landmarks and structures. It is of paramount import that a student be familiar with the anatomy associated with giving local anesthesia for several reasons: namely to achieve success in finding correct target sites of deposition of anesthesia, to avoid most complications related to anatomy, and overall better patient treatment to name a few. This andragogical approach should assist students with desired learning outcomes of clinical coursework in delivery of local anesthesia, as often, head and neck anatomy courses are presented in most curricula well ahead of local anesthesia course and a review of anatomy is warranted.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=8318

Title: A Self-Testing Guide to the Bony Features of the Temporal Bone

MedEdPORTAL ID#: 8169

Version: 1

Resource Type: Tutorial

Description: The interactive temporal bone self-testing guide is expected to be used by novice Dental or Medical Students learning the anatomy of the temporal bone as it relates to the convoluted nerves that pass through the bone, muscle attachments, middle and inner ear ear mechanisms. Temporal bone anatomy is traditionally difficult for students to learn and few texts or atlases provide a close up view of this bone's intricate features. Lesions due to trauma, inflammation, or tumors in any part of this bone lead to clinical issues from vertigo, hearing impairment, autonomic disturbances, gustatory disorders, etc.

The temporal bone module is divided into four parts; the first part provides an overview of the educational objectives. The second part gives a brief introduction on how to use this module. This is followed by an interactive table of contents and the final part is the actual bony features. The temporal bone presentation is provided anatomically first by presenting external views followed by internal views. Magnified views are also provided for some of the more difficult bony areas. This powerpoint-based aid is used to supplement either traditional Gross Anatomy and/or Neuroscience course material, as well as support case based learning approaches. Additionally, this resource is expected to also be used by residents in their specialty for basic anatomical review.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=8169

Cardiovascular Simulation Cases for Dental Students

MedEdPORTAL ID#: 1722

Version: 1

Resource Type: Simulation

Description: Human patient simulation (HPS) exercises are now routinely used in medical school for teaching physiologic principles in a clinical context without patient risks. The use of HPS in dental education, however, is still exceedingly rare. As part of a basic physiology course, we developed two HPS-based cases to expose first-year dental students to the physiological processes related to the most common acute cardiovascular emergencies that occur during daily dental practice. The students were first introduced to a high fidelity HPS during a lecture and reviewed the objective for the subsequent laboratory.

The two laboratory simulation cases focused on diagnosis and management of 1.) neurogenic shock and 2.) the angina pectoris that may occur during dental treatment. Eighty three students participated in lab exercises. Both cases were presented in 1 hour lab sessions with about 20 students in each group with discussion in an active--reflective learning cycle. All students were interactively involved in the case assessment during the process of events and subsequent outcomes. During the scenarios, the basic physiological events were tied to real clinical situations. This innovative model of dental education was designed to provide hands-on experience for managing a cardiovascular emergency in dental practice and for improving conceptual knowledge in critical clinical decision making.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=1722

Case Based Direct Composite Resin Veneer Simulation Lab Exercise

MedEdPORTAL ID#: 8095

Version: 1

Resource Type: Exercise

Description: This case based exercise was created for use in a preclinical course for the Department of Operative Dentistry for second year dental students in a PowerPoint format for lecture and simulation lab applications. It is used to establish a realistic esthetic clinical situation that may present itself to a dental practitioner. The exercise shows the student how the patient presents, the basics of information gathering for treatment planning purposes, treatment plan presentation and performing the subsequent treatment.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=8095

Cast Removable Partial Denture Rubric

MedEdPORTAL ID#: 7951

Version: 1

Resource Type: Lab Guide

Description: The rubric is designed for a pre-clinical Removable Partial Denture Prosthodontics course that consists of weekly lectures followed by laboratory sessions. The full rubric is presented in an appendix in the laboratory manual and relevant sections of the rubric are provided in the evaluation form at the end of each lab. The rubric consists of four sections: surveying, removable partial denture (RPD) design, RPD drawing and mouth preparations. Continual exposure to the rubric in laboratory sessions reinforces criteria required for clinically acceptable results and facilitates self-evaluation by students. This teaching and learning tool also serves to calibrate instructors and provides a framework for instructors to provide feedback to students. Surveying and RPD design are introduced to the students in increasing order of difficulty using the Kennedy classification system: Class I, Class III, Class IV and Class II. The students are provided with undercut locations for the casts as well as a series of digital camera photographs of the surveyed casts from various angles to guide them in completing the surveying exercise. Once they have attempted to design the RPD, a series of digital camera photographs of RPD designs are provided to the students so that they can check their work, review concepts, and make any necessary corrections. These laboratory exercises are designed to provide dental students with the skills to independently survey and design cast RPDs.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=7951

Cephalometrics - A Student Guide

MedEdPORTAL ID#: 1734

Version: 1

Resource Type: Desktop Application

Description: This resource is provided as software designed to be the first interaction of the student with Cephalometrics as a diagnostic procedure. It contains a brief introduction, anatomic structures needed for the analysis, landmarks, planes, angles, and an interactive area to input data from actual patients to get basic interpretation. It prepares the student for the practical activities. It is intended to be a complement to lectures, seminars, and labs on the topic. The authoring software used is Macromedia Authorware 5.0 Academic (non-commercial).

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=1734

Class I Amalgam: Occlusal and Occlusolingual Preparation and Restoration

MedEdPORTAL ID#: 8151

Version: 1

Resource Type: Video

Description: This video resource is designed to complement a traditional lecture on the preparation and restoration of Class I Amalgams. The videos show the magnified step-by-step procedure of the preparation and restoration of: 1.) an occlusal restoration on tooth #19, and 2.) an occlusolingual restoration on tooth # 3. The videos are sufficiently detailed to demonstrate armamentarium, handpiece orientation and, hand instrumentation, and reviews common problems in the preparation and restoration.

Each video is divided into 3 areas: 1.) pre-preparation, 2.) preparation and 3.) restoration. Following the preparation and the restoration, detailed criteria for assessment is included. The criteria are sufficiently generalized that they can be used by any operative/restorative department, and are presented in a manner that enables beginning students to develop necessary self assessment skills.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=8151

Dentin Dysplasia (Tiffany)

MedEdPORTAL ID#: 5108

Version: 1

Resource Type: Virtual Patient

Description: Tiffany is a 25-year-old female who grew up with small brown primary teeth and has permanent teeth with thin enamel prone to abscess and breakage. Through the assessment information and interview students will see that Tiffany has bulbous crowns, thin enamel, and missing pulp chambers. She also has retained root tips from an extraction and is currently in the office due to a sensitive and broken tooth. Her mother and several extended family members have a similar condition affecting their teeth.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=5108

Dentistry Case Simulator: Amelogenesis Imperfecta

MedEdPORTAL ID#: 5100

Version: 1

Resource Type: Simulation

Description: Researchers at the University of Michigan School Of Dentistry, along with genetics leaders from across the country, collaborated in designing the Genetics Education in Dentistry Case Simulator. This program was designed to integrate genetics into existing dental/dental hygiene curricula. The program uses a combination of evidence-based teaching materials and case-based learning strategies to teach the complex decision-making skills required to care for patients with genetic diseases impacting oral health.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=5100

Dentistry Case: Down Syndrome (Thomas)

MedEdPORTAL ID#: 5107

Version: 1

Resource Type: Virtual Patient

Description: Thomas is a 49-year-old male with recurrent caries, periodontal disease and missing anterior teeth. Tom has several classic Down Syndrome features such as: protruded mandible, short palate causing the tongue to appear large, periodontal disease, a heart condition requiring surgery, vision impairment, and respiratory problems.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=5107

Development of the Face

MedEdPORTAL ID#: 7863

Version: 1

Resource Type: Simulation

Description: Web-based animations were created in Macromedia Flash to simulate normal development of

the face as an introduction to content about common malformations of diagnostic and prognostic importance. They were designed to stimulate self-directed local and distance learning in a structured format that is readily accessible for knowledge acquisition and retention. The simulations are user friendly and achieve a dimension that cannot be attained by using conventional textbooks. They are used to complement didactic and practical (dissection) activities of beginner health professionals enrolled in dental and medical embryology and integrated human structure courses.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=7863

Ectodermal Dysplasia (Emily)

MedEdPORTAL ID#: 5105

Version: 1

Resource Type: Virtual Patient

Description: Emily is a 10-year-old female who is interested in finding out about her missing and oddly shaped teeth. Through the assessment information and interview provided students will find out that her hair, skin and nails have also been affected by the disease. Emily's mother is the first in the family to be affected by the disease.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=5105

