Panel: Ideas and Innovations: Highlights from the 2017 Education Literature

During this panel discussion, medicine, physician associate (PA), and nursing educators will present six innovative healthcare education research articles published in the 2017 literature and discuss how the results from these studies can impact educational innovations in teaching at Yale. Join us for a review and discussion of the best and brightest ideas in education.

Learning Objectives:
1. Understand the search and selection criteria used to identify the most relevant articles published in 2017
2. Discuss education innovations that might be important for teaching at the Yale School of Medicine, the PA program and the School of Nursing
3. Explore ideas and inspiration for teaching and education research in your career

Facilitator:
Monica Roosa Ordway, PhD, APRN, PPCNP, is an Assistant Professor at the Yale School of Nursing. She teaches physical assessment in the pediatric nurse practitioner program. Dr. Ordway’s current research focuses on identifying buffering mechanisms to the relationship between stress and health among young socioeconomically disadvantaged children. She is currently funded by a K23 training grant from the National Institute of Nursing Research to examine sleep, biomarkers of stress, and health among toddlers living with socioeconomic adversity. She regularly publishes and presents her findings at the national and international level. She brings expertise in nursing education to the panel.

Panelists:
Alexandria (Xandi) Garino, PhD, PA-C is an Assistant Professor and Director of the Yale Physician Associate Program. She has been on faculty at the PA Program since 2006, and currently is the course director for the Behavioral and Preventive Medicine course. She teaches clinical and diagnostic skills. Her research explores student self-assessment and calibration, and how those skills might be developed to optimize how students use feedback. She recently completed a mixed-methods study that explored the non-cognitive learning characteristics of medical and PA students through a motivation lens, specifically that of achievement goal theory. She brings expertise in learning science and clinical PA practice to the panel. In addition to her work at the PA Program, she leads a national faculty development workshop designed to transition clinicians into new educator roles, and serves on the national committee that sets the research agenda for the PA educator profession.

Stephen Holt, MD, MS, is an Assistant Professor and currently serves as the Associate Program Director for Ambulatory Education in the Primary Care Program. His areas of interest include medical education and the art and science of physical diagnosis. Current clinical activities include ambulatory clinic precepting and general medicine ward attending several months per year. He co-directs the Resident as Teacher Elective for Internal Medicine residents and the Medical Education Elective for medical students. He has won several awards for his Clinical Teaching, at both the graduate and undergraduate level.

Jeremy Moeller, MD, MSc, FRCPC, is an Assistant Professor and currently serves as the Program Director for the Neurology Residency Program. He is also the Associate Vice-Chair for Education in the Department of Neurology. His areas of interest include the use of technology in health care education and the development of “asynchronous” teaching tools to augment clinical training. His clinical interests are in general neurology, epilepsy and electroencephalography. He recently guest-edited an issue of
Seminars in Neurology focusing on neurological education. He is an active clinical teacher, and was voted by residents as Attending of the Year in 2016.