

Developing Medical Educators of the
21st Century

INCORPORATING CHARACTER IN YOUR TEACHING

February 27, 2019



KERN INSTITUTE
FOR THE TRANSFORMATION OF MEDICAL EDUCATION



<http://www.ucsfcmecme.com/MedEd21c/>

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Test: Which character is your favorite?



TODAY'S OBJECTIVES

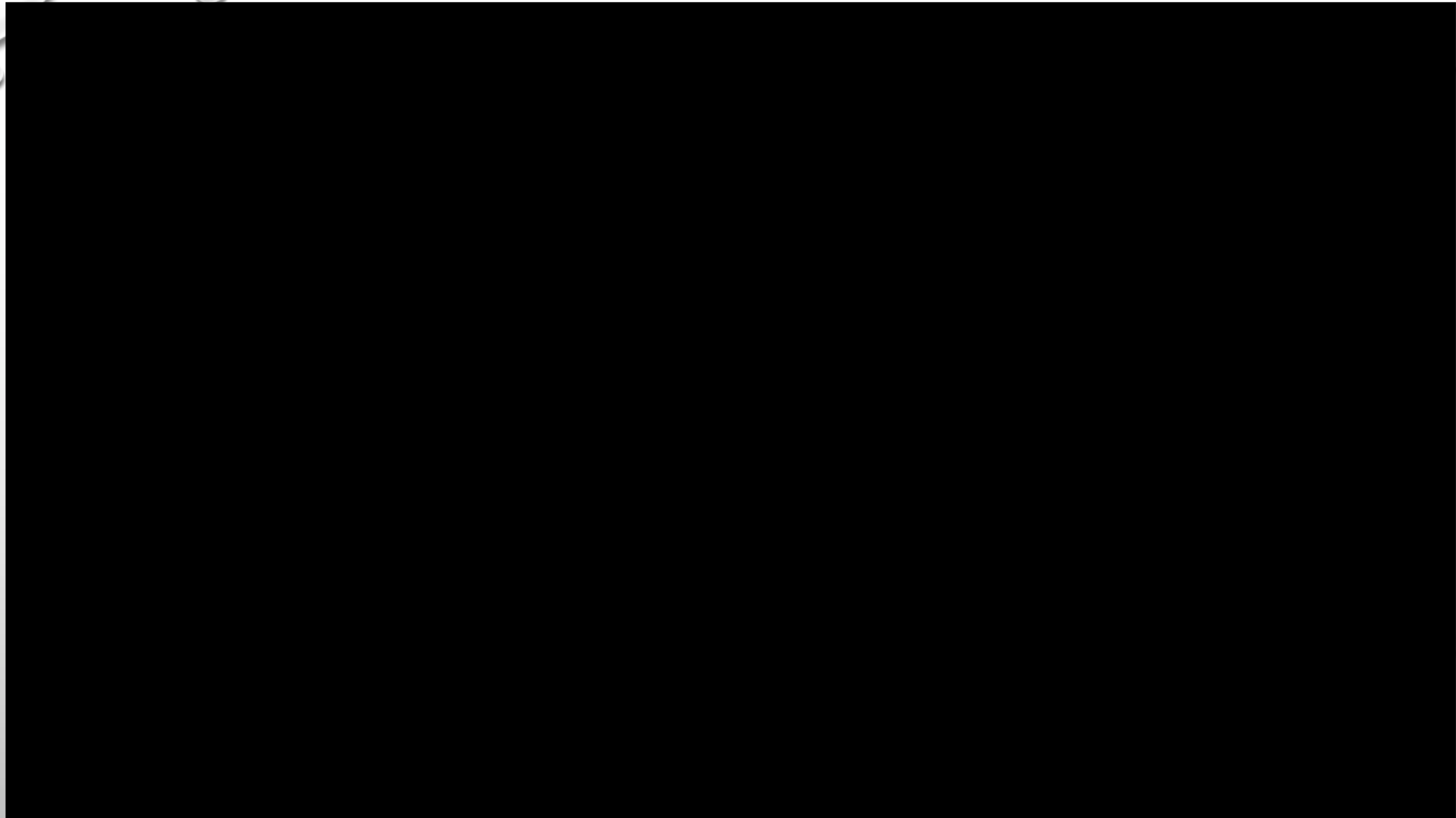
1. DEFINE CHARACTER IN A PRACTICAL CONTEXT AND IDENTIFY ITS IMPORTANCE IN MEDICAL EDUCATION.
2. DESCRIBE THE CURRENT STATE OF CHARACTER EDUCATION AND ASSESSMENT IN MEDICINE AND HOW THAT DIFFERS FROM OTHER FIELDS
3. IDENTIFY CLASSROOM ACTIVITIES FOR EXPLORING CHARACTER IN LEARNERS.