Fixed Prosthodontic Learning Dossier Assignment

MedEdPORTAL ID#: 7696

Version: 1

Resource Type: Exercise

Description: This learning dossier is a didactic evaluation tool for dental students who are in the early stages of their clinical experiences in fixed prosthodontics. The two processes that characterize learning dossiers are reflection and inquiry (Yancy, 1992). This assignment is designed for use as an alternative to traditional didactic tests that rely on rote memory. The goal of the assignment is to encourage thinking and learning on higher levels resulting in well-integrated experiential knowledge regarding fixed prosthodontics. Students are asked to use critical thinking and problem-solving skills to construct meaning from their educational experiences in four sections: treatment planning, cores, crowns and an end of year reflection into the learning process. Portfolio assessments have been shown to be a valid and reliable method to assess student competency in dental fields (Gadbury-Amyot et al, 2003). Included in the assignment is a brief description of the rationale, detailed instructions for completion of the assignment, student checklists and the scoring rubrics for each of the four sections.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=7696

Gallery of Prosthodontic Procedural Technique Videos

MedEdPORTAL ID#: 7744

Version: 1

Resource Type: Video

Description: This website contains a collection of videos of procedures and techniques in Pre-clinical and Fixed Prosthodontics. In this gallery, the typical lengthy dental procedures are broken into smaller segments and recorded in short clip videos: to enable learners to watch and focus in every step of the complex skills. The video interface also provides the learners the ability to rewind, forward and replay videos clips at their own pace giving the opportunity to rehearse and master the skill.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=7744

Hanau Articulator Training: Zeroing the Articulator

MedEdPORTAL ID#: 8114

Version: 1

Resource Type: Tutorial

Description: This self-paced online module shows the parts of a standard Hanau articulator, teaches

students how to reset it to zero in preparation for mounting casts, and allows students to zero a virtual Hanau articulator. This Flash-based module is an excellent preparation for learning this basic laboratory instrument before beginning laboratory and/or clinical work.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=8114

Head and Neck Lymphatics

MedEdPORTAL ID#: 7858

Version: 1

Resource Type: Tutorial

Description: This resource is an interactive Web-based tutorial that was developed in Viewpoint and Macromedia Flash to model the structure and function of the lymphatic system in the head and neck. It was designed to stimulate self-directed and problem-based learning by creating simulations and a quiz of the normal patterns of lymphatic drainage for dental and medical students self-assessment and feedback. The tutorial is user friendly and achieves a dimension that cannot be attained by using conventional textbooks. It complements didactic and practical (dissection) activities of beginner health care professionals enrolled in the head and neck component part of human anatomy courses.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=7858

Head, Neck and Oral Cancer Examination

MedEdPORTAL ID#: 7768

Version: 1

Resource Type: Video

Description: This 40-minute video is intended for practitioners of dentistry, medicine, nursing and public health who are responsible for diagnosing and referring patients with head and neck and oral cancer. Approximately 31,000 cases of oral, head and neck cancer are diagnosed in the United States yearly and about 25% of these patients died from their disease. 1.)The preponderance of these tumors represent squamous cell carcinoma of the oral mucous membranes. The combined five-year survival rate in the United States is approximately 57 percent. 2.) A squamous cell carcinoma found in stage 1 has a five year prognosis of 95% while the same tumor diagnosed in stage 4 has a five year prognosis of approximately 20%. The purpose of this video is to provide the practitioner with the baseline skills to diagnose and refer patients with head and neck and oral cancer at the earliest possible

time.http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=7768

HEAL (Health Education Assets Library)

MedEdPORTAL ID#: 393

Version: 1

Resource Type: Other

Description: The Health Education Assets Library (HEAL) was formed to facilitate sharing of multimedia resources in a freely accessible, highly searchable digital library. HEAL's mission is to provide free digital resources of the highest quality that meet the needs of today's health sciences educators and learners, and the librarians who serve them. The HEAL collection currently contains a number of collections of multimedia resources for health sciences undergraduate and professional education, as well as resources for patient and consumer health.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=393

The Integrative Knowledge Portfolio Process: A Program Guide for Educating Reflective Practitioners and Lifelong Learners

MedEdPORTAL ID#: 7892

Version: 1

Resource Type: Tutorial

Description: This manual describes the four phases of the Integrative Knowledge Portfolio Process, a methodology that successfully guides students to develop the skills and capacities needed for reflective practice, ethical leadership and life-long learning. Each phase contains an overview, learning objectives, steps,

exercises and worksheets. This 59-page document is the result of several years of action research and curriculum change at the University of Michigan wherein more than a dozen graduate/professional schools (Dentistry, Public Health, Education and Social Work) and undergraduate programs (e.g. Dept. of Chemistry, Michigan Research Community, Health Science Scholars Program, and the Undergraduate Research Opportunities Program) have been planning, piloting, and/or implementing the innovative methods and approaches described in this guide.

During the 2008-2009 academic years, more than 2,400 students, staff and faculty used some or all of the methods in this guide; currently, many more faculty, and staff leaders are working to incorporate these methods into their courses, programs, schools and administrative units. The methods presented here do not require the use of ePortfolio tools. In fact, several programs have adopted the methods successfully without using any technology. Thus, the focus of this manual is on the methods that support students in creating Integrative Knowledge, not the use of ePortfolio tools (the methods can be supported by a number of ePortfolio tools).

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=7892

Intraoral Blocks for Facial Anesthesia: A Multimedia Instructional Tool

MedEdPORTAL ID#: 1780

Version: 1

Resource Type: Tutorial

Description: This is a CD Rom created for medical students and residents in emergency medicine, dermatology and plastic/cosmetic surgery. On the home page the user may choose one of three intraoral nerve blocks, the infraorbital, mental or buccal. Each of the three intraoral nerve blocks has its own page on which the user may see a narrated video of the nerve block being given on a patient and on a skull. These videos walk the user through the proper technique for the injection.

In addition, the distribution of the nerve anesthetized is described and the user may scroll over an illustration of the face to light up the area of the face anesthetized by that particular nerve block. This project was designed to provide medical students and residents with options in anesthetizing the faces of their patients. Intraoral nerve blocks are easy to administer, relatively painless and are of long duration because the anesthetic solution is deposited very near the nerve exit point from the skull. This may provide more comfortable anesthesia for patients and enhance patient cooperation leading to better clinical outcomes.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=1780

Introduction to Cast Removable Partial Dentures and Surveying

MedEdPORTAL ID#: 8007

Version: 1

Resource Type: Video

Description: Clear visualization of the materials and technical procedures demonstrated in real time through videos add another dimension to student learning that is not available from written/verbal descriptions or still images/teaching aids alone. A series of 11 short video clips provide an introduction to the parts of a cast removable partial denture (RPD) and the steps involved in the surveying process. Surveying is an essential skill that dental students need to develop to evaluate and design cast RPDs.

The parts of a cast RPD are identified on a maxillary cast RPD. The Ney surveyor set-up and instrumentation are shown. The process of selecting an appropriate path of insertion that takes into consideration guide planes and undercuts are shown in the preliminary survey of a maxillary cast. Markings of tripod lines, transfer-tripod points, undercut locations and survey lines are demonstrated in the final survey.

The effort required to set the previously surveyed cast back to the marked path of insertion on the Ney dental surveyor is simulated. Drawing of the cast RPD design on the surveyed cast is demonstrated. Video footage is separated into 11 video clips ranging in duration from one minute to 4 minutes.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=8007

Introduction to Effective Communication Skills

MedEdPORTAL ID#: 7926

Version: 1

Resource Type: Tutorial

Description: This PowerPoint with audio program covers the relevance and basic concepts of communication and interpersonal skills as they apply to general dentistry. In 2008, American Dental Education Association (ADEA) published "Competencies for the New General Dentist" that included Competency 3: Communication and Interpersonal Skills. This program highlights the benefits of increased communication competency in regards to the dentist-patient relationship, and discusses the principles and barriers to effective verbal and nonverbal communication.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=7926

Introductory Head & Neck Radiology for Preclinical Learners

MedEdPORTAL ID#: 1566

Version: 1

Resource Type: Tutorial

Description: This is an interactive tutorial that serves as an introduction to head and neck x-rays and cross-sections for first-year medical and dental students. A series of digitized radiographs were converted into Adobe Flash for online distribution. The objective for creating the courseware was to stimulate active self-directed learning. The rationale was to integrate introductory radiographic anatomy into a structured format that is readily accessible for local and distance learning and self-assessment.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=1566

Manual for Preclinical Removable Prosthodontics: Complete Dentures

MedEdPORTAL ID#: 1710

Version: 1

Resource Type: Lab Guide

Description: The Manual for Pre-clinical Removable Prosthodontics includes step-by-step instructions with color photographs of procedures involved in making complete dentures.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=1710

McGill Molson Collection Multimedia Assets

There are approximately 80 oral health illustrations and animations available in this high quality collection. To retrieve oral health images, click on the link below and scroll through the collection. Listed immediately below the link are two examples of illustrations in the McGill Molson Collection.

http://services.aamc.org/30/mededportal/servlet/search/segment/mededportal/find_resources/?submitted='true'&collection=668

Lipoma of Tongue

MedEdPORTAL ID#: 1595

Version: 1

Resource Type: Desktop Application

Description: Benign exophytic lipoma of the tongue. Note: that mucosa is intact implying mesenchymal as opposed to epithelial origin.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=1595

