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## Moving the Needle – Episode 43

00:00:00 Erin Hager

Welcome to moving the needle.

00:00:03 Erin Hager

Casual conversations about ways big and small to impact student learning.

00:00:07 Erin Hager

Brought to you by the faculty Center for Teaching and learning at the University of Maryland, Baltimore. I'm Erin Hager.

00:00:14 Erin Hager

Let's move the needle.

00:00:19 Erin Hager

Hello everyone and welcome back to moving the needle. We're in for a treat today.

00:00:23 Erin Hager

My guest is the 2024 University of Maryland Founders Week educator of the year, Doctor Adam Pouchy.

00:00:30 Erin Hager

Doctor Peuchet is a professor and vice chair of the Department of Anatomy and Neurobiology in the School of Medicine, where he teaches gross anatomy, Histology and Embryology.

00:00:41 Erin Hager

He helped transform the structure of the two year anatomy course for the School of Medicine's Renaissance curriculum, and for those of you who aren't familiar with this massive student center change.

00:00:51 Erin Hager

Out by the Renaissance curriculum, you can listen to our interview with the head of that project, Doctor Devang Patel, Episode 6. Specifically, Doctor Pouchy introduced several innovations to this curriculum, including a new way to coordinate the use of anatomic donors.

00:01:08 Erin Hager

So that both 1st and 2nd year students can benefit from the same donation.

00:01:13 Erin Hager

While also engaging in the process of a clinical hand off between the two groups of students, much like the way they will do when they're practicing clinically.

00:01:22 Erin Hager

There are a great many insights and perspectives explored in our conversation today.

00:01:27 Erin Hager

But what struck me most about Doctor Pouchy was his intentionality. As you hear him describe his teaching, you just can't help but be impressed with the thoughtfulness and consideration he brings to his interactions with students.

00:01:40 Erin Hager

Every decision he makes and approach he takes is designed to support and challenge the students on their educational journey.

00:01:47 Erin Hager

We talk about ways he insures, students feel included in the learning process and safe while making mistakes.

00:01:55 Erin Hager

No matter what discipline you're teaching, there is much to be learned from this point of view.

00:01:59 Erin Hager

We know you will enjoy this discussion.

00:02:01 Erin Hager

Doctor Pouchy, welcome to moving the needle.

00:02:04 Adam Puche

It's a pleasure glad to be here.

00:02:06 Erin Hager

Why don't we begin by having you tell us a bit about your path to education?

00:02:10 Erin Hager

Did you become a medical educator? And what is the context of your teaching now?

00:02:15 Adam Puche

So I'd actually argue that I never stopped being an educator all the way back to being a fellow student.

00:02:22 Adam Puche

Peer education is such a good, strong component.

00:02:24 Adam Puche

Always enjoyed peer education.

00:02:27 Adam Puche

And I think that that passion for helping others lead from being a student to into my PhD work into my post doctoral work, into being a faculty member.

00:02:37 Adam Puche

There was always a component of helping others present, and so I think it was sort of a natural evolution when my immediate predecessor, Larry Anderson, passed away unexpectedly.

00:02:48 Adam Puche

For me to volunteer to step into the role of leading the anatomic education program for the campus and primarily the medical.

00:02:55 Adam Puche

But it extends across much of the campus as well. In the Allied health programs. And so I think it was just a natural evolution of a long standing.

00:03:04 Adam Puche

Interest and desire to help others that led me to where I am now.

00:03:08 Erin Hager

That's wonderful.

00:03:10 Erin Hager

Tell me a little bit about what peer education meant to you.

00:03:14 Erin Hager

As when you were a student and what it means to you now.

00:03:17 Adam Puche

Peer education was very different back when I was a student in the 80s, which is dating me terribly. I'm sure because peer education then was simply a couple of friends talking about a problem or a lecture.

00:03:32 Adam Puche

There was nothing.

00:03:33 Adam Puche

There was nothing structured. It was just.

00:03:36 Adam Puche

You knew to go to Adam to ask about genetics, and you'd go over to Mary to ask about the statistical analysis of things.

00:03:44 Adam Puche

You knew who to talk to when you were having trouble. That was peer.

00:03:48 Adam Puche

Now we consider peer learning in a much more rigorous manner because it's been shown to be so effective and so I'd say in the modern context we look at peer learning as something that we design into a curriculum.

00:04:03 Adam Puche

Not something that we expect the students to evolve into spontaneously, and I would argue that it's probably better for us to structure a peer learning because that captures everybody.

