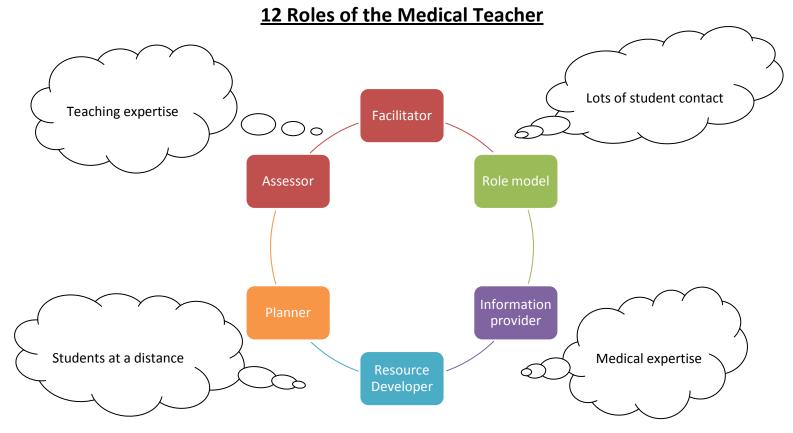
GME Workshop – Intentional Role Modeling by David Geffen School of Medicine at UCLA Lourdes R. Guerrero, EdD MSW



Facilitator	Role model	Information Provider	Resource developer	Planner	Assessor
Mentor	On-the-job role model	Lecturer	Research	Course & experience organizer	Curriculum evaluator
Learning facilitator	Teaching role modeling	Clinical & practical teacher	Learning environment	Curriculum planner	Student assessor

Adapted from Harden, R.M & Crosby, J (2000)

Key Skills for Medical Teachers

Facilitator

Mentors

- have a long term commitment to mentees development
- coaches the mentee and doesn't provide answers to problems
- has own personal development as a result of the relationship
- Learning facilitators
- establishes an effective learning environment
- involves learners in diagnosing their own needs
- establishes rapport with learners

Information Provider

•Lecturers •content experts

•On-the-job role

demonstrate

commenting

on what was

how and why

it was done

silently

articulate

values in

multiple

settings

of the

personal

promote

healing -

is conscious

qualities that

compassion,

honesty &

Teaching role

accountable

for behaviors.

modeling

even in

difficult

moments

 being explicit about what is personality and what can be learned

being

integrity

the skill or

behavior,

done and

explaining

models

- understands adult learning theory and pedagogy
 student
- centered approach
- •Clinical & practical teachers
- recongnizes and provides teachable moments
- shows enthusiasm for practice and teaching
- is able to learn from mistakes and be both reflective and articulate about it

Resourc

- Researchers
- contributes to new knoweldge in the field
- creates resoures for learners
- Creates
 learning
 environment
 - recognizes and understands teachable moments
 - keeps learners interested and engaged in learning
- of learning outcomes • assessment

Course

organizers

can articulate

educational

goals and

objectives

learner's

needs

the

can anticipate

gives learners

opportunity to

their learning

development

reflect o n

•Curriculum

planners

 procedures
program goals & objectives

Assessor

- Curriculum evaluators
- •understands strengths and weaknesses of the curriculum
- constantly seeking to improve quality
- Student assessors
- not expecting more from your learners than from yourself
- being able to acknowedge learner's growth and development
- being explicit about areas of growth needed
- knowing the difference between formative and summative evaluations

Adapted from Harden, R.M & Crosby, J (2000), Wright, S.M. & Carrese, J.A. (2002), Kaufman, DM (2003), McLean, Cilliers & Van Wyk (2008)

According to Cruess, Cruess & Steneirt (2008), role modeling is a powerful teaching tool for passing on the knowledge, skills and values of the medical professional, but its net effect on the behavior of students is often negative rather than positive. Strategies to help doctors become better role models is to make a conscious effort to articulate what is being modeled, and to make the implicit explicit.