Tooth and Gingiva

MedEdPORTAL ID#: 6169

Version: 1

Resource Type: Desktop Application

Description: Low magnification view of gingiva and tooth.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=6169

"My Mouth Hurts"

MedEdPORTAL ID#: 721

Version: 1

Resource Type: Simulation

Description: This is a high-fidelity simulation case with video stimuli of the actual patient. The learner evaluates the patient with pain and swelling in the mouth and neck. The learner needs to recognize deep space infection, in this case, Ludwig's Angina. Learner needs to consult oral maxillofacial surgeon, initiate intravenous antibiotics, steroids, and prepare for potential airway deterioration, and admit to intensive care unit.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=721

Oral Health Management of Pregnant Dental Patients

MedEdPORTAL ID#: 4056

Version: 1

Resource Type: Other

Description: This is one item in the section of the Clinical Manual at the University of Detroit Mercy School of Dentistry that guides students in treatment of medically complex patients. There has been much confusion among students and clinical instructors regarding oral health care procedures for pregnant patients. Uncertainty about what can and cannot be done for these patients has led to incorrect clinical decisions; some patients have been dismissed from the clinic with no care provided.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=4056

Peripheral Nervous System Pathways

MedEdPORTAL ID#: 7861

Version: 1

Resource Type: Tutorial

Description: This resource is a web-based tutorial, which was developed in Macromedia Flash to convey information about the neurons forming the peripheral nervous system and the nomenclature (functional components) used to classify them. The objective was to stimulate self-directed learning by creating animated diagrams summarizing cranial and spinal nerve pathways including detailed text summarizing deficits and tests of functional integrity. The courseware is user friendly and achieves a dimension that cannot be attained by using conventional textbooks. It complements didactic and practical (dissection) activities of beginner health care professionals enrolled in human structure courses.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=7861

Presentation Skills Assessment Tools

MedEdPORTAL ID#: 7930

Version: 1

Resource Type: Faculty Development Materials

Description: These interactive assessment tools take less than five minutes to complete and are designed to measure presentation effectiveness by Self evaluation or by Peer evaluation. The tools have been assessed with 1,280 speakers across different professions. It has been determined that there are 21 desired skill categories as perceived by two different types of audiences, Student Learners and Professional Learners. Our research findings indicate that students and professionals value the 21 skill categories differently. Each assessment tool summarizes the results (Speaker Index) of all skill categories. Further, it calculates the index according to different types of learners (students, professionals and both).

For example a professor may give a lecture in medical school and later give the same lecture as a continuing education to colleagues. These audiences have different needs and the assessment tool will help the presenter in identifying his/her challenges for future improvements. Three evaluation forms are as follows:
Standard - for lectures, presentations, or seminars, where the presenter is seen and has accompanying slides.
Speech-Only - for lectures or speeches, where the presenter is seen but does not have accompanying slides
Webinar - for lectures where the presenter cannot be seen, only heard, and has accompanying slides.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=7930

Problem Based Learning a Vehicle to Teach Critical Thinking, Reading the Scientific Literature

MedEdPORTAL ID#: 7931

Version: 1

Resource Type: PBL Materials

Description: This module presents a PBL curriculum designed to introduce first year dental students to the concepts of critical thinking, the scientific literature and evidence based dentistry. The PBL curriculum includes several lectures designed to introduce the student to critical thinking, reading the scientific literature and reviewing/critiquing their work. Four cases are scheduled throughout the year with each case targeting a specific content area and building in complexity. Targeted content areas include a dental/scientific controversy, dental ethics, caries and periodontal disease and systemic and oral relationships. Each case includes a resource assignment, a learning report and an exam; all designed to develop the processes of critical thinking, reading the scientific literature and evidence based dentistry. The module includes files containing 1) course organization materials such as schedules, objectives, course director guidelines, etc.; 2) cases including objectives, supporting materials, evaluation guidelines and exams; 3) facilitator notes for training purposes and 4) lecture content and handouts developed by the authors (guest lectures are not included).

Each D1 class of 80 students is divided into 10 groups of 8 students; group assignments are switched after case 2. Facilitators are not required to have expertise in any dental specialty. Resource assignments, learning reports and exams are evaluated by the course directors to ensure consistent student feedback.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=7931

Sectional and Radiological Anatomy of the Thorax

MedEdPORTAL ID#: 1707

Version: 1

Resource Type: Tutorial

Description: This is an interactive tutorial that serves as an introduction to normal x-rays and cross-sections of the thorax for preclinical students enrolled in medical and dental human structure. The courseware was digitized and converted into Adobe Flash to provide beginners with introductory imaging that is critical to the interpretation of standard X-rays and CT- and MRI-scans. Its objective is to stimulate active self-directed learning by integrating introductory radiographic anatomy and into a structured format that is readily accessible for local and distance learning.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=1707

Self Guided Instructional Material: Cast Post and Core Restoration

MedEdPORTAL ID#: 8203

Version: 1

Resource Type: Lab Guide

Description: This resource is a self guided instructional material in fabrication of cast post and core. It is designed to assist learners through the detailed step by step instructions of the procedure. In this resource, two techniques are demonstrated: (1) Direct fabrication and the (2) Indirect fabrication of the post and core pattern. Learners can use this resource for self-paced learning while Faculty can utilize this resource to augment lectures and discussions.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=8203

Self-Guided Instructional Material: Full Crown

MedEdPORTAL ID#: 8096

Version: 1

Resource Type: Tutorial

Description: Self-guided Instructional Material (SGIM) is a learning resource packet designed for dental students and faculty. It contains structured information and relevant pictures that are organized to guide instructors and learners to learn the specific psychomotor skill. The SGIM can be used by faculty as a supplement or a replacement for lectures and demonstration. While student can use the resource for self-paced guided teaching material.

Full Crown Module is a 4-learner level SGIM. Each level is designed to develop tooth preparation skills of a dental student in varying clinical context with increasing difficulty. In Level 1, learner will be guided in step-by-step procedures of crown preparation for the different types of full crown restorations. The goal of this level is to master the ideal preparation and differentiate the preparation design for each type of material used. Level 2 is an application of the skills and principles learned in level 1. In this level, however, learner will be challenged to perform tooth preparation in a clinical context whereby the procedures are done on teeth with existing failing restorations. Level 3 is an advance application of preparation skills whereby learner needs to prepare malpositioned teeth to received full crown restoration. Level 4 is the last level in this module. Learners are given the opportunity to practice with confidence multiple teeth preparations on the anterior teeth.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=8096

Standardized Patient Cases for Teaching Tobacco Cessation

MedEdPORTAL ID#: 1075

Version: 1

Resource Type: Standardized Patient Case

Description: The clinical practice guideline, Treating Tobacco Use and Dependence, emphasizes that tobacco dependence is a chronic disease. Quitting is a continuous process with time spent in consideration, planning, maintenance, and relapse. In order to teach medical students how to provide comprehensive tobacco cessation counseling, they must learn effective strategies for each stage.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=1075

Temporomandibular Joint

MedEdPORTAL ID#: 7864

Version: 1

Resource Type: Simulation

Description: Web-based animations were developed in Macromedia Flash to model the temporomandibular joint (TMJ) in health and disease. The objective was to simulate normal joint function and dysfunction from anterior articular disc displacement with and without reduction. These pathologies can elicit 'clicking', limited range-of-motion, and/or pain during condylar (head) rotation and translation. The animations are user friendly and achieve a dimension that cannot be attained by using conventional textbooks. They complement didactic and practical (dissection) activities of beginner health care professionals enrolled in human structure courses. Convenient access also is available to learners reviewing for clinical certification and licensure examinations or to patients conferring with practitioners about their own TMJ disorders.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=7864

Thorax Virtual Anatomy Lab for Pre-Professional Health Sciences Students

MedEdPORTAL ID#: 3155

Version: 1

Resource Type: Tutorial

Description: This is an online tutorial that serves as an introduction to human thorax gross anatomy for pre-professional health sciences students. Its objective is to stimulate active self-directed learning by integrating

gross anatomy into a structured format that is readily accessible for local and distance learning. The thorax and its parts are dissected, photographed, and the images are digitized for computer-assisted instruction. They are constructed with Flash software for interactive learning. This knowledge is critical to prepare students for their clinical years.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=3155

Professionalism

Annotated Bibliography of Literature

MedEdPORTAL ID#: 102

Version: 1

Resource Type: Other

Description: A bibliography on professionalism. Standard search and bibliography review was conducted to identify articles and research studies for the topic "Evaluating Professionalism in Undergraduate Medical Students." Once the articles were identified and accessed, each was assessed utilizing a standard format (critique). Each article is classified by: Type of Report/Study, Population/Application, Instrumentation, Method of Assessment, Indicators/Scales, Traits/Competencies Assessed, Reliability/Validity Data, and Conclusions.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=102

360-Degree Communication and Professionalism Assessment Instrument

MedEdPORTAL ID#: 413

Version: 1

Resource Type: Other

Description: The instrument is an evaluation tool designed to provide an assessment of residents in the Professionalism and Interpersonal Communication Skills competencies. A randomly developed sampling of nurses and support staff complete the assessment instrument for individual residents. The first page is a simple description of the process with instructions. The second is the assessment instrument. An 11 point Likert-type scale (0-10) is used for each of seven questions to evaluate the communication and professionalism displayed with patients, families, and staff. The tool also evaluates leadership skills. The instrument utilized is a simple one to enhance compliance by the variety of busy staff from who we seek feedback. The evaluator may state that they had inadequate exposure to evaluate the resident.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=413

'On Doctoring': Essays on Professionalism

MedEdPORTAL ID#: 792

Version: 1

Resource Type: Faculty Development Materials

Description: This lesson plan uses six non-fiction essays written by doctors that are available for free to all U.S. medical students in the book "On Doctoring" which is available from the Robert Wood Johnson Foundation. The book has been made available for many years, but most students never crack the binding before selling it; yet it has wonderful educational potential, especially for the newest addition to the competency-based educational objectives espoused by both the Liaison Committee on Medical Education and the Accreditation Council for Graduate Medical Education. Thus this lesson plan can be incorporated into almost any year of undergraduate or graduate medical education.

