Online Flipped Classroom
Planning Template

Goal/Big Idea- Refers to the enduring understandings and learning goals of the lesson, unit, or course.

The student will communicate effectively with patients.

*ACGME Milestone 3. Interpersonal Communication Skills (ICS)
*EPA 6. Provide an oral presentation of a clinical encounter.

Student Learning Objectives- Refers to the key knowledge and skills students will acquire from the lesson, unit, or course.

Lower-Order Thinking Skills	Mid-Order Thinking Skills	Higher-Order Thinking Skills
By the conclusion of the Doctor-Patient Communication lesson, the M4 student will **identify** with at least 70% accuracy the characteristics of effective doctor-patient verbal and nonverbal communication as assessed by performance on a multiple-choice quiz.	By the conclusion of the Doctor-Patient Communication lesson, the M4 student will **analyze** effective verbal and nonverbal communication as measured by his/her performance during case-based discussions with faculty preceptors.	By the conclusion of the Doctor-Patient Communication lesson, the M4 student will proficiently **portray** the characteristics of effective doctor-patient communication as measured by a direct observation form his/her attending. By the conclusion of the Doctor-Patient Communication lesson, the M4 student will **assess** the importance of self-awareness in the process of improving one's communication skills as measured by evaluation of a reflection paper.

Assessment/Guiding Questions- Refers to the various types of criteria that students will complete to demonstrate the desired understandings or demonstrate they have attained the desired results.
This includes quizzes, tests, large projects, papers, student reflections, self-assessments, and homework, etc.

What makes an effective verbal communicator? What makes an effective nonverbal communicator?	How would you characterize effective verbal and nonverbal communication during a doctor-patient encounter?	What are your strengths and areas for improvement when communicating with a patient?

Instruction- Refers to the individual learning activities and instructional strategies that will be employed.		
This includes lectures, discussions, problem-solving sessions, etc.		
Before Class (Asynchronous Individual Space)	**During Class** (Synchronous Group Space)	**After Class** (Ongoing)
• Interactive Video and/or Pre-Reading • Interactive Graphic Organizer • Assessment	• Micro-Lecture • Active Learning Activities • Assessment	• Long-Term Projects/Assignments/Practice • Assessment
1)Interactive Video- The student will view pre-recorded video on expert doctor-patient communication. **2)Interactive Graphic Organizer-** The student will complete a worksheet corresponding to the expert video. **3)Quiz (Assessment)-** The student will be quizzed on the characteristics of effective doctor-patient verbal and nonverbal communication.	**1)Micro-Lecture-** The student will be provided with a live online micro-lecture clarifying murky areas. **2)Case-Base Learning (Assessment)-** In online groups the students will analyze doctor-patient communication cases. **3)Role Play** In online groups students will participate in practice doctor-patient communication encounters and provide each other with feedback.	**1)Formal Observation (Assessment)-** The student will participate in multiple formal virtual doctor-patient communication observations. **2)Reflection Paper-** The student will write self-assessments after each doctor-patient communication encounter.

Designed by: Karina Madrigal, EdD

Adapted from: Bowen, Ryan S., (2017). Understanding by Design. Vanderbilt University Center for Teaching. Retrieved [April 3, 2020] from https://cft.vanderbilt.edu/understanding-by-design/
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