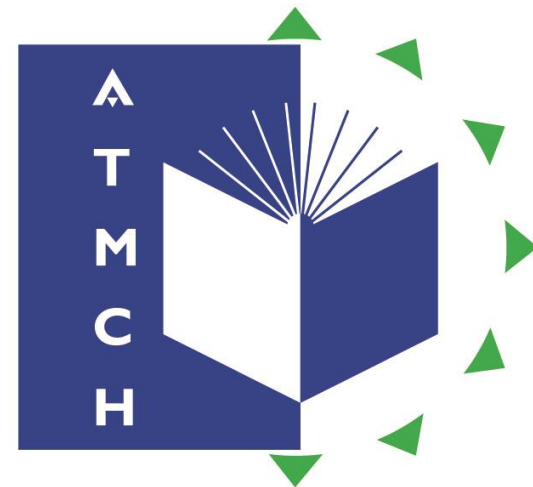


# WELCOME

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Ellen M. Daley, PhD, MPH

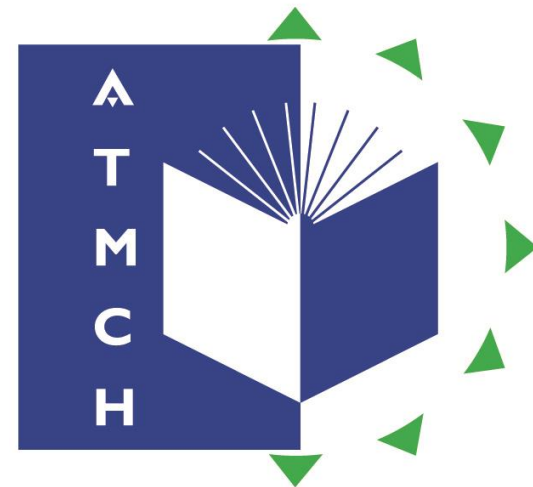
Martha S. Wingate, DrPH



# WHAT MAKES A GREAT TEACHER?

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Ellen M. Daley, PhD, MPH



# Responses from the 2013 meeting

- Students attending the Greg Alexander Breakfast were asked to fill out short surveys:
  - Three words that described good teaching
  - Three that described poor teaching
  - A brief description of a positive learning experience
  - ....and a brief description of a negative learning experience
- Six typed pages of notes – students had lots to say!



