

Teaching and Learning Reference List

Students as Teachers

Bing-You RG, Sproul MS. Medical students' perceptions of themselves and residents as teachers. *Medical Teaching*. 1992, 4(2-3):133-8.

Blatt B, Greenberg L, Kallenberg G, Confessore G, Confessore S. *The Talks Manual: A Guide to Teaching Senior Students in the Health Professions to be Educators*. Washington, DC: George Washington University, 2000.

Branch, W. (1991). Notes of a small group teacher. *Journal of General Internal Medicine*, 6, 573-578.

Centeno AM, Blanco MA, Campos S. A Program for Peer Teachers in Undergraduate Medical Education. *Academic Medicine* (2001) 76:576.

Haist SA, Wilson JF, Fosson SE, Brigham NL. Are fourth-year medical students effective teachers of the physical examination to first-year medical students? *J Gen Intern Med*. 1997 Mar;12(3):177-81.

Morrison EH, Lewis EM, Gabbert CC, Boker JR, Kumar B, Harthill M. Evaluating a 'service elective' in clinical teaching for medical students. *Med Teach*. 2003 Nov;25(6):662-3.

Pasquale SJ and Pugnaire MP. Preparing medical students to teach. *Acad Med* (2002) 77: 1175-1176.

Soriano RP, et al. Teaching Medical Students How to Teach: A National Survey of Students-as-Teachers Programs in U.S. Medical Schools. *Acad Med* 2010

Residents as Teachers

Aiyer M, Woods G, Lombard G, Meyer L, Vanka A. Change in residents' perceptions of teaching: following a one day "Residents as Teachers" (RasT) workshop. *South Med J*. 2008 May;101(5):495-502.

American Academy of Pediatrics – The Section on Residents of the American Academy of Pediatrics. *Residents as Teachers Handbook*.

Apter A, Metzger R, Glassroth J. Residents' Perceptions of their role as teachers. *J Med Ed*. 1988;63:900-5.

Arseneau R. An instrument to assess the outcomes of a teacher education program for residents. *Academic Medicine*. 1995;70:166-167.

Bensing LD, Meah YS, Smith LG. Resident as teacher: the Mount Sinai experience and a review of the literature. *Mt Sinai J Med* 2005 Sep;72(5):307-11.

Bing-You RG, Harvey BJ. Factors Related to Resident's Desire and Ability to Teach in the Clinical Setting. *Teaching and Learning in Medicine*. 1991;3(2):95-100.

Bing-You RG, Tooker J. Teaching Skills Improvement Programs in US Internal Medicine Residencies. *Medical Education*. 1993;27:259-265.

Busari JO, Scherpbier AJ, van der Vleuten CP, Essed GG. The perceptions of attending doctors of the role of residents as teachers of undergraduate clinical students. *Med Educ*. 2003 Mar;37(3):241-7.

