Embracing Teaching and Learning
Written by Alex Shuford, PhD

Clinical Professor David Bearden was a brainy kid hooked on science. But even at a relatively young age he knew that he liked science “but, did not want to become a physician,” the most commonly known healthcare role at the time. So, he did what many kids did ‘back in the day.’ He went to the reference section in his school library and consulted a career guide. It is an action he still remembers. Fast forward a decade or so and his somewhat random choice to pursue a degree in pharmacy has proven to be a pretty good call.

After earning a Pharm. D. from the University of Illinois at Chicago, the Land of Lincoln native ventured west to the University of Utah for residency. It was there that Bearden first found himself volunteering to talk to a classroom full of students as “the expert.” Although the presentation went reasonably well, it marked a pivotal moment where “I suddenly felt appreciation and compassion for teaching faculty.” Bearden remarks that he also silently apologized to all the professors he ever acted less than perfectly respectful to as an undergraduate. Upon completing an Infectious

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Disease Fellowship, Bearden came even further west to Portland and the OSU/OHSU joint Pharm D program. Here he has taught in the College of Pharmacy as a clinical professor in Pharmacy and in OHSU’s Physician’s Assistant Program.

Bitten by the education bug early on, the “lure of the classroom” appeals to Bearden as a creative space for working through difficult problems and solutions. The classroom provides a venue to help advance his own thinking. In his words, “he talks to think.” Perhaps it is no surprise that when asked what his greatest teaching challenge is, he reflects that he has to “remember to stop and make sure that people are getting it” before forging ahead into the intricacies of pharmacokinetics. In the classroom, Bearden mixes up his pedagogy by utilizing a flipped classroom and small group discussions and is eager to learn more active learning techniques because of a tendency to fall back on lecture when time is tight. An energetic teacher, he values the complexity and demanding nature of teaching especially as it occurs across the broad continuum of health care educational settings. Through his own experiences, he has learned to laugh at himself and to appreciate that “there’s a lot more to teaching than just walking up to the front of the room” and demonstrating your expertise.

Bearden now has over fifteen years of teaching to his credit. When asked what advice he would give to those just starting out his response was “embrace the contexts of teaching.” As a pharmacist, so much “teaching occurs outside of the classroom. Whether you are teaching patients, students or other health care professionals, you ARE a teacher.”

Out of his recognition of the wide variety of educational settings and from a clinical standpoint, Bearden has become an integral part of the OHSU Interprofessional Initiative. As he sees it, because OSU pharmacy students have had a history of training with other health professionals and it has given them a huge professional advantage. So why not share that advantage? In doing so, “everyone better understands the role each member plays as part of a health care team. As students, everyone is learning a ton of material but there are commonalities and points of connection” and with effective collaboration the quality of care the team provides can be improved. This decided move toward collegiality and shared experience helps team members learn “how best to interface with each other” and train to be “high-level practitioners and sound users of the medical sciences.”

In June of 2015, serving as president of the Society for Infection Diseases Pharmacists, Bearden was invited to President Obama’s White House Forum on Antibiotic Stewardship which focused on changes to slow the emergence of resistant bacteria and the spread of resistant infections. As a result, a Presidential Memorandum was issued to direct the responsible use of antibiotics in the meat supply chain, and additional efforts to limit inappropriate antimicrobial use, and improve infection diagnoses.

Teaching the President about antibiotic resistance? Yeah, that choice of careers may just work out for Professor Bearden after all.
Writing Multiple Choice Questions Tutorial

Writing a great multiple choice question is easy. Get some handy tips and tricks for writing MCQs by watching this Storyline Tutorial created by the Teaching and Learning Center.

Contact the TLC (tlc@ohsu.edu) for more information about how to construct effective multiple choice questions.

(View Tutorial)
The OHSU Teaching & Learning Center (TLC) Educational Journal Club presents:

The Educational Attributes and Responsibilities of Effective Medical Educators

Written by Charles J. Hatem, MD, Nancy S. Searle, EdD, Richard Gunderman, MD, N. Kevin Krane, MD, Linda Perkowski, PhD, Gordon E. Schutze, MD, and Yvonne Steinert, PhD

Of the many roles that the academic educator may fill, that of teacher is particularly challenging. Building on prior recommendations from the literature, this article identifies the skill set of teachers across the medical education continuum—characteristics of attitude and attributes, knowledge, and pedagogic skills that permit elective teaching to be linked with effective learning and understanding.

July 27, 2016

Marquam Hill, Kohler Pavilion | KPV 13000B 12-1pm

RSVP is preferred, as seating is limited. Contact Kate Higgins at higginsk@ohsu.edu to register!

Registration is now open for:

The Northwest Narrative Medicine Collaborative, the OHSU Provost's Office and OHSU WRITEs present

1st Annual

Northwest Narrative Medicine Conference

September 16-18, 2016

Never before has the Pacific Northwest engaged in a Narrative Medicine Conference. This conference is our first endeavor to connect a community which includes all who are drawn to story, art and writing as it is impacted by wellness, health and illness.

https://nwnmcollaborative.org/2016/06/25/registration-is-now-open/
PURPOSE

Since it was published in 1956, teachers at all levels of education have used Bloom’s Taxonomy as an aid to develop measurable learning objectives for students. Each level includes specific verbs that can aid in constructing learning objectives. Effective teaching aims to guide students from remembering toward creation.

PROCEDURE

Use Bloom’s Taxonomy to create higher order learning objectives that are specific, measurable, and performance-based. Clear and organized objectives help teachers to:

- deliver appropriate instruction
- design valid assessments
- align instruction/assessment with the objectives.


Active Learning with Sarah and Shoshana

Sarah Jacobs, MEd And Shoshana Zeisman-Pereyo, EdD led a fun, interactive session on active learning June 15th for the Pathology department during their lunchtime Grand Rounds series. Participants came away with some easy active learning techniques they could employ immediately into their own sessions and lectures.

Stories were shared, including a description of active learning in a foreign country where students were expected to sing aloud regularly. A lively discussion spilled out of the room after the session.

Shoshana and Sarah will give their presentation again at the Educational Grand Rounds on August 2nd at noon, hosted by the School of Medicine Educators Collaborative. Check their website for more details and how to attend at https://www.ohsu.edu/xd/education/schools/school-of-medicine/education/educators-collaborative/.

Also, if there are any educational topics you’d like for the Teaching and Learning Center to present to your department or school, let us know at tlc@ohsu.edu.
Train Your Brain Summer Session Webinars

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

- **July 20** – Setting up Forum Groups
- **August 3** – Gradebook and Submissions
- **August 10** – Editing the Home Page and Announcements
- **August 17** – Creating Links
- **August 24** – ADA Compliance
- **August 31** – Managing Resources

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.