
#APS2019VAN



SYMPOSIUM: BEST PRACTICES IN TEACHING PSYCHOSOMATIC MEDICINE

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EVIDENCE-BASED TEACHING PRACTICES AND ASSESSMENTS FOR INCREASING EFFECTIVENESS & IMPACT

- **Guiding Conceptual Frameworks**
 - High Impact Practices (HIPs)
 - Learning Types: Learner-Centered, Active, Self-Referential Learning, Deep
 - Assessment and the Importance of Backwards Design

MY PORTION OF THE SYMPOSIUM



PEDAGOGY + ASSIGNMENT EXAMPLES: HIPS & DEEP, ACTIVE LEARNING

High-Impact Practices (HIPs)

- **Associated with Deep Learning, Active Learning, and Personal / Professional Gains**
- **Service Learning, Community-Based Learning**
Example: *Healthy Happy Hours*; cultivate field-based experiential learning of course content in action by working with and serving the campus community by applying PM principles to analyze and solve a problem
- **Collaborative Assignments and Projects**
Example: *American Health Association (AHA) collaboration*; team-based assignment to consult with AHA to solve a problem, i.e., recommend approaches to health promotion informed by PM principles



PEDAGOGY + ASSIGNMENT EXAMPLES: FLIPPING THE CLASSROOM

Flipped Classroom Example

- **Individual Space Prior to Class Session**
 - Video lecture (e.g., on health behavior models)
- **Group Space During Class Session [“guide by the side”]**
 - Active learning: analyze case examples (apply health behavior models to a case)
 - Cooperative learning / Jigsaw: come to class as an expert in something and use expertise to solve a problem (develop a new health behavior model in a group)
 - Gameful learning: escape room



Persky & McLaughlin, 2017
Tusa, Sointu, Kastarinen, Valtonen, Kaasinen, Hirsto, Saarelainen, Mäkitalo, & Mäntyselkä, 2018
Williams, 2016