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Welcome to voices in the work, a continuing education podcast from the Texas Opioid Training Initiative. I'm Doctor Lindsey Loader, associate director of the Pharmacy Addictions Research and Medicine program and assistant professor of practice at the University of Texas at Austin College of Pharmacy. Voices in the work is designed to share new ideas and fresh perspectives with health professionals and other members of the workforce about substance use disorder prevention, treatment, and recovery.

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The first season will highlight innovative training strategies used to teach future health professionals about substance use disorders as part of their health professions curricula. This continuing education activity is supported by the Texas Targeted Opioid Response, a public health initiative operated by the Texas Health and Human Services Commission. Through federal funding from the Substance Abuse and Mental Health Services Administration.

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Information about continuing education credit is available in the podcast description. What happens when students move beyond learning and start teaching? In this episode, we'll explore how podcasting can help health professions students engage with substance use disorder and public health topics while developing their professional voice, communication skills, and identity as future practitioners. Today we're joined by Doctor Jeff Bratt Berg, a pharmacist and clinical professor at the University of Rhode Island College of Pharmacy.

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He works with student pharmacists to advocate for public health and pharmacist roles, and medications. He also co-produces and co-hosts the podcast The Regimen. Go bookmark. After you're done listening here, and we're going to dive in and learn more about the story behind the regimen. So, Jeff, thank you so much for being here today. Appreciate Lindsey. It's a great opportunity.

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Yeah. So before we dive into what the regimen is like, tell us why. Why is this topic so important. And you know, what does podcasting do for students learning that traditional learning can't. I think it imposes this. It's a two way conversation. In fact, it's probably good to not bury the lead in to say a lot of what we're doing in teaching and learning is creating opportunities that are not I.

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Now, I started this five years ago when that wasn't really an issue, but I think it's even more important to say communication, human to human communication or listening to human. Human communication is key, especially for often misunderstood public health topics like addiction, like medications for opioid use disorder, like, risk reduction techniques or safe drug use strategies. Those are the things that are not really understood by the public.

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And I think that there's one thing that I always think about. A paper I wrote in college on teaching, write this eight page paper on teething and new experience with teething. It's important when you're in the moment, but when you're 21 and you don't know anything about teething, you're just writing a paper. Now, if I did it now, I would say think about interview people who are dealing with this right now and what their questions are.

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Go online, gather those questions, and then provide a real output for that. We know through social media, through podcasts that it's an easy way to very quickly and freely honestly disseminate information. Instead of let's create a logo, let's create a flier, let's contact practices. You can say, send an email with a link or take your podcast, make a three minute Instagram post, and now you've got a video that exists or TikTok and you can explain it in a way we really need to think about how quickly bad information gets out there, and to say you need to be providing good information, and it's a skill, I think, making a pack, there's many, many skills in

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the podcast that we'll talk about, but it's if you can educate one patient, those same skills can educate anybody who's listening. And for the listeners perspective like podcasting it's really accessible. It's you know they can right away have access to whatever the education it is that, that you're sharing and students prefer it. I'm

doing a study or shifting part of a study I'm doing where we're interviewing pharmacists and physicians on collaborative practice agreements for medications, therapy use disorder to increase access to it.

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And I said there's all these chapters that I could give you in articles and things. I said, you know, I could turn them into podcasts or I could find, you know, I can send some of the podcasts that I've recently done on the topic. And they said, yes, we want to listen to it because it's what you do when you're running or clearing the dishwasher, or getting up in the morning and having your coffee or gardening.

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Like, I listen to podcasts all the time. I mean, I think I've walked around Austin a little bit and it seems like everyone has, you know, buds in their ears listening to something. Could be music, could be podcasts. And so it's it's really this idea of to really get humans to change your behavior or advocate for populations, you've got to capture them.

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And so learning that persuasive skill to translate evidence into through a health literacy lens to a general public, I think that is a real important skill. And, you know, you're you're live in front of a camera in front of a mic. You got to do it. Yeah. And what is that experience like that that you've seen for students.

