Stanford Medicine
Teaching and Mentoring Academy

TMA Leadership

Faculty Co-Directors

Lars Osterberg, MD, MPH
Associate Professor (Teaching) of Medicine, Primary Care and Population Health
larso@stanford.edu

Gavin Sherlock, PhD
Associate Professor of Genetics
gsherloc@stanford.edu

Administrative Director

Christine Solari, EdD
csolari@stanford.edu

Academy Mission Statement

The Academy promotes excellence in teaching and mentoring by developing, supporting, and recognizing dedicated educators and mentors in order to ensure world-class training for the next generation of physicians, researchers, and educators.

Goals of the Academy

- **Coach, educate, and support** faculty in the art of mentoring, course design, evaluation, and teaching, particularly in the context of the evolving role of faculty as career mentors and as teachers and facilitators in interactive learning

- **Reward, acknowledge, and inspire** researchers and clinicians to be excellent educators and mentors

- **Underscore the importance** of the School of Medicine's teaching and mentoring mission, and elevate the status of educators across the School of Medicine

- **Foster a community** of educators and mentors

- **Solicit, review, and make recommendations** for curriculum innovation and change within the School of Medicine

Teaching and Mentoring Academy Programs

- Junior Faculty Teaching Workshop

- Mentoring Workshop Series

- Peer Coaching

- Innovations Grants

- Medical & Bioscience Education Day

- Medical & Bioscience Education Seminar Series

Junior Faculty Teaching Workshop

Primary goal: To introduce junior faculty to pedagogical and methodologies that improve teaching through the School of Medicine and to encourage faculty to learn new skills that will support their development as effective educators.

Facilitated by Kelley Skeff and Georgette Stratos of the Stanford Faculty Development Center.

www.sfdc.stanford.edu

Mentoring Workshop Series

- Three part series on principles of mentoring: 90-minute sessions once per week over 3 weeks

- Mixture of content and skills
  - Introduction to mentoring and giving feedback
  - Relationship management, communication and resolving challenges
  - Diversity, bias, and developing your mentoring philosophy

Next series begins November 28, 2017

Peer Coaching Program on Teaching and Mentoring

Peer coaching is a professional development process in which educators voluntarily work together to improve their teaching and/or mentoring skills. It offers a collaborative, non-judgmental and non-evaluative approach to refining professional knowledge and skills.

Registration: http://bit.ly/TMAPeerCoach

Some benefits:

- Allows participants to create stronger ties with colleagues and enhances the community of educators in Stanford Medicine

- Enhances sense of professional skill and efficacy

- Provides participants a deeper understanding of best practices in teaching and learning

- Encourages reflection and analysis of teaching practice

- Mutual learning and development for both the coach and the participant educator

Teaching and Mentoring Innovation Grants

- Grants to fund projects that aim at innovation and improvement in teaching, learning and mentoring throughout Stanford Medicine and in the larger field.

- 29 projects funded since 2015 with small grants $10k and larger $20k

- For 2017-2018 academic year, 14 new projects

Examples of Project Proposals Accepted

Principal Investigator	Project Title
Rika Bajra, Medicine	Virtual Health Curriculum
Jessica Bentzley, Psychiatry	Interdisciplinary Simulation-Based Training for Psychiatry Residents in the Management of Acute Agitation
Sumit Bhargava, Pediatrics	HumMed: Making the Invisible Visible by Measuring Humanism in Medical Students
Ami Bhatt, Medicine & Genetics	Improving Diversity in Genomics/Microbiome Research: Designing and Testing an Experiential Education Approach
Victor Cueto, Pediatrics	Training the Next Generation of Physicians in Providing Care to Patients with Limited English Proficiency
Lauren Edwards, Primary Care and Public Health	In Support of Medical Student Well-Being: A Narrative Medicine Curriculum
Daniel Fang, VA Pal Alto HCS, SoM	Creation of a Comprehensive, Case-Based Video Curriculum on Diagnostic Clinical Reasoning for Medical Students

Examples of Project Proposals Accepted

Principal Investigator	Project Title
Kate Hardy, Psychiatry & Behavioral Science	Positive Practices for Working with Psychosis: Training Inpatient Psychiatry Staff in CBT for Psychosis Informed Interventions
James Lau, Surgery	Service through Surgery: Surgeons with an Impact
Scheherazade Le, Neurology	Enhancing the Pre-Clinical Neurology Block through Localization and Multidisciplinary Patient/Provider Sessions
Lucy Lee, Pediatrics	Enhancement of Medical Student Delivery Room Skills Using Online Modules
Stephen Lewellis, Dermatology	Preservation and Dissemination of an Irreplaceable Teaching Resource through Digital Archiving and Classification
Erika Schillinger, Medicine, Primary Care & Population Health	A Patient Centered Exploration of Health and the Health Care System
Monica Velasquez, Urology	Assessment and Intervention To Facilitate Adoption of a Unified Grading System For Hydronephrosis

TMA Medical & Bioscience Education Day

An annual, day-long conference that offers skills workshops and discussion of educational scholarship.

Save the date: June 1, 2018

Medical Education Seminar Series

An opportunity for the Stanford Medicine community to share work on educational innovations or scholarship in a collegial environment.

Fall Quarter 2017 Final Seminar		
Wednesday, November 29	Henry Lee, Associate Professor, Pediatrics	Storytelling to Teach Empathy
Winter Quarter 2018 Seminars		
Wednesday, January 17	Lawrence Uricchio, Postdoctoral Scholar, Biology	Evidence-Based Pedagogical Training for STEM Postdocs
Wednesday, February 14	David Schneider, Professor, Microbiology & Immunology	Teaching Students How to Design and Produce Storytelling Props
Wednesday, March 14	Marily Oppezzo, Postdoctoral Scholar, Medicine	The ABC's of Learning

http://bit.ly/MedBiosciSeminar

QUESTIONS

Active Listening

- Forgoing all other activities for the time being

- Giving your full attention to the act of listening

- Ensuring that you understand the speaker's intent as well as the feelings behind the speaker's words

Verbally reflect back what your partner has said

- Helps partner to feel understood
- Helps the partner to clarify their understanding of what the mentee said

For example: "It sounds like you are feeling worried about the lecture you have to give next week . . ."

Listening Exercise

1. Choose speaker and listener

2. Speaker describes a difficult situation they are experiencing, at home, at work, or with a friend or family member

3. Listener listens and practices making reflective statements as appropriate.

Reflection

1. How was it to listen actively?

2. What came easily for you? What was difficult about it?

Academy Website

med.stanford.edu/academy