TODAY'S AGENDA

- INTRODUCTION
- TRANSFORMATIVE LEARNING
- CHARACTER DEFINITION
- PROFESSIONAL IDENTITY
- CHARACTER EDUCATION
- INCORPORATION INTO CURRICULUM





RULES OF ENGAGEMENT

1. THE POWER OF STORY
2. FOSTER ENGAGING EXPERIENCES THAT MAKE US FEEL PRODUCTIVELY UNEASY
3. COLLABORATIVE ENGAGEMENT TO PROMOTE CURRICULUM CHANGE

1

- A MODEL OF TRANSACTIONAL LEARNING, ONE WHERE KNOWLEDGE IS AUTHORITATIVELY TRANSMITTED AND PASSIVELY ABSORBED, HOLD US BACK AS INDIVIDUALS AND AS A SOCIETY

- DISCUSSION?



ROUND 1



TRANSFORMATIVE MOMENTS IN OUR PERSONAL EDUCATIONAL JOURNEY

- INDIVIDUALLY: WRITE DOWN AS MANY TRANSFORMATIVE MOMENTS YOU HAVE EXPERIENCED ON YOUR EDUCATIONAL JOURNEY (~5 MINUTES)
- AS A GROUP: SUMMARIZE MOMENTS INTO THEMES
- HOW MANY OF YOUR MOMENTS OR THEMES WERE LECTURE-BASED?
- HOW DO THESE THEMES INFLUENCE CHARACTER OR PROFESSIONALISM?

2

ULTIMATELY, EDUCATION IS ABOUT CHANGING LIVES.

- A BRIEF (RECENT) HISTORY ON VALUES, VIRTUES, CHARACTER AND PROFESSIONALISM
 - NEED TO REMOVE VALUES, VIRTUES AND THE LIKE FROM K12 EDUCATION (LATE 1960 TO LATE 1970)
 - HUMAN VALUES/BIOETHICS PROGRAMS IN MEDICAL EDUCATION
 - MANY PROGRAMS IN MEDICAL ETHICS AND HUMAN VALUES (ORIGINS IN PRE-1970S)

ULTIMATELY EDUCATION IS ABOUT CHANGING LIVES

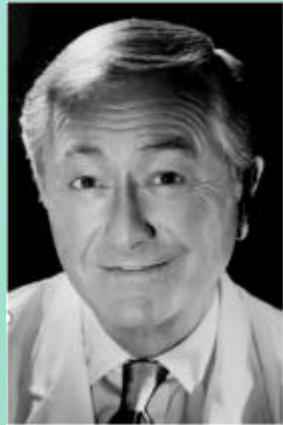
RECENT EXPLORATION IN MEDICAL EDUCATION

- LINKING PROFESSIONALISM TO HUMANISM: WHAT IT MEANS AND WHY IT MATTERS; [COHEN, 2007 ACAD. MED 82:1029-1032](#)
- EMOTIONAL INTELLIGENCE AND GRADUATE MEDICAL EDUCATION: [GREWAL AND DAVIDSON, 2008 JAMA 300\(10\):1200-1202](#) AND [JOHNSON, 2015 INTER. J OF MED ED. 6:178-183](#)
- VIRTUES EDUCATION IN MEDICAL SCHOOL – THE FOUNDATION FOR PROFESSIONAL FORMATION: [SOEANE ET AL., 2016 OSCHER JOURNAL 16:50-55](#)
- CHARACTER – ADDITIONAL REFERENCES INCLUDED AT THE END

ULTIMATELY EDUCATION IS ABOUT CHANGING LIVES.