00:04:13 Adam Puche

In the days when I was a student, if you didn't know people, you got left out of the peer learning community.

00:04:18 Erin Hager

Even though you could have had wonderful things to contribute and wonderful perspectives to share, you may not have just been invited into those conversations by accident.

00:04:29 Adam Puche

You just never ran into these people because you had a class of 300 students in basic bio.

00:04:34 Adam Puche

You only really ever interacted with 30 or 40 of them, and so you would.

00:04:39 Adam Puche

Get that?

00:04:40 Adam Puche

And so by structuring this into the curriculum.

00:04:44 Adam Puche

Through our Renaissance curriculum in the medical school that assigns students to a small group.

00:04:51 Adam Puche

And then in a large teaching room, the small groups break out to solve a particular problem.

00:04:57 Adam Puche

And they may have 8 minutes to go through this case and achieve a consensus decision amongst the five or so students at that table.

00:05:04 Adam Puche

Then the preceptor will reconvene and call upon different groups to explain their reasoning, or take a counterpoint from Group 2 to something that Group One came up with.

00:05:13 Adam Puche

And see when the room achieves a consensus.

00:05:15 Adam Puche

And so that structures appear, learning in a cyclical manner with large group learning components.

00:05:21 Adam Puche

And that tends to be the modern approach to case based and team based learning. And so the medical school has embraced that fully within our resonance resonance curriculum and a mainstay of what I do is anatomic education.

00:05:38 Adam Puche

Which is in the laboratory setting the gross Anatomy lab, and that is intrinsically a peer based learning environment, because there'll be a team of four students working with.

00:05:49 Adam Puche

Donut and they have a series of tasks to achieve and so they have to coordinate and understand the instructions and work with each other to achieve those outcomes.

00:05:59 Adam Puche

So even all the way back 200 years ago to the founding of UMB through the medical school, there has always been that peer based component in anatomy.

00:06:09 Adam Puche

It just predates.

00:06:11 Adam Puche

Of how effective?

00:06:12 Adam Puche

Learning is.

00:06:13 Erin Hager

How do you prepare students for that kind of interaction with each other?

00:06:18 Adam Puche

We do a few practice sessions, particularly in the introduction to medicine and the first sessions are designed to get them used to the environment.

00:06:26 Adam Puche

But I would argue that many of our students are more familiar with peer based learning than our faculty are because they are coming from an undergraduate environment which is advancing in leaps and bounds in the integration of these modern learning.

00:06:38 Adam Puche

Paradigm.

00:06:40 Adam Puche

And some of our faculty who have been around longer than others may not be quite so conversant with those modern theories.

00:06:47 Erin Hager

What might you say to a reluctant faculty member who is trying A-Team based learning?

00:06:54 Erin Hager

Case based learning a peer approach for the first time.

00:06:58 Adam Puche

Well, the easiest easiest way is to have them come along to a.

00:07:00 Adam Puche

That you know is going to run smoothly and well so that they can see it in operation because I can describe how to do it till the cows come home and that won't come across. Whereas I think that if they participate in a peer based type session.

00:07:16 Adam Puche

They will see how it flows, how it operates and be able to adapt and take that to their own classroom structures. And so I think like with any learning, doing is more effective than hearing.

00:07:28 Erin Hager

Right. Where do you think the reluctance comes from to adopt some of these new these newer approaches?

00:07:35 Adam Puche

To take up a new approach does require you to restructure teaching materials.

00:07:39 Adam Puche

And that is a considerable time investment and we are all pressured for time, certainly in the medical school.

00:07:46 Adam Puche

Of us are professional educators.

00:07:47 Adam Puche

None of us do education, even as our primary task.

00:07:52 Adam Puche

We are researchers, clinicians, we have.

00:07:55 Adam Puche

Other duties and responsibilities, and we do education because it's a passion most of the time.

00:08:00 Adam Puche

And so there is a reluctance to adopt A change to approach sometimes because there is a workload to it. But I would say very few people exhibit that much reluctance once they've seen the efficacy and the operation of it.

00:08:12 Adam Puche

So I would say that most faculty embrace change and embrace a little bit of a challenge.

00:08:17 Erin Hager

I've noticed the the same thing in my work and one of the things that I've noticed is when faculty members feel the difference in the energy of a classroom that is structured in such a way that.

00:08:30 Erin Hager

Are grappling with new ideas and practicing new concepts in real time in a way that the faculty member can see as opposed to them going back to their apartments, their own private settings, and grappling with it on their own.

