

September 11th - 12th, 2009 The Westin Arlington Gateway, Arlington, VA

## Pediatric Educational Excellence Across the Continuum



Sponsored by:

**Academic Pediatric Association (APA)**

**Association of Pediatric Program Directors (APPD)**

**Council on Medical Student Education in Pediatrics (COMSEP)**

In Conjunction With:

**Council of Pediatric Subspecialties (CoPS)**

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The Pediatric Educational Excellence Across the Continuum (PEEAC) Conference will be a perfect venue for rising educators to gain content expertise, specific teaching skills and valuable networking with like-minded clinicians. Faculty recognized for their teaching expertise from the Academic Pediatric Association (APA), Association of Pediatric Program Directors (APPD), Council on Medical Student Education in Pediatrics (COMSEP) and Council of Pediatric Subspecialties (CoPS) are facilitating workshops and small group sessions.

### PEEAC Meeting Objectives

As a result of attending this educational conference, participants will be able to:

1. Incorporate efficient and effective teaching strategies into daily practice
2. Apply a sound framework in creating curricula for learners
3. Choose valid assessment methods and tools to evaluate learners
4. Provide effective feedback to enhance learner performance
5. Outline a plan for dissemination of one's educational work to an audience of peers

### Program Committee

#### APA Representatives

*Maryellen Gusic, MD Program Chair*  
*Mary Ottolini, MD, MPH*

#### APPD Representativess

*Susan Guralnick, MD*  
*Robert McGregor, MD*

#### COMSEP Representatives

*Christopher White, MD*  
*William V. Raszka, MD*

#### CoPS Representative

*Vicky Norwood, MD*

### CME Statement

Penn State College of Medicine is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

Penn State College of Medicine designates this educational activity for a maximum of 11 AMA PRA Category 1 Credit(s)™. Physicians should only claim credit commensurate with the extent of their participation in the activity.

Each day attendees will be required to sign in at the registration table to receive their CME credit. This must be done both Friday and Saturday to receive your credit. A completed CME evaluation form is also required in order to receive the credit.

### Key Note Address

#### Some "First" Impressions on Medical Education: How to Help This "Patient" Not Just Survive But Thrive

*Lewis First*

With so much emphasis nowadays on clinical productivity and work hours, medical education appears to often take a backseat to other missions of institutions and practice groups. This opening plenary presentation will look creatively at medical education in terms of where it has been, where it currently is, and where it needs to go in order to ensure not just its well being, but the well being of primary care as well as subspecialty pediatricians, and most importantly the well being of the children and families in the communities for whom we provide care.

### Small Group Action Plan Meeting

Meet with fellow attendees and faculty and be given the opportunity to discuss challenges faced by educators and receive peer and faculty input and consultations. The faculty will be facilitators in the discussion and help guide through the problem solving.

## Speakers

*Paula Algranati, MD*  
 University of Connecticut  
 University of Connecticut Medical Center

*Connie Baldwin, PhD*  
 University of Rochester Medical Center

*Mimi Bar-on, MD*  
 University of Nevada School of Medicine

*Mike Barone, MD, MPH*  
 Johns Hopkins University SOM

*Ann Burke, MD*  
 Dayton Children's Medical Center  
 Wright State University

*Carol Carraccio, MD*  
 University of Maryland

*Latha Chandran, MD, MPH, MBBS*  
 Stony Brook University Hospital  
 Stony Brook University Medical Center

*Christiane Corriveau, MD*  
 Children's National Medical Center

*Marilyn Dumont-Driscoll, MD, PhD*  
 Shands at the University of Florida  
 College of Medicine

*Lewis First, MD*  
 Vermont Children's Hospital at Fletcher Allen  
 University of Vermont

*Susan Guralnick, MD*  
 University Medical Center at Stony Brook

*Maryellen Gusic, MD*  
 Penn State Children's Hospital  
 Penn State University College of Medicine

*Deb Hsu, MD, M.ED*  
 Baylor College of Medicine

*Diane Kittredge, MD*  
 Dartmouth Hitchcock Medical Center  
 Dartmouth Medical School