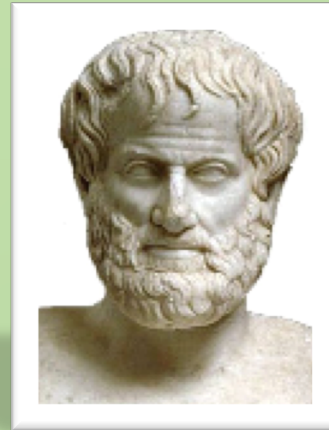


CHARACTER MOMENTS IN EDUCATION



PROFESSIONALISM

External



CHARACTER

Internal

KERN CHARACTER DEFINITION

Character is the complex constellation of psychological characteristics that motivates and enables individuals to act as moral agents. These characteristics are developmentally dependent and contextually formed over time. Character manifests in dispositions and practices, which are influenced by situations and valued according to the sociocultural context.



TELLING YOUR STORY

- PAIR OFF IN GROUPS OF TWO
- “TELL ME A STORY ABOUT A TIME IN THE LAST THREE MONTHS WHEN YOU HAD AN ENCOUNTER WITH A LEARNER AND CHARACTER WAS EITHER IMPROVED OR DIMINISHED.

CHARACTER STRENGTHS

PERSPECTIVE
(WISDOM)

LOVE

HONESTY

CREATIVITY

CURIOSITY

HUMILITY

HUMOR

SOCIAL INTELLIGENCE

GRATITUDE

TEAMWORK

BRAVERY

LEADERSHIP

APPRECIATION OF
BEAUTY AND EXCELLENCE

SPIRITUALITY

JUDGEMENT

ZEST

HOPE

PRUDENCE

FAIRNESS

FORGIVENESS

LOVE OF LEARNING

PERSEVERANCE

SELF-
REGULATION

KINDNESS

DISCUSSION - ROUND 2



- PROFESSIONALISM, CHARACTER, VIRTUE ETHICS, EMOTIONAL INTELLIGENCE, HUMANISM DESIRE TO ASSIST LEARNERS ON THEIR MEDICAL EDUCATIONAL JOURNEY SO THAT IT LEADS TO AUTHENTIC PERSONAL AND PROFESSIONAL IDENTITY FORMATION



IDENTITY



What are your professional identities?

PROFESSIONAL IDENTITY: JOURNEY AS AN EDUCATOR

- SENIOR FACULTY
 - PHYSICIAN AND EDUCATOR
 - ACCEPTANCE, CONFIDENCE, PRIDE
 - EXERT LEADERSHIP
 - INCREASED WILLINGNESS TO TRY NEW THINGS AND COMFORT IN FAILING
 - OPEN-MINDED
 - SELECTIVE WITH OPPORTUNITIES