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And I guess this is kind of skipping ahead a little okay. But you know tell us what year and training are the students typically. And yeah like what does being part of creating a podcast do for for a student's development. So students increasingly want to have an output right. When I interviewed for residency, I didn't show them my teething paper.

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Right. And and I and if somebody did that, I wouldn't do that. But when I go look it up, you it's not anywhere, thankfully. But what's interesting is unsolicited Lee students all sort of go backwards as students who apply for postgraduate experiences or even jobs. They say unsolicited. Lee, their interviewers say, wow, I clicked on that podcast. So, you know, CVS are all electronic, so you've got a link.

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So not only did you do a podcast, but now you can literally see the work, right? You don't, you know, you might look up a paper that are more rare. Student would publish and and do that. But the people listening also want to say, how did you do that? And I think implicitly, even in some of the reviews that I shared when we were preparing this, where they say the favorite part of being in their APC is these are all fourth year advanced pharmacy practice experience students on public health.

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And they quickly grew to know that this was part of it. It's not elective. So they chose it. So they wanted to do it. But to say, don't just draft a paper and write it, or maybe submit it to a journal or create a case presentation for the ICU staff have been part of all those things. Now it's what is happening right now.

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What are you interested in? So it's always very student centered. And take that interest, run it through a public health lens. Our goal for the regiment is not to be controversial, but to just say, here's where it is. This is what's interesting right now. And drafted in Vegas. So there's an interprofessional component. Now I can say go listen to this lecture that that you're doing.

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You know, here's this lecture or it's a webinar. Go watch it, write a reflection on it. It's another thing to say. You reach out to this person, invite them. Schedule them. You know, think about what we did here. And they're doing this in a six week rotation. And the goal was to have six podcasts for that. And they usually have an intro.

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Who are you. And so another great thing is they can share with their family and friends or prospective employers who you are and what you plan to do. And so we kind of create a whole season. What are we going to talk about when we get to part one? Part two? Are we going to have a guest? Are we going to?

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We've had podcasts where we've evaluated a previous podcast. What was really interesting, what that talked about, and I listen to so many podcasts, I like that format where you intro, you do an interview and they say, wow, that was a great interview. Here's what we talked

about. Or today we interviewed and we I want you to pay attention to these things, which is just like teaching.

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Yeah. Here are the objectives. And now you're going to learn a thing. And now we want you to reflect on. Yeah. So it just covers it soup to nuts. And I think the unique part of it is not just an assignment to go testify at the state House or write testimony. It's you're writing testimony, you're putting it out there, and now you actually have to market it and then use free tools to evaluate the reach of it.

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Implementation science. Right. We talked yesterday about dissemination is very important. This is a really effective free way to get the message out. And we've even done recruitment things where we say previous students who were on, they came back. Actually the student who started at Anisha came back and said, tell us about your PGI. Two students could go to a panel and hear things, or they could have me interview them and say, tell us about your fellowship in addiction.

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That's a really cool thing. And I know lots of schools are using those techniques to get folks interested in what they're doing. That's so cool. Yeah, and such a cool opportunity for is it fourth year, fourth year students? Yeah, students to have an, you know, coming into their own like professional identity. And I love that you mentioned, you know, if they go on to apply for residencies like that is a really cool way for a potential future employer to see, like, you know, how do you articulate information?

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Yeah. Into a way that's, you know, digestible and, you know, comes across, but also, like you said, like selling it. Yeah. You know, providing the education while also like learning a bit about who is this future pharmacist, like correctly learning about the person. My big quality in folks is curiosity. So we came up with the regimen as a, you know, a play on words is that the regimen is really any story is what is the gap or research.

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Right. What's the gap? What's the intervention? And then what are the solutions in an entire format that is, you know, again we're using these science terms dissemination. But just getting it out there. And you've mentioned a little bit, you know, that this is the podcast is with the students that are on your rotation. And you when did it start

I know you oh yeah.

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So Covid I don't know if anyone remembers Covid. But we did not have in-person, rotations. And so I had a student January of 2021 come in. In the first week, I was like, well, what do you want to do? You know, we can watch webinars. We can start writing testimony. When the students said, hey, I want to do a podcast, I go, and I just thought it would last.

