

**Yale SCHOOL OF MEDICINE**  
**Teaching and Learning Center**

**June 3, 2014**

**MEDICAL EDUCATION DAY AT YALE:**  
*Enhancing Educator  
Development and Scholarship*

**Program of Events**

## Schedule at a Glance

Time	Description	Location
11:00 – 12:30pm	Registration	TAC Lobby
12:30 – 1:30pm	Keynote Address	TAC Auditorium
1:30pm	Pick up bag lunches Option – bring lunch to workshops	TAC Lounge
1:30 – 2:00 pm	Travel time	
2:00 – 3:15pm	Workshops	Various Rooms TBA
3:30 – 4:45pm	Workshops	Various Rooms TBA
4:45 – 5:00pm	Travel time	
5:00 – 6:30pm	Poster Presentations in Medical Education Wine and Cheese Reception	TAC Lobby

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### LEARNING OBJECTIVES

Upon completion of this program, participants should be able to:

- Apply innovative approaches to teaching
- Give and receive meaningful feedback through observation
- Develop strategies to help learners succeed
- Identify educational scholarship activities that count in career development
- Apply new methods of communication and reflection skills

## Keynote Address

**12:30 - 1:30 pm**  
**The Anlyan Center Auditorium**  
**(TAC)**



**Kelley M. Skeff, MD, PhD**  
Vice Chair for Education  
George DeForest Barnett Professor of Medicine  
Department of Internal Medicine  
Stanford University School of Medicine  
“Clinical Teaching: Challenges and Solutions”

Dr. Skeff is the Vice-Chair for Education in the Department of Internal Medicine at Stanford University School of Medicine, and Co-Principal Investigator of the Stanford Faculty Development Center (SFDC). He earned his MD at the University of Colorado School of Medicine, and completed his residency in medicine at Stanford University School of Medicine. Dr. Skeff earned his PhD from Stanford University School of Education.

Dr. Skeff's research has focused on the process of clinical teaching including the development of methods to assist clinical and basic science faculty in improving their teaching performance. His faculty development program, SFDC, is considered so distinctive that it is known nationally simply by his name “Have you been to Skeff?” or “We're using the Kelley Skeff approach.” He has educated faculty from numerous medical schools around the world and many schools have sent faculty members interested in becoming more effective teachers to his program. In 2001 Dr. Skeff received the prestigious Abraham Flexner Award for Distinguished Service to Medical Education, from the AAMC. He received the 2009 Association of Program Directors in Internal Medicine's Distinguished Medical Educator Award, recognizing his profound influence on the field of medical education in the United States and internationally. There is no doubt that his teaching and research have positively affected literally thousands of physicians-in-training and teaching physicians. Dr. Skeff's work has been described as “dynamic, evidence-based, and wise, helping to shape the entire educational process, from education in the basic sciences all the way to post-residency training.”

Dr. Skeff has won numerous awards for teaching, has lectured extensively nationally, has served on editorial boards and published articles for journals such as Journal of General Internal Medicine, Journal of Teaching and Learning in Medicine, Academic Medicine and many others. He is a Master in the American College of Physicians and an ACP Regent.

## Workshops

Time		Topic	Leader(s)	Location
2:00 – 3:15pm	WS-1	A Pathway to Educational Scholarship: Documenting Your Contributions	Janet Hafler, EdD Eve Colson, MD, MHPE	TAC-N 203
	WS-2	OCD: Online Curriculum Delivery	Michael Schwartz, PhD Gary Leydon Lei Wang	TAC-N 207
	WS-3	Developing Clinical Reasoning Skills Using a Modified Bayesian Method	France Galerneau, MD Geoff Connors, MD	TAC-N 211
	WS-4	Teaching Patient-Centered Interviewing Skills	Auguste Fortin, MD, MPH	TAC-N 213
	WS-5	Using the Entrustable Professional Activity Framework to Help Learners Achieve Their Personal Best	Andrea Asnes, MD Barry Wu, MD	TAC-N 209
3:30 – 4:45pm	WS-6	Peer Observation of Teaching: Observing and Giving Peers Feedback for Teaching Enhancement	John Encandela, PhD Kumar Navaratnam, MD, PhD	TAC-N 209
	WS-7	Working with Small Groups	Jim Van Rhee, MS, PA-C Donna Windish, MD, MPH	SHM-C 408
	WS-8	Assessment: Direct Observation, Reflection and Feedback	Janet Hafler, EdD	TAC-N 213
	WS-9	Writing as Reflection (For Non-Writers)	Lisa Sanders, MD Anna Reisman, MD	TAC-N 211
	WS-10	Developing a Resident as Teacher Program	Dana Dunne, MD David Ross, MD, PhD	TAC-N 207

## Workshop Descriptions and Learning Objectives

### Workshop 1: A Pathway to Educational Scholarship: Documenting your Contributions

Janet Hafler, EdD and Eve Colson, MD, MHPE

**Description:** In this interactive workshop we will discuss what is educational scholarship and how you can develop your educational activities into scholarship. You will have the opportunity to explore the pathways to educational scholarship, discuss the various categories of educational activities and how to document your educational work in the Yale CV and CV supplement.