Love of learning

Bravery



Leadership

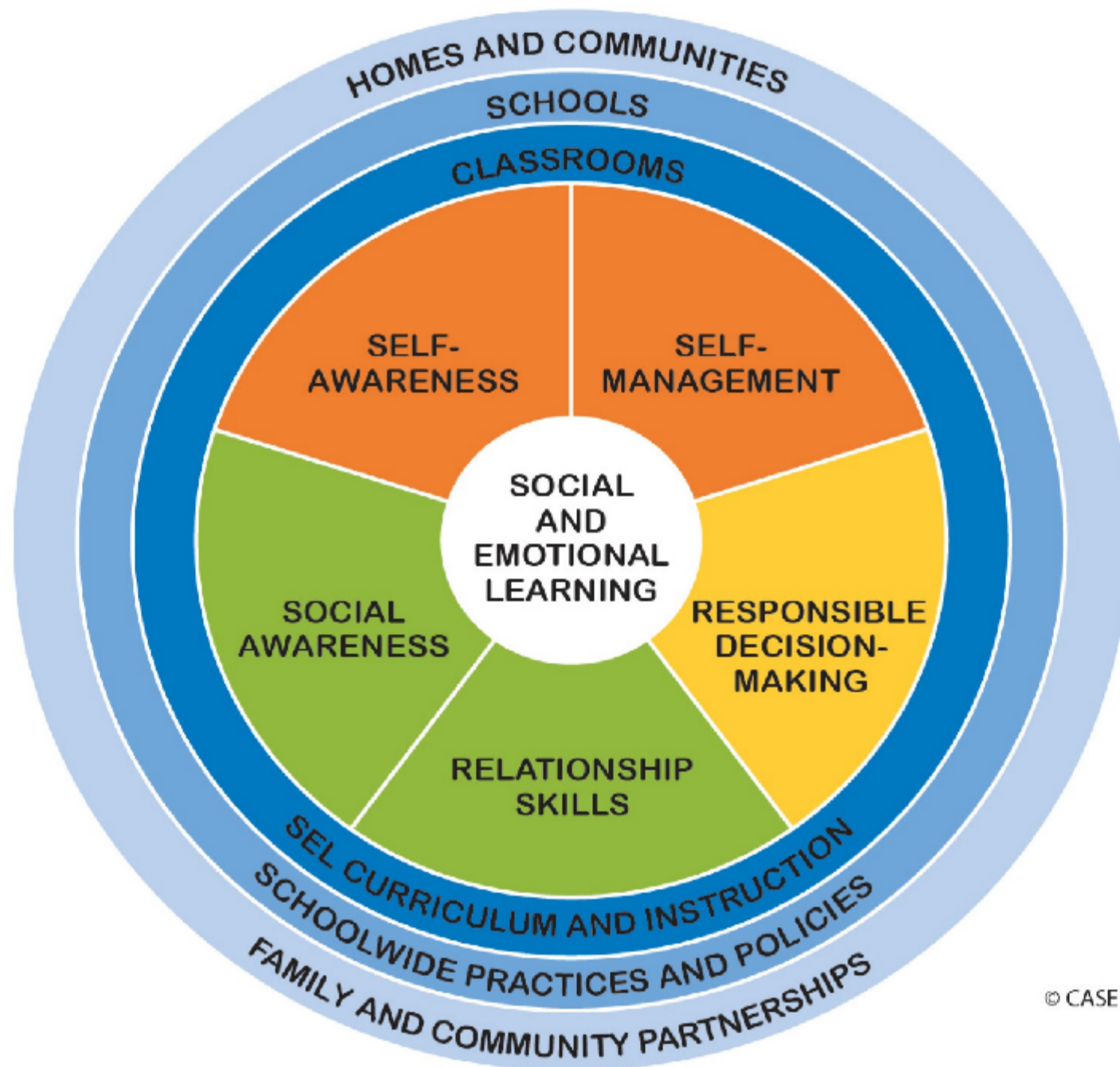
Zest

YOUR PROFESSIONAL IDENTITY JOURNEY

- AT YOUR TABLES SHARE 2 CHARACTER STRENGTHS AND DISCUSS HOW THEY HAVE CHANGED OVER THE YEARS

- “FROM OUR EXPERIENCE, MOST EDUCATORS AUTHENTICALLY ARE MOTIVATED TO NURTURE CHARACTER IN THEIR STUDENTS . . . YET THEY OFTEN ADOPT RELATIVELY INEFFECTIVE, AND AT TIMES COUNTERPRODUCTIVE, STRATEGIES TO ACCOMPLISH THAT GOAL.”

