External Open Access Resources

Category	Title	Brief description
Learning Conversations (Feedback & Debriefing)	**Facilitated Feedback Conversations: the R2C2 Model** https://www.mededportal.org/publication/10387/	Provides a helpful and evidence-based overview and structure for feedback conversations that occur during annual or biannual reviews
Learning Conversations (Feedback & Debriefing)	**Giving Effective Feedback: A Faculty Development Online Module and Workshop** https://www.mededportal.org/publication/8119/	This is an excellent resource includes downloadable videos to teach faculty how to give feedback. It also provides pocket cards that can be used as reminders about how to give feedback. Includes topics such as goal setting and student presentations.
Learning conversations (Feedback & Debriefing)	**Struggling Medical Learners** https://www.mededportal.org/publication/10739/ **Dealing with difficult learner behaviors** https://www.mededportal.org/publication/10774/ **Conflict Resolution in Medicine** https://www.mededportal.org/publication/10672/	These modules provide valuable information on dealing with challenging educational situations.
Learning Conversations (Feedback & Debriefing)	**Giving feedback and receiving feedback** **Part 1: Giving feedback**	These two blog posts from the International Clinical Educators Blog are brief, high-yield, and easy to digest for the busy clinician. Part 1 briefly reviews a 6 -tep feedback formula and

	https://icenetblog.royalcollege.ca/2018/10/02/the-feedback-formula-part-1-giving-feedback/ **Part 2: Receiving feedback** https://icenetblog.royalcollege.ca/2018/10/23/the-feedback-formula-part-2-receiving-feedback/	Part 2 reviews how to approach this same process from the trainee perspective.
Learning conversations (Feedback & Debriefing)	**Workshop on Giving, Receiving, and Soliciting Feedback** https://www.mededportal.org/publication/9060/	This resource focuses on how to give, receive, and solicit feedback. The authors include a PDF summary: "The Fine Art of Feedback Synopsis Brochure" reviews giving, receiving, and soliciting feedback both from the receiver and sender perspectives.
Learning Conversations (Feedback & Debriefing)	**Residents as Educators: Giving Feedback** https://www.mededportal.org/publication/9658	Although this was originally created for residents/fellows to give feedback to medical students, the overall concepts of giving feedback apply for all educators. The online resource contains brief two PowerPoint presentations and bullet points on high yield aspects of effective feedback.
Learning conversations (Feedback & Debriefing)	**Workshop on Giving, Receiving, and Soliciting Feedback** https://www.mededportal.org/publication/9060/	While the entire publication is focused around a faculty development session on how to give, receive, and solicit feedback, there is a PDF summary. The brochure "The Fine Art of Feedback Synopsis Brochure" reviews giving, receiving, and soliciting feedback both from the receiver and sender perspectives.

Learning conversations (Feedback & Debriefing)	**Giving feedback: videos on giving feedback from Harvard Medical School Academy** https://meded.hms.harvard.edu/teaching-tools	Under **EDUCATIONAL APPROACHES AND RESOURCES**, you will see VIDEO SERIES: IMRPOVING FEEDBACK. These brief videos clearly delineate different styles with their potential advantages and disadvantages.
Curriculum Development	**Introduction to Curriculum Development** https://www.mededportal.org/publication/10454/	An overview on curriculum development based on Kern's 6-step model
Curriculum Development	**Designing and Delivering an Effective Lesson** https://www.mededportal.org/publication/9106/	This curriculum from MedEd Portal can be downloaded and teaches the steps to write objectives, plan a delivery method, and choose a method of assessment.
Curriculum Development	**Bloom's Taxonomy in Action to write Learning Objectives** https://www.mededportal.org/publication/10031/ **Developing Meaningful Learning Objectives** https://www.mededportal.org/publication/10195/	Concrete guidance on writing learning objectives
Curriculum Development	**Effective Instructional Strategies** https://video-alexanderstreet-com.ezproxy.galter.northwestern.edu/watch/program-1-effective-instructional-strategies	This video is geared more toward developing teaching methods for young students (not in medicine), but the principles behind how to teach and provides a step by step approach to developing a curriculum that is applicable to a broad audience. _You must be on a Northwestern University network to view this resource._