**Learning objectives:**

1. Identify the domains of educational scholarship
  2. Explore strategies to evaluate educational scholarship
  3. Document one educational activity in your CV or CV supplement
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### Workshop 2: OCD – Online Curricular Delivery

Michael Schwartz, PhD, Gary Leydon and Lei Wang, MLS

**Description:** This workshop is designed to introduce faculty to the use of online technologies for enhanced learner engagement in curricular activities. The presenters will provide examples of instructional videos that can be used in flipped curricular activities, for orientation to course, clerkship and elective content, for skills training, and in faculty development. The presenters will also give examples of web-based technologies to facilitate active learning within the classroom.

**Learning objectives:**

1. Engage the appropriate resources to generate and post instructional videos
  2. Design and attach self-assessment questions with feedback to instructional videos and generate web accessible reports to guide teaching
  3. Effectively utilize various audience response technologies in the classroom
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### Workshop 3: Developing Clinical Reasoning Skills Using a Modified Bayesian Method

France Galerneau, MD and Geoff Connors, MD

**Description:** This workshop aims to explore how to effectively teach clinical reasoning to medical students using a Bayesian method. For the past three years, we have been using a modified version of this method at Yale University School of Medicine with great success. Participants will experience the method first hand in a case discussion. Strengths, barriers and challenges will be discussed.

**Learning objectives:**

1. Summarize the most relevant literature on models of clinical reasoning and how they can be acquired
  2. Describe the Bayesian method of teaching clinical reasoning pioneered by Dr. Jeffrey Wiese
  3. Demonstrate how to use a modified version of this method using a developmental approach
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## Workshop 4: Teaching Patient-Centered Interviewing Skills

Auguste Fortin, MD, MPH

**Description:** Thirty-seven years after George Engel first described the Biopsychosocial Model, clinicians still struggle with putting it into practice. Models of patient-centered interviewing often do not consider the time pressures of modern practice and so can appear unrealistic to both new learners and experienced clinicians. This workshop will provide hands-on experience for teachers of a 5-step patient-centered interviewing method that has been tested in a randomized, controlled trial. It has been shown to be efficient, effective and easily taught. Participants will practice using and teaching this interview method. Participants will receive access to online teaching materials, including videos.

### Learning objectives:

1. Be able to list the components of a patient-centered clinical interview
  2. Observe the model demonstrated in an interview
  3. Practice the model with colleagues using scripted role plays
  4. Be able to describe how to teach a group session on patient-centered clinical interviewing skills
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## Workshop 5: Using the Entrustable Professional Activity Framework to Help Learners Achieve Their Personal Best

Andrea Asnes, MD and Barry Wu, MD

**Description:** Medical educators can acquire significant and actionable data from direct observation of learners in the clinical milieu. With the addition of the Entrustable Professional Activity (EPA) framework, educators can derive observations about learner performance that are anchored in objective benchmarks and that can usefully direct learner action plans. This workshop will walk participants through an understanding of EPAs as well orient participants to the ways that EPAs can be used in the clinical setting to optimize learner competence. Understanding how to provide feedback to learners that highlights targeted areas for improvement (TAFI) as well as area of competence and strength will be an additional workshop focus.

### Learning objectives:

1. Be introduced to the Entrustable Professional Activity (EPA) framework
  2. Review one EPA (Provide an oral presentation/summary of a patient encounter) in detail
  3. Review EPA language such as “expected behavior for a pre-entrustable learner” and “targeted area for improvement”
  4. Practice direct observation of a mock learner performance in one EPA (providing an oral presentation/summary of a patient encounter) followed by deliver of feedback within the EPA framework
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## Workshop 6: Peer Observation of Teaching: Observing and Giving Peers Feedback for Teaching Enhancement

John Encandela, PhD and Kumar Navaratnam, MD, PhD

**Description:** This workshop addresses an approach for conducting peer observation of teaching and giving peers formative feedback in six areas of classroom teaching. After a brief introduction on evidence-based approaches for peer observation and feedback, we will consider a scheme for organizing observation and feedback, using a peer observation form. We will also practice completion of this form while observing short teaching vignettes, then practice giving constructive feedback on what we have

observed. We will also discuss the usefulness of and possibilities for including multiple peer observers and establishing agreed-on criteria of effective teaching among multiple observers.