- Dunningham GL, DaRosa D. A Prospective Randomized Trial of a Residents-as-Teachers Training Program. *Acad Med.* 1998;73(6):696-700.
- Edwards JC, Brannan JR, Burgess L, Plauche W, Marier RL. Case presentation format and clinical reasoning: A strategy for teaching medical students. *Medical Teacher.* 1987;V9(3):285-292.
- Edwards JC, Kissling GE, Plauche WC, Marier RL. Evaluation of a teaching skills improvement programme for residents. *Med Educ.* 1988;22:514-517.
- Edwards JC, Kissling GE, Plauche WC, Marier RL. Long-term evaluation of training residents in clinical teaching skills. *J Med Educ.* 1986;61:967-970.
- Edwards, J.C., & Marier, R.L. (Eds). *Clinical Teaching Techniques for Residents. Chap 4 Clinical teaching for medical residents: Roles, techniques and programs. Springer Series on Medical Education, New York, NY: Springer; 1998:Vol 10.*
- Edwards KS, Woolf PK, Hetzler T. Pediatric residents as learners and teachers of evidence-based medicine. *Acad Med.* 2002 Jul;77(7):748.
- Friedland JA, Zimmerman JL, Liscum KR. Skills for internship. *Acad Med.* 1998;73:610-611.
- Gaba ND, Blatt B, Macri CJ, Greenberg L. Improving teaching skills in obstetrics and gynecology residents: evaluation of a residents-as-teachers program. *Am J Obstet Gynecol* 2007;196:87.e1-87.e7.
- Gill DJ, Frank SA. The neurology resident as teacher: evaluating and improving our role. *Neurology.* 2004 Oct 12;63(7):1334-8.
- Greenberg LW, Goldberg R and Jewett LS. Teaching in the clinical setting: factor influencing residents' perceptions, confidence and behavior. *Med Educ.* 1984;18:360-5.
- Hafler JP. Residents as teachers: a process for training and development. *J Nutr.* 2003 Feb;133(2):544S-6S.
- Hafler JP. Observing, developing and reflecting on residents' teaching strategies. Chap 4. Edwards JC, Friedland JA, Bing-You R (Eds). *Residents' Teaching Skills. New York: Springer Publishing Co., 2002.*
- Hammoud MM, Haefner HK, Schigelone A, Gruppen LD. Teaching residents how to teach improves quality of clerkship. *Am J Obstet Gynecol.* 2004 Nov;191(5):1741-5.
- Irby DM. Evaluating resident teaching. In: Edwards JC, Marier RL, eds. *Clinical Teaching for Medical Residents: Roles, Techniques, and Programs. New York, NY: Springer; 1988:121-128.*
- Janine C. Edwards, Joan Freidlander, Robert Bing-You. *Residents Teaching Skills. Springer Publishing Company. 2001.*
- Jewett LS, Greenberg LW, Goldberg RM. Teaching Residents How to Teach: A One-Year Study. *J Med Ed.* 1982;57:361-366.
- Johnson EC, Bachur R, et al. Developing Residents as Teachers: Process and Content. *Pediatrics.* 1996:907-916.
- Kerfoot BP, Nabha KS, Hafler JP. Designing a surgical 'resident-as-teacher' programme. *Med Educ.* 2004 Nov;38(11):1190.
- Kerfoot BP, Nabha KS, Hafler JP. The impact of duty hour restrictions on teaching by surgical residents. *Med Educ.* 2005 May;39(5):528-9.

Litzelman DK, Stratos GA, Skeff KM. The effect of a clinical teaching retreat on residents' teaching skills. *Acad Med.* 1994;69:433-434.

Morrison EH, Boker JR, Hollingshead J, Prislín MD, Hitchcock MA, Litzelman DK. Reliability and validity of an objective structured teaching examination for generalist resident teachers. *Acad Med.* 2002 Oct;77(10 Suppl):S29-32.

Morrison EH, Friedland JA, Boker J, Rucker L, Hollingshead J, Murata P. Residents-as-teachers Training in U.S. Residency Programs and Offices of Graduate Medical Education. *Acad Med.* 2001;76(10):S1-S4

Morrison EH, Garman KA, Friedland JA. A national Web site for residents as teachers. *Acad Med.* 2001 May;76(5):544-5.

Morrison EH, Hafler JP, Yesterday a Learner, Today a Teacher Too: Residents as Teachers in 2000. *Pediatrics.* 2000;105(1):238-41.

Morrison EH, Hitchcock MA, Harthill M, Boker JR, Masunaga H. The on-line Clinical Teaching Perception Inventory: a "snapshot" of medical teachers. *Fam Med.* 2005 Jan;37(1):48-53

Morrison EH, Hollingshead J, Hubbell FA, Hitchcock MA, Rucker L, Prislín MD. Reach out and teach someone: generalist residents' needs for teaching skills development. *Fam Med.* 2002 Jun;34(6):445-50.

Morrison EH, Rucker L, Boker JR, Hollingshead J, Hitchcock MA, Prislín MD, Hubbell FA. A pilot randomized, controlled trial of a longitudinal residents-as-teachers curriculum. *Acad Med.* 2003;78(7):722-9.

Morrison EH, Rucker L, Boker, JR, Gabbert, CC, et al. The Effect of a 13-Hour Curriculum To Improve Residents' Teaching Skills: A Randomized Trial. *Annals of Internal Medicine.* 2004;141(4): 257-264.