The format of the class is to assign the readings (each is quite short and easy to read) a few months in advance, so that even clinical students and residents can read the stories one at a time during breaks. Facilitators (any clinician who has also done the reading and has an interest in teaching professionalism) meet with the students in a small-group format where the papers are discussed. Each paper takes about twenty-

minutes to discuss; thus a group should take two hours. It is recommended that groups be kept no larger than six or eight to encourage everyone to speak up and to not feel inhibited.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=792

Professionalism Workshop: Applying the Elements of Professionalism Through Scenario Learning

MedEdPORTAL ID#: 666

Version: 1

Resource Type: Other

Description: Educators across the continuum of medical education seek to incorporate instruction that emphasizes the challenging, yet critical elements of professionalism. Drawing on the elements of professionalism outlined by the American Board of Internal Medicine (ABIM) (e.g., integrity, duty, accountability) this half-day workshop is explicitly designed to assist learners in applying the often abstract concepts of professionalism through structured discussions of real life vignettes.

The workshop is structured in three parts: an interactive lecture; small group facilitated discussions focused on professionalism vignettes; a large group debriefing allowing learners to identify themes, lessons learned, and to offer options to safely report obvious unprofessional behavior. Small group discussions center on the analysis of instructor and learner authored professionalism-related vignettes using the ABIM professionalism terminology.

Learners differentiate professional versus unprofessional behavior during the discussion. A detailed Instructor's Guide (e.g., workshop goals/objectives, a detailed workshop plan, vignette development directions with examples, instructor qualities, required resources), a small group discussion Facilitator's Guide, and workshop evaluation forms constitute the Workshop Packet and is presented in a bookmarked Adobe file (PDF). Annotated PowerPoint slides are provided for use in Part 1 of the workshop in their original form for all users to adapt as needed.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=666

Professionalism: Self-Study Module

MedEdPORTAL ID#: 250

Version: 1

Resource Type: Desktop Application

Description: This tutorial serves as an introduction to the tenets of the ACGME Core Competency of Professionalism. It includes 5 case scenarios depicting hypothetical situations in which trainees and physicians in practice must deal with issues of professionalism. This tutorial allows learners to become familiar with the abstract concepts of professionalism by applying them in practical, familiar situations. Learners can read the available text as well as access reference information in order to develop a broader understanding of the applications of professionalism. The posttest can be used after the tutorial by the learner as a means of solidifying the learning material, or separately by program directors and others to assess their trainee's mastery of the material. Adequate references are included for those desiring to delve more deeply into the realm of professionalism in medical education.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=250

School of Medicine Professionalism Website

MedEdPORTAL ID#: 174

Version: 1

Resource Type: Tutorial

Description: This website was developed as a means to bring together resources and information in the area of professionalism for students, housestaff, and faculty in the School of Medicine. Features include: Standards and Policies for the School, Health System, and our affiliated McGuire Veteran's Affairs Medical Center; a description of the Professionalism Committee and reporting mechanism for perceived unprofessional behavior; a section to support Teaching and Learning, including teaching cases, presentations, references, original

research, and case studies from the Medical Center; and News about local events related to Professionalism, including ceremonies, awards and other opportunities for recognition, and presentations. This website is an ongoing team effort by the admissions, undergraduate education, housestaff education, faculty and instructional development and student activities offices as well as the VCU Medical Center and McGuire V.A. Medical Center.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=174

Unprofessional Behaviors Can Be Identified by Standardized Patients During an Objective Structured Clinical Exercise

MedEdPORTAL ID#: 100

Version: 1

Resource Type: Standardized Patient Case

Description: This assessment tool was developed explicitly to be used by standardized patients to assess student professionalism.

During a seven station OSCE administered to 100 students at the end of their third year, standardized patients (SPs) used a checklist developed to assist them in identifying unprofessional behavior. A case was developed to challenge professionalism that centered on disclosure of a medication error. There were 210 unacceptable ratings (URs) captured. The average UR per student was 2.1 and the maximum UR was twelve (12). One hundred thirteen (113) URs were recorded in the error case. Students with no previous academic or professionalism problems in the previous year averaged 1.7 URs; students with previous academic problems only averaged 2.7 URs; students with previous professionalism problems only averaged 3.6 URs; students with both professionalism and academic previous problems averaged 5.9 URs.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=100

Publishing

Copyright - Good Habits: Getting a Handle on Copyright

MedEdPORTAL ID#: 4061

Version: 1

Resource Type: Faculty Development Materials

Description: The 'Copyright - Good Habits' module addresses the copyright and fair use issues that are important for all educators to be well-informed about as they use copyrighted materials in their courses. This module includes narrative text summarizing copyright law, fair use, teaching exemption, TEACH Act. Situations which require permissions from copyright holders are discussed as are public domain, Creative Commons, and sources of shared materials like MedEdPORTAL.

Brief scenarios and quizzes reflecting the real world of copyright and fair use decision making are provided to allow the user to evaluate a copyright situation. Links are provided to appropriate sites helpful in making copyright decisions. This module reflects the current copyright guidelines of University of Arkansas for Medical Sciences and is intended for general use. Educators must turn to their institutions for further determinations when appropriate. The module was written by a librarian and has been approved for use at UAMS by the lawyer designated to review copyright questions.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=4061

McGill Molson Collection Multimedia Assets

There are approximately 80 oral health illustrations and animations available in this high quality collection. To retrieve oral health images, click on the link below and scroll through the collection. Listed immediately below the link are two examples of illustrations in the McGill Molson Collection.

http://services.aamc.org/30/mededportal/servlet/search/segment/mededportal/find_resources/?submitted='true'&collection=668

CES4Health.info**MedEdPORTAL ID#:** 8060**Version:** 1**Resource Type:** Other

Description: CES4Health.info is a free online resource for publishing diverse products of community-engaged scholarship that are in forms other than journal articles - such as educational DVDs, training manuals, curricula, resource guides and policy briefs. Since these products are not typically peer-reviewed and published the way journal articles are, promotion and tenure committees are unable to determine their quality or impact and often discount them. A product peer-reviewed and published through CES4Health.info is comparable to an article published through a peer-reviewed print or online journal. Every product submitted to CES4Health.info is reviewed by community and academic expert peers.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=8060

HEAL (Health Education Assets Library)**MedEdPORTAL ID#:** 393**Version:** 1**Resource Type:** Other

Description: The Health Education Assets Library (HEAL) was formed to facilitate sharing of multimedia resources in a freely accessible, highly searchable digital library. HEAL's mission is to provide free digital resources of the highest quality that meet the needs of today's health sciences educators and learners, and the librarians who serve them. The HEAL collection currently contains a number of collections of multimedia resources for health sciences undergraduate and professional education, as well as resources for patient and consumer health.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=393

MedEdPORTAL Educational Scholarship Guides**MedEdPORTAL ID#:** 7700**Version:** 1**Resource Type:** Desktop Application

Description: MedEdPORTAL was designed to serve as a prestigious publishing venue through which faculty may disseminate their educational works. An educational resource successfully peer-reviewed and published through MedEdPORTAL is comparable to a peer-reviewed research paper published through a reputable print-based journal and should be considered compelling scholarly contributions suitable for use to support promotion and tenure decisions.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=7700

MedPix - Medical Imaging Database, Teaching File, and Atlas**MedEdPORTAL ID#:** 690**Version:** 1**Resource Type:** PBL Materials

Description: MedPix is an online Medical Image Database of peer-reviewed images, patient profiles, and disease topics. Content is organized by disease category, disease location (organ system), and patient profiles. Using a search engine, the database can be searched for images, teaching cases, and disease topics. Search formulations can be sent directly to other web sites, such as PubMed, without having to re-enter the information. Some material are organized into an online tutorial using a pre-test/post-test paradigm.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=690

MERLOT (Multimedia Educational Resource for Learning and Online Teaching)

MedEdPORTAL ID#: 344

Version: 1

Resource Type: Other

Description: MERLOT (Multimedia Educational Resource for Learning and Online Teaching) is a free and open resource designed primarily for faculty and students of higher education. Links to online learning materials are collected on the site along with annotations such as peer reviews and assignments. MERLOT is a continually growing catalog of resources organized by discipline into specific discipline communities and created to help faculty and students enhance their instruction and learning experience. MERLOT currently contains over 450 health sciences related resources.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=344

Peer Review of Educational Scholarship Faculty Development Workshop

MedEdPORTAL ID#: 1709

Version: 1

Resource Type: Faculty Development Materials

Description: This workshop was developed at the University of California, San Francisco (UCSF) shortly after the establishment of peer-review criteria for health science educational materials and the adoption of those criteria by AAMC's MedEdPORTAL and HEAL Central. The purpose of the workshop is to educate faculty about their ability to have enduring educational materials peer-reviewed and published through a rigorously established peer review process.