00:08:45 Erin Hager

There's a mutually reinforcing energy that that tends to happen.

00:08:48 Erin Hager

You experienced that?

00:08:50 Adam Puche

Absolutely. I would say that humans in general are social.

00:08:50

Oh.

00:08:54 Adam Puche

We'd know that from studies going back as far as anyone wants to measure.

00:08:59 Adam Puche

And education is just as.

00:09:01 Adam Puche

The discussion, the give and take of ideas, the helping someone reach an epiphany.

00:09:07 Adam Puche

All of those are elements that any educator thrives upon going back to Socrates.

00:09:14 Adam Puche

In those early Greek methods of teaching that had a give and take of discussion as.

00:09:19 Adam Puche

And so I think every educator thrives in that environment. And once somebody sees that this is an environment which enhances that component, they jump into it wholeheartedly.

00:09:28

Yes.

00:09:28 Erin Hager

One thing that I've also noticed.

00:09:31 Erin Hager

That.

00:09:32 Erin Hager

Creates a shift in that energy. Is the the sharing of stories in an educational setting, and I'm wondering if you have any.

00:09:40 Erin Hager

Stories from your from your teaching that.

00:09:43 Erin Hager

Demonstrate an evolution in your change of teaching or you know, a moment in time where a teaching a ha moment happened for you based on what was going on with a student.

00:09:54 Adam Puche

I'm not sure that I've experienced a sea change epiphany in that.

00:09:59 Adam Puche

It's more been a slow evolution of techniques over decades than it has been a radical shift. There are always many, many moments, many small individual moments where.

00:10:11 Adam Puche

You adapt your teaching style to the student and you recognize what the student needs and change the style accordingly.

00:10:18 Adam Puche

Those moments are a educators bread and.

00:10:23 Adam Puche

And I would say that all of the great educators on our campus have those types of moments.

00:10:28 Adam Puche

For me at least, I don't think there was a single epiphany moment that made me change.

00:10:32 Adam Puche

Style radically. It was an evolution of process more than a sea change.

00:10:39 Erin Hager

If you were going to point out some landmarks of that evolution where where might you say you you began and what slowly changed over time?

00:10:48 Adam Puche

Oh, probably the biggest change to my education is when I took over as the anatomy lead for the medical school.

00:10:55 Adam Puche

Because until somebody has done that, they don't recognize the complexity of that task.

00:11:00 Adam Puche

Teaching the anatomy program is probably the most logistically complicated educational program on the campus.

00:11:08 Adam Puche

You're dealing with surgical instrumentation.

00:11:11 Adam Puche

Donors safety of a laboratory environment. Effectiveness of teaching the cross connection of anatomy being learnt with the clinical undertaking. The management of a dozen faculty members and up to 200 learners.

00:11:25 Adam Puche

In the environment, all of that I never appreciated the complexity of it until I'd actually done it. As epiphanies go, that's probably one of the more eye opening moments.

00:11:34 Adam Puche

Is that curriculum design and management is radically different than being an instructor, and we have many, many great instructors and we have many, many great curriculum developers and helping people to go from being a great instructor to being a curricular leader.

00:11:51 Adam Puche

Is also a fantastically useful process and something that, as a campus we should support.

00:11:57 Erin Hager

Speaking of that anatomy.

00:11:59 Erin Hager

Ah, in addition to the innovations you have brought with the curriculum, with approaches like Team based learning, case based learning, you have also brought other types of innovations to that space.

00:12:11 Erin Hager

You talk a little bit about.

00:12:13 Erin Hager

About what you've done and what impact it's had.

00:12:16 Adam Puche

So this space operates across three of the schools in UMB. So we support medical school, dental school, Graduate School in the various programs through the same space.

00:12:27 Adam Puche

And so we needed a space that would be modern, flexible and a showcase for all of those schools.

00:12:32 Adam Puche

And what we had was a 1970s design and facility which need an upgrade.

00:12:38 Adam Puche

And this is only the 5th iteration of Anatomy laboratory teaching in the campus since its founding.

00:12:45 Adam Puche

The first was Davage Hall itself.

00:12:47 Adam Puche

The second was Gray Hall behind Davidge. The third was the old Bressler building up on Green St.

00:12:53 Adam Puche

And then the new Bressler building, which is now 50 years.

00:12:55 Adam Puche

So I think we can drop new out of the name and the new renovation of that space that we just undertook, making the 5th iteration. And so part of it was to make the anatomy environment.

