

Developing Medical Educators of the 21st Century

A professional development course for educators across the continuum



San Francisco, California
February 25-27, 2019

COURSE CHAIRS

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UCSF Center for Faculty Educators

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Professor of Pediatrics
Baum Family Presidential Chair for Experiential Learning
Education Director, UCSF Kanbar Center for Simulation and Clinical Skills
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University of California
San Francisco



EDUCATIONAL OBJECTIVES

At the end of the course participants will be able to:

- Adapt strategies for curricular innovation and apply them to address needs at my own institution / program.
- Apply innovative teaching methods to my clinical teaching.
- Apply innovative teaching methods to my foundational science teaching.

ACCREDITATION

The University of California, San Francisco School of Medicine (UCSF) is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

UCSF designates this live activity for a maximum of *21.75 AMA PRA Category 1 Credits™*. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

GENERAL INFORMATION

Digital Syllabus

All attendees have access to the digital syllabus. <https://meded21.ucsf.edu/syllabus>

Wireless Internet Instructions

- 1) Select the network – **Holiday_Inn_Conf**
- 2) Follow on-screen instructions, and accept the terms of service
- 3) Enter the passcode when prompted: **MEDED21**

Attendance Verification/CME Certificates:

Please sign-in at the Course Registration Desk on your first day. You only need to sign-in once for the course.

On the last day of the meeting you will receive an email with instructions to complete the course evaluation and claim CME credit. Upon completing the evaluation, your CME certificate will be generated and a copy will also be emailed to you. Please complete the evaluation and claim credit within 30 days. Once the evaluation closes, you will need to certify your hours with the registration office by emailing your claim to registration@ocme.ucsf.edu.

Evaluations

Your opinion is important to us – we will update our conference planning and content based on your feedback. We have two types of evaluations for this meeting. The speaker feedback evaluation will be emailed at the end of each day to get your feedback on individual sessions and workshops. You may complete these during the course.

The overall course evaluation is emailed at the end of the course. We request that you complete this evaluation within 30 days in order to receive your CME certificate.

Security

We urge caution with regard to your personal belongings during the course. Please do not leave any valuables unattended in the meeting room during lunch or breaks.

Disclosure

This continuing educational activity was planned and developed to: uphold academic standards to ensure balance, independence, objectivity, and scientific rigor; adhere to requirements to protect health information under the Health Insurance Portability and Accountability Act of 1996 (HIPAA); and, include a mechanism to inform learners when unapproved or unlabeled uses of therapeutic products or agents are discussed or referenced.

This activity has been reviewed and approved by select members of the conference Planning Committee in accordance with accreditation policies of the University of California, San Francisco School of Medicine and the Accreditation Council for Continuing Medical Education. Conference organizing staff, planners, authors, speakers, reviewers, and all others in control of content have NO financial relationships or affiliations with commercial interests relevant to the content of this activity.

Course Contact Information

Please find staff at the Course Registration Desk in the Emerald Ballroom Foyer. You can also email joey.bernal@ucsf.edu with any questions concerning the course.



Monday, February 25, 2019

7:45am - 8:30	Registration and Breakfast
8:30 - 9:15	Opening Plenary Catherine Lucey, MD
9:15 - 10:45	Optimizing Learning Environments for the Health Professions David Irby, PhD and Sandrijn van Schaik, MD, PhD
10:30-10:45	Break
11:00 - 11:45	Learning Environments and Mindfulness: The Inside Matters, Too. Carter Lebares, MD
11:45pm - 1:00	Lunch and Learn (Balancing Well-being and Professionalism)
1:00 - 2:45	Concurrent Small-Group Workshops
2:45 - 3:00	Break
3:00 - 4:45	Concurrent Small-Group Workshops
5:00 - 7:00pm	Welcome Reception

Tuesday, February 26, 2019

7:45am - 8:30	Breakfast
8:30 - 9:15	Assessment as an Optimization Problem: Work-based Assessment and Programmatic Assessment Cees van der Vleuten, PhD
9:15 - 10:45	Innovation by Design: Applying Design Thinking to Medical Education Jyothi Marbin, MD and Larissa Thomas, MD, MPH
10:45 - 11:00	Break
11:00 - 11:45	Learning Health System Coaches: Bridging the Gap Between QI Learning and Impact in a Complex Delivery System Lei Choi, MD, MPH, FACP
11:45 - 1:00	Lunch and Learn (Engaging the Health System in Optimizing the Learning Environment)
1:00 - 2:45	Concurrent Small-Group Workshops
2:45 - 3:00	Break
3:00 - 4:00	Interview with George Thibault: The Future of Health Professions Education George E. Thibault, MD interviewed by Patricia O'Sullivan, EdD
4:00pm	Free time to explore the city by the bay.