BERKOWITZ, 2012 AND 2016



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Social and Emotional Learning Competencies

Emotional Development (cont'd)

6TH GRADE THROUGH ADULT

EMOTIONAL DEVELOPMENT cont'd				
Understand and manage one's emotions				
No.	CASEL Domain	6th-8th	9th-10th	11th-Adult
1	Self-Awareness	Students will be able to recognize and label a variety of complex emotional conditions in self and others.	Students will be able to recognize and label a variety of complex emotional conditions as they occur and evolve over time.	Students will be able to identify how the process of recognizing and labeling emotional conditions informs thinking and influences relationships.
2	Self-Management	Students will be able to express their emotions in an appropriate and respectful manner using a variety of methods (e.g., verbal and nonverbal).	Students will be able to express their emotions in an appropriate and respectful manner in different environments, using a variety of audiences, using a variety of modalities (e.g., verbal and nonverbal).	Students will be able to analyze and explain how their expression of emotions can influence how others respond to them.
3	Self-Management	Students will be able to identify what triggers a strong emotion and apply an appropriate evaluation or coping strategy to resolve the emotional trigger.	Students will be able to consistently use appropriate calming and coping strategies when dealing with strong emotions.	Students will be able to predict situations that will cause strong emotions, and plan and prepare to manage those emotions.
4	Focus Attention	Students will be able to independently use organizational skills and strategies to focus attention on tasks to work toward short-term personal and academic goals.	Students will be able to independently use organizational skills and strategies to focus attention on working toward longer-term personal and academic goals.	Students will employ focusing skills independently and understand their importance in achieving important goals in terms of adulthood.
5	Social Awareness	Students will be able to provide support and encouragement to others through perspective taking, empathy and appreciation for diversity.	Students will be able to encourage others by listening to others who have different views and beliefs.	Students will be able to demonstrate their connectedness through empathy and engagement to their communities.
6	Social Awareness	Students will be able to recognize expressions of empathy in widely diverse communities.	Students will be able to evaluate verbal, physical, and environmental cues to predict and respond to the emotions of others.	Students will be able to evaluate verbal, physical, social, and environmental cues to predict and respond to the emotions of others.

The Role of Character Education in Public Schools

Character education can be incorporated into a standards-based educational system in a variety of ways.

"Is our only objective to get students ready for success in the workforce? Do we not also have a responsibility to prepare students to be active and engaged citizens? Don't we want our next generation to be caring neighbors, effective parents, and strong role models for the generation after theirs? Aren't we obligated to provide them with the skills they need to successfully pursue and achieve happiness and joy in their lives? I think we are, and I believe technological change and the global economy make it more important than ever that we focus on these things."

Former State Superintendent of Public Instruction (SSPI) Jack O'Connell

One of the greatest challenges parents face is how to help their children grow up to become moral people with values we cherish as members of a civilized society. While instilling values is first and foremost an obligation of families, our schools, faith groups, and youth, civic and human services organizations can also play a significant role in supporting families to foster and promote good character in children. Schools can help by offering educational programs that reinforce these values that help children develop good dispositions that will enable them to flourish intellectually, personally, and socially.

Former SSPI Jack O'Connell believed that America's heritage and laws reflect a common core of personal and social values that hold the citizens of this democracy responsible for acting ethically, being actively involved in school and community, resolving differences peacefully, and respecting the rights, dignity, and property of others. The California Department of Education advocates incorporating character education into a standards-based educational system in a variety of ways.

California Education Code Section 233.5(a) lays the groundwork and calls upon educators to impress upon students the principles of character:

"Each teacher shall endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, patriotism, and a true comprehension of the rights, duties, and dignity of American citizenship, and the meaning of equality and human dignity, including the promotion of harmonious relations, kindness toward domestic pets and the humane treatment of living creatures, to teach them to avoid idleness, profanity, and falsehood, and to instruct them in manners and morals and the principles of a free government. Each teacher is also encouraged to create and foster an environment that encourages pupils to realize their full potential and that is free from discriminatory attitudes, practices, events, or activities, in order to prevent acts of hate violence..."

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Trending in Youth Development

The Role of Character Education in Public Schools (this page)

Recently Posted in Youth Development

No items posted in the last 60 days.