This workshop has been offered three times at UCSF and feedback from those sessions has been incorporated, where appropriate, into this version. This includes the fourth objective stating that "participants will be able to access local resources to help them package and submit materials for review;" assuming that your institution has some resources, if only consultative, for faculty to access in packaging or development materials for peer-review.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=1709

Practicing Community-engaged Research (An Educational Module)

MedEdPORTAL ID#: 1127

Version: 1

Resource Type: Tutorial

Description: This PowerPoint desktop tutorial presents an overview of community-engaged research, an approach to health research which is an important feature of the new Translational Research Initiative of the National Institutes of Health (NIH). There are four sections each with learning objectives. It provides background on NIH's increased emphasis on translational research and an introduction to the history and development of community-engaged research. The module describes how community-engaged research differs from traditional research; the guiding principles of the community engagement approach; and how this approach can be incorporated into the basic steps of the research process. It also identifies some of the challenges and rewards which researchers may encounter when using a community-engaged research approach. This professionally produced PowerPoint presentation includes illustrations and tables; explanatory text accompanies each of the 42 slides. There is a reference section for further study.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=1127

Systematic Review and Meta-Analysis: Online and Blended Learning Workshop

MedEdPORTAL ID#: 519

Version: 1

Resource Type: Tutorial

Description: This is a two part web-based introductory workshop on interpretation and conduct of meta-analyses developed for use through the ANGEL web-based course management system. Initially developed as part of a masters level epidemiology course on a variety of research methods, the module can be used to

introduce medical students, residents, fellows, and junior faculty to systematic review of the literature. Part I includes an introductory PowerPoint overview, links to the User's Guide to the Literature module for systematic reviews and the Cochrane Collaboration, and an assignment to apply a validity worksheet to several published reviews. Part II walks students through steps of a systematic review including: 1) articulating an answerable question, 2) establishing study inclusion criteria, 3) conducting a search, 4) unbiased selection of relevant articles, 5) extraction of data, 6) validity assessment, and 7) summary risk estimation using Review Manager software. While both parts can be completed as self-study modules, Part II is designed to be presented as a blended learning module with facilitation by an instructor.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=519

When Quantitative or Qualitative Data Are Not Enough: Application of Mixed Methods Research in Medical Education

MedEdPORTAL ID#: 1146

Version: 1

Resource Type: Faculty Development Materials

Description: This resource outlines and provides materials for a workshop intended for educators with an interest in learning how to conduct mixed methods research in medical education. The workshop: 1) provides an overview of mixed methods research; 2) reviews five research design models for the application of mixed methods; 3) summarizes and gives examples of effective applications of mixed methods in medical education research; 4) leads participants through the design of medical education research projects using mixed methods; and 5) provides guidelines and additional resources to learn more about mixed methods research. Workshop leaders should have an understanding of or experience using mixed methods in their medical education research projects. Ideally, two to three leaders will be involved, with at least one familiar with qualitative methods and one familiar with quantitative methods. Inclusion of lessons learned from their own use of mixed methods research designs is highly desirable. Materials for the workshop are an overview of the workshop and instructions to run the workshop, a PowerPoint (PP) presentation, and two handouts. Instructional methods used include PowerPoint presentation, large and small group exercises and interactive discussions. The workshop takes about 90 minutes to conduct.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=1146

Scholarship

Promoting your Educational Material as Scholarship: The MedEdPORTAL Project

MedEdPORTAL ID#: 115

Version: 1

Resource Type: Faculty Development Materials

Description: This is a workshop assessment tool designed to help faculty publish their educational materials via MedEdPORTAL.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=115

Scholarship of Application: When Service is Scholarship - A Workshop for Medical Educators

MedEdPORTAL ID#: 7734

Version: 1

Resource Type: Faculty Development Materials

Description: This workshop is designed for delivery to a group of health care educators interested in advancing their scholarship in medical education. A detailed instructors' manual provides all information necessary for facilitators to conduct the workshop. The goal of this workshop is to provide participants with practical guidance for turning their educational service into scholarship. Through this workshop, participants

will develop a firm understanding of the scholarship of application, one of the four types of scholarship outlined by Ernest Boyer in 1990. The scholarship of application involves service and the use of knowledge to solve problems of individuals or society. Examples of applying knowledge in medical education include curriculum development, clerkship restructuring, and development and implementation of evaluation tools or new programs. While medical educators typically engage in such activities, many do not recognize that such activities have the potential to qualify as scholarship. Participants will have the opportunity to go through the process of moving an educational project through the steps necessary for it to qualify as high quality scholarship, based on Glassick's six characteristics of scholarship. Finally, participants will have the opportunity to apply the characteristics of scholarship to their own educational endeavors and discuss opportunities for the dissemination of such work. This workshop was developed by the Research and Scholarship Task Force of Council for Medical Education in Pediatrics (COMSEP) to support and recognize scholarship of medical educators.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=7734

Template of the Academic Pediatric Association's Educational Scholars Program

MedEdPORTAL ID#: 626

Version: 1

Resource Type: Faculty Development Materials

Description: Designed for educators, the portfolio is a collection of information that documents educational efforts, activities, and scholarship. In our national faculty development program, this template is used as a developmental document. Throughout the program, scholars are expected to build their educator portfolio (EP) with mentoring and feedback from faculty. Ultimately, these materials will be used to create a "high stakes EP" for promotion review. This tool provides a template for the collection of information in a standardized manner. Standardization makes the portfolio suitable for internal peer review in promotion decisions, and also allows for external review. The template contains both quantitative and qualitative components. The qualitative elements promote reflective self assessment by users. Questions throughout stimulate users to consider criteria for scholarship. The purpose of each section is clearly defined. The instructions embedded in each section discuss important underlying educational principles to be considered during the development of the document. The authors have expertise in education and have experience developing and using portfolios in their academic careers. The template was created using a scholarly approach. The first step involved a critical appraisal of existing formats for portfolios and of the literature regarding their use. Using a modified Delphi process, we conducted multiple iterations of review and refinement of the template.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=626

Standardized Patients

Focusing Feedback on Interpersonal Skills: A Workshop for Standardized Patients

MedEdPORTAL ID#: 339

Version: 1

Resource Type: Standardized Patient Case

Description: We have developed these materials to provide empirically-based standardized methods for training standardized patients (SPs) to deliver effective feedback on the communication skills demonstrated by healthcare providers. Since 1996, these methods have been used by experienced, national and international, standardized patient educators. Designed to eliminate the need for further research and laborious preparation, the facilitator's guide was written to allow for easy and flexible presentation of a three-hour training workshop of SPs. The guide is a fifty page document, divided into four parts, which easily leads the facilitator through the workshop step-by-step using color-coded pages and large, easy-to-read type. The standardized patients' information is contained within this guide and is easily available for copying and distribution.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=339

Utilizing Standardized Patients to Enhance Health Literacy Communication Skills

MedEdPORTAL ID#: 1101

Version: 1

Resource Type: Standardized Patient Case

Description: This manual includes four standardized patient cases which are intended to address prominent low health literacy topics. In addition to the standardized patient cases, training guidelines, measurable teaching objectives, and a health literacy communication skills rating scale for assessing these outcomes are included. These materials were developed with the intent for flexible use. The user should feel free to modify these materials for the needs of his/her individual programs, learners, and objectives.

