Committed to Teaching and Learning Excellence

As part of our initiative to support teaching and learning, The Center for Institutional, Faculty and Student Success will publish a bimonthly newsletter that will hopefully provide you with resources and ideas to incorporate into your professional life. Since this is our first newsletter we have included our goals so that we can share our mission with you. We look forward to serving you!

Goals

◊ To support faculty in finding their own most effective approaches to teaching and to work to identify and disseminate good teaching practices.
◊ To support students and faculty referred by the Medical Education and Clinical Affairs departments.
◊ To inspire and teach faculty to develop new learning and teaching strategies that engage a diverse student body.
◊ To collaborate and provide feedback and consultation with faculty to help them identify methods for improving classroom performance.
◊ To educate faculty and assist them to integrate formative assessment strategies into curriculum design.
◊ To orient new faculty and provide them with the resources needed to begin instruction and to fully develop their style of teaching.
◊ To design and conduct professional development activities, including those driven by College instructional initiatives and faculty interests.
◊ To support student learning and success through a data driven, multi-layered student intervention program designed to address individual student needs.
◊ To ensure course alignment both internally, through alignment of learning objectives, assessments and instructional strategies, and externally to national assessments, the AACOM core competencies, and professional discipline recommendations.
◊ To serve as an information resource for the College to assess student learning outcomes in their individual courses, at the program-level, and at the campus-wide level.
◊ To track annual and longitudinal data trends of institutional outcomes and develop strategies for improvement as needed.
◊ To support faculty and administration in educational research and to assess the success of new curriculum or curriculum delivery methods.

Want More Information - Contact Us!

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COMLEX INFORMATION

NBOME offers a faculty review for COMLEX Level 1 and Level 2 Cognitive Evaluation examinations. These reviews require registration and are administered at Prometric testing centers. If you are interested, please talk with your Department Chair for approval. There is a fee for each examination that must be pre-approved by your budget manager. After obtaining approval, please email Laura Robinson at: lrobinson@vcom.vt.edu and she will assist you with registration.

For more information, please visit NBOME’s website, www.nbome.org/colleges-facreview.asp.

Another helpful resource is NBOME’s free practice examinations. These tutorials allow you to view examples of COMLEX-style examinations, www.nbome.org/comlex-cbt.asp?m=can#a7.
Interactive Ideas for Your Classroom

Looking for strategies to supplement your lectures? This section will highlight active learning strategies that can be easily incorporated into your classroom.

Concept Maps
Concepts maps are visual tools to help engage specific thought processes and encourage independent thinking. A wide variety of concept maps are available and are designed for different purposes. If your goal is to move students from memorization to true understanding then try a concept map! Plus, modeling concept maps in your classroom will teach students to incorporate them into their study routine for deeper understanding of the material.

How do I use them?
Concept maps can be integrated into your existing lecture with little effort. Try these ideas:
1. Begin your lesson with a brainstorming activity by completing a Circle Map (one type of concept map) together with the class to help engage their thinking about the subject of your forthcoming lecture. This can also serve as a quick informal, formative assessment to help you understand what your students already know and don’t know.
2. While teaching, detour from the ppt. and teach the concept by completing a concept map. Ex. Use a Flow Map (another type of concept map) to teach treatment options of a particular disease.
3. Instead of a quiz, assign the completion of a concept map for points.
4. Close the lesson with a Double Bubble Map (another type of concept map) to compare and contrast any 2 things. Ex. The presentation of Lupus vs Lyme Disease.
5. Scaffold support by providing as little or as much guidance as necessary. Ex. Tell students how many stages the map will include.

Want to try it?
Contact Debbie West for ideas.

The Spirit of Peer Observation
Whether you are observing a peer or being observed, peer observation is a valuable tool for educators. Peer observations should be a positive experience for both parties involved. As an observer you want to approach the observation with a positive spirit and recognition that the observation should teach you as much about your own teaching as it does for the observee. If the main purpose of the observation is to point out what the observee is doing wrong then DON’T OBSERVE THEM! Entering into the observation process with that mindset won’t teach anyone anything. Being aware of the faculty member’s deficits and setting up an observation to help them is fine as long as you approach it looking for the positives and recognizing that everyone has deficits. All peer observations should include a debriefing session where the observer explains their observation and gives the observee an opportunity to ask questions and process the information. This time should also serve as a debriefing session for the observer so be sure to point out how the observation will help you grow as an educator too. Finally, remember, if your peer could improve his/her teaching on their own they would. Observations must include ideas for ways to improve. Most importantly, a 2nd observation should occur so the observee can address the deficit and get feedback on their new strategy.

Tip:
Include more positives than negatives—no one is receptive to all negative feedback!

Faculty and Staff Development Sessions
Coming Your Way

- Cultural Competency
- Learning Centered Teaching: An Integrated Approach (Three Sessions)
- What is the Role of VCOM’s Institutional Review Board?
- The Primary Care Physician’s Role in Providing Culturally Competent Underserved Care for the International Population
- Internet Security (Two Sessions)
- Overview of the Simulation Center
- Business Office Overview

If you have a faculty/staff development session you would like to suggest, please contact Debbie Bourne at dbourne@vcom.vt.edu.