- CORE VALUES ARE DEFINED, IMPLEMENTED, AND EMBEDDED INTO SCHOOL CULTURE.
- ALL STAFF SHARE THE RESPONSIBILITY FOR DEVELOPING, IMPLEMENTING, AND MODELING ETHICAL CHARACTER
- THE SCHOOL'S CHARACTER INITIATIVE HAS SHARED LEADERSHIP AND LONG-RANGE SUPPORT FOR CONTINUOUS IMPROVEMENT.



The 11 Principles of Effective Character Education

 **Character.org**
Since 1993

Does your school define "character" comprehensively to include thinking, feeling, and doing



Does your school use a comprehensive, intentional, and proactive approach to develop character?



MAYBE

Does your school create a caring community?



MAYBE

Does your school engage families and community as partners in the character initiative?



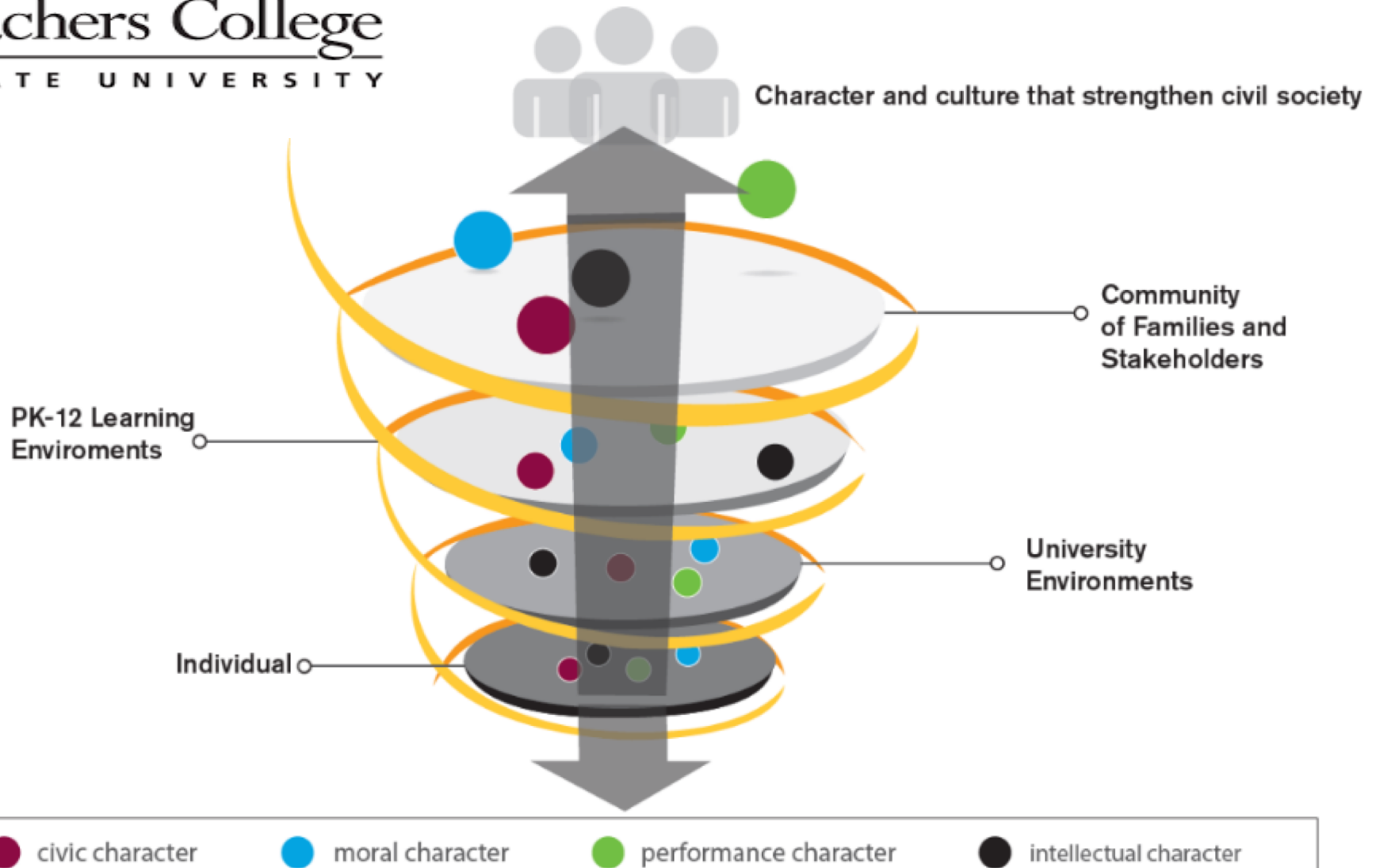
11 PRINCIPLES OF EFFECTIVE CHARACTER EDUCATION

- THE SCHOOL . . .

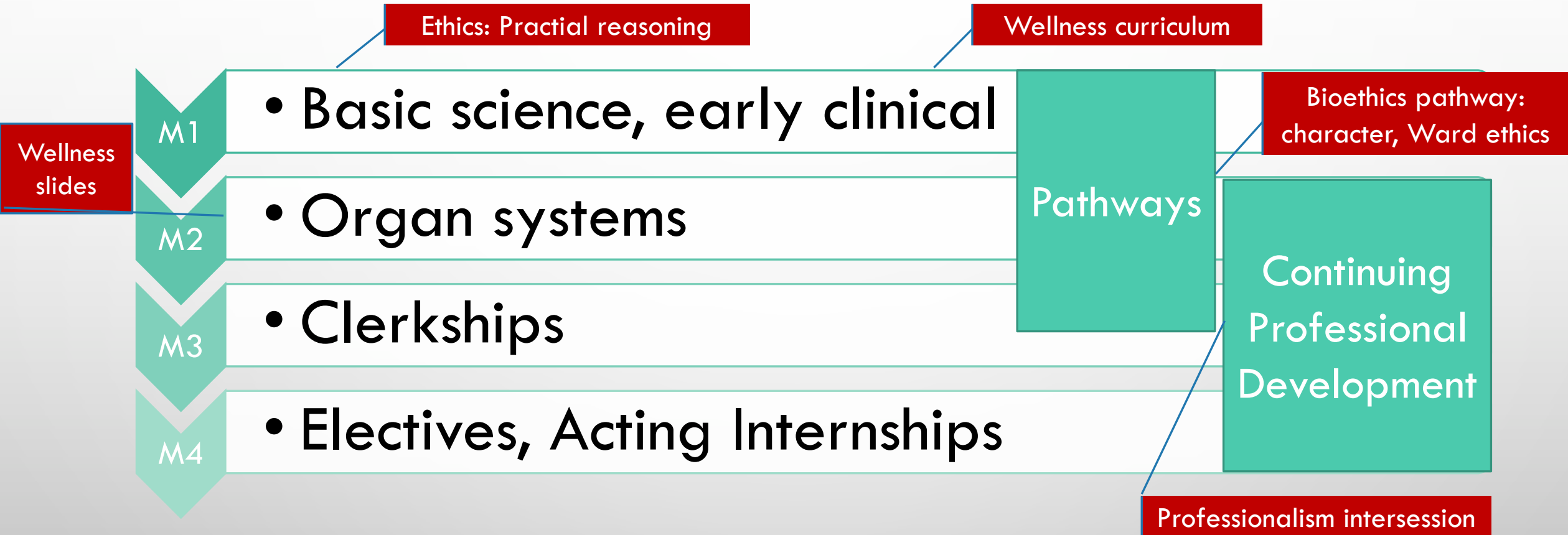
Principle	Your school
Defines “character” comprehensively to include thinking, feeling, and doing	
Uses a comprehensive, intentional, and proactive approach to develop character	
Creates a caring community	
Engages families and community as partners in the character initiative	

What would it take?