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I thought, well, this is a great project. What do we need to do? And the most important thing for people who want to do their own is it's not that hard to start. You don't need a studio. We did stuff on zoom. I had some equipment. It's a pretty low investment, so the equipment's pretty standard. You don't have to spend thousands of dollars free audio editing.

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We use, you know, Apple products to do it. Or QuickTime, things like that. There's a audacity is a free open source, you know, software that I've no investment in. So, I mean, these were just things that we would use and I would just kind of say, hey, student, you know, how to do audio editing. Yeah, almost everybody knew we were talking car like, that's I didn't have to ask them to.

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Again, it's an elective rotation. Only really that first year did they not know that this was going to be part of it. And of course, it was sort of optional that 2021 year, but then it just sort of took off to say, you have to write, you have to edit, you have to talk to other professionals. You get to take your passions and put them out there.

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So again, it's really in six weeks you have at six. And often we had a couple students who did ten. It's like, okay, so ten episodes and six weeks, ten hours and six weeks. Yep. That was all that we recorded. We've often recorded 2 in 1 day because again, you think about planning, you know, week one, we're just getting going.

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I have them record and edit their first, you know, intro. And I say, okay, here's so-and-so season 12. Tell us about yourself. And that's sort of the practice one. And then a week later, we're interviewing

one of our faculty meeting faculty folks, or we're setting up a practice zoom and, you know, a pre meeting to do things which I would advise to allows you to go in-depth as much as you want.

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It allows you to be creative, to show your curiosity, to demonstrate to the world where you I mean, their, their families listen and their loved ones. That's I mean, I don't know if anyone's listened to your first podcast here, but you know, we're we're out there. So I think that's a, you know, I'm guessing most of my students aren't sharing their case write ups with their.

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Right. Yeah. Family members, their paper on their paper on tithing, they're not sharing. Exactly right. Go ahead. Sorry. No. That's great. I'm curious. Like six, six episodes and six weeks is a lot. Ten episodes and six weeks is a lot. Are the students on this elective doing anything else, or are they? They're writing testimony. They're going to the state House.

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They're in the spring. I have them attend our statewide opioid. You know, they're always doing the same kind of public health things that I'm doing. I've had them peer review papers with me that some of them are proven better at peer review than me. Tyler would love to hear that. We'll keep it in. And that's the other thing, too.

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I think that's so sort of a lot of webinars are very formal and scripted. And so here's the thing to say. Don't read your notes at the bottom of the slide when you're doing the webinar. That is a key and all these things, but just be free flowing, let's say. Yeah, people love. In fact, I think I really like podcasts.

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When I co I have an opioid use disorder class, which a lot of people were. Well, we like your style and we like that we participate. I'm like come join the rotation. And so the students actually go to that class to get inspired. And also inspire them to say, you know, when the student says, if you like this class, go take this rotation.

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I'm having a lot of fun. I don't have to say anything. Yeah. So it's a recruiting technique for electives too. Okay. So for our listeners, as

you listen, think about the learners that you work with, what opportunities do they have to develop their professional voice and engage with real world public health topics? Well, Jeff, tell us, like what does a typical episode look like and what role do, students have?

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And then you, as faculty have in creating it. I know you kind of touched on it a little bit, but yeah, I mean, I think that faculty, faculty and students and topics are all different. Right? And what's great about this is that it has evolved, just like my syllabi over the years have evolved in terms of what are we trying to promote?

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What are we trying to what barriers are we trying to overcome? So, it really starts with, you know, okay, what are six ideas? Who are people to do it? So we'll spend an afternoon searching LinkedIn. Actually, what I've done for inviting speakers to conferences is the same style of inviting podcast guests. Has this person down a podcast?

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Are they boring? Are they experienced doing a podcast? I mean, I was invited to a podcast this spring because they're like, well, you're a podcaster, so you're just comfortable doing this where some people are like, oh my gosh, I'm being recorded live. And I'm like, podcasts are recorded. It can be edited. I would advise not to do live because live is tough for anybody.