**Best/Worst  
Teacher  
Characteristics**



**Best/Worst  
Learning  
Experience**

# TEACHING METHOD

## BEST

- Interactive
- Applied, hands-on



# TEACHING METHOD

## BEST

- Interactive
- Applied, hands-on



## WORST

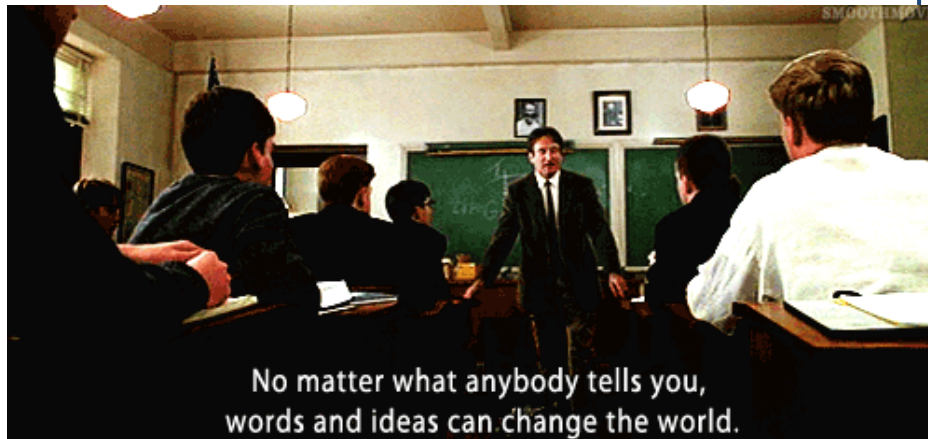
- Non-interactive
- Unengaged



# TEACHING PHILOSOPHY

## BEST

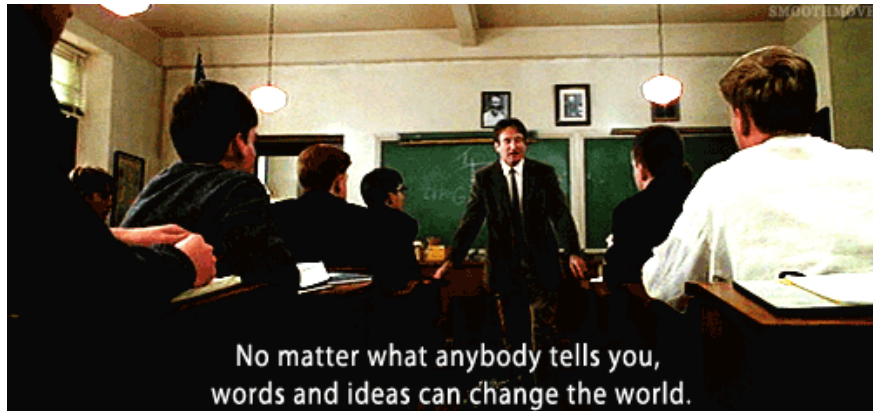
- Challenging
- Individualized



# TEACHING PHILOSOPHY

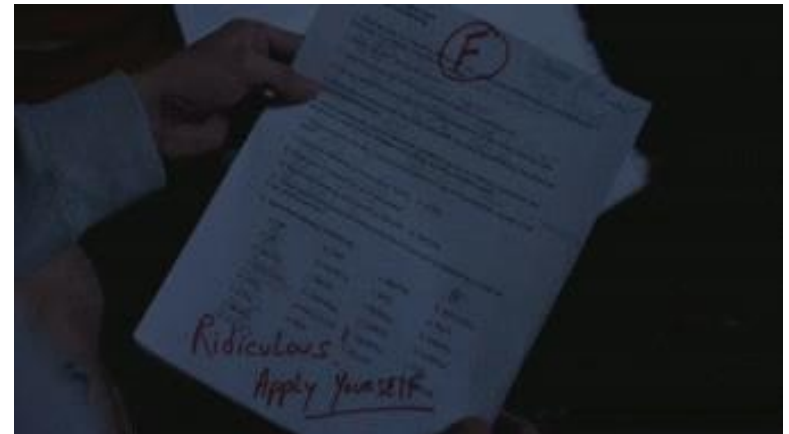
## BEST

- Challenging
- Individualized



## WORST

- Unavailable
- Non-accommodating
- Unrealistic standards





# KNOWLEDGE OF TOPIC

## BEST

- Passionate
- Experienced



# KNOWLEDGE and TEACHING STYLE

## BEST

- Passionate
- Experienced



## WORST

- Uninterested
- Would rather do something else



# “Describe your best learning experience”

*I had a teacher who planned lessons to cater to all types of learners using PPTs, videos, lectures, and even role playing*

Putting research into practice, such as helping develop public health policies at local and state level

**Professor made me feel like I was the only student in the class—personalized lecture material, engaged us all, made me want to participate in discussions and ask questions; very passionate about material, created an open lecture atmosphere**



# “Describe your worst learning experience”

Entire semester with a professor who read directly off powerpoints

Professor was unclear and unfocused in lecture organization and material

Being “talked at” from a professor

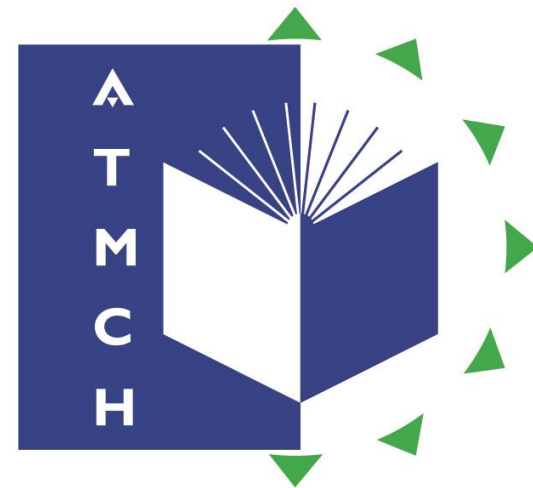
Experience with a professor who was unwilling to work with students and did not give feedback on class participation