Morrison EH, Rucker L, Prislín MD, Castro CS. Lack of correlation of residents' academic performance and teaching skills. *Am J Med.* 2000 Aug 15;109(3):238-40.

Morrison EH, Shapiro JF, Harthill M. Resident doctors' understanding of their roles as clinical teachers. *Med Educ.* 2005 Feb;39(2):137-44.

Pelletier M, Belliveau P. The Role of Surgery Residents in Educating Medical Students. *Acad Med.* May 1998;73(5):447.

Post RE, Quattlebaum RG, Benich, JJIII. Residents-as-Teachers Curricula: A Critical Review. *Acad Med.* March 2009;84(3):374-380.

Richardson WS and Smith LG. Effective Work Rounds: The Three Function Approach. *APDIM Chief Resident's Manual.* 1993: p. 51-55.

Rider EA, Federman DD, Hafler JP. Residents as teachers--a faculty development approach to programme development. *Med Educ.* 2000 Nov;34(11):955-6.

Roop SA, Pangaro L. Effect of clinical teaching on student performance during a medicine clerkship. *Am J Med.* 2001 Feb 15;110(3):205-9.

Shapiro J, Friedman M, Lie D. The resident as teacher of medical humanities. *Med Educ.* 2002 Nov;36(11):1099-100.

Skeff KM, Berman J, Stratos G. A review of clinical teaching improvement methods and a theoretical framework for their evaluation. In: Edwards JC, Marier RL, eds. *Clinical Teaching for Medical Residents: Roles, Techniques, and Programs*. New York, NY: Springer; 1988:92-120.

Spickard A, Corbett EC, Schorling JB. Improving residents' teaching skills and attitudes toward teaching. *J Gen Intern Med*. 1996;11:475-480.

Wamsley MA, Julian KA, Wipf JE. A literature review of "resident-as-teacher" curricula: do teaching courses make a difference? *J Gen Intern Med*. 2004 May;19(5 Pt 2):574-81.

White CB, Bassali RW, Heery LB. Teaching Residents to Teach: An Instructional Program for Training Pediatric Residents to Precept Third-Year Medical Students in the Ambulatory Clinic. *Arch Pediatr Adolesc Med*. 1997;151:730-735.

White S. Examining What Residents Look for in Their Role Models. *Acad Med*. 1996;71(3):290-292.

Wilkerson L, Lesky L, Medio F. The Resident as Teacher During Work Rounds. *J Med Ed*. 1986;61:823-829.

Williams BC, Pillsbury MS, Stern DT, Grum CM. Comparison of resident and medical student evaluation of faculty teaching. *Eval health Prof*. 2001;24:53-60.

Wipf JE, Orlander JD, Anderson JJ. The effect of a teaching skills course on interns' and students' evaluations of their resident-teachers. *Acad Med*. 1999;74(8):938-42.

Wipf JE, Pinsky LE, Burke W. Turning Interns into Senior Residents: Preparing Residents for Their Teaching and Leadership Roles. *Acad Med*. July 1995;70(7):591-596.

Yedidia, MJ, Schwartz MD, Hirschorn C, Lipkin M. Learners as Teachers: The Conflicting Roles of Medical Residents. *J Gen Intern Med*. 1995;10:615-623.

Teaching and Learning in Medicine

Aagaard E, Teherani A, Irby D. Effectiveness of the one-minute preceptor model for diagnosing the patient and the learner: proof of concept. *Acad med* 2004;79:42-9.

Bowen JL. Educational strategies to promote clinical diagnostic reasoning. *NEJM*. 2006;355(21):2217-2225.

Brar MK, Laube DW, Bett GC. Effect of quantitative feedback on student performance on the National Board Medical Examination in an obstetrics and gynecology clerkship. *Am J Obstet Gynecol*. 2007 Nov;197(5):530

Eckstrom E, Homer L, Bowen J. Measuring outcomes of a one-minute preceptor faculty development workshop. *J Gen Intern Med* 2006;21:410-4.

Ende J. Feedback in clinical medical education. *JAMA*. 1983;250:777-81.

Ende J, ed. *Theory and Practice of Teaching Medicine*. Philadelphia: ACP Pr; 2010.