The purpose of the current materials is to provide additional and supplemental opportunities to improve and/or certify healthcare providers' skills in addressing low health literacy in their patient population.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=1101

WinDix Training Manual for Standardized Patient Trainers: How to Give Effective Feedback

MedEdPORTAL ID#: 171

Version: 1

Resource Type: Standardized Patient Case

Description: The WinDix Training Manual was developed to fulfill a need of standardized patient (SP) trainers. With the advent of the USMLE Step 2 Clinical Skills Examination, more medical schools in the US are using SPs in teaching and evaluation. Our experience has been that many SPs are very competent and comfortable with performing the cases and evaluating students by using checklists; however, they are not as proficient at giving effective feedback. This manual is designed to take the SP trainer through the principles of giving feedback, as well as the means to train SPs in how to give more effective feedback. The skills of the SPs can be tested after training, by having them analyze video-clips on the DVD. The emphasis is on active participation by the standardized patients.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=171

Windix Training Manual for Standardized Patients: How to Give Effective Feedback

MedEdPORTAL ID#: 172

Version: 1

Resource Type: Standardized Patient Case

Description: The manual is a concise 7-step approach for helping standardized patients learn to give effective feedback to students. The manual includes objectives, quizzes, the seven steps, and a Quality of Standardized Patient Feedback evaluation instrument. Although this manual is meant to accompany a trainer's manual, standardized patients may find the information helpful, even without a formal face-to-face training session. The video clips on the DVD are available on the author's website for individual viewing on a personal computer, but it may be difficult for standardized patients to optimally use the clips without additional instruction. The DVD is also available at cost from the author.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=172

Teaching

Presentation Skills Assessment Tools

MedEdPORTAL ID#: 7930

Version: 1

Resource Type: Faculty Development Materials

Description: These interactive assessment tools take less than five minutes to complete and are designed to measure presentation effectiveness by Self evaluation or by Peer evaluation. The tools have been assessed with 1,280 speakers across different professions. It has been determined that there are 21 desired skill categories as perceived by two different types of audiences, Student Learners and Professional Learners. Our research findings indicate that students and professionals value the 21 skill categories differently. Each assessment tool summarizes the results (Speaker Index) of all skill categories. Further, it calculates the index according to different types of learners (students, professionals and both).

For example a professor may give a lecture in medical school and later give the same lecture as a continuing education to colleagues. These audiences have different needs and the assessment tool will help the presenter in identifying his/her challenges for future improvements. Three evaluation forms are as follows:
Standard - for lectures, presentations, or seminars, where the presenter is seen and has accompanying slides.
Speech-Only - for lectures or speeches, where the presenter is seen but does not have accompanying slides
Webinar - for lectures where the presenter cannot be seen, only heard, and has accompanying slides.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=7930

E-learning Modules for Clinical Teachers

MedEdPORTAL ID#: 1757

Version: 1

Resource Type: Faculty Development Materials

Description: This resource is a series of web-based open access e-learning modules covering a range of topics essential for clinical teachers and supervisors. This series of open access short modules covers core topics in clinical teaching and learning. They were developed by the London Deanery to inform and support the professional development of clinical teachers.

Topics include: Assessing Educational Needs, Setting Learning Objectives, Small Group Teaching, How to Give Feedback, Supervision, Careers Support, Workplace-Based Assessment, Facilitating Learning in the Workplace, Diversity, Equal Opportunities and Human Rights, Introduction to Educational Research, Improve your Lecturing, Appraisal, Teaching Clinical Skills, Managing Poor Performance, Involving Patients in Clinical Teaching, Interprofessional Education

These modules are designed to support clinical teachers, whether new to teaching or experienced. The modules are written in an easily accessible style, they are up to date and referenced with appropriate literature; each module has defined learning outcomes and covers core areas in the field.

Self- assessment activities are included for each module to help put learning into practice and on completion, a certificate can be printed out for use in revalidation or relicensing. each module is supported by additional literature and downloads on various topics.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=1757

Enriching Educators' Repertoire of Appropriate Instructional Methods

MedEdPORTAL ID#: 7968

Version: 1

Resource Type: Faculty Development Materials

Description: Educators frequently depend on familiar teaching methods to achieve their educational objectives, reporting limited knowledge of alternative instructional methods. "From Madness to Methods" was developed to actively engage educators in learning and applying new instructional methods.

During this 1½ hour exercise, participants begin by writing 1-2 objectives drawn from their own teaching or can draw from deck of pre-printed ACGME-linked objective cards. Facilitator deals from the 75 pre-printed methods cards. An objective card is then revealed and participants select one method card from their hand and attempt to enthusiastically persuade the other group members that their selected method is the most suitable to

achieve the objective. Participants vote for the best method presented in that round and receive one point for each vote. Play continues until all participants have had at least 1 objective reviewed. Upon conclusion of the exercise, each player identifies 1-2 new methods to pilot.

The packet contains a detailed instructor's guide and the 5 exercise components: methods cards, objectives cards, write your own objectives form, score sheet, and exercise instructions. From Madness to Methods has proven to be an engaging and effective approach to expanding educator's repertoire of teaching methods and strategies.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=7968

Workshop in a Box: Visual Demonstration of Small Group Facilitation Techniques for Faculty Development

MedEdPORTAL ID#: 5103

Version: 1

Resource Type: Faculty Development Materials

Description: This resource is designed for educators who conduct faculty development for small group facilitators. Included in this "workshop in a box" is a DVD with two scripted, character-based dramatizations of small group encounters; an instructors' guide; and structured written workshop materials. The written materials provide guidance and structure for running a small group facilitator training workshop using the DVD. Video clips on the DVD depict a group of learners engaged in a case discussion with one of two facilitators who have contrasting teaching styles.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=5103

Giving Feedback (The Good and the Bad)

MedEdPORTAL ID#: 7710

Version: 1

Resource Type: Faculty Development Materials

Description: This CD-Rom is designed to serve as a faculty resource to improve the medical training of students and residents. The content is presented through case scenarios of physician-resident interactions followed with commentary by the speaker. This resource highlights the importance of proper feedback to trainees. The case scenario demonstrates effective techniques for offering constructive feedback to learners and thereby promoting a positive learning environment. The video also provides a summary of key points in outline form.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=7710

Integrating Advances in Technology and Education: Using an Audience Response System (ARS) to Create Interest and Enhance Learning

MedEdPORTAL ID#: 805

Version: 1

Resource Type: Faculty Development Materials

Description: This workshop is designed to answer the question: How can you use an audience response system (ARS) to create interest and enhance learning in ways that are consistent with what we know from the literature about how people learn? It integrates literature on the use of ARS in education and on how people learn; recent advances in both technology and education.

Use of ARS in education is growing. The literature indicates that using an ARS can have a positive impact on enthusiasm, attendance, problem-solving, student performance, retention, and overall learning effectiveness. The focus of this workshop is on crafting and critiquing questions which will work well with an ARS and be effective tools for enhancing learning. This complements existing literature which tends to deal largely with using the technology and the outcomes of its use, rather than on what specific characteristics make its use effective for learning.

Participants will be actively engaged in discussing pros and cons of using an ARS, identifying examples of major purposes for using an ARS in education, applying educational principles to the development of effective ARS questions, and critiquing ARS questions based on established criteria.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=805

Study Skills – Test-Taking Strategies

MedEdPORTAL ID#: 317

Version: 1

Resource Type: Exercise

Description: Often first year medical students are surprised by the vast amount of work they must organize, digest and categorize intellectually as the basis of knowledge for patient management. Students who are having difficulty need to assess their study skills and quickly make changes that will allow them to manage their time and studies in positive ways. The Study Skills Inventory--Test Taking Strategies helps students do just that. It is based on the Graduation Competency: Practice-Based Learning and Improvement and will hopefully aid the students in becoming life-long learners.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=317

Study Skills Inventory: Attitude/Balance

MedEdPORTAL ID#: 571

Version: 1

Resource Type: Exercise

Description: Often M-1 students are surprised by the vast amount of work they must organize, digest, and categorize intellectually as the basis of knowledge for patient management. Students who are having difficulty need to assess their study skills and quickly make changes that will allow them to manage their time and studies in positive ways. The Study Skills Inventory: Attitude/Balance helps students do just that. It is based on the Graduation Competency: Practice-Based Learning and Improvement and will hopefully aid the students in becoming life-long learners.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=571

Successfully Using Visual Aids in Your Presentation

MedEdPORTAL ID#: 177

Version: 1

Resource Type: Faculty Development Materials

Description: This resource is an online faculty development module designed to help instructors more effectively deliver their message to their students by adding impact and interest to their presentation/lecture content through the use of visual aids.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=177

Teaching and Learning Education for New Teachers (TALENT)

MedEdPORTAL ID#: 198

Version: 1

Resource Type: Tutorial

Description: TALENT is a tutorial designed for faculty and resident physicians with teaching and clinical responsibilities. TALENT is presented as modules, each requiring approximately 20 minutes or less to complete. Each module is designed to provide basic knowledge and skills in aspects of medical education. Modules contain "Catalyst Boxes" that pose questions for consideration. A certificate of completion is available. TALENT is also appropriate for community-based preceptors.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=198

Guidelines for Developing User Guides and Facilitator's Manuals for Educational Resources

MedEdPORTAL ID#: 169

Version: 1

Resource Type: Exercise

Description: When the developer is preparing educational materials for personal use, instructional guidance is clearly not required. However, when an educational resource is meant for widespread use, the developer must provide the information that will allow others to use the resource as intended. Effective sharing of the materials we produce depends on maximizing their utility and usability. A clearly written facilitator's manual becomes an essential element of sharable educational materials.