*Lyuba Konopasek, MD*  
 Weill Medical College of  
 Cornell University

*Lindsey Lane, BM, Bch*  
 Jefferson Medical College

*Linda Orkin-Lewin, MD*  
 University of Maryland

*Joseph Lopreiato, MD, MPH*  
 The Uniformed Services University of the Health  
 Sciences

*John Mahan, MD*  
 Children's Hospital - The Ohio State  
 University College of Medicine

*Rob McGregor, MD*  
 St. Christopher's Hospital for Children  
 Drexel University College of Medicine

*Mary Ottolini, MD, MPH*  
 Children's National Medical Center

*Bill Raszka, MD*  
 University of Vermont

*Ken Roberts, MD*  
 Moses Cone Memorial Hospital  
 University of North Carolina

*Ted Sectish, MD*  
 Children's Hospital Boston  
 Harvard Medical School

*Laura Smals, MD*  
 Milton S. Hershey Medical Center  
 Penn State College of Medicine

*Franklin Trimm, MD*  
 University of South Alabama Children's &  
 Women's Hospital

*Linda Waggoner-Fountain, MD*  
 University of Virginia Health Sciences Center

*Chris White, MD*  
 Medical College of Georgia

## **A1: Developing Structured Learning Experiences to Fill your Learners' Gaps**

*Paula Algranati and Marilyn Dumont-Driscoll*

Objectives:

At the end of this workshop, participants will:

1. Delineate the components and underlying principles of a planned educational curriculum to address specific identified learning gaps.
2. Apply the framework of a planned curriculum to develop a structured learning experience in response to a specific educational need.
3. Describe teaching strategies that address different learning preferences.

Addressing gaps in learning requires thoughtful planning for effective educational activities and programs based upon a systematic and integrated approach. This includes the necessary components of goal setting, needs assessment, development of learning objectives, teaching methods and evaluation. Through group discussion and other interactive activities, participants will begin the session by reviewing essential components and underlying principles of successful curriculum design. The remainder of the workshop will engage participants and offer practice opportunities for various educational strategies to confront old and new challenges in the current educational climate. The faculty will introduce the paradigm of "Significant Learning" as a basis for discussion of the strategies. The participants will consider diverse situational factors (including learner-driven expectations, generational-differences of learners and teachers, duty hour restrictions, competing faculty productivity metrics and newly-emerging scientific discoveries) that further compound the challenges in promoting short-term and long-term learning that is meaningful and engaging.

## **A2: Effective Strategies for Teaching Learners of Differing Levels in a Small Group Setting**

*Ted Sectish and Franklin Trimm*

Objectives:

By the end of the workshop, participants will be able to:

1. Describe how learner-centered teaching concepts can meet the needs of learners at different levels in a small group setting.
2. Outline four teaching strategies to benefit learners at different levels.
3. Develop a brief learning interaction for learners at different levels using at least one presented strategy.

This interactive session will address the challenges of teaching groups with learners at different levels. The application of learner-centered teaching principles will be used to give an overview of approaching a mixed-learner small group. Four specific strategies will be presented and discussed. Participants will work in small groups to develop a brief educational proposal using one of these strategies. All groups will present their proposals and discuss the benefits and limitations of the strategy they used. Participants will be provided with resources describing the four different strategies.

## **A3: Using Technology in Teaching: A Potpourri of Ideas That You Can Use From Low to High Fidelity**

*Joe Lopreiato and Chris White*

Objectives:

By the end of this workshop, participants will be able to:

1. Describe at least one strategy for using technology in medical education.
2. Identify at least one new way to use technology in his/her home setting.
3. List the advantages and disadvantages of using standardized patients and patient simulators in medical education.

In this workshop we will explore many ways that technology can enhance medical education. Low fidelity strategies include the use of digital cameras, pocket camcorders, smart phones and notebook computers for teaching and evaluation. Movie and television clips can serve as great stimuli for discussions or educational concepts. We will introduce the participants to the use of pediatric standardized patients that can be used to provide opportunities for formative feedback and evaluation of students and residents. Finally, we will demonstrate simple task trainers that can be used to teach procedure skills. Throughout the workshop there will be opportunities for discussion on the use of each technology and demonstrations will be provided for many of these strategies. Attendees are encouraged to bring their experiences and/or questions about the use of technology in teaching for discussion by the group.

