

**CINCINNATI CHILDREN'S HOSPITAL  
CINCINNATI, OHIO**

**2017 BASIC FACULTY AND HEALTHCARE EDUCATOR DEVELOPMENT SERIES**

**March 6<sup>th</sup> and 7<sup>th</sup>, 2017**

**Vernon Manor 2.020**

**MONDAY MARCH 6, 2017**

**8:30 AM        REGISTRATION**

**9:00 AM        WELCOME AND AGENDA  
Chris Peltier, MD**

**9:15 AM        EFFECTIVE TEACHING FOR ADULT LEARNERS  
Tom Dewitt, MD**

*Upon conclusion participants should be able to:*

- Describe the array of effective and ineffective teaching strategies and concepts to motivate learners
- Recognize basic principles of adult learning theory and implications of using theory in teaching and motivating learners

**10:00 AM       EDUCATIONAL PLANNING PROCESS  
Emanuel Doyne, MD**

*Upon conclusion participants should be able to:*

- Discuss the educational planning process and approaches to the education planning process

**10:45 AM       BREAK**

**11:00 AM       SMALL GROUP DISCUSSION AND ROLE PLAY – (EDUCATIONAL  
PLANNING PROCESS)**

**All Facilitators**

*Upon conclusion participants should be able to:*

- Apply approaches to the educational planning process in the teaching and learning process

**12:00 PM       LUNCH**

**1:00 PM        FEEDBACK: IT'S NO LONGER JUST A SANDWICH  
Chris Peltier, MD**

*Upon conclusion participants should be able to:*

- Discuss principles and techniques for effective feedback
- Demonstrate two feedback techniques for effective and efficient feedback
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**2:30 PM        GIVING A BRIEF PRESENTATION AND TEACHING ON THE FLY  
Melissa Klein, MD, MEd**

**Chris Peltier, MD**

*Upon conclusion participants should be able to:*

- Identify strategies and tools to implement effective and efficient point of care teaching

3:30 PM

**LEARNING TRANSFER ACTIVITY PART 1**

**Rob Harper, EdD**

*Upon conclusion participants should be able to:*

- To have learners critically engage with the concepts presented in the fall workshop session in a manner that promotes greater learning, moving from “remembering” and “understanding” to higher levels of Bloom’s Taxonomy

4:30 PM

**SUMMARY AND WRAP UP/ADJOURN**

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**TUESDAY MARCH 7, 2016**

7:45 AM      **REGISTRATION**

8:00 AM      **REVIEW OF DAY 1**  
**Chris Peltier, MD**

8:30 AM      **TEACHING STYLES**  
**Julie Miller**

*Upon conclusion participants should be able to:*

- Recognize and describe various teaching styles
- Differentiate communication techniques among various teaching styles
- Apply teaching style information to the educational process

10:00 AM      **BREAK**

10:15 AM      **LEARNING STYLES**  
**Jennifer O'Toole, MD, MEd**

*Upon conclusion participants should be able to:*

- Explore various learning styles and preferred learning environments/methods manifested by adult learners
- Reconstruct one's learning and teaching methods to address varying learning styles and strengths

11:15 AM      **THE FIRST DAY**  
**Chris Peltier, MD**

*Upon conclusion participants should be able to:*

- Discuss the orientation process, current research and important implications of the first day for the learner
- Examine the ORIENT model of orientation

12:00 PM      **LUNCH**

1:00 PM      **PROFESSIONALISM**  
**James Mary, MS**

*Upon conclusion participants should be able to:*

- Explore components of professionalism that are important aspects of health care
- Incorporate components of professionalism into teaching sessions

2:00 PM

**EVALUATION**

**Julie Miller, PhD, APRN, PNP-BC, CPNP-AC, FNP-C**

**Daniel Schumacher, MD, MEd**

*Upon conclusion participants should be able to:*

- Utilize a tool for effectively and efficiently evaluating a learner

3:30 PM

**LEARNING TRANSFER ACTIVITY PART 2**

**Rob Harper, EdD**

*Upon conclusion participants should be able to:*

- To have learners critically engage with the concepts presented in the fall workshop session in a manner that promotes greater learning, moving from “remembering” and “understanding” to higher levels of Bloom’s Taxonomy

4:30 PM

**SUMMARY AND WRAP UP/ADJOURN**