00:13:07 Adam Puche

As close to the practising environment for the learner as it could be, so we wanted to look like an operating room. We wanted to have lighting of that nature. We wanted to have decor and facilities that match the surgical environment because that's where our learners are going to.

00:13:23 Adam Puche

Practicing.

00:13:24 Adam Puche

And so if we can make the environment closer to the environment in which they.

00:13:28 Adam Puche

Practice then the practice environment becomes less intimidating and their effectiveness in that environment is improved.

00:13:35 Adam Puche

So it's not just the implementation of team based learning, it's to provide a patient centric career centric type structure to the space that they will can learn to practice in.

00:13:46 Erin Hager

Yes, as you're talking, I'm thinking about the concept of cognitive load in a student and when so much is new all at once, our ability to, you know, to process all of that information is more challenging.

00:14:00 Erin Hager

And it sounds like what you're doing in creating a space that looks like where they will be going to practice.

00:14:06 Erin Hager

When they when they transition, some of that cognitive load will be.

00:14:11 Erin Hager

Because they are in an environment that looks and feels similar to the environment in which they learned.

00:14:17 Adam Puche

Absolutely. I'm a firm believer in cognitive load and understanding that in fact, I've had Department of Defense grants for the last nine years studying educational approaches to improving performance. And part of that involves assessment of cognitive load.

00:14:33 Adam Puche

And mechanisms by which there can be a cognitive offloading of responsibility under those research paradigms to try to examine this.

00:14:41 Adam Puche

And I agree wholeheartedly that in clinical practice it's almost certainly taking place and having the learning environment in the anatomy labs look like a modern operating room type environment as much as we can in a shared space that will reduce the load to the students in that next.

00:15:00 Erin Hager

You know, it also strikes me too in a in a setting like this, you know, perhaps working with a donor for the first time first few times.

00:15:07 Erin Hager

The stress of medical school, the stress of the volume of.

00:15:11 Erin Hager

Thinking about the stressors, the emotional state of students in this environment seems that it would be very important, and you've been quoted as saying that.

00:15:23 Erin Hager

Your intention is to create a safe fail for students in order to reduce some of that stress and to improve learning.

00:15:30 Erin Hager

You talk a little bit about what you mean by that and how it shows up.

00:15:34 Adam Puche

Absolutely, because I think.

00:15:36 Adam Puche

That all of us should be comfortable with failing because we learn the most from failing, but to be willing to fail takes a certain bravery, and it takes a certain understanding that when you fail somebody else.

00:15:52 Adam Puche

That they're OK with that. And so I think that when an instructor asks a student a question, you want an environment where the student feels comfortable in volunteering an answer, even if they're very unsure of what their answer.

00:16:05 Adam Puche

Because they know whether they get the answer correct or incorrect, they will get support from the instructor.

00:16:11 Adam Puche

They will get positive reinforcement of the correct answer even if they get it.

00:16:17 Adam Puche

And that there will be nothing judgmental in it.

00:16:20 Adam Puche

And so that safe failing as I was quoted in talking about is really an environment where I want the students to feel completely safe in volunteering an answer, knowing that they won't have somebody judging them.

00:16:33 Adam Puche

And that provides a much lower emotional load.

00:16:37 Adam Puche

And concern load to the students to have that environment.

00:16:40 Adam Puche

So I try to portray that myself and I make sure that my instructors understand that this is the concept that we have in this instructional setting.

00:16:48 Erin Hager

If you are going to describe those behaviors, an instructor could take to.

00:16:54 Erin Hager

Create that safe space for failing. What does it?

00:16:58 Erin Hager

Does it look like in practice?

00:17:00 Adam Puche

Practice. It can be just as simple as making eye contact and smiling, and rather than simply frowning and saying oh, that's wrong, you would say.

00:17:09 Adam Puche

Well, it's probably not quite the way it is.

00:17:12 Adam Puche

Explore through the.

00:17:14 Adam Puche

Try to lead the student to the answer rather than just give them an answer.

00:17:18 Adam Puche

You're.

00:17:19 Adam Puche

Here's the answer is, say, are you really sure that's correct?

00:17:23 Adam Puche

Could it be?

00:17:24 Adam Puche

Have you considered XY or Z?

00:17:27 Adam Puche

And try to lead the student to reaching the correct answer rather than trying to be immediately judgmental and give them the answer.

00:17:33 Adam Puche

Think that leading the horse to water is a better educational process.