# Characteristics of Worst Teachers



# LET'S BE THE BEST TEACHERS!

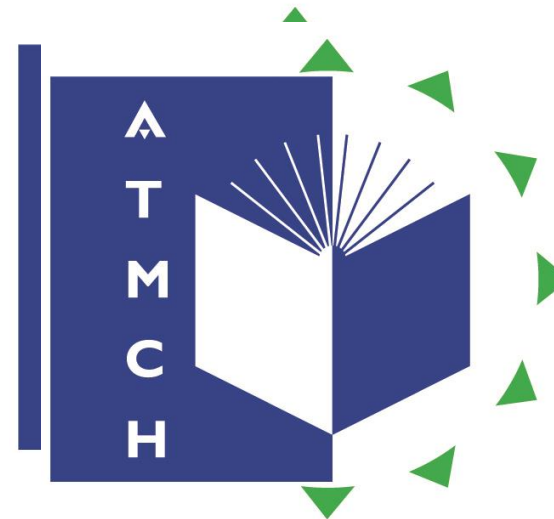
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# LORETTA P. LACEY ACADEMIC LEADERSHIP AWARD, 2014

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Diana Romero, PhD, MA  
CUNY School of Public Health

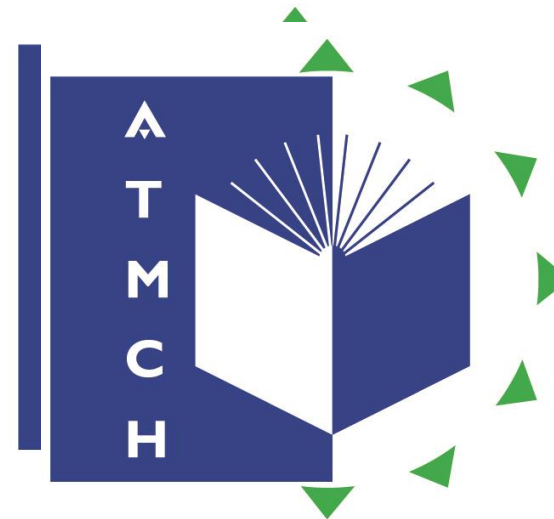




# ATMCH ACTIVITIES

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Martha S. Wingate, DrPH

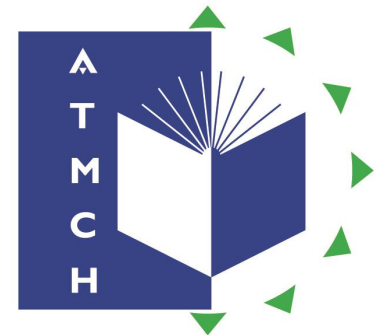


# MENTORING PROGRAM

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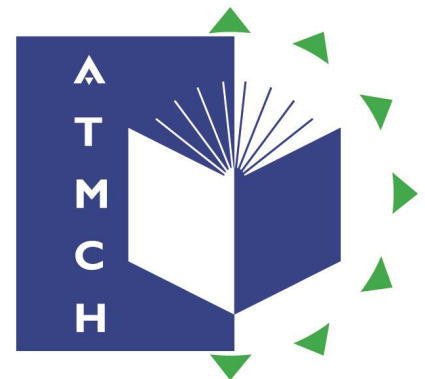
# ATMCH Mentoring Program

- Program was launched in 2002 to provide an opportunity for new or developing MCH programs located in any institution of higher learning in the United States and its territories
- Programs receive assistance in shaping and/or strengthening their programs.



# ATMCH Mentoring Program

- Senior MCH faculty who are members of ATMCH would provide this assistance.
- ATMCH has funds to support the travel and consultation expenses of one mentor expects the program receiving the mentoring support to contribute a portion as well.



# ATMCH Mentoring Program: Call for Applications

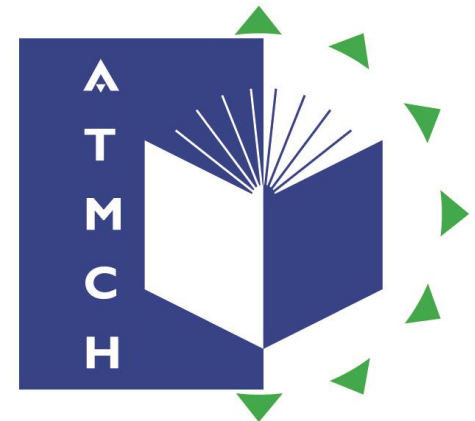
- The ATMCH officers will review all applications to select the mentee institution.
- ATMCH executive committee will work to find the appropriate mentor for the recipient institution based on the institution's needs as expressed in their application.
- The mentee and mentor will be expected to work out the details of the consultation, but the budget issues will be negotiated with ATMCH.

