

Virginia Tech Carilion School of Medicine

FREE* Newsletter

*(Faculty Resources for Educational Excellence)

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Quote of the Month

“Without continual growth and
progress, such words as
improvement, achievement and
success have no meaning.”

— [Benjamin Franklin](#)

The Value of Teaching Observations

Having others observe your teaching sessions can often evoke stress and anxiety for faculty. However, peer observation can serve as a meaningful form of personal and professional development that can improve teaching practice.

While there are several methods to help improve teaching, peer observation has been cited in the literature as a valuable tool to help highlight what teachers may be going well and pinpoint areas for enhancement (1). Teaching observations can provide specific, constructive feedback from a peer focused on specific or general areas of teaching. Observed teaching encounters are not exclusive to classroom teaching. These observations can be done during large group, small group, bedside, PBL, and other teaching moments.

Aside from the natural benefit of the personal development that peer observation offers, the VTCSOM faculty handbook encourages observation as evidence of successful teaching within the faculty promotion process.

While there are several models of peer observation, TEACH has developed an exciting opportunity for faculty to take advantage of in order to gain peer teaching feedback faculty. The TEACH **Teaching Observership and Consultation** program allows experienced educators to provide objective and confidential feedback on current teaching practices, offer educational resources for improving skills, and assist faculty in measuring their impact on learners. A bonus benefit of this opportunity is that this exercise counts toward faculty members' annual requirement for faculty development related to teaching.

The **Teaching Observership and Consultation** process is confidential and non-evaluative in nature. It begins with a brief pre-observation meeting where faculty members' can identify areas of focus and share any specific areas on which the faculty member would like to focus. During the observation, the observer assumes a passive and discreet role within the teaching opportunity while they compile detailed and descriptive feedback. A post observation meeting is then scheduled to provide the constructive feedback, set goals, and reflect on the process.

Peer observation is an important developmental process for health professionals who also hold the responsibility of teaching. We invite you to take advantage of the Teaching Observership process to facilitate thoughtful change and growth within your teaching practice. To initiate a request and see our list of observers, visit the TEACH webpage (<http://info.vtc.vt.edu/teach/educator-development/teaching-observership/>).

Mariah Rudd

References:

1. Sullivan, P. B., Buckle, A., Nicky, G., & Atkinson, S. H. (2012). Peer observation of teaching as a faculty development tool. *BMC medical education*, 12(1), 26.



Dean's Corner

Cynda Johnson, MD, MBA

I am always delighted to see faculty at our graduations. Our students, I am certain, are more than delighted. They are thrilled to see their teachers and mentors all around them during this memorable time in their lives. This year, 56 faculty members attended graduation – the same number as last year but more than in several other years past. Seeing the ribbon of color from 56 gowns process into the auditorium at the Jefferson Center was a highlight of the event. Below is a list of faculty who processed during graduation. To each of you, I thank you for your commitment to our students.

In case you missed the festivities, more about Graduation 2017, including links to a photo gallery, a video of the pre-graduation dinner program, a video of the ceremony itself, and an eloquent and moving “Toast to Roanoke” by Class President Chris McLaughlin, may be found here...

<http://medicine.vtc.vt.edu/news/2017/may/06/virginia-tech-carilion-school-medicine-welcomes-40/>

Thank you to these faculty members for your attendance at Graduation 2017:

Dr. Alice Ackerman	Dr. Anita Kablinger	Ms. Elizabeth Pline
Dr. Sarah Barrett	Dr. Daniel Karolyi	Dr. Melanie Prusakowski
Dr. Andrew Binks	Dr. Donald Kees	Dr. Craig Ramey
Dr. N.L. Bishop	Dr. Eileen Kenny	Dr. Sharon Ramey
Dr. John Burton	Dr. Kye Kim	Dr. Jayasimha Rao
Dr. Thomas Caceci	Dr. Uhnoh Kim	Dr. Randall Rhea
Dr. Helena Carvalho	Dr. Aubrey Knight	Dr. Charles Schlepner
Dr. Bryan Collier	Dr. Leslie LaConte	Dr. Tarin Schmidt-Dalton
Dr. Tracey Criss	Dr. Renee LeClair	Dr. Paul Skolnik
Dr. Francis Dane	Dr. Bruce Long	Dr. Mark Swope
Dr. Ludeman Eng	Dr. Thomas Milam	Dr. Sarah Thomas
Dr. Michael Friedlander	Dr. Thomas Miller	Dr. Robert Trestman
Dr. Evelyn Garcia	Dr. Andre Muelenaer	Dr. David Trinkle
Dr. Mark Greenawald	Dr. David Musick	Dr. Richard Vari
Dr. Joanne Greenawald	Dr. Brock Mutcherson	Dr. Ralph Whatley
Dr. Daniel Harrington	Dr. Michael Nolan	Dr. Shari Whicker
Dr. Michael Jeremiah	Dr. Michael Nussbaum	Dr. Kathleen Williams
Dr. Bruce Johnson	Dr. John Perkins	Dr. Janet Young
Dr. Cynda Johnson	Dr. Karen Perkins	