

Developing Medical Educators of the 21st Century

A professional development course for educators across the continuum



San Francisco, California | February 10-12, 2020

Course Chairs

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UCSF

University of California
San Francisco

**The Kern National
Network for
Caring and
Character in
Medicine**

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 – **IHG Connect** 2) Follow on-screen instructions, and accept the terms of service. If prompted, select “Not an IHG member” 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 10, 2020

7:45am - 8:30	Registration and Breakfast
8:30 - 9:30	Medical Education as a Public Good: Patient- and Society-Centered Curriculum Redesign Catherine Lucey, MD
9:30 - 10:00	Getting the Most Out of the Course: Planning and Reflecting William B. Cutrer, MD, MEd, José Franco, MD, FACP, and Sandrijn van Schaik, MD, PhD
10:00 - 10:15	Morning Break
10:15 - 11:45	Programmatic Assessment Karen Hauer, MD, PhD and Cees van der Vleuten, PhD
11:45 - 1:00pm	Lunch and Learn
1:00 - 2:45	Concurrent Small-Group Workshops
2:45 - 3:00	Afternoon Break
3:00 - 4:45	Concurrent Small-Group Workshops
5:00 - 7:00	Welcome Reception

Tuesday, February 11, 2020

7:45am - 8:30	Breakfast
8:30 - 9:15	Making it Work in the Workplace with Cognitive Load Theory Justin Sewell, MD, PhD, MPH
9:15 - 10:00	Healing for the Medical Profession: Our Path Forward Diane Sliwka, MD
10:00 - 10:15	Morning Break
10:15 - 11:45	Building Skills to Mentor Across Differences and Become a More Inclusive and Effective Educator Alicia Fernandez, MD and Michelle Guy, MD
11:45 - 1:00	Lunch and Learn
1:00 - 2:45	Concurrent Small-Group Workshops
2:45 - 3:00	Afternoon Break
3:00 - 4:00	Learner Panel on Assessment Justin Bullock, MD, MPH w/ Medical Student and Resident Panel Moderation by Jeff Fritz, PhD
4:00pm	Free time to explore the city by the bay

Wednesday, February 12, 2020

7:45am - 8:30	Breakfast
8:30 - 10:15	Concurrent Small-Group Workshops
10:15 - 10:30	Morning 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	Personal Productivity and Project Management: Translating Ideas from the Course to Your Home Institution William B. Cutrer, MD, MEd and Sandrijn van Schaik, MD, PhD
2:15 - 3:15	Being a Successful Educator in the Digital Age Robert Wachter, MD
3:15 - 3:30	Course Wrap-up and Adjourn

ACTIVITY LOCATIONS

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

WORKSHOPS

Assigned workshop schedules were emailed on 2/4/2020. 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. Course faculty will refer to the Learning Passport throughout the course.



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.

Can I Really Say That? Feedback and Privilege

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

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.

Coaching for Competency Across the Curriculum

Anna Chang, MD, Karen Hauer, MD, PhD, Christopher Peabody, MD, MPH

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.

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.

Developing Your Identity as an Educator

Patricia O'Sullivan, EdD and Jody Steinauer, MD, PhD

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.

Evidence-based Tools for Working with Struggling Learners

Lynnea Mills, MD, Bill Cutrer, MD, MEd, Rashmi Manjunath, MD and Geoffrey Stetson, MD

In this workshop, participants will learn about evidence-based, practical approaches to work with students and residents who struggle in various ways. Participants will practice these approaches and acquire tools and resources for remediation that they can use at their own institution.

Incorporating Character in Your Teaching

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

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 of their choosing.

Interprofessional Collaboration: Meaningful Workplace Learning for Diverse Trainees

Rebecca Shunk, MD, Anna Strewler, MS, AGPCNP-BC, Maya Dulay, MD, Ivette Jimenez, NP, Andrew Lau, PharmD, Abigail Phillips, MD, Sara-Megumi Rumrill, MD, Erin C. Watson, PsyD

This workshop focuses on workplace-based interprofessional education and is facilitated by faculty from medicine, nursing, psychology and pharmacy with expertise in this domain. Participants will learn about an innovative model of patient-centered, interprofessional education for outpatient care and explore ways to adapt the model to their own settings. In addition, facilitators will discuss innovations such as huddles, team retreats, population health/panel management, and quality improvement initiatives. Participants will work in groups on translating one or more of these innovations to their own clinical learning environment. The workshop will wrap up by sharing new ideas and SMART goals for curricular planning.

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.

Making Measures Matter: Assessing Learning Environments in Medical Education

Andrea N. Leep Hunderfund, MD, MHPE, Marty Muntz, MD, Regina Russell, PhD, 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.

Promoting Diagnostic Reasoning in Learners: A Framework for Teaching and Feedback

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.

Promoting Flourishing and Psychological Safety in the Learning Environment

Carrie Barron, MD

Research indicates that principles from Positive Psychology and psychological safety can facilitate a growth mindset, collaboration, optimal engagement and flourishing in learners and teachers. In this interactive workshop, we will explore such principles and examine conditions in the learning environment that elicit psychological safety in learners. In small groups, participants will discover personal and interpersonal educational strategies that create human flourishing and a sense of psychological safety. The workshop will end with group sharing of ways to apply these strategies to participants' own learning environments.

Ready for Lift-Off: Launching Your Career as a Medical Educator

Sam Brondfield, MD, Mindy Ju, MD, Lekshmi Santhosh, MD, MAEd

Interested in a clinician-educator career but not quite sure how to be successful? In this workshop, for and by early career educators (1-5 years out of training), participants will explore ways to extend their involvement in medical education at their own institution and identify opportunities to create networks at the local, regional and national level. We will discuss the utility of an educator's portfolio and participants will start working on their own portfolio, sharing feedback among the group to augment the impact on career development.

Think Like A Leader: Understanding Your Leadership Style and Formulating a Vision

Bruce D. Blumberg, MD and Josette Rivera, MD

Do you have any leadership roles in your current job? Do you think of yourself as a leader? Do you know your leadership style and how it impacts others? If the answer to the first question is yes, but you're not so sure about the next questions, this workshop is for you. You will identify what skills and beliefs you bring to leadership roles and how this impacts others, and gain ideas how to best utilize your strengths and the strengths of others. In addition, we will discuss the importance of formulating a vision and help you create a vision statement to guide your leadership development.

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

Bill Cutrer, MD, MEd

Given the ever increasing knowledge base and the complexity of health care today, trainees and practicing physicians must truly become master adaptive learners who are able to sense gaps in their own knowledge or practice, and actively engage in learning to address these gaps. Building on the emerging Master Adaptive Learner conceptual model, participants will consider ways to coach and facilitate trainee participation in meaningful self-regulated learning. Consideration for assessing a learner's individual beliefs and preferences will be paired with strategy selection to maximize individual learning. Workshop participants will explore facilitators and barriers to potential strategy implementation upon return to their home institutions.



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