# INNOVATIVE TEACHING PROGRAM

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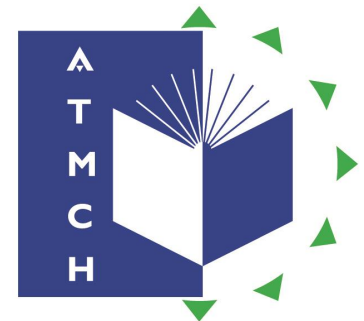
# Innovative Teaching RFP

- The purpose of this request for proposals is to fund projects that will support the teaching mission of ATMCH. ATMCH is seeking teams that will produce innovative and creative MCH educational offerings.



# Innovative Teaching RFP

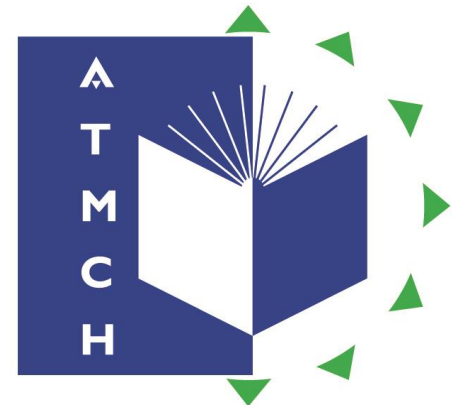
- The proposed educational offerings could include the following:
  - Integration of MCH experiences into classroom discussions and exercises
  - Models of collaboration between community-based MCH practice and scholarship
  - Skills development
  - Innovative teaching methods
  - Use of case studies and other examples of inter-disciplinary projects suitable for a multi-disciplinary audience





# Innovative Teaching RFP

- The educational offering may focus on a
  - specific **topic** (e.g., life course perspective, ACA),
  - **life span area** (e.g., perinatal, early childhood, women's health), or
  - **other topic** relevant to the MCH population and the future MCH workforce.



# Innovative Teaching RFP

- Applications for this call for proposal are due by **5:00 PM on January 5, 2015**. The proposals are posted on the website.
- Currently, ATMCH has \$8000 to support successful applications. ATMCH anticipates sufficient funding to award anywhere from 2-4 projects, depending upon the number of applications submitted, the total budget proposed by applicants, and the quality of the proposals.
- These funds may be used for to support personnel time and supplies, and they cannot be used for equipment or travel.

# TEACHING PRACTICE PRESENTATIONS

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**Faculty:** Lois McCloskey, PhD (BUSPH)

*The Diversity of Scholars Program*



# TEACHING PRACTICE PRESENTATIONS

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**Student:** Elizabeth Lockhart, MPH and Humberto Lopez Castillo, MD MEd, MSc (USF)

*Applying New Teaching Competencies to  
and Undergraduate Sexual Health Course*

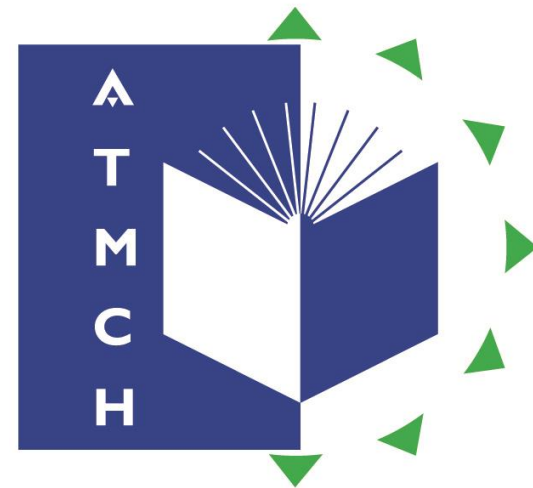


# CONCLUSION

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Martha S. Wingate, DrPH

Ellen M. Daley, PhD, MPH



thank you!

thank you!

MCH Bureau

Students

Past ATMCH  
Officers

thank you!

thank you!

thank you!

Julie  
McDougal

thank you!

thank you!

thank you!

# THANK YOU!

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MCH  
Leadership

thank you!

ATMCH Exec  
Committee

Laura, Denise  
and Holly

...and anyone  
else we've  
forgotten!