Assessment	**NEJM Knowledge+ Article About ACGME Competencies** https://knowledgeplus.nejm.org/blog/exploring-acgme-core-competencies/	This short article provides an overview of ACGME competences; you can choose to investigate further through hyperlinks within the body of the text if you wish.
Assessment	**Educational Measurement Workshop** https://www.mededportal.org/publication/735/	These modules provide an overview about the basics of educational measurement.
Assessment	**Introduction to Entrustable Professional Activities Faculty Development Module** https://www.mededportal.org/publication/10230/ Online Module: http://edtech.med.ucf.edu/files/faculty-development/epa/story.html	This resource about entrustable professional activities (EPAs) includes downloadable PDFs and a Word document explaining the module. The online module can easily be accessed directly through the link. This module is for faculty learning to evaluate EPAs for third- and fourth-year medical students. You can also translate lesson to resident and fellow assessment. The important takeaways is learning what EPAs are and seeing practical their applications.
Assessment	**Milestones and Entrustable Professional Activities** EPAs Part 1: What are they? **https://youtu.be/JYYXvGxwTw8** EPAs Part 2: How they're used and ABS plans **https://youtu.be/zYv2KrzDWV0** EPAs Part 3: What do they mean for you? **https://youtu.be/YqKuMSD0yVY**	These three brief YouTube videos (< 2min) describe entrustable professional activities (EPAs). These pertain specifically to General Surgery – using examples of pilot EPAs in General Surgery, however they are useful for anyone who wants a brief, digestible overview of what EPAs are and how they can potentially be used.

Active learning strategies	**Questions as a Tool in Clinical Teaching** https://www.mededportal.org/publication/8419/	This module highlights the use of questions as a non-intimidating way to promote critical thinking.
Active Learning Strategies	**The University of Arizona Health Sciences Inquiry Strategy for Teaching** https://fid.medicine.arizona.edu/clinical-educators/inquiry	This site contains a brief 3-minute video on inquiry teaching and delves into different questioning styles based on what you are trying to assess from your learner.
Active learning strategies	**BDA: A Framework for Reflective Teaching in Clinical Settings** https://fid.medicine.arizona.edu/clinical-educators/BDA	This brief 3-minute video reviews the BDA (before, during, after) framework for clinical teaching. Educators may find this most helpful as a review prior to bedside teaching with a small group of learners.
Active learning strategies	**Teaching Clinical Reasoning to Medical Students: A Case-Based Illness Script Worksheet Approach** https://www.mededportal.org/publication/10445/	Use the this MedEd Portal resource for a framework to teach clinical reasoning skills.
Active learning strategies	Small Group Facilitation https://med.fsu.edu/facultydevelopment/small-group-facilitation-learning	A series of articles from the Florida State University College of Medicine about small group facilitation and learning. "Lessons from Geese" and "The Developmental Facilitator: What One is and What One Does" are particularly high-yield.
Active learning strategies	Six Common Non-facilitating Teaching Behaviors	This article highlights common educator behaviors that are NOT helpful to teaching and learning in small and large groups. Awareness about these common yet unhelpful behaviors

	http://ecommons.med.harvard.edu/ec_res/nt/0A6821C6-76D4-400B-AA3D-E081994789F1/6_common_non-facilitating_teaching_behaviors.pdf	may add new and valuable insight for educators.
Active learning strategies	**Team Based Learning** https://www.aliem.com/2016/01/team-based-learning-2016-jgme-aliem-hot-topics-in-medical-education/ Podcast https://podcasts.apple.com/dk/podcast/team-based-learning-jgme-aliem-hot-topics-in-medical/id1002038952?i=1000381497210	This post on the popular Academic Life in Emergency Medicine blog highlights some key points from a 2016 article on Team-Based Learning published in the *Journal of Graduate Medical Education*. In addition to summarizing the article, the post includes a 32-minute video of medical educators discussing this topic (this discussion is also available as a podcast).
Learning environments	**Safe Space Training for LGBT Medical Students** https://www.mededportal.org/publication/10674/	An overview of safe space training
APPLY ALL CATEGORIES TO THIS RESOURCE	**Educational Theory Made Practical** https://www.aliem.com/2017/08/education-theory-made-practical-volume-1/	This free ebook produced by the Academic Life in Emergency Medicine team reviews various components of education theory in succinct, case-based, freely-available chapters. Topics include: curriculum design, writing learning objectives, reflective practice and decision-making to name a few.
APPLY ALL CATEGORIES TO THIS RESOURCE	KeyLIME Podcasts https://keylimepodcast.libsyn.com	The KeyLIME (Key Literature in Medical Education) podcasts provide brief (~ 30 minute) podcasts focusing on a variety of medical

		education topics. Each podcast reviews a recent medical education article and provides key take home points for clinical educators.
APPLY ALL CATEGORIES TO THIS RESOURCE	The International Clinical Educators (ICE) Blog from the Royal College of Physicians and Surgeons of Canada https://icenetblog.royalcollege.ca	The ICE Network Blog hosts a multitude of education resources that is easily searchable for topics of interest.