**Learning objectives:**

1. Use a form to organize peer observation of teaching
  2. Recognize characteristics of constructive feedback on teaching
  3. Identify steps for incorporating peer observation in one's own teaching or departmental teaching
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**Workshop 7: Working with Small Groups**

Jim Van Rhee, MS, PA-C and Donna Windish, MD, MPH

**Description:** Working with and facilitating small groups can be exciting and scary. Small group work involves the element of sharing and a high degree of interaction between facilitator and students and between students. This session will discuss the benefits of small group learning, how to set the session climate, the facilitator's role in supporting the group, and how to deal with non-functional behavior in students.

**Learning objectives:**

1. Describe the benefits of small group teaching in medical education
  2. Describe the importance of climate setting and group structure
  3. Discuss methods on handling non-functional behavior by students, such as monopolizing, blocking, aggression, and withdrawing
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**Workshop 8: Assessment: Direct Observation, Reflection and Feedback**

Janet Hafler, EdD

**Description:** In our academic medical community, faculty, residents and students are faced with the need to learn how to provide excellent patient care. One aspect is how to collect accurate observational data, have learners self-assess and, as faculty, provide feedback. Although direct observation of procedure skills (DOPS) was developed to assess procedural skills, the primary purpose in this session is to develop your observation skills to provide a valid and reliable assessment and for the learners to self-assess. Collecting observational data presents an opportunity to provide immediate and relevant feedback to the learner. In this interactive session we will explore how the data collected through observation can provide accurate assessments of learners.

**Learning objectives:**

1. Explore how accurate observational data leads to accurate assessments
  2. Provide an opportunity for the learners to self-assess
  3. Practice how to observe, record and provide feedback on a DOPS rating form
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## Workshop 9: Writing as Reflection (For Non-Writers)

Lisa Sanders, MD and Anna Reisman, MD

**Description:** Reflective writing can be a powerful tool to combat the hidden curriculum. Medical students and residents are often more comfortable writing about challenging or meaningful experiences than talking about them, and the stories and anecdotes produced in such sessions can provide fodder for discussions of difficult and important themes. Preliminary research suggests that reflective writing, especially that done in a group setting with opportunities to share the reflections, can reduce stress and the risk of burn out.

One need not be an accomplished writer to run a reflective writing session. In this workshop, we will provide sample writing prompts that we have used with the potential to stimulate students and residents to recall important moments in their training. During the workshop participants will have the opportunity to try out some of the prompts. The group will discuss approaches to incorporating this type of writing into various teaching sessions, such as attending rounds, and how to facilitate such sessions. We hope to empower you to get your trainees to write.

### Learning objectives:

1. Recognize the benefits of a reflective writing session for trainees
  2. Provide a choice of writing prompts for use in a teaching setting
  3. Understand how to facilitate a reflective writing session
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## Workshop 10: Developing a Resident as Teacher Program

Dana Dunne, MD and David Ross, MD, PhD

**Description:** In recent years, there has been increased recognition of the importance of incorporating principles of adult learning into medical education. Consistent with this shift, many institutions have redesigned their undergraduate medical curricula and/or have created new clinician-educator tracks for faculty (or strengthened pre-existing tracks). Yet despite this shift at the institutional level, most residency programs – the most formative educational experience for future faculty members—still do not include any formal training in this critical domain.

In this workshop we will review core principles for creating a resident as teacher experience. We will briefly describe initiatives created in the medicine and psychiatry residency programs. We will then spend the majority of the session working with participants to design their own plan for creating a successful resident as teacher program.

### Learning objectives:

1. Describe a range of possible learning objectives that could be appropriate to a resident as teacher curriculum
2. Identify unique aspects of their own department / training setting and select appropriate learning objectives based on these constraints
3. Draft an outline / prospectus for the creation of a new resident as teacher program in their department



**Poster Presentations**  
**Wine and Cheese Reception**  
 5:00 pm to 6:30 pm  
 The Anlyan Center (TAC) Upper Lobby

Everyone is encouraged to join us. Posters will feature educational projects on topic areas including teaching, curriculum, assessment, mentoring and leadership.

