

Bringing Them Back Next Time to Your Conference, Course, or

Grand Rounds:

Make your CME more engaging so the audience returns

- ★ **Teach with cases** - use actual or theoretical patient cases to stimulate discussion, questioning, problem solving, and reasoning
- ★ **Use small-groups** - break the audience into small groups so they can exchange opinions, observations, or ideas as well as clarify, or reach conclusions about issues, questions, or problems
- ★ **Use an audience response tool** - Poll the audience with questions that draw out their experience, diagnosis or treatment plan for a presented case, or medical knowledge (e.g., PollEverywhere, Kahoot!). Virtual activities can use the Polling feature in Zoom.
- ★ **Have a panel** - have a live or virtual discussion about a specific topic amongst a selected group of people with differing perspectives while fielding questions from the audience
- ★ **Set aside time for reflection** - set aside time during the activity for the learners to consider their personal experiences through story-telling/narration, and how they would use these experiences in specific situations (often shared with the group)
- ★ **Show how to do it** - perform or explain a process with examples, observable actions, specimens, etc.
- ★ **Role play** - ask the audience to perform the role or activities of another individual

Bringing Them Back Next Time to Your Journal Club:

Make your CME more engaging so the audience returns

- ★ **Teach with cases** - use actual or theoretical patient cases to stimulate discussion, questioning, problem solving, and reasoning
- ★ **Use small-groups** - break the audience into small groups so they can exchange opinions, observations, or ideas as well as clarify, or reach conclusions about issues, questions, or problems
- ★ **Set aside time for reflection** - set aside time during the activity for the learners to consider their personal experiences through story-telling/narration, and how they would use these experiences in specific situations (often shared with the group)
- ★ **Independent learning** - provide homework or prework
- ★ **Audit and feedback** - measured the learners' performance and then provide expert feedback on how to improve

Bringing Them Back Next Time to Your M&M:

Make your CME more engaging so the audience returns

- ★ **Teach with cases** - use actual or theoretical patient cases to stimulate discussion, questioning, problem solving, and reasoning
- ★ **Use small-groups** - break the audience into small groups so they can exchange opinions, observations, or ideas as well as clarify, or reach conclusions about issues, questions, or problems
- ★ **Show how to do it** - perform or explain a process with examples, observable actions, specimens, etc
- ★ **Simulation** - use scenarios designed to replicate real health care situations and provide feedback from instructor(s) to individual learners
- ★ **Audit and feedback** - measure the learners' performance and then provide expert feedback on how to improve
- ★ **Set aside time for reflection** - set aside time during the activity for the learners to consider their personal experiences through story-telling/narration, and how they would use these experiences in specific situations (often shared with the group)

Engaging your audience at Tumor Board or other Case Conference

- ★ **Teach with cases** - use actual or theoretical patient cases to stimulate discussion, questioning, problem solving, and reasoning
- ★ **Use small-groups** - break the audience into small groups so they can exchange opinions, observations, or ideas as well as clarify, or reach conclusions about issues, questions, or problems
- ★ **Have a panel** - have a a live or virtual discussion about a specific topic amongst a selected group of people with differing perspectives while fielding questions from the audience
- ★ **Self directed learning** - provide mentors to coach learners while they diagnose their own needs, set goals, identify resources, adopt appropriate activities, and evaluate outcomes
- ★ **Simulation** - use scenarios designed to replicate real health care situations and provide feedback from instructor(s) to individual learners

Bringing Them Back Next Time to Your Teaching Workshop:

Make your CME more engaging so the audience returns

- ★ **Teach with cases** - use actual or theoretical patient cases to stimulate discussion, questioning, problem solving, and reasoning
- ★ **Use small-groups** - break the audience into small groups so they can exchange opinions, observations, or ideas as well as clarify, or reach conclusions about issues, questions, or problems
- ★ **Facilitate learners teaching each other** - facilitate learners observing each other's practices and providing feedback
- ★ **Show how to do it** - perform or explain a process with examples, observable actions, specimens, etc, with or without feedback from instructor(s) to individual learners
- ★ **Role play** - ask the audience to perform the role or activities of another individual
- ★ **Set aside time for reflection** - set aside time during the activity for the learners to consider their personal experiences through story-telling/narration, and how they would use these experiences in specific situations (often shared with the group)
- ★ **Create time for self directed learning** - Provide mentors to coach learners while they diagnose their own needs, set goals, identify resources, adopt appropriate activities, and evaluate outcomes
- ★ **Use new technology** - use communications media with real-time or asynchronous exchanges between participants