A Funny Thing Happened on the Way to Orthopedics
An Interview with Erin Bonura, MD
Written by Alex Shuford, PhD

Dr. Erin Bonura thought she was going to be an orthopedic surgeon. Fixing injuries to the musculoskeletal system with surgery to get people up and moving again seems like a natural fit for someone with a strong sense of pragmatism. In fact, Bonura’s drive to help people is evident in listening to her reasons for becoming a physician. Although she knew it was long journey with multiple steps and stages, she was drawn to the practice of medicine because she saw “doctors as people who fix things, who make people feel better.”

After graduating from Georgetown University’s School of Medicine, Bonura took on the responsibilities of Chief Resident in Internal Medicine at New York University School of Medicine in 2010. In 2012, she began her fellowship at OHSU in Infectious Diseases, received the Fellow’s Teaching Award, and became board certified. In 2014, she became the Samuel L Wise Fellow in General Internal Medicine at OHSU. (continued on page 2)
So what happened to orthopedics? While at Georgetown, late in her 3rd year of medical school, introspection occurred. Bonura realized that more than the operating room (OR), she loved the detective work of medicine inspired by mentors like Dr. Princy Kumar in Infectious Diseases. In residency at NYU, Bonura completed an assistant-chief rotation at Memorial Sloan Kettering where she became interested in the “detective work and challenges of the liquid tumors in HEMONC (hematology-oncology).” Infectious diseases and their viral, fungal, bacterial and parasitic manifestations in human beings further ignited Erin’s Sherlockian sense of sleuthing. Standing at the intersection between the two, she chose Infectious Diseases because of its potential and reward of “seeing people get better” with the proper medications.

Alongside Bonura’s clinical practice in Infectious Diseases, is her practice of teaching both in the clinic and the classroom. For those who have seen her in action, it is not surprising that when asked to characterize her teaching style, she emphasizes “a relaxed approach” and views her time with the students as one of “conversation rather than delivering a lecture.” Bonura values the connections she makes with her students and seeks to “guide the learners through what they need to know.” She credits her former GU professor Dr. Charles (“Chip”) Read as a kind of role model around teaching. “No matter how stupid you felt or if you didn’t know what you were looking at (in a pulmonary radiograph) Chip let you know it was o.k. and that the entire group was there to help you. He remained humble and funny when you didn’t know something.”

In fact, when asked what advice on teaching she would offer faculty, Bonura offered a two-fold answer. First, “connect with the learners – show some humanity – they need to be able to relate to you. We are all people and you are not on a pedestal.” It’s ok to let the students know that “I have been where you are and I am here to guide you to the next level.” Second, if you do classroom teaching, involve the students as much as possible. “If you engage the student the learning will come. Engagement happens in different forms. You want to switch it up and keep it interesting.”

Like all good pragmatically minded pedagogues, Bonura practices what she preaches. Instead of imprisoning herself behind the podium and clicking through PowerPoint slides, she is peripatetic. While meandering through a classroom, she makes eye contact and erases the physical barriers between herself and students who are now part of the discussion. Amid their energy, she becomes more approachable, more human, and more humane. Bonura also incorporates active learning strategies such as clicker questions, concept maps and “think, pair share” activities with an eye to engagement so the students are motivated to ask their own questions and remain alert even late in the afternoon. While the state-of-the-art classrooms in the CLSB are useful adjuncts to teaching Bonura remains aware that “technology is best used to enhance or support teaching.”

The sense of connection and guidance Bonura extends to her students is equally at play in her home life. The mother of three young, energetic boys, Bonura and her husband are mulling over how to include chickens in their busy lives. Fresh eggs and garden enrichment aside, Bonura muses that one of the best things about “raising boys, is that it makes me realize the value of compassion and empathy.” As her boys develop their sense of the larger world, their picture of their mom is “deeply embedded in that professional working world. How great is that?”