Certificates will be presented to the faculty participants in the 2013-14 Medical Education Fellowship representing many YSM departments.

Certificates will be presented for outstanding posters in the following categories: *Excellence in Educational Innovation* and *Excellence in Medical Education Research*. Two awards will be presented for each category.

<b>Yale Faculty, Resident, Staff and Student Projects</b>		
<b>(Poster Board Location)</b>	<b>Name(s) of Presenter(s)</b>	<b>Topic</b>
1	Sarah Apgar, MD, Gary Bouley, RN, Judy Petersen, MD, Michael Yoo, MD, Christopher Sankey, MD	YNHH Rapid Response Team: Trainee Involvement
2	Andrew Berical, MD, Kristen Marrone, MD, Gregory Ouellet, MD, Jennifer Ouellet, MD, Dana Dunne, MD	A Novel Nighttime Curriculum For Yale Medical Residents
3	Nicole Bournival, MD, Catherine Adams, MD, PhD, Laura Morrison, MD	Assessing and Improving Palliative Care Competencies in the Yale Internal Medicine Outpatient Curriculum
4	Dana Dunne, MD, Barry Wu, MD, Naseema Merchant, MD, Robert Fogerty, MD, Leora Horwitz, MD, Donna Windish, MD	Boot Camp Pilot for Internal Medicine Clerkship
5	Ellen Edens, MD, MPE, Beth Grunschel, MD, ScM, Inbal Gafni, MD, Brian Fuehrlein, MD, PhD, John Encandela, PhD	Pain and Addiction Education: A Comparative Survey of Fellowship Directors in Pain Medicine and Addiction Psychiatry
6	John Encandela, PhD, Crystal Gibson, MPH, Michael Green, MD, Gary Leydon, Nancy Angoff, MD	Test Anxiety and Anxiety Reduction Among Step 1 Test-Takers
7	Susan Forster, MD, Janet Hafler, EdD	Improving Teaching of Critical Thinking in Ophthalmology Module
8	Alexandria Garino, PA-C, MS, Christie-Bell Garcia, MS, Sarah Hamilton, MA	Extreme Makeover: Classroom Edition!
9	Chandrika Kumar, MD	Geriatric Evaluation Instrument
10	Donna LaPaglia, PsyD	The Addiction Leadership Workshop: Transitioning Residents from "Accidental" Leaders to "Intentional" Leaders

<b>Yale Faculty, Resident, Staff and Student Projects</b>		
<b>(Poster Board Location)</b>	<b>Name(s) of Presenter(s)</b>	<b>Topic</b>
11	Rachel Liu, MD	Evaluation of a Flipped Curriculum Approach to Designing a Clinician-Performed Ultrasound Pilot for Medical Students
12	Rebecca Liu, BS, Serene I. Chen, AB, Pinar Oray-Schrom, MD	Medical Students as Primary Care Providers: An Integrated Medical Student Clinic that Offers a True Longitudinal Primary Care Experience
13	Carla Marienfeld, MD, Robert Rohrbaugh, MD	The Yale Global Mental Health Program: An Experiential Educational Intervention for Teaching in Global Mental Health
14	Kristen Marrone, MD, Geoffrey R. Connors, MD, Jadwiga Stepczynski, MD, Dana Dunne, MD	Yale Internal Medicine Resident as Teacher Group
15	Kristen A. Marrone, MD, Jadwiga Stepczynski, MD	The One Minute Preceptor Method at work in The Primary Care Center
16	Kristen Marrone, MD, Kathleen M. Akgün, MD	The Association Between Resident Reflection Rounds and Resident Emotional Distress
17	Naseema Merchant, MD, FCCP, FACP, FHM	A Department Wide Initiative to Promote the Practice of Bedside Teaching Rounds
18	Lubna Pal, MBBS, MRCOG (UK)	Team Based Learning & Interactive Approach Foster's Resident Engagement & Interest in Research Methodology & Concepts
19	Ismene Petrakis, MD, Janet Hafler, EdD, John Encandela, PhD, Richard Belitsky, MD	Summary of the Teaching Contribution of Faculty During the Appointments and Promotions Process at the Yale School of Medicine: A Pilot Study
20	Andrew Putnam, MD	Faculty Development to Acquire Effective Communication Skills: Tailoring Our Communication to Best Suit Our Patients
21	Rita A. Rienzo PA-C, MMSc	Using a Small Animal Lab to Develop Clinical Skills
22	Lawrence Rizzolo, PhD, FARVO, William Stewart, PhD	Cultivating a Professional Identity in the First Year Clinical Student
23	Michael L. Schwartz, PhD, Gary B. Leydon, Lei Wang, MLS	Creating Instructional Videos for Enhanced Learning
24	Louis Trevisan, MD, Beth Grunschel, MD, ScM, Tobias Wasser, MD	M&M for Psychiatrists? A Mental Health Systems Improvement Series (MHSIS)
25	Chung-Sang Tse, Matthew S. Ellman, MD	The Development and Implementation of an Online Educational Module on Palliative Care and End-of-Life Care for Pre-Clinical Medical Students