MCW CHARACTER INNOVATIONS



MCW EXTRACURRICULAR ACTIVITIES



Saturday Clinic
for the Uninsured



MCW Common
Read



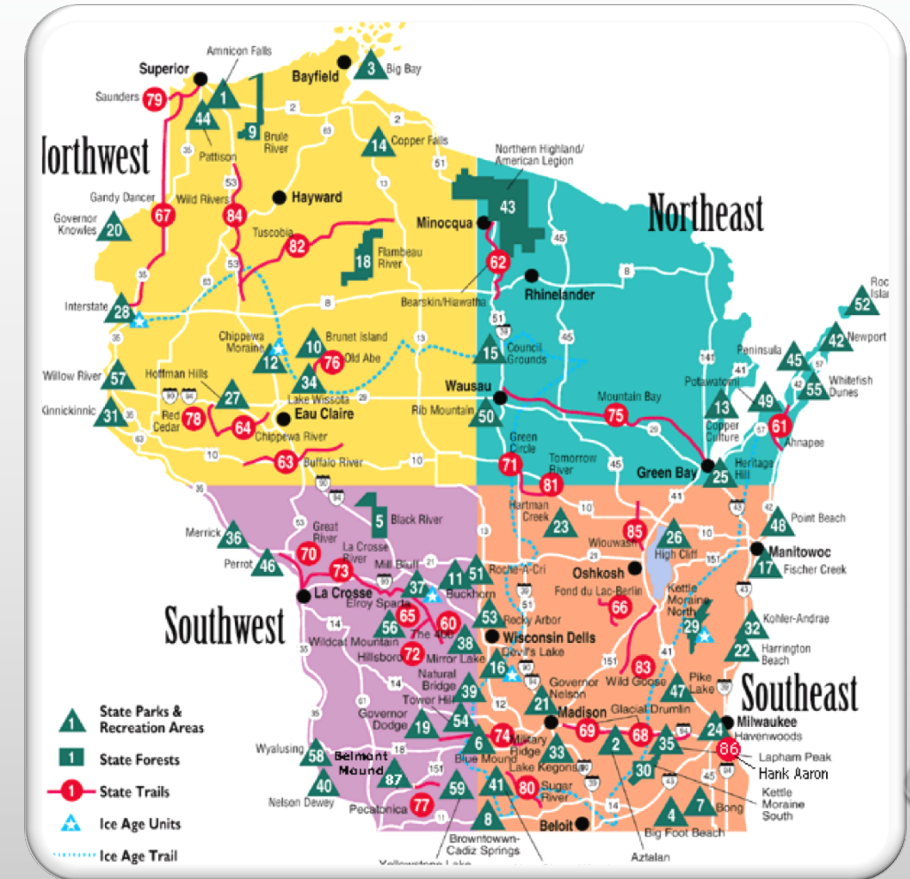
Virtues Club

Character



YOUR CURRICULUM

- WHAT DOES YOUR SCHOOL'S CHARACTER CURRICULAR MAP LOOK LIKE?
- LIST AS MANY ELEMENTS OF YOUR CURRICULUM THAT DEVELOP CHARACTER IN YOUR LEARNERS



The background of the slide is a light gray gradient with several realistic water droplets of various sizes scattered across it. The droplets have highlights and shadows, giving them a three-dimensional appearance. The main text is centered in a large, bold, black font.

DESIGN YOUR OWN CHARACTER ACTIVITY

DESIGN YOUR OWN CHARACTER ACTIVITY

Throughout this workshop, we have discussed the importance of character development and various frameworks or avenues for character education in our medical learners. Recognizing that we all have different curricular constructs, we'd like you to think about designing a character activity for your learners. Use the worksheet below to think through this activity design.

Activity:	
Learners:	
Which character trait is the focus of this activity?	
Learning objectives:	
Learning outcomes: (Measurable)	
Instructional method(s):	
Where does this fit in your curriculum?	

SELF REFLECTION

- HOW HAS THIS CHARACTER AND PROFESSIONAL DEVELOPMENT IMPACTED YOUR LEARNERS?



TRANSFORMATIVE



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