THURSDAY, MAY 29, 2014

WORKSHOP OVERVIEW
Let’s roll the dice this time with Dr. Jennifer Peel who has spent many years designing and delivering curricula for medical schools. She has also developed evaluating tools for faculty assessment of residents and students. She has created the GOFAR Method for learner development.

Our first post-test will consist of a series of interactive presentations and activities that will introduce the participants to the GOFAR Model of Learner Development. Dr. Peel, CERF Chair, leads the group on reading and assessing assessment rubrics, creating an environment for faculty development.

We Are Family: Online and Blended Learning

The integration of online and blended learning has become an important feature of the medical school environment. With the ever-changing landscape of technology over the last two decades, there is an increased need to engage participants in an environment that provides significant learning through the application of new and innovative educational technology into the classroom, clinical, and interprofessional settings.

A new way to design and deliver continuing dental education comes with a comprehensive online module that incorporates updated technology, current evidence-based practices, and increasing faculty development.

FRIDAY, MAY 30, 2014

Break-Out Sessions 9:00A.M -12:00PM

Keeping the Rhythm in Your Course: Rubrics 101

RubiXs are an essential piece to assessment of student performance. RubiXs objectively communicate expectations for assignments, projects, and exams. To provide clear criteria for rubric development, the different formats and types of stations, as well as options for scoring OSEEs. Participants will experience the planning process for designing and delivering an OSCE, moving from designation of learning outcomes to be measured to the development of stations, including writing directions for an OSCE station to measure competency expected of dental hygiene students.

Motivational Interviewing is a person-centered, goal-driven counseling method used to elicit and strengthen intrinsic motivation for positive behavior change. This session is designed to introduce educators to the principles of Motivational Interviewing and the importance of using the underlying style of communication with all concepts, and practice skills for guiding change-focused conversations.

Break-Out Sessions 1:00pm -4:00PM

I Can’t Get “NO” Satisfaction, Can You?: Motivational Interviewing

During lunch from 12:00PM -1:00PM a informal opportunity allows faculty to share ideas, concerns, and teaching strategies with other faculty who teach the same course.

Over the last two decades, there has been an increasing move across the country to medical schools to incorporate online and blended learning methods as an essential component of education. With the ever-changing landscape of technology and the increased need to engage patients in an environment that promotes significant learning through the application of new and innovative educational technology into the classroom, clinical, and interprofessional learning.

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