Dent JA, Harden RM (eds). *A practical guide for medical teachers* (3rd ed). Edinburgh: Churchill Livingstone; 2009.

Ferenchick G, Simpson D, Blackman J, DaRosa DA, Dunnington GL. Strategies for efficient and effective teaching in the ambulatory care setting. *Acad Med*. 1997;72:277-280.

Furney SL, Orsini AN, Orsetti KE, Stern DT, Gruppen LD, Irby DM. Teaching the one-minute preceptor. A randomized controlled trial. *J Gen Intern Med.* 2001 Sep;16(9):620-4.

Gall MD. The Use of Questions in Teaching. *Review of Educational Research.* 1970;40(5):707-721.

Grantcharov TP, Reznick RK. Teaching procedural skills. *BMJ.* 2008 May 17;336(7653):1129-31

Hafferty FW. Beyond Curriculum Reform: Confronting Medicine's Hidden Curriculum. *Acad Med.* 1998;73:403-407

Hewson M, Little M. Giving feedback in medical education: verification of recommended techniques. *J Gen Intern Med* 1998;13:111-6.

Hewson MG, Copeland HL, Fishleder AJ. What's the use of faculty development? Program evaluation using retrospective self-assessments and independent performance ratings. *Teaching and Learning in Medicine.* 2001;13(3):153-160.

Hewson MG, Copeland HL. Outcomes assessment of a faculty development program in medicine and pediatrics. *Acad Med.* 1999;74(10):S68-71.

Hutchinson L. Evaluating and researching the effectiveness of educational interventions. *BMJ.* 1999;318:1257-1269.

Irby D. How attending physicians make instructional decisions when conducting teaching rounds. *Acad Med* 1992;67:630-8.

Irby DM. What clinical teachers in medicine need to know. *Acad Med.* 1994;69(5):333-342.

Irby, DM. Teaching and Learning in Ambulatory Care Settings: A Thematic Review of the Literature. *Acad Med.* 1995;70(10):898-931.

Irby DM. What Clinical Teachers in Medicine Need to Know. *Acad Med.* 1994;69(5):333-342.

Irby DM. Three Exemplary Models of Case-Based Teaching. *Acad Med.* 1994;69(12):947-953.

Irby DM, Wilkerson L. Teaching when time is limited. *BMJ.* 2008 Feb 16;336(7640):384-7

Kaufman DM. ABC of learning and teaching in medicine: Applying educational theory in practice. *BMJ.* 2003;326:213-216.

Kern DE, et al. Curriculum development for medical education: a six-step approach. Baltimore: The Johns Hopkins University Press; 1998.

Knowles, Malcolm S., Elwood F Holton III and Richard A. Swanson. 1998. *The Adult Learner.* Houston: Gulf Publishing.

Kolb D, Fry R. Towards an applied theory of experiential learning. In: Cooper C, ed. *Theories of Group Processes.* London: J Wiley; 1975:33-58.

Kroenke K, Attending rounds. *J Gen Int Med.* 1992;7:68-75.

Kuo A, Irby D, Loeser H. Does direct observation improve medical students' clerkship experiences? *Med Educ* 2005;39:518.

LaCombe MA. On Bedside Teaching. *Ann Intern Med.* 1997;126:217-220.

Lehmann LS, Brancati FL, Chen M-C, Roter D, Dobs AS. The effect of bedside case presentations on patients' perceptions of their medical care. *N Engl J Med* 1997;336:1150-5

Litzelman DK, Stratos GA, Marriott DJ, Skeff KM. Factorial validation of a widely disseminated educational framework for evaluating clinical teachers. *Acad Med*. 1998;73(6):688-95.

Lowman J. *Mastering the Techniques of Teaching*. Jossey-Bass Publishers. 1984.

Mager, R. F. *Preparing instructional objectives: A critical tool in the development of effective instruction* (3rd Ed). Atlanta, GA: CEP Press.

Mann KV. Motivation in Medical Education: How Theory Can Inform Our Practice. *Acad Med*. 1999;74:237-239.

Marriott DJ, Litzelman DK. Students' global assessments of clinical teachers: a reliable and valid measure of teaching effectiveness. *Acad Med*. 1998;73(suppl):S72-S74.