## **A4: Evaluation: Completing the Forms with Information to Enhance Learner Performance**

*Rob McGregor and Linda Waggoner Fountain*

Objectives:

By the end of the workshop, participants will be able to:

1. List practical tools for use in documenting learner performance in clinical settings.
2. Match documentation tools to specific learning encounters.
3. Describe strategies for obtaining objective data from colleagues even when you are unable to directly observe the learner's performance yourself.

This interactive workshop will introduce practical documentation strategies, both low and high tech, to capture your assessment of a learner's performance. We will start with a brief role play of a learner involved in a clinical encounter. Faculty will review several types of tools for use in evaluating learners. Then in small groups, the audience will select appropriate tools to use in 3 specific educational scenarios. A debriefing session with the entire group will precede the wrap-up and sample tools will be provided for the audience to use in their home settings.

## **A5: Documenting What you do: Developing an Effective Educator Portfolio**

*Latha Chandran and Maryellen Gusic*

Objectives:

By the end of the workshop, participants will be able to:

1. State the differences between a developmental and a promotional Educator Portfolio (EP).
2. Develop one section of their own educator portfolio.
3. Outline strategies to effectively document the quality and impact of their activities as teachers.

This workshop is for faculty involved in teaching, curriculum development, assessment of learners, advising and mentoring learners and/or educational leadership and administration. It is an interactive session, designed to help faculty document the work they do as educators. The authors will share a published template for an educator portfolio (EP) that also incorporates professional goal setting and reflection to enhance one's skills as a teacher. At the beginning of the workshop, some brief background information will be presented to establish the value of keeping an EP. The differences in format and use of a developmental and a promotional EP will be elaborated through large group interactive discussions. Working as dyads, participants will create a section of their EP (teaching activities section) and reflect on the insights gained in completing this hands-on activity. In small groups, participants will then tackle the question of what information is necessary to demonstrate the quality and impact of one's accomplishments as a teacher. Sample EPs will be provided to facilitate discussion. A summary of the discussion will be provided for participants. Participants will leave the workshop with a published template for use in creating a complete developmental EP, a partially completed personal EP and a list of criteria that assesses the quality and establishes the impact of one's teaching activities.

## **B6: Effective and Efficient Teaching in a Clinical Setting**

*Lewis First*

Objectives:

By the end of the workshop, participants will be able to:

1. Describe and demonstrate innovative strategies and techniques to improve teaching effectiveness and efficiency.
2. Discuss the importance of "day one" in streamlining both teaching and learning activities.
3. Practice effective teaching strategies and techniques both during the workshop and in home clinical settings.

With increasing pressures to treat patients as efficiently as possible, teaching of medical students and residents has become more of a burden or even an afterthought and less of a major priority in the clinical setting. Effective, efficient, and innovative teaching strategies are needed. This workshop will provide attendees with strategies to teach learners across the continuum in both the inpatient and outpatient settings. "Mock teaching codes", trigger videotapes, and other live demonstrations and discussions will be used to highlight the techniques and innovations to be introduced and then used by participants. Content areas will focus on the importance of a good orientation, feedback, evaluation, and include a variety of creative teaching techniques that will resolve conflicts with time constraints while making teaching fun and a true learning experience for all involved.

**B7: Teaching Effectively at the Bedside: Models that Work***Mike Barone and Mary Ottolini*

Objectives:

By the end of the workshop, participants will be able to:

1. Demonstrate techniques which emphasize the role of the physical exam as a “hypothesis testing exercise.”
2. Describe techniques to demonstrate clinical signs on the physical examination that reflect underlying principles of physiology and pathophysiology.
3. Utilize checklists during teaching interactions as a means to provide specific feedback to trainees to enhance their clinical reasoning, physical exam skills and communication competency.

Both families and trainees agree that “rounding” in the presence of the patient is a valuable way to explore the clinical reasoning process behind medical decision-making. Rounding at the bedside also provides faculty with an opportunity to assess trainee competence in communication, physical exam skills and patient assessment. A barrier to effective bedside teaching during “family-centered rounds” is faculty members’ comfort and proficiency with teaching in this setting. This interactive workshop will familiarize participants with evidence-based models for teaching in the presence of patients and families. Participants will practice applying these techniques and providing feedback to learners in simulated bedside rounding scenarios with standardized learners.