<b>Yale Faculty, Resident, Staff and Student Projects</b>		
<b>(Poster Board Location)</b>	<b>Name(s) of Presenter(s)</b>	<b>Topic</b>
26	Timothy VanDeusen, MD	“You Teach, You Tube, You Learn”: You Tube Videos Used in Teaching Eating Disorders in Medical Student Education
27	Tobias Wasser, MD	How Do We Keep Our Residents Safe? An Educational Intervention
28	Risa L. Wong, BS, Deborah B. Fahs, RN, MSN, FNP-BC, Jaideep Talwalkar, MD, Eve R. Colson, MD, Mayur M. Desai, PhD, MPH, Gerald Kayingo, PhD, MMSc, PA-C, Marjorie S. Rosenthal, MD, MPH	A Longitudinal Study of Health Professional Students: What Experiences Are Associated With Positive Attitudes Toward Interprofessional Education?
29	William Zucconi, MD	Clinical Embryology Education: How Are Our Radiology Trainees Developing? Subtitle: Potential Utility of a 3D Embryology Education Module as a Vertically Integrated Supplement to Curricula
30	Demetrius Dicks, MD	To be announced.

## **ACCREDITATION/DESIGNATION STATEMENT**

This activity has been planned and implemented in accordance with the essential areas and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the Yale School of Medicine and The Teaching and Learning Center. Yale School of Medicine is accredited by the ACCME to provide continuing medical education for physicians. Yale School of Medicine designates this educational activity for a maximum of 5 *AMA PRA Category 1 Credit*<sup>™</sup>. Physicians should claim only credit commensurate with the extent of their participation in the activity.

## **DISCLOSURE POLICY**

It is the policy of Yale University School of Medicine, through its Center for Continuing Medical Education, to ensure balance, independence, objectivity, and scientific rigor in all its educational programs. All faculty participating in this event are required to disclose to the program audience (orally or with slide): any relevant financial relationship(s) they (or spouse/partner) have with a commercial interest that benefits the individual in any financial amount that has occurred within the past 12 months and the opportunity to affect the content of CME about the products or services of the commercial interest. The Center for Continuing Medical Education will ensure that any conflicts of interest are resolved before the educational activity occurs.

## **EVALUATION FORMS AND CME CREDIT VERIFICATION**

Evaluation forms will be distributed at the end of the keynote address and each workshop. ***Please be sure to complete these forms and return them when you leave.*** In addition, be certain you have signed the attendance list to verify your participation in the CME program.

## **HOW TO OBTAIN YOUR CME CERTIFICATE**

After the conference, you will receive an email from Yale CME asking you to complete an on-line CME evaluation. Once you have completed this evaluation, you will be directed on how to download your CME certificate.

Complete instructions can be found here: <http://tlc.yale.edu/med2014/cmeAccreditation.aspx>

## **Acknowledgements**

The YSM Teaching and Learning Center wishes to thank Kelley M. Skeff, MD, PhD for sharing his time and expertise with us.

We would also like to recognize the extraordinary Yale faculty who facilitated our workshops creating an invaluable experience for attendees and the poster authors and presenters who shared their medical education projects with us.

Special thanks goes to John Encandela and the faculty, staff and students who participated in the Poster Judging Committee. Congratulations to the poster authors who received recognition for their exceptional work.

Congratulations to the Medical Education Fellowship 2013-14 participants who received their certificates and shared their important work as part of the Poster Presentations.

An event like this requires the teamwork and commitment of many people, too numerous to recognize individually. Thank you so much to our amazing staff in Medical Education who volunteered their time and talents to ensure a wonderful day for our attendees. Our colleagues in Facilities, Classroom Technology and Media Specialties and Marigolds Catering are especially appreciated for their behind-the-scenes work on our behalf.

We are exceptionally grateful to our community of educators at Yale who devote their energy and expertise to inspire all those they teach every day.