00:17:38 Adam Puche

Simply providing it out front and I believe that it also creates a safer, less judgmental environment. If the student knows they're going to be directed.

00:17:48 Adam Puche

The answer, rather than simply told you are wrong by some gruff individual.

00:17:53 Erin Hager

Yeah, as you're as you're talking, I can think of experiences I've had as a student, where I, as I'm remembering them, I can still feel the flush in my cheeks and my heart rate going up. When I realized that I had answered something incorrectly.

00:18:08 Erin Hager

But that thought.

00:18:09 Erin Hager

Of being taken from that moment through a secondary process.

00:18:14 Erin Hager

To help at least get closer to the right answer, feels like that would have would have created a sense of recovery from that kind of initial emotional reaction.

00:18:23 Adam Puche

Absolutely. And that sense of recovery that can be generated by that leading through a multi step process to the correct answer that in and of itself diminishes the emotional stress of being wrong the next time.

00:18:37 Adam Puche

And so after you run through a few of those processes, people become much more comfortable volunteering the wrong answer.

00:18:44 Adam Puche

And there are other little strategies, like telling students that it's OK to get a consultation because we are in a allied health profession where you need to consult with professionals from multiple disciplines.

00:18:56 Adam Puche

And so telling students you can dial A friend so.

00:18:58 Adam Puche

Speak.

00:18:59 Adam Puche

When asked, a question is perfectly fine as well because it's partly A-Team based, answering not just an individual based answering.

00:19:08 Erin Hager

And when you think about the implication of that in practice, I want my doctor to ask a nurse who's seen a similar patient.

00:19:19 Erin Hager

You know, for their thoughts, I want my doctor to reach out to a.

00:19:22 Erin Hager

I I want as many brains involved in my healthcare as is appropriate and so that not only are you impacting that for the students, but for their practice lives as well.

00:19:33 Adam Puche

And I also want them to feel safe in admitting that they got a diagnosis wrong, because quite often with a patient you lack enough information to achieve the final diagnosis. But you have to start taking action early. And sometimes that action will be going down an incorrect path.

00:19:45 Erin Hager

Mm.

00:19:50 Adam Puche

And as more information comes on, you can redirect and I'd like to instill an element where nobody needs to be embarrassed.

00:19:57 Adam Puche

By having got their initial diagnosis needing refinement, and I think that if we can alleviate some of that embarrassment in the educational process.

00:20:05 Adam Puche

It may make people more willing to accept when they're wrong.

00:20:08 Adam Puche

Down the road, I can't tell you the number of times society has got themselves in problems because individuals, leaders, et cetera, can't admit when they're wrong. And so having a way that you can safely fail.

00:20:20 Adam Puche

Would be important in many careers, not just in medicine.

00:20:23 Erin Hager

And I can tell that that way of thinking is so natural to you because the phrase that you used your initial diagnosis needed.

00:20:31 Erin Hager

Is is such a inclusive and gentle way of letting people know that that this is theirs is not wrong? Wasn't a mistake, it just. Now we've got more information and it needs refining.

00:20:43 Adam Puche

Yes, that in and of itself is a vocal pattern to lead somebody into a safe fail environment by saying that their diagnosis needs refinement. Not saying this is wrong and all those sort of word choices are an important component in.

00:20:49

Mm.

00:20:58 Adam Puche

Reinforcement for students and helping them to grow into the spectacular people that they are and can be.

00:21:05 Erin Hager

I I feel like I can get a sense of this just from our brief conversation already, but how would you label the values that you bring to your teaching?

00:21:15 Adam Puche

Open this in inclusiveness is super important.

00:21:19 Adam Puche

Because you need to be able to work with people.

00:21:22 Adam Puche

Have them trust you to be asked questions.

00:21:26 Adam Puche

Have them trust that you've generated a curricular process that will result in them becoming awesome, and part of that is all the way down to them. Just being able to talk to you your trust component.

00:21:37 Adam Puche

So, as with many profession, that openness and trust and approachability become core components of good educators, I think.

00:21:45 Adam Puche

And of course there is the other logical ones of being organized consistent.

00:21:52 Adam Puche

Diligent on time, all of those other components which feed into any educational program, but ultimately it comes down to my trusting the students will do the work and learn.

00:22:02 Adam Puche

And they're trusting that I've designed a program that will grow them as an individual.

00:22:08 Adam Puche

And as a learner.

00:22:10 Erin Hager

Yeah, that absolutely comes through in, in our conversation. And I I can only think what a gift it would be to know that that I use in another podcast, the analogy of of swinging from a trapeze with a safety net underneath it.

