

Developing Medical Educators of the 21st Century

Supporting medical educators to engage in transformational change during challenging times



San Francisco, CA | February 13-15, 2023

Course Chairs

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University of California
San Francisco



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FOR FLOURISHING IN MEDICINE
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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 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 *18.75 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 - meded21.ucsf.edu/syllabus

COVID Safety

- 1) Prior to attending the conference each day please complete the health screener from your phone or other device: tiny.ucsf.edu/dailyscreen
- 2) Please wear your badge at all times during the conference.
- 3) UCSF strongly recommends attendees wear masks when in the course ballroom and workshop spaces.

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.

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

Email joey.bernal@ucsf.edu with any questions concerning the course.



Monday, February 13, 2023

7:45am - 8:15	Registration and Breakfast
8:15 - 9:15	Opening Plenary Catherine Lucey, MD
9:15 - 10:00	Getting the Most Out of the Course: Planning and Reflecting William B. Cutrer, MD, MEd and Sandriijn van Schaik, MD, PhD
10:00 - 10:15	Morning Break
10:15 - 11:45	Leading change / Inclusive leadership Jyothi Marbin, MD, Josette Rivera, MD, and Sandriijn van Schaik, MD, PhD
11:45 - 1:00pm	Lunch and Learn
1:00 - 2:30	Concurrent Small-Group Workshops
2:30 - 2:45	Afternoon Break
2:45 - 4:15	Concurrent Small-Group Workshops
4:30 - 6:30	Welcome Reception

Tuesday, February 14, 2023

7:45am - 8:15	Breakfast
8:15 - 8:30	Introduction to Day Two
8:30 - 10:00	Bias, Burnout, and Belonging: Optimizing Learning and Work Environments in Medical Education Andrea Leep Hunderfund, MD, MHPE
10:00 - 10:15	Morning Break
10:15 - 11:45	Pillars of the Master Adaptive Learner Framework: Curiosity, Motivation, Mindset, and Resilience William B. Cutrer, MD, MEd
11:45 - 1:00pm	Lunch and Learn
1:00 - 2:30	Building an Anti-Oppression Curriculum Rosny Daniels, MD, John Davis, PhD, MD, Allison (Alli) Gomez, Medical Student, Monica Hahn, MD, Willieford Moses, MD, Mia Williams, MD
2:30 - 3:15	Anti-Oppression Curriculum Initiative Panel Rosny Daniels, MD, John Davis, PhD, MD, Allison (Alli) Gomez, Medical Student, Michelle Guy, MD, Willieford Moses, MD, Arianne Teherani, PhD, Mia Williams, MD
3:15	Free time to explore the city by the bay

Wednesday, February 15, 2023

7:45am - 8:30	Breakfast
8:30 - 10:00	Bias and Equity in Assessment Karen Hauer, MD, PhD and Arianne Teherani, PhD
10:00 - 10:15	Morning Break
10:15 - 11:45	Concurrent Small-Group Workshops
11:45 - 1:00pm	Lunch and Reflection
1:00 - 2:30	Concurrent Small-Group Workshops
2:30 - 2:45	Afternoon Break
2:45 - 3:30	Closing Plenary Catherine Lucey, MD
3:30	Wrap up and adjourn

ACTIVITY LOCATIONS

Plenary sessions and meals take place in the Emerald Ballroom. Workshops take place in the lower level break-out rooms.

WORKSHOPS

Assigned workshop schedules were emailed to each registrant. 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. A digital version of the passport is located here - meded21.ucsf.edu/syllabus



WORKSHOPS

Please note: Workshop schedules were emailed to course attendees. They are also on the back of attendee badges.

Improving Learner Well-Being Through Organizational Assessment and Change

Hannah Decker, MD, Alyssa Perez, MD, Wen Shen, MD, MA, and Larissa Thomas, MD

System and culture change to improve the clinical and learning environment for well-being can be confounding for medical educators: we all want learners who are happy, healthy, and fulfilled, but the best practices for achieving a culture of maximal learner well-being are unclear and it can be hard to know where to start. In this workshop we will present strategies for change management that promote progression along a continuum of organizational change to improve learner well-being. Using representative case scenarios and adapting knowledge and insight gained from the business world and other educational environments, we will explore the most effective ways to measure and change your own institution's culture of learner well-being.

Human Flourishing, an objective (the objective?) of holistic medical educators

Jeff Fritz PhD, MS, MATL, Adwoa Osei, MD, FAAP, and Kimara Ellefson, MBA

Calls for transformation of medical education to promote human flourishing highlight the importance of a more holistic approach to the development of learners and educators. This requires that educators understand and value the underlying frameworks. In this workshop we will explore the frameworks supporting human flourishing, and practice applying the relevant concepts to the development of learning objectives and assessments. This practical workshop will equip you with skills to promote flourishing of learners and educators, and is applicable to any group of learners, from students to residents to faculty.

Inspire During Challenging Times: Engagement Strategies to Ensure Success for All Learners

Erick Hung, MD and Sanziana Roman, MD, FACS

As we move towards a post-pandemic world, educators face an important inflection point in how to inspire and engage learners. Drawing from social learning theory and professional identity formation, in this workshop we will explore promising practices to engage learners. You will learn several active engagement strategies for teaching diverse groups of learners in various settings, with a constant weave and awareness of equity and inclusion. We will also include ideas for educators' wellbeing, which is important for bringing our very best to our teaching practices.