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But I think for for Jeff Probst, if you've watched survivor, had a recent blunder with live TV. Oh, yeah. So love that. Do you not do not do live. And so for students I say unlock your creativity. I'm just holding you know, the nets, you go and do stuff. I tell them, I say you're the host, you're going to ask.

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You're going to be, I guess, you answering these, you know, asking these questions and reacting to them. And whether we're on zoom or not. I asked the follow up, and I tell them and I tell them, you know, because it's recorded, I can say we can't predict what the follow up questions are going to be. But I'll just ask the follow ups.

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But some students just kind of run the show. Podcasting is listening. Yeah. For the listener. What are you hearing? And that's what

pharmacist or healthcare professionals need to be the best at. Yeah. Whether. Hey, doc, I heard you say this or tell me more patient about your pain and describe it. Podcasting is just another element of all those things.

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So a typical episode is we we we investigate the guests. That's the future thing. We try to get them a script as soon as possible. And I say a script, but like a bulleted list of of questions we're going to ask. Some folks say, well, we, we need to meet and just talk about it first. We did, some say, I'm ready to go.

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Let's just go. If it's my faculty colleagues that we've interviewed, almost all of them were willing, and they come in and we just sort of reassure them, hey, it's recorded. If you have to clear voice, like, we can edit anything out, we can send you the recording. So we have sort of standard scripts and standard emails that we send out.

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We thank them. I had an idea to make a mug with the regiment on it. I only need one because it was very expensive, so. But eventually I had the mugs in the shot. I know I we he tried to do all that. We need mugs. You need mugs like that. The voices in the work here. Yeah.

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Because let's think about every like local TV show we got the mug, I show the right shows. So, it also is a great way for people to be able to take a sip of water. Right? So now, instead of the jingling, jangling of microphones and earrings and rings and all these other things, everything that you're saying, it's such a cool opportunity for students to maybe get outside their comfort zone, like to showcase, you know, a different skill that they don't get to do during pharmacy school.

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But it is a skill. It's communication. It's number one. It's communication. It's one fourth of our AP which pharmacists need to do well, so two things that I want to comment on, you say outside the comfort zone. So I, I don't know where I saw this from somebody, but the first minute of my irritation, I say, I want you to do three things.

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I want you to do something you're good at. I want you to demonstrate really well for me, something that you want to learn more about, but, you know, some kind of skill. I want you to hone that skill. I want you to do something completely out of your comfort zone. And they all say the podcast. And then it's always their favorite thing.

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So podcast is kind of like the singer, like, what are they going to say next? Right? You don't get an outline of what they're going to say. Are there ever any students who, because they know, with the exception that you said of the first cohort, everyone else after that knew that podcasting was part of this? Okay. It wasn't part of it.

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Yeah, yeah. Were there any students who even those signing up, were still like, oh, like this is. Oh yeah. Oh yeah. I'm nervous about it. Yeah. I mean, I kind of, I mean, teaching is about making sure students have the tools for success. And so even though you'd lose something by people scripting everything out, if that's what made them comfortable, I'm not going to say I'm not going to go into the script and say, cut all this stuff out.

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I will say, how about you reflect on how you would do it? How did you talk to that patient, or how did you write that? How did you make that table in their papers? You know, whatever kind of reflection I'd say. How did you feel about that? Are you feeling more comfortable or how did you feel about editing that thing?

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What was the growth like? Like if you think back to past students that have done this, like, what do you see from the time that they start the rotation to the time that they're done? Like, what's the typical growth that you see with your learners? It's it's great. I mean, they they own it. You know, they eat to coin it, you know, not to coin a phrase, but to repeat a tired phrase.

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They rise to the occasion. I think too often we're like, well, what if they fail? And I'm like, what is failure of a podcast? So no one listens to like it? Just don't listen. We don't have subscribers. We don't owe people anything. I don't have a blog with 100,000. You know, I don't have a subset. Like I don't owe anybody anything.