00:22:23 Erin Hager

Know the the courage to reach out and reach for that bar that's coming at you when you're 50 feet in the air is a lot easier when.

00:22:31 Erin Hager

That there is this protection built in to the whole experience.

00:22:34 Adam Puche

I agree, and I think the role of the great educators we have on campus are to be that safety net and to catch that student.

00:22:42 Adam Puche

Which has happened to me literally before when a student has passed out and I've had to catch them, but I'm hoping that it's more metaphorically catching them than literally capturing them for most of the educational program on the campus.

00:22:54

Yeah, yeah.

00:22:54 Erin Hager

Oh my gosh. I wonder when you when you think back, you know, you describe yourself as as not only a lifelong learner but a lifelong educator.

00:23:04 Erin Hager

If you were to go back in time.

00:23:07 Erin Hager

What would you?

00:23:09 Erin Hager

What would you say to yourself looking from your perspective now about your path as an educator?

00:23:14 Erin Hager

There any advice you would give yourself any encouragement?

00:23:19 Adam Puche

Probably it's don't care about the next exam because everybody gets hung up with what is the next step and they don't see the forest for the trees.

00:23:28 Adam Puche

They hung up with the next exam.

00:23:30 Adam Puche

And I'd like to tell myself that the next exam doesn't really matter.

00:23:34 Adam Puche

You're in this for the long haul.

00:23:35 Adam Puche

It's the entire journey, not the individual steps that matter, but it's very hard when you're taking those steps not to be focused on the next step.

00:23:44 Adam Puche

And I hope that our students at least get a feel that we are helping them on a journey, not helping them take individual steps.

00:23:52 Erin Hager

When you're thinking about the journey that our faculty are on and the incredible time pressures, the incredible demands the.

00:24:01 Erin Hager

Disparate skills that come in, as you mentioned, organizing a curriculum, organizing the logistics of a shared space.

00:24:08 Erin Hager

Engaging with the students, creating that personal rapport, keeping up with your own.

00:24:14 Erin Hager

Knowledge of the literature. Everything that goes into that.

00:24:18 Erin Hager

How do you think that an institution can best support?

00:24:22 Erin Hager

Its faculty members on their journey to become the best professionals they can be.

00:24:26 Adam Puche

I think a huge component of that comes down to making sure that they have the resources they need.

00:24:33 Adam Puche

Just at the ground level that we're not reinventing the wheel by each person having to buy their own software.

00:24:40 Adam Puche

Or that there is expertise in the nuts and bolts of doing this, but far more important that that foundational component of infrastructure, which is clearly an institutional responsibility.

00:24:52 Adam Puche

I think it's foster a community because people learn to be good course directors by working with good course directors and so having a peer learning environment at the faculty level.

00:25:05 Adam Puche

And a peer learning environment at the curricular leadership level is just as important as having a peer learning environment for the student level.

00:25:14 Adam Puche

And so I think fostering that ability for our great educators to be able to work with the next generation of great faculty educators.

00:25:23 Adam Puche

As we were saying just before we started this interview, I look forward to the days where a former student becomes my boss because I want to be surpassed by the next generation.

00:25:33 Adam Puche

And I want them to become better than we were.

00:25:36 Erin Hager

I think that if if this were a recipe, the the ingredients are right there on the table in front of you from your perspective and the values that you bring to this work and the openness and transparency that just comes through from our conversation, I just I.

00:25:54 Erin Hager

Thank you for your time today. But most importantly, just thank you for the contributions that you are making toward that next generation of medical educators has been so wonderful to talk with you.

00:26:04 Adam Puche

It has been a pleasure to talk with you and whilst I'm just one faculty member taking this journey, UMB is filled with faculty members taking this journey and I may have won this award this year.

00:26:15 Adam Puche

Here, but it's out of hundreds of people who are equally qualified and equally committed to making the educational program on UMB excellent.

00:26:25 Erin Hager

Agree.

00:26:26 Erin Hager

I have never felt so lucky to be filled, to be surrounded by an incredible community of passionate educators.

00:26:34 Erin Hager

Congratulations again on this wonderful well deserved award.

00:26:41 Erin Hager

Thank you for joining us today on.

00:26:43 Erin Hager

The needle.

00:26:44 Erin Hager

Visit us@youmaryland.edu/fctl to hear additional episodes. Leave us feedback or suggest future topics.

00:26:47

I.

00:26:54 Erin Hager

We'd love to hear from.