Bite-sized, well-timed, and spot-on: pragmatic approaches to faculty development for busy clinicians

Andrea N. Leep Hunderfund, MD, MHPE and Sandrijn van Schaik, MD, PhD

Education oriented faculty development tends to attract self-identified educators, but not always busy clinicians, who often take on the bulk of teaching and supervision in clinical learning environments. How do you get these faculty to acquire the skills needed to effectively support their learners and create an inclusive learning environment? In this workshop, we will share our experience with faculty development approaches designed to overcome the many barriers we face in reaching busy clinicians. Participants will then work in small groups to share their own experiences, discuss what approaches might work at their own institution and what challenges they have encountered or anticipate. At the end of the session participants will have an actionable plan to implement faculty development for clinicians at their own institution.

Developing Inclusive Excellence in Recruitment of Historically Excluded Groups in Medicine

Kate Lupton, MD, FACP and Sarah Alba-Nguyen, MD, MPH

Promoting a diverse and inclusive physician workforce is a complex and multi-faceted undertaking. A key first step is developing recruitment practices that identify and highlight the experiences and attributes of groups historically excluded from medicine. In this workshop, participants will learn to build inclusive excellence in recruitment by incorporating diversity and equity practices at each stage of the recruitment process. We will discuss strategies for outreach to historically excluded groups, holistic review of applications, promoting community among applicants and current university members, and building a climate of belonging that supports recruited individuals.

Empowering Learners with Patient Advocacy Tools to Promote Health Equity in Clinical Practice

Katherine Brooks, MD, Nancy Choi, MD, Bassem Ghali, MD, and Beth Griffiths, MD, MPH

To truly improve health, it is important to understand the root causes of health inequities and skillfully weave action into clinical care to reduce inequities. Applying this knowledge to direct patient care within clinical environments is challenging. During this workshop we will share lessons learned from the implementation of novel curricula to teach students skills for patient advocacy during clinical clerkships. You will learn methods to incorporate advocacy education in your own education setting with students, residents or fellows.

If ignorance is bliss then what is awareness without action? Faculty and Staff Development to create anti-racist learning environments

Shiecca Madzima, MD and Yalda Shahram, MD

Medical educators are increasingly aware of health care structures that are racist and oppressive, but awareness without action maintains the status quo. One obstacle is the lack of continuing education curricula focused on antiracist anti-oppressive practices, and limited faculty and staff development to guide individuals towards action. Critical consciousness pedagogy of Paulo Freire disrupts the status quo by calling on participants to reflect, have dialogue, and work together in community to apply learning to concrete situations. In this workshop, we will review critical consciousness and praxis pedagogy, and provide you with the tools needed to implement faculty and staff development activities with the goal of creating anti-racist learning environments.

Giving Learners Room to Grow: How To Create Autonomy While Providing Supervision

Sirisha Narayana, MD and Margaret Robinson, MD

In today's clinical learning environments, crafting an ideal balance between trainee autonomy and appropriate supervision can be difficult. With increasing requirements for supervision medical trainees often lose a sense of independence in clinical decision-making. In this workshop, we will review how to promote learner autonomy and patient care ownership even when supervision is required. You will practice ways to encourage independent decision-making by learners in clinical learning environments.

Using an Anti-Deficit Framework in Medical Education

April Edwell, MD

Identifying and addressing racial inequities in the clinical learning environment (CLE) is challenging. Adopting an anti-deficit framework can help educators assess the CLE as well as reveal the strengths of trainees from racially minoritized groups. This interactive workshop will equip participants with the skills to discern norms that perpetuate inequities and recalibrate our gaze to better appreciate learners' superpowers.

What is Restorative Justice? Going Beyond the Term to Framework & Application in MedEd

Maria Jaochico, MEd, Juri Sanchez, MSW, Mia Williams, MD, MS, Corina Iacopetti, MD, MA, and D'Anne Duncan, PhD

As medical educators we are increasingly recognizing how curricula can cause harm to learners, in particular those belonging to groups historically excluded from careers in medicine. Restorative justice is a framework that can be applied to prevent and respond to episodes of curricular harm. In this workshop, we will discuss the origins of restorative justice and its potential applications to medical education. You will learn how to begin to apply foundational aspects of restorative justice practices to your own educational environments with medical students, residents, and fellows, with a focus on the preventive, community-building pillar of the framework.

Getting past "Read more" and "Good job": Feedback to Promote a Growth Mindset

Erica Brode, MD, MPH and Duncan Henry, MD

Feedback continues to be a challenge for medical educators: learners say they don't get enough, and educators report lack of time and skill to provide effective feedback. One problem is that feedback is often grounded in "assessment-of-learning", and the perceived need to provide learners with a comprehensive picture of what they do well and where they can improve is daunting. In this workshop, participants will review how feedback grounded in "assessment-for-learning" principles can promote a growth mindset in learners, and practice in-the-moment feedback conversations that can take place in every day interactions.

Filling Up Your Cup Before Pouring Into Others: Early Recognition of Burnout and Organizational Strategies to Enhance Educator Wellness

Starr Knight, MD and Elizabeth Rogers, MD

The wellbeing and burnout crises within medicine have accelerated during the pandemic, which created a uniquely traumatic experience for the healthcare workforce. Though the wellness of all health care providers has been profoundly impacted during the pandemic, groups known to be underrepresented or marginalized in medicine, have been disproportionately impacted. As we shift toward recovery and rebuilding community, there are several opportunities to implement systemic changes aimed at shifting organizational cultures and improving workplace conditions to allow for recovery and healing. In this workshop we will review such opportunities and you will identify organizational strategies that you as educator can bring back to your own institution.





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