**B8: Coaching Learners for Success: Providing Effective Feedback***Lyuba Konopasek and Linda Orkin - Lewin*

Objectives:

By the end of the workshop, participants will be able to:

1. Describe characteristics of effective feedback.
2. Identify appropriate feedback for performance that you have directly observed and in situations in which the learner was not directly observed.
3. Apply the Ask-Tell-Ask framework in giving feedback in a variety of situations.

Giving effective feedback is an essential skill in medical education. Drawing on the communication skills literature’s Ask-Tell-Ask (ATA) model for information giving, we have developed a new model for giving feedback that incorporates self-assessment and encourages reflective practice. This workshop aims to develop participants’ skills in giving feedback, with emphasis on the ATA model. After a brief presentation and description of the ATA model, participants will use film clips to analyze feedback-giving techniques. They will then practice using the ATA model to give feedback to learners and others across the continuum of medical education on issues related to professionalism, practice-based learning, communication skills, and patients.

**B9: Diagnosing and Remediating the Problem Learner***Bill Raszka and Laura Smals*

Objectives:

By the end of the workshop, participants will be able to:

1. List strategies to help prevent the development of problem learners.
2. Compare and contrast tools used to identify the problem learner.
3. Create remediation plans specific for individual problem learners.
4. Design remediation processes to ensure learner success and prevent legal complications.

In this interactive workshop, participants will explore issues regarding the identification and remediation of the problem learner. Participants will explore strategies to prevent learners from developing problems, tools for identifying the problem learner, and the development of individual remediation plans. Working in pairs, small groups, and a large group, participants will work through real-life examples of learners with problems in medical knowledge, communication, and professionalism. Participants will create plans to improve the remediation process at their own institution and review what has worked at other institutions.

## **B10: Creating Educational Scholarship out of Life in the “Real” World**

*Constance Baldwin and Carol Carraccio*

Objectives:

By the end of the workshop, participants will be able to:

1. Define educational scholarship and explain its practical importance.
2. Describe how to build scholarly projects from your professional activities.
3. Identify potential project topics that are worthwhile and realistically achievable.

This interactive workshop will give medical educators a roadmap—complete with travel guide!—to achieving scholarship. We will highlight the guideposts from the literature that will help you to organize and plan your journey. Practical advice from our lessons learned throughout the years will help you to avoid some of the pitfalls along the way. You will engage with other workshop participants in exploring some possible scholarly questions and also reflect on the people, places, strategies and resources you will need to accomplish the task before you. At the completion of the workshop you will leave with a “to do” list for a successful journey that will allow you to make meaningful contributions to educational scholarship and reach the promotion destination that you envision for yourself.

## **C11: Teaching Effectively in a Busy Ambulatory Setting: Models that Work**

*Ken Roberts*

Objectives:

By the end of the workshop, participants will be able to:

1. Identify 3 new teaching skills or strategies learned at this conference.
2. Adapt these techniques for use with learners throughout the continuum in busy outpatient settings.
3. Identify potential solutions to problems encountered in outpatient teaching such as: time management and patient flow; “needy” (for whatever reason) learners; patients with clinical problems that aren’t clear or require considerable time.

Participants will have attended several workshops before this one. To build on these experiences, the workshop will begin with a consolidation of the principles learned. To apply these principles to busy outpatient settings, participants will identify specific challenges to teaching and learning in these settings, and the workshop will be tailored to meet the needs of the audience. Various methods will be used, including brainstorming, group discussion, and role play.

## **C12: Measuring what Counts: Strategies for Assessing Learners in Clinical Settings**

*Diane Kittredge and John Mahan*

Objectives:

By the end of the workshop, participants will be able to:

1. Describe basic principles of learner assessment in clinical settings.
2. Identify competency-based learner assessment strategies that apply across the continuum of student, resident and fellowship training.
3. List three examples of evidence-based assessment tools that can be applied in their own teaching environment.

The workshop will start by asking participants to identify the top challenges they face in assessing learner performance. Common themes around the assessment of students, residents and fellows will be identified. Leaders will then review principles of competency-based assessment applicable to various clinical settings, and current evidence for formative and summative methods that have particular value across the continuum of learners. Small group sessions will provide opportunities for participants to discuss and develop tools they might implement in their own institutions. Finally, the groups will reconvene to share ideas, and discuss opportunities for future collaboration.