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Right? It's just let's put out accurate information and and and see what the reaction is. And, it was really in those it's I, I'm going to feel the same way I've done every time I've recorded something. I will feel very good when this is done. That's a very normal human experience. But it's also exhilarating. Like I completed a thing.

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Yeah. And what an experience for a P4 student to have, like before graduation. Yeah. Well, and they are validated to when, when they're like, oh. So everybody was asking some the or I think someone applied we have a Pharm.d MBA program. And I was writing a letter for Sue who just graduated Vinnie and and he was saying I remember him saying he's like, oh yeah, they were asking MBA application about the podcasts I did as part of your elective class.

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So, you know, so, so it's interesting when you have something I and forever ago when I interviewed for, at a place for a residency, I remember this person's pharmacist came in and said, you're the first applicant we've had that was a radio deejay because you've seen 100. I mean, if you've ever been on the other side of applicants for jobs or anything, right, you sort of see the same.

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I'm a PharmD student. I was in this organization. I did this service work. I ran this Covid 19 point like vaccination clinic. All those things are great. Very few ago, I did a podcast or I did six podcasts or I did ten podcasts. I know you've covered on the regimen. A wide variety of topics from like thinking, you know, substance use disorders, related, like naloxone, buprenorphine, so many different things.

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Vending machines. Yeah. So many machines. Yeah. Have you seen, like, has that been difficult for students to cover since, some of those topics can be, you know, emotionally heavy, like tell me, a little bit about that. I think that is the appeal. Right? It's the, you know, fear and exhilaration are just two sides of one coin.

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He loved the roller coaster, but you hate the roller coaster. And so, I mean, to be very clear, I have a, you know, safe space. Are you comfortable talking about this? And I, I do that middle class where we have people that experience all those things is sort of like. And

we've had a student who everybody stops, right?

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1 in 8 people now, someone who's died of an overdose died of an overdose. So that means probably one for no 1 in 3 probably know someone who's had an overdose. Right. And are they taking the class because they want to know how to help other people? Yeah. Are they taking the class because they want to be there with their friends?

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Sure. Maybe awakens things they didn't know all those things. So we we really try to make a space. And like I said, I regardless of the topic, I go, we're going to talk about disordered eating like that. That's that's a super heavy topic. It's disappointing because the regimen is very unclear for many folks. And and access to treatments are not their same thing.

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Zamrud. I think if we stick to medications or if we've talked about prevention before, I let them choose where they want to go with it. And podcasts are recorded. If something literally happens when we're recording, we just shut the thing down, like, that's that's fine. Or we go, let's take a break or and that never really happened.

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I think we have so much we don't have so much lead up, but we have a week to say, are we good with this? Do you want to ask that question? Is that getting into territory we don't want to go to to our audience? As you're listening, take a moment to think about your own setting. How often are learners asked not just to learn complex topics, but to explain them in a way that others can actually understand and engage with?

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So if we've sold people, yes. So this book sold or sold on starting a podcast is good or teaching. What would you tell someone who wants to get started? Like what's your biggest piece of advice? Biggest piece of ice is you've got to commit to making the content full stop. You or you have to commit to. Is this a project?

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Is this a five episode series? Okay, great. Learn, learn when you're doing it, advertise it as such. People love part one and two because they may catch part three and go, oh, there's a part one and two, and

then go back and revisit that. We saw that actually in our data. I was like, oh, let's just see what happens.

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Oh, it looks like people clicked on our link for part two and went, well, you should really listen to part one about this thing. So there's sort of FOMO, you know, fear of missing out in that sense. But you you need to commit the time shorter is always better. Consistency is important. Logos marketing. Every we spent a lot of time with a lot of students saying, when should we put this out?

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So we're like, well, let's ask the internet, you know, when should we put it out? Don't put out anything on a Friday. Nobody listens on Friday. Put them out Tuesday at 4 p.m. and this may have changed but have it posted. So we and so we got tools that would auto post for us. It's another thing. So I don't have to like schedule my time in my calendar to do or like have a bunch of posts.