Wednesday, February 27, 2019

7:45am - 8:30	Breakfast
8:30 - 10:15	Concurrent Small-Group Workshops
10:15 - 10:30	Break
10:30 - 12:15pm	Concurrent Small-Group Workshops
12:15 -1:15	Lunch and Reflection (Take-home Points and Action Plans)
1:15 – 2:15	Pro and Con Debate: Time-Based Versus Competency-Based Training Karen Hauer, MD, PhD and Robert Baron, MD, MS
2:15 - 3:15	Closing Plenary Catherine Lucey, MD
3:15 – 3:30	Closing Remarks
3:30pm	Adjourn

ACTIVITY LOCATIONS

Plenary sessions and meals take place in the Emerald Ballroom. Workshops take place in the lower level conference rooms.

WORKSHOPS

Assigned workshop schedules were emailed on 2/17/2019. You should also have a copy of your schedule on the back of your course badge. If you are not able to locate your workshop schedule, please visit the Course Registration Desk located right outside of the Emerald Ballroom.

LEARNING PASSPORT

Each attendee received a Learning Passport during check-in. We highly encourage you to use the passport to guide your reflection during the course and to write down ideas and actions to take back home.



WORKSHOP DESCRIPTIONS

Please note: Pre-assigned workshop schedules were emailed to course attendees. Pre-assigned schedules are also found on the back of your badge.

Leading Change in Medical Education

Kevin H. Souza, MS and Brian S. Schwartz, MD

Have you ever felt dragged along in the wake of change? Have you ever had an opinion about how leaders could have implemented a change better? Leading change is one of the most important and difficult components of any innovation. Participants will be introduced to the concepts of change leadership and why a deliberate approach to leading change is worth the effort it requires.

Program Evaluation: Tricks and Tips to Develop a Comprehensive Evaluation Plan

Arianne Teherani, PhD

In this workshop, you will be oriented to program evaluation and learn how to develop an evaluation plan for your curricular programs. We will discuss basic terms and concepts related to program evaluation and practice the steps in developing an evaluation plan.

Innovative Health Professions Curriculum Design

John Davis, PhD, MD and Ellen Laves, MD

In this workshop, participants will first explore frameworks for the design and review of health professions curricula. These frameworks will incorporate principles of adult learning, consideration of professionalism, and managing potential "hidden curricula." Secondly, participants will work in small groups to apply the framework ideas to a specific curriculum project.

Making the Invisible Visible: Teaching Clinical Reasoning Skills

Denise Connor, MD and Jeff Kohlwes MD, MPH

This interactive workshop will introduce a framework for teaching diagnostic reasoning based on script theory. Participants will apply this framework using a series of learner cases ranging from undergraduate, medical student learners to graduate, resident learners, and will leave the session with a concrete approach for analyzing and providing feedback on learners' reasoning skills.

Entrustable Professional Activities: A Framework to Guide Learning and Assessment Across the Continuum of Medical Education

Michele E. Long, MD, Duncan M. Henry, MD and Daniel C. West, MD

This workshop aims to demonstrate how Entrustable Professional Activities (EPAs) can serve as an assessment framework to guide learning and to inform competency decisions. Using real assessment data, participants will practice interpreting the data to generate specific learning plans and make EPA-based competency decisions. Participants will leave the workshop with an EPA tool kit that includes sample assessment forms, learning plans and strategies for implementation across the UME/GME continuum.

Coaching for Competency Across the Curriculum

Karen Hauer, MD, PhD, Christopher Peabody, MD, MPH and Erick Hung, MD

Coaching is increasingly recognized as a powerful approach to provide professional development and support for learners in medical education. This workshop focuses on the use of positive psychology coaching in medical education. Participants will learn to apply this approach to guide learners in reviewing performance information and creating learning plans, and practice discussing feedback to learners within a coaching relationship.