Educational resources range from preceptor-assisted to computer-assisted materials and can include learning, assessment, and evaluation tools. The user guides for each of these varies depending on content and intended use. For example, this manual was created as a resource guide for instructional designers who are developing materials intended for use by others. It contains a comprehensive list of elements to be considered when developing a user guide.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=169

Individualized Learning Plans: Faculty as Facilitators

MedEdPORTAL ID#: 1684

Version: 1

Resource Type: Faculty Development Materials

Description: Individualized Learning Plans (ILPs) are documented personal learning objectives developed by a learner with the help of a facilitator. The Pediatric Residency Review Committee requires residents to accomplish one ILP per year. Faculty members, including program directors, who are newly responsible for facilitating development of resident ILPs may feel unprepared for the task. They are likely unfamiliar with the concepts of ILPs, and most have not created an ILP of their own. This paper-based faculty development curriculum is designed to educate faculty members on ILPs. The materials include 1) a didactic introduction (on PowerPoint) regarding ILPs, Adult Learning Theory and Self Assessment, 2) an annotated bibliography citing current articles on these topics, 3) a "frequently asked question" handout, 4) a framework for accomplishing their own ILP, and 5) a faculty "ILP Self Efficacy Scale." The material is presented in sections. The faculty learners are encouraged to learn at their own pace, however the didactic component should be executed in a group.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=1684

A Guide to the Understanding and the Proper Use of Pedagogical Questioning Formats for Medical Educators

MedEdPORTAL ID#: 594

Version: 1

Resource Type: Faculty Development Materials

Description: Pedagogical questions are one of a teacher's greatest tools and can serve multiple educational purposes if used correctly. Questions can check for a learner's understanding of subject matter, spur discussion of topics, and facilitate critical thinking skills. Good questioning techniques can also result in higher levels of student performance on written examinations. However each of these purposes has a distinct and recognizable questioning format.

Not all question formats are equally suited to all purposes. Discussion questions are frequently used to teach and reinforce critical thinking skills. Critical thinking is essential to the development of medical expertise. Discussion questions redirect the learner to the correct interpretation of events and force the learner to be concrete and logical in his/her interpretations. Questions can be categorized by the timing and sequence of turns at talks between teacher and student, to whom the question is addressed.

However, medical educators often need assistance in learning proper questioning formats and constructing high quality questions. Certain types of questions may foil discussion because they are designed to produce low cognitive level factual information for expedient patient care or are posed in a setting not conducive to

learning.

This guide was developed to assist medical educators improve their teaching and evaluation skills by providing the proper use of questioning formats.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=594

Bringing Education and Service Together (BEST): Resident Physicians' Curriculum in Clinical Teaching Skills

MedEdPORTAL ID#: 104

Version: 1

Resource Type: Faculty Development Materials

Description: This longitudinal teaching skills program for generalist residents can be conducted by residency faculty in about 15 hours, primarily during one-hour conferences. Modules include: (1) leading teams/role modeling, (2) orienting learners, (3) giving feedback, (4) bedside teaching, (5) teaching procedures, (6) group teaching/inpatient work rounds, (7) teaching charting, and (8) giving mini-lectures. During each session, interdisciplinary groups of residents discuss teaching skills and actively practice the skills in pairs or trios. Each resident teaches "standardized learners" (portrayed by classmates using teaching cases) for approximately ten minutes per session, and then receives feedback using checklists based on the Stanford Faculty Development Program.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=104

E-learning Modules for Clinical Teachers

MedEdPORTAL ID#: 1757

Version: 1

Resource Type: Faculty Development Materials

Description: This resource is a series of web-based open access e-learning modules covering a range of topics essential for clinical teachers and supervisors. This series of open access short modules covers core topics in clinical teaching and learning. They were developed by the London Deanery to inform and support the professional development of clinical teachers.

Topics include: Assessing Educational Needs, Setting Learning Objectives, Small Group Teaching, How to Give Feedback, Supervision, Careers Support, Workplace-Based Assessment, Facilitating Learning in the Workplace, Diversity, Equal Opportunities and Human Rights, Introduction to Educational Research, Improve your Lecturing, Appraisal, Teaching Clinical Skills, Managing Poor Performance, Involving Patients in Clinical Teaching, Interprofessional Education

These modules are designed to support clinical teachers, whether new to teaching or experienced. The modules are written in an easily accessible style, they are up to date and referenced with appropriate literature; each module has defined learning outcomes and covers core areas in the field.

Self-assessment activities are included for each module to help put learning into practice and on completion, a certificate can be printed out for use in revalidation or relicensing. Each module is supported by additional literature and downloads on various topics.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=1757

Enriching Educators' Repertoire of Appropriate Instructional Methods

MedEdPORTAL ID#: 7968

Version: 1

Resource Type: Faculty Development Materials

Description: Educators frequently depend on familiar teaching methods to achieve their educational objectives, reporting limited knowledge of alternative instructional methods. "From Madness to Methods" was developed to actively engage educators in learning and applying new instructional methods.

During this 1½ hour exercise, participants begin by writing 1-2 objectives drawn from their own teaching or can

draw from deck of pre-printed ACGME-linked objective cards. Facilitator deals from the 75 pre-printed methods cards. An objective card is then revealed and participants select one method card from their hand and attempt to enthusiastically persuade the other group members that their selected method is the most suitable to achieve the objective. Participants vote for the best method presented in that round and receive one point for each vote. Play continues until all participants have had at least 1 objective reviewed. Upon conclusion of the exercise, each player identifies 1-2 new methods to pilot.

The packet contains a detailed instructor's guide and the 5 exercise components: methods cards, objectives cards, write your own objectives form, score sheet, and exercise instructions. From Madness to Methods has proven to be an engaging and effective approach to expanding educator's repertoire of teaching methods and strategies.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=7968

Integrating Advances in Technology and Education: Using an Audience Response System (ARS) to Create Interest and Enhance Learning

MedEdPORTAL ID#: 805

Version: 1

Resource Type: Faculty Development Materials

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Use of ARS in education is growing. The literature indicates that using an ARS can have a positive impact on enthusiasm, attendance, problem-solving, student performance, retention, and overall learning effectiveness. The focus of this workshop is on crafting and critiquing questions which will work well with an ARS and be effective tools for enhancing learning. This complements existing literature which tends to deal largely with using the technology and the outcomes of its use, rather than on what specific characteristics make its use effective for learning. Participants will be actively engaged in discussing pros and cons of using an ARS, identifying examples of major purposes for using an ARS in education, applying educational principles to the development of effective ARS questions, and critiquing ARS questions based on established criteria.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=805

Interacting With The Medical Humanities: The Doctor-Patient Relationship

MedEdPORTAL ID#: 363

Version: 1

Resource Type: Desktop Application

Description: This unit focuses on basic themes of the doctor-patient relationship. It sets the stage for a larger web-based project, using art, literature as well as video, audio skits, and interviews to explore the art of medicine. The project emphasizes materials that have immediate bearing on clinical medicine and medical culture. Further, the reflective material, interviews and role plays frequently link to clinical material to show the mutual relevance of the humanities and science content. Though geared primarily to first and second year medical students, this unit offers many materials that can be incorporated into clerkships and residency lectures and that also can drive home "teachable moments."

The unit begins with an inquiry into the nature of the doctor-patient relationship as a subset of relationships in general. Students then explore the specifics of the medical relationship. Themes include:

1. the conflicting claims of the art and science of medicine
2. the role of the physician as healer/witness
3. the precise and humane use of language
4. power and hierarchy; physician self-disclosure

The last section of the unit uses practical examples to identify positive and negative physician behaviors. The

first example illustrates multiple physician blunders in an office setting. The second illustrates a physician's long-term investment in a continuity relationship.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=363

Introduction to Learner-Centered Instructional Design

MedEdPORTAL ID#: 226

Version: 1

Resource Type: Faculty Development Materials

Description: This workshop is designed to introduce interested faculty members, fellows, residents, graduate students, and/or advanced health professions students to the basic principles of instructional design, particularly in terms of designing learner-centered teaching and learning. Workshop Participants will be able to apply basic principles of instructional design systematically to their teaching practices, to write specific and observable, learner-centered objectives, incorporate relevant aspects or learner-centered teaching techniques, and to increase their awareness of challenges and strategies for facilitating effective instructional design and innovation. The two-hour workshop is a self-contained face-to-face session and includes a mix of short didactic presentations reinforced through several hands-on individual, paired, and small group activities that culminate in large group debriefing and discussion. Participants are encouraged to bring an example of their own teaching materials for use in the hands-on activities to enhance meaningfulness, personalization, and potential for real-life practical application following completion of the workshop. The resource includes a set of PowerPoint slides, a Facilitator Manual, and Participant Materials. Two additional files are included that contain master copies of a transparency that corresponds to one of the small group activities and a set of pre/post workshop questionnaires for evaluation and participant feedback.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=226