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And every Tuesday at 4 p.m. the Instagram post the Arlington posts would be timed nice. The podcast would upload at that time and people were subscribers would get an alert and see it on social media. And so we we, you know, you can stagger those things. There's people whose entire life is are professional. I mean, I've read a lot about it.

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But you, you know, be a few weeks ahead, but you also want to keep the cadence of doing two podcasts in a day is a lot to in two podcasts in a week is a lot. Yeah. Doing two lectures, you know, doing four hours of lab four times a week. By that fourth hour, you are done.

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Right. So you have to understand your sort of exhaustion and, and things like that. If you're working with students, put them in charge of the whole thing so it can be a training. You ask about growth, it can be a training medium for the students. It could be training for you, and all the skills that are in those, you know, and trustable professional activities this is really it.

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It's motivational interviewing. It's health literacy, it's evidence to action. It's all the things we do in research, all the things to do with patients. It's a really easy sell. And who do you need to sell it

to? The people whose time that you owe them to. So you know you have to buy your time. This is the output.

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And even though those seem like lofty goals, they're just they're, Equipment's easy. Finding a room is easy. Zoom is easy. Yeah. I think once you add video, that is a whole other layer of things. You know, you've got video editing, you've got lighting, you've got what you where people are very concerned about how they look when they do things, even on zoom.

00;28;47;27 – 00;29;05;04

Unknown

So somebody came out there like, oh, you're not recording. I was like, I'm so sorry that you got your oh, that you did things for your makeup. Little did a hair and makeup thing. I was like, I, I'm okay. I hope that didn't take like, you need to make sure people know what the expectation is. And that was just a miscommunication.

00;29;05;04 – 00;29;28;28

Unknown

We have a very clear like it is audio. And understand that people are very willing to give their time, but you owe them just like any guest lecturer or professor or. All right, like you owe students. You owe everybody. Here's expectation. Here's what's going to happen. And yet don't do ten podcasts in a month and a half,

00;29;29;01 – 00;29;47;08

Unknown

Yeah. Aren't you doing all these? And what, they have no, actually we are. Oh. So. Yeah. Yeah. But, when I say that, I say recording. Yeah. There was a lot of prep work that went in months before the month and a half. Right. So to. Yeah, I'm very happy. And this is not your only thing. Yeah. Yeah.

00;29;47;10 – 00;30;12;29

Unknown

But also speed and quality sometimes are inverse relationships. So there are 2 million podcasts. I said that two years ago. Let's say there's 3 million podcasts. You will not get a lot of followers unless you do something wrong. So be aware that building your base takes a lot of time. That may, you know, you know, what are your goals?

00;30;12;29 – 00;30;33;28

Unknown

Are your goals education? Are they recruitment? Are they, you need to set those in and have have sort of set expectations for your funders or things like that to say, you know, I thought about doing a little like public health commercials for brushing your teeth with the dental

person or with the fluoridation, you know, so so yeah, we can try to add sort of fun things in there.

00;30;33;28 – 00;30;52;12

Unknown

But if it's not a fun podcast, don't do that. Right. If it's really serious, understand, you better make it short and snappy and edit it down or you can compress it. There's lots of things you can do to say I listen all my podcasts at 1.1 to 1.2 speed. And I probably talk too fast. So, I slowed it down.

00;30;52;12 – 00;31;11;06

Unknown

I was like, oh my God. Let's get to the point here, folks, because I'm so used to listening at a, at a at a faster speed. I tried double time and I had that was that was too fast. That would be it's a lot. I maxed out at 1.5 for most people. Oh you do 1.5. Okay. For some people I don't think I could do 1.5 with you.

00;31;11;12 – 00;31;40;14

Unknown

Yeah. There you go, there you go. And that is the tagline, right? Right there. I would, I mean, and I think what's also been helpful for the last year when I started actively using AI as, as an assistant to do ideas, and I know students are using that is don't use AI for ideas, use it to refine scripts, and and to make bullet points and yeah, don't script, have an idea of things and be willing to just go places.

