



Dr. Hilliard Jason was born in Montreal and has devoted his career, since the late 1950s, to searching for ways to help enhance and humanize teaching and practice in the health professions.

Dr Jason pursued medical and educational doctorates at the University of Buffalo plus a residency and fellowship in psychiatry at the University of Rochester and McGill University. He was founding Director of the Office of Medical Education Research and Development at Michigan State University (1966-72) and the Division of Faculty Development at the Association of American Medical Colleges (1974-78). Between those 2 positions he was Scholar in Residence at the National Library of Medicine in Bethesda, Maryland. Dr Jason is the former Editor of the international journal, *Education for Health: Change in Learning and Practice* and is Clinical Professor of Family Medicine at the University of Colorado School of Medicine. Dr. Jason has been a consultant to health professions educational programs in 32 countries.

**Becoming a truly helpful teacher: considerably more
challenging, and potentially more fun, than merely
doing business as usual** **Dr Hilliard Jason, MD, EdD**
8 July 2008 (Tuesday) , 5pm—6pm

**Symposium Rooms 2 & 3, Clinical Research Centre (CRC)
10 Medical Drive, National University of Singapore**

Abstract

Few medical faculty members are adequately prepared for their instructional responsibilities. Our educational traditions were established before we had research-based understandings of the teaching-learning process and before brain research began informing our understandings of how humans achieve lasting learning. Yet, there are several advantages you may have. If your expertise is at one of the frontiers of human biology, your teaching can be inherently fascinating to aspiring health professionals. If your work has implications for human health, you have another potential basis for engaging future clinicians. And, thanks to Claude Bernard's influence, you likely are "process oriented," a necessary mindset for being an effective teacher. There are also challenges you may face. Your medical students will mostly become clinicians. Unless you can help them see connections between your offerings and their future work, you may not capture and sustain their interest. To be effective, teachers, like clinicians, need to be interactive, make on-the-spot decisions, and be "emotional literate." If you aren't comfortable with these demands, you may have work to do toward becoming a truly helpful teacher. Program changes may be needed. Might your program need to change 1) from being adversarial and controlling to being supportive and trust based or 2) from mainly dispensing information to mainly asking and inviting questions? In conclusion, making changes toward becoming a truly helpful teacher can bring benefits to your students while increasing your sense of satisfaction and fulfillment as a teacher, ultimately making it more fun to teach. If you choose to change, be gentle with yourself, as you should be when expecting your students to make important changes.

This lecture was previously presented by Dr Hilliard Jason, who was the 2007 Claude Bernard Distinguished Lecturer of the American Physiological Society. It is published in the *Adv Physiol Educ* 31: 312-317, 2007; doi:10.1152/advan.00078.2007

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