Lab Module: Teaching Skills in Delivering Difficult News to Patients

MedEdPORTAL ID#: 175

Version: 1

Resource Type: Exercise

Description: This module provides the materials necessary to facilitate experiential training for medical students and residents in delivering difficult news to patients. Learners are given the opportunity to practice, receive feedback and observe others as they deliver difficult news to simulated patients. During a 1.5 hour session, learners are given the opportunity to 1) give bad news to a simulated patient and 2) observe 4 other students giving bad news via a video camera and monitor. This allows learners to observe and discuss a variety of approaches to giving bad news as well as observe different emotional responses (anger, shock, despair, denial, guilt) to difficult medical news from patients. Cases were written to apply to a general medical learner audience and require minimal in-depth medical knowledge on the learner's part. This allows learners to focus on the communication process without worrying about content. Faculty facilitates discussion around the issues raised by each case and the common communication skills that crosscut all the scenarios. Implementation of the module requires recruitment and training of simulated patients and faculty facilitators. An introductory lecture provides general information to students about the skills necessary to effectively perform this task.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=175

Online Interview Teaching Tool

MedEdPORTAL ID#: 461

Version: 1

Resource Type: Tutorial

Description: The Online Interview Teaching Tool (ITT) is an online web-based program designed to teach first and second year medical students proper interview content and technique. One can view the interview in its entirety or view specific portions. The program is broken down into eight sections:

1. General Introduction

2. History of Present Illness
3. Past Medical History
4. Family History
5. Social/Sexual History
6. Review of Systems
7. Presenting to the Attending
8. Master Interview

Each section contains a streaming video which introduces the section and exemplifies a proper interview. The program emphasizes proper questioning content and technique by demonstrating both inadequate and preferred methods. The webpage contains links to relevant checklist documents for each section.

Students can view any section for review and print checklist supplements for rapid recall of key concepts and questions. The Master Interview section illustrates a full interview of a single simulated patient case. For continuity, appropriate portions of the master interview were included in each smaller section. Once the student has viewed all the previous sections, he/she can view the master interview in its entirety, integrating all the concepts learned.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=461

Personal and Professional Development (PPD) Facilitators' Guide

MedEdPORTAL ID#: 167

Version: 1

Resource Type: Faculty Development Materials

Description: The Personal and Professional Development (PPD) curriculum consists of 14 sessions, each two hours long. Topics covered include:

1. Introduction to Personal and Professional Development
2. Professionalism
3. The Medical Interview
4. History of the Present Illness/Team Interaction
5. Interview Session #1
6. Understanding the Social Context of Medicine
7. Cultural Competence in Medicine
8. Role Model Session: Complete History and Discussion
9. Service Activity
10. Interview Session #2
11. Physician-Patient Communication
12. Death and Dying / Spirituality
13. Patient Counseling
14. Balancing the Demands of Medical School with the Rest of Your Life

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=167

Physicians Facilitating Behavior Change

MedEdPORTAL ID#: 705

Version: 1

Resource Type: Lecture Presentation

Description: Health professionals have unique opportunities to assist their patients in adopting and maintaining healthy behaviors. While successful behavioral changes can be beneficial for patients and rewarding for professionals, many patients and professionals find the process difficult and frustrating. Part of this negative reaction can be reduced by properly assessing a patient's readiness to change, including their confidence and abilities to make the change, and properly matching interview interventions with patient's readiness. The Stages of Change Model provides a structure for this assessment, and the strategies espoused in the Motivational Interviewing model provide professionals with an intervention framework based on patient readiness. This module serves to introduce learners to these models and provide exercises to better

understand them in a clinical context. A variety of teaching modalities have been employed in the module including: video lecture, interview clips, role plays, interactive exercises, and suggested readings.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=705

School of Medicine Clerkship Evaluation Tutorial: Individual Evaluators' Tutorial

MedEdPORTAL ID#: 469

Version: 1

Resource Type: Tutorial

Description: The Clerkship Evaluation Tutorial was developed as a tool for improving evaluation and feedback during clinical clerkships. The full tutorial includes three versions - for individual evaluators, clerkship directors, and students. The goal of the Individual Evaluators' Tutorial is to efficiently train large numbers of residents and faculty at multiple training sites to provide meaningful information in student performance evaluations. The Individual Evaluators' Tutorial is divided into four key sections: Background, Narrative comments, Feedback Primer, and Numerical Ratings. The tutorial conveys essential concepts through a combination of didactic information, case-based examples, and practice exercises with feedback.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=469

Teaching Skills for Community Based Preceptors

MedEdPORTAL ID#: 219

Version: 1

Resource Type: Faculty Development Materials

Description: This 42 page pocket-sized booklet was designed as a quick teaching reference guide for physicians by physicians. The content addresses the educational principles and skills that physicians need to teach medical learners effectively in the ambulatory clinical setting. Topics include: characteristics of effective teachers, how learners learn, time saving tips, task specific teaching, taking an educational history, developing an educational plan, facilitating clinical reasoning skills, the importance of observation, feedback and assessment of learners.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=219

Teaching Skills Program for Residents, Part I

MedEdPORTAL ID#: 224

Version: 1

Resource Type: Tutorial

Description: The University of Illinois at Chicago-College of Medicine conducts an annual series of workshops to enhance residents' teaching skills. The first workshop, held during new resident orientation, introduces first-year residents to brief clinical teaching and giving feedback. Subsequent workshops reinforce this material and focus on other teaching skills. Each 1.5 hour long workshop is highly interactive. Workshop structure is based upon Kolb's experiential learning theory.

Through PowerPoint presentations, trigger tapes, role play, games and models residents learn and practice teaching skills that are relevant to their work in inpatient and outpatient settings. PGY-1 residents from all programs are required to attend two workshops of their choice, in addition to the orientation workshop. This submission includes materials from the orientation, case-based learning, lectures and presentations, and small group teaching workshops. Materials available are lesson plans, handouts and PowerPoint slides, and can easily be adapted for use with faculty.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=224

Teaching the Heart of Medicine: The Medical Interview

MedEdPORTAL ID#: 3162

Version: 1

Resource Type: Other

Description: Teaching the Heart of Medicine: The Medical Interview is a paper-based curriculum package designed to train first year medical students about communication using a multiple discourse model. Section 1 provides a variety of interactive activities for teaching students to establish a relationship with and obtain the medical history from patients. The second section informs students about what to do, to say, and to suggest in certain behavior change and difficult conversation scenarios, including smoking cessation, alcoholism, and giving bad news. This curriculum includes resources in downloadable pdf format for both the facilitators and students, including condensed materials that can be made into pocket sized books, a facilitator guide with tips for the activities, tally sheets for the activities, videos for the students, material that can be made into pocket cards for students with key concepts, and pocket manuals for the facilitators as they conduct the communication building activities.

http://services.aamc.org/30/mededportal/servlet/s/segment/mededportal/find_resources/browse/?subid=3162

The MCG Medical Teacher's Handbook

MedEdPORTAL ID#: 450

Version: 1

Resource Type: Faculty Development Materials

Description: Medical school educators typically have extensive knowledge in the area of their professional discipline, but little or no formal training in educational theory or techniques. Their demanding clinical, teaching, and/or research responsibilities leave them little time for improving their own educational skills by attending scheduled courses or workshops.

This short handbook was written to provide brief, practical, useful information on teaching, learning, evaluation, and career development for medical school faculty who have interest, but a limited background, in formal educational theory and methodology. The handbook is targeted primarily for those who teach medical students. It should be especially helpful to faculty who are beginning their teaching careers, and those who are assuming more of a research or leadership role in medical education. This handbook is also intended to be a resource on educational theory and principles that they can consult at their leisure.

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The P^OW^ER Precepting Toolkit, 1st Edition

MedEdPORTAL ID#: 126

Version: 1

Resource Type: Faculty Development Materials

Description: Optimizing the clinical teaching skills of core and volunteer faculty and residents is a challenge for all residency programs in the context of a busy clinical practice. In contrast to traditional models for clinical teaching, the P^OW^ER Precepting approach advocates an active instead of reactive approach to precepting residents students in the continuity clinic. Highly rated by faculty who have been trained using the P^OW^ER Precepting approach at regional and national workshops, the P^OW^ER Precepting Toolkit is a flexible faculty development resource that the user can adapt to multiple purposes. It can also be used to enhance the teaching skills of residents working with medical students. The toolkit contains a CD rom which allows users to choose between an integrated audio and slide presentation or a slide-only orientation to the P^OW^ER Precepting model explaining this clinical teaching approach. An illustrative video demonstrates the P^OW^ER Precepting approach and can be used to orient faculty and residents to the model and/or as a trigger for workshop discussions. Complete instructions are provided.

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