00;31;40;14 – 00;32;06;28

Unknown

Yeah, it's tell us more about that or what. Who's asking you about that or how does that affect your family? Faculty don't get asked about their family. You know, keynote speakers, some talk about their family. Right. And and some you are you want to emotional eyes and humanize this experience. And I think that's if you have all those qualities you're just recording your life.

00;32;07;00 – 00;32;39;22

Unknown

Yeah. And talking about, you know, your personal experiences or your family like that just humanizes the topic. Like we mentioned connection earlier. Like I feel like, you know with connection with authenticity, it just makes it real. Yeah. For the listener. And yeah, like relatable. And that's what students want to do, right? Yeah. What are some of the drawbacks or limitations for someone who would want to get started?

00;32;39;28 – 00;33;03;05

Unknown

I mean, we talked about time, time, time, because it sounds like some of the tools and resources are pretty accessible, especially if you're doing audio only. Yeah. It's just the pressure for content, like it's just. So now this week I had, like, anyone who's done a newsletter. Right. You have to write, you know, it becomes a chore.

00;33;03;07 – 00;33;43;07

Unknown

You got to stop doing it. It's still gotta be fun to do to some way. It still takes work. It still takes time. And, don't let the perfect get in the way of the good. Yeah. So I think that the drawbacks really are time and perfectionism to say, even audio quality. It's interesting when people played records or CD's, you know, there are audio files where like, you know, they want to hear somebody coughing in the audience of the famous recording at 19, you know, 57 of this orchestra, like, I hear those folks or whatever, if you're that person, the goal is not perfect audio.

00;33;43;07 – 00;34;07;15

Unknown

The goal is content. Got to get it out. Well, I want to move that word. So it's the right font on the Canva to say no, put it out there. If you waste a day, you're wasting an opportunity to do it. And so you got to be fast and loose. You got to be regular and you can't be really anything less than once a week unless they're unless you're doing, as you said, a series or something.

00;34;07;15 – 00;34;34;14

Unknown

Series ish thing. Yeah. And I feel like listeners hearing this might be like, well, this is really daunting. Like, I don't know if I have the time because, yeah, so much of us, you know, who our faculty like time is. Time is everywhere. Yeah, yeah. But I really like what you said about utilizing students. Yes. And so I think this could be a really cool way, as you've said, as we've said, you know, this episode and getting information out there.

00;34;34;15 – 00;34;55;10

Unknown

Yeah, by incorporating it and say an AP or an AP and giving such a cool experience to the students. I mean, I would say rarely and don't know what your experience is, that rarely, even when I did impatient students or I'm doing an mCAT, I'm starting an entire, office space practice. I'm not going to spend 40 hours a week with these students.

00;34;55;13 – 00;35;13;03

Unknown

They need to be independent. Right. And so here's a way for them. I mean, I'd love like the next day after day to day and try to say, tell me what happened. Well, I problem solve this, and I did this and I did

this. They're not texting me. I ran into a problem which some students do or some people do.

00;35;13;03 – 00;35;40;09

Unknown

I can't I couldn't access that system. Okay. What was the next question? I should not be your next answer. You need to be know the patient a question I couldn't answer. Okay, well tell us how to do that. So this sort of still slows it down to an educational thing to say, oh, did you delete that file? Well, then we record another podcast as we start to wrap up, think about today's discussion and what stood out to you.

00;35;40;12 – 00;36;09;26

Unknown

What is one strategy that you heard, that you could bring into your own teaching, training or professional practice to better engage learners? Well, Jeff, thank you again so much for being here on our first episode of voices in the work. Talking about your podcast, The Regimen. And I just want to say I was realizing, you're the first person that I ever did, my first ever podcast with, I guess so that's right.

00;36;09;27 – 00;36;28;09

Unknown

Many years ago. So yeah, we've come full circle and have appreciated you been on the podcast, so thank you. It's been my pleasure. Thanks for inviting me. I hope people, I hope that there's lots of baby podcasts that come out of this. Yeah, people start them and find success with them. Yeah. Thank you so much. Always a pleasure.

00;36;28;11 – 00;36;29;01

Unknown

Absolutely.