Can I Really Say That? Feedback and Privilege

Calvin Chou, MD, PhD and Denise L. Davis, MD

Feedback is a fundamental tool of effective teaching and requires skill that, though easily learned, takes a lifetime to master. Giving and receiving feedback across racial, ethnic, gender, LGBT identity and other power differences adds complexity to this process. Faculty competence in fostering a positive learning climate for all remains aspirational due to differences in privilege and powerful social constructs that can be extremely difficult to name and disrupt. Participants will learn to recognize and begin to overcome personal obstacles, including implicit bias and stereotype threat, and practice advanced skills in giving and receiving feedback across differences using their own challenging cases.

Bringing your Exam Questions to Bloom: Writing Effective Open-ended Questions to Test Higher-level Thinking

Marieke Kruidering, PhD and Christy Boscardin, PhD

This practical, hands-on workshop aims to provide participants with guiding principles for the use of open-ended exam questions and opportunity to practice applying those principles in construction of items and rubrics. The workshop contains examples from the UCSF School of Medicine Bridges Curriculum which adopted open-ended questions for all summative exams in the foundational sciences.

Incorporating Character in Your Teaching

Alexandra Harrington, MD, Jeff Fritz, PhD and Ryan Spellecy, PhD

While character education is a component of many K-12 and undergraduate educational programs, there is very little reflection on character in medical education. In this workshop, we will explore the meaning of character in medicine and in our clinical learning environments by discussing the definition of character, measurement tools, and experiential data from other educational programs. Participants will reflect on incorporating character into their own teaching opportunities.

Creating a Road Map for Educational Scholarship

Mindy Ju, MD and Bridget C. O'Brien, PhD

Producing educational scholarship is a challenge for many faculty despite personal enthusiasm and desire. This workshop will allow individuals to explore their own habit and strategies to find the ones that help bring a project to completion. With that background, we will explore the use of conceptual frameworks to focus one's research. Each participant will generate an individualized road map that addresses personal needs and habits to guide completion of a project.

Developing Your Identity as an Educator

David Irby, PhD and Patricia O'Sullivan, EdD

Faculty development usually focuses on skill development. Yet, one of the greatest struggle is addressing the tension between one's role as a clinician and/or scientist and that as an educator. In this workshop, we will explore how identity develops and consider what elements of yourself, role and the context in which you work can be shaped to develop and sustain your educator identity.

Confronting & Mitigating Bias in the Learning Environment

Jyothi Marbin, MD and Eddie Cruz, MD, MPH

This workshop will review interpersonal and structural biases, and how these biases may show up in the clinical learning environment. Through a combination of didactics and small group discussion, we will reflect upon ways in which biases can detract from the learning environment, and discuss steps we can take to mitigate the impact of biases.

Making Measures Matter: Assessing Learning Environments in Medical Education

Regina Russell, MEd, MA, Andrea N. Leep Hunderfund, MD, MHPE, Marty Muntz, MD, FACP and Sandrijn van Schaik, MD, PhD

Learning environments need to support the ongoing development of competent and caring physicians. Many instruments exist to assess the qualities of different learning environments and provide feedback for monitoring and improvement. In this workshop, participants will explore quantitative and qualitative data that can be collected to inform assessment of learning environments, review existing instruments, and share best practices for implementing a learning environment assessment plan.

Understanding Knowledge Gaps as a Driver of Master Adaptive Learning: Encouraging and Guiding the Process

Bill Cutrer, MD, MEd

This workshop will review interpersonal and structural biases, and how these biases may show up in the clinical learning environment. Through a combination of didactics and small group discussion, we will reflect upon ways in which biases can detract from the learning environment, and discuss steps we can take to mitigate the impact of biases.

Debriefing After a Professionalism Lapse: Tips for Teachers

Maria A. Wamsley, MD and Vanessa Thompson, MD

In this session, we will discuss reframing professionalism as a competency that requires coaching and skill development. You will be introduced to a framework that you can use for diagnosing and debriefing a professionalism lapse with a learner or colleague. This will be a highly interactive workshop that will give you concrete skills for addressing professionalism lapses.



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