(continued from page 1)
How to create categories and weights in the grade book

1. Click on the Gradebook Tool
2. Click on the button marked Gradebook Setup
3. Fill in the dialog

(Click here to VIEW Video Tutorial)
PURPOSE
Choosing a technology based on specific learning goals allows you to select the best fit for your activity and leads to less frustration in the long run.

PROCEDURE
- **Seek:** What support units exist for faculty to incorporate technology?
- **Ask:** What should students get out of this activity/experience/assignment?
- **Ask:** How much time should be devoted to students learning to master the technology versus completing the content-based learning objectives? Is the technology easy to use? Is learning the technology part of the goal?
- To decrease their stress levels, explain to students that this is a new assignment, and it might have some glitches, or that they may experience frustration due to their inexperience with technology tools.

When beginning to incorporate technology, start small and scaffold the experience for students. Begin with one tool for one assignment and build up to more over time as you become more comfortable and confident.

SOURCE: Northwest Academic Computing Consortium, EdTech Deck, NWACCo is licensed under a Creative Commons Attribution-Non-Commercial 4.0 International License.
http://www.nwacco.org/card/
## Standard 1
Course Overview and Introduction

<table>
<thead>
<tr>
<th>1.1 Instructions make clear how to get started and where to find various course components. (Suggested location: Getting Started page)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Students are introduced to the purpose and structure of the course. (Suggested location: Home, Getting Started, Online Course Tutorial)</td>
</tr>
<tr>
<td>1.3 Etiquette expectations (sometimes called &quot;netiquette&quot; for online discussions, email, and other forms of communication are stated clearly. (Suggested location: Netiquette module)</td>
</tr>
<tr>
<td>1.4 Course and/or instructional policies with which the students is expected to comply are clearly stated, or a link to current policies is provided. (Suggested location: Syllabus)</td>
</tr>
<tr>
<td>1.5 Minimum technology requirements are clearly stated and instructions for use provided. (Suggested location: Syllabus, Getting Started)</td>
</tr>
<tr>
<td>1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated. (Suggested location: Syllabus)</td>
</tr>
<tr>
<td>1.7 Minimum technical skills expected of the student are clearly stated. (Suggested location: Getting Started)</td>
</tr>
<tr>
<td>1.8 The self-introduction by the instructor is appropriate and is available online. (Suggested location: Discussion)</td>
</tr>
<tr>
<td>1.9 Students are asked to introduce themselves to the class. (Suggested location: Discussion)</td>
</tr>
</tbody>
</table>

Source: Quality Matters Rubric Workbook for Higher Education
Train Your Brain Online

For our friends at a distance, we are rolling out a new learning opportunity called “Train your Brain Online.” Hosted by the Teaching and Learning Center, the following classes will be held using Adobe Connect. Our online class schedule is as follows:

- April 22—Designing for on-screen Readability
- May 6—Test Construction and Item Analysis
- May 20—Quality Matters
- June 3—Microsoft PowerPoint Tips and Tricks
- June 17—Microsoft Word Tips and Tricks

If you are interested in joining one of the above sessions, please contact the Teaching and Learning Center at tlc@ohsu.edu. We are always open to training topic suggestions. Please send your recommendations to tlc@ohsu.edu and we will put your ideas on the list.

Designing Spaces for the Networked Learning Landscape
Written by Jonas Nordquist and Andrew Laing

The days of classrooms where a teacher’s desk sits at the front of the classroom and students’ desks are neatly aligned in rows are over. Learning technologies, and changing pedagogical methods, are not only changing the way we teach but also the physical environments we teach in.

The role physical environments play in our learning is just beginning to be studied and understood. This article explores the range of learning environments needed at multiple scales to better align with changes in the medical education curriculum.

April 27, 2016
Marquam Hill, Kohler Pavilion | KPV 13000A 12-1pm

Registration is preferred. Contact the OHSU Teaching and Learning Center at tlc@ohsu.edu. The article will be emailed to you upon confirming registration.