Merriam SB, Caffarella RS. *Learning in Adulthood : A Comprehensive Guide*, 2nd Ed. Jossey-Bass Publishers, 1999.

Neher JO, Gordon CC, Meyer B, Stevens N. A Five-Step "Microskills" Model of Clinical Teaching. *Journal of the American Board of Family Practice*. 1992;5(4):419-424.

Notzer N, Abramovitz R. Can brief workshops improve clinical instruction? *Med Educ*. 2008 Feb;42(2):152-6.

Orlich DC, Kauchak DP, Harder RJ, Pendergrass RA, Callahan RC, Keogh AJ, Gibson H. *Teaching Strategies: A Guide to Better Instruction*. D.C. Heath and Company. 1990

Perera J., et al. Formative feedback to students: the mismatch between faculty perceptions and student expectations. *Med Teach*. 2008;30(4):395-9

Regehr G, Norman GR. Issues in Cognitive Psychology: Implications for Professional Education. *Academic Medicine*. 1996;71(9):988-1001.

Rubak S, Mortensen L, Ringsted C, Malling B. A controlled study of the short- and long-term effects of a Train the Trainers course. *Med Educ*. 2008 May 22.

Salerno S, O'Malley P, Pangaro L, Wheeler G, Moores L, Jackson J. Faculty development seminars based on the one minute preceptor improve feedback in the ambulatory setting. *J Gen Intern Med* 2002;17:779-87.

Schmidt H, Norman G, Boshuizen H. A cognitive perspective on medical expertise: theory and implications. *Acad Med* 1990;65:611-21.

Skeff, K. M. Enhancing teaching effectiveness and vitality in the ambulatory setting. *JGIM*. 1988;3:S26-S33.

Skeff KM, Stratos GA, Berman J, Bergen MR. Improving clinical teaching. Evaluation of a national dissemination program. *Arch Intern Med*. 1992;152(6):1156-61.

Skeff KM and Stratos GA, eds. *Methods for Teaching Medicine*. Philadelphia: ACP Pr; 2010.

Steinert Y. Developing medical educators: a journey, not a destination. In: Swanwick T, ed. *Understanding Medical Education: Evidence, Theory, and Practice*. Chichester, United Kingdom: Wiley-Blackwell; 2010.

Stern DT, Williams BC, Gill A, Gruppen LD, Woolliscroft JO, Grum CM. Is there a relationship between attending physicians' and residents' teaching skills and students' examination scores? *Acad Med.* 2000 Nov;75(11):1144-6.

Swanwick T, ed. *Understanding Medical Education: Evidence, Theory, and Practice.* Chichester, United Kingdom: Wiley-Blackwell; 2010.

Teunissen PW, Dornan T. Lifelong learning at work. *BMJ.* 2008 Mar 22;336(7645):667-9.

Van de Ridder JM, Stokking KM, McGaghie WC, ten Cate OT. What is feedback in clinical education? *Med Educ.* 2008 Feb;42(2):189-97.

Vorvick LJ, Avnon T, Emmett RS, Robins L. Improving teaching by teaching feedback. *Med Educ.* 2008 May;42(5):540-1.

Weinholtz, D and Edwards, J. *Teaching During Rounds: A handbook for attending physicians and residents.* Baltimore: The Johns Hopkins University Press; 1992.

Wiese, J, ed. *Teaching in the Hospital.* Philadelphia: ACP Pr; 2010.

Whitman N, Schwenk TL. *The Physician as Teacher.* Salt Lake City: Whitman Associates; 1997. p.275.

Wilkerson L, Irby DM. Strategies for Improving Teaching Practices: A Comprehensive Approach to Faculty Development. *Acad Med.* 1998;73(4): 387-396.

Wilkes M, Bligh J. Evaluating educational interventions. *BMJ.* 1999;318:1269-1272.

Williams BC, Litzelman DK, Babbott SF, Lubitz RM, Hofer TP. Validation of a global measure of faculty's clinical teaching performance. *Acad Med.* 2002;77(2):177-80.

Wolpaw TM, Wolpaw DR, Papp KK. SNAPPS: a learner-centered model for outpatient education. *Acad Med* 2003;78:893-8.