**C13: Coaching Learners for Success: Providing Effective Feedback**

*Christiane Corriveau and Susan Guralnick*

Objectives:

By the end of the workshop, participants will be able to:

1. Describe elements of effective feedback.
2. Define the key elements of the coaching process.
3. Practice coaching techniques using objective and specific feedback.

Providing effective feedback to learners is a challenge for educators at all levels. Once feedback has been given, coaching is instrumental in improving performance. Say the word coach and most people think of athletics. However, business executives have realized that coaching is an integral tool to improve the performance of both top performers and those less successful. Being an effective coach is a crucial part of effective people management. Is healthcare any different? Workshop attendees will discover how effective feedback, in combination with successful coaching, can lead to both professional and personal discovery. Key elements of the coaching process designed to enhance positive change; active listening, reflection, and goal setting will be introduced and practiced.

**C14: Diagnosing and Remediating the Problem Learner**

*Ann Burke and Lindsey Lane*

Objectives:

By the end of the workshop, participants will be able to:

1. Develop a 'road-map' to guide an approach to identifying and characterizing learners with problems.
2. Design remediation/individualized educational plans for different types of learners with problems.
3. Describe institutional/program systems and strategies that support identification and remediation of learners with problems.

Participants will view the approach to the problem learner through 2 distinct lenses: that of the individual clinician working with learners in the clinical setting and that of the program or institutional leadership who is responsible for the summative evaluation and promotion of the learner. Using an interactive format, participants will work in pairs and in small groups to develop an approach to identifying, characterizing and remediating learners with problems. After sharing personal experiences, brainstorming and discussion, participants will leave with a road-map to use in their own teaching and educational program.

**C15: Scholarship Beyond Publication - Creating Scholarship that Counts out of the Work that you do**

*Mimi Bar-on and Deb Hsu*

Objectives:

By the end of the workshop, participants will be able to:

1. Describe Boyer's models of scholarship.
2. Discuss Glassick's criteria for assessing scholarship.
3. Apply these criteria to identify opportunities for scholarship.
4. Develop a personal plan for scholarship.

Discovery of new science has been viewed as traditional scholarship. However, present day scholarship is more inclusive and includes the scholarship of teaching, integration and application as defined by Boyer. As teachers become busier and busier with multiple roles, responsibilities and the need to be clinically productive, it becomes more challenging to be involved in scholarly activities and share one's work with the community of educators. The focus of this workshop is to demonstrate to participants that they can take their daily activities and make them scholarly. A mini-didactic review of the literature on scholarship will be followed by a practice session applying Glassick's criteria for scholarship to a model case. Issues related to academic promotion will also be touched upon. Attendees will then have the opportunity to apply these principles to design potential projects or to demonstrate scholarship in non-research related work they are already conducting. Participants will leave the workshop with a concrete plan to demonstrate scholarship in their work and/or to implement a scholarly project at their home institution.

## Friday, September 11, 2009

1:30 pm Overview  
F. Scott Fitzgerald Ballroom A & B

2:00 pm Plenary Talk  
F. Scott Fitzgerald Ballroom A & B  
*Lewis First*

3:00 - 5:00 pm Concurrent Workshops - Session I

### **Curriculum Development**

**A1: Developing structured learning experiences to fill your learners' gaps**  
Ernest Hemingway Salon 2  
*Paula Algranati and Marilyn Dumont-Driscoll*

### **Teaching strategies**

**A2: Effective strategies for teaching learners of differing levels in a small group setting**  
F. Scott Fitzgerald Ballroom E  
*Ted Sectish and Franklin Trimm*

### **Teaching strategies**

**A3: Using Technology in Teaching: A Potpourri of ideas that you can use from Low to High Fidelity**  
F. Scott Fitzgerald Ballroom D  
*Joe Lopreiato and Chris White*

### **Assessment/evaluation**

**A4: Evaluation: Completing the forms with information to enhance performance**  
Ernest Hemingway Salon 3  
*Rob McGregor and Linda Waggoner - Fountain*

### **Educational scholarship**

**A5: Documenting what you do: Developing an Effective Educator's Portfolio**  
Ernest Hemingway Salon 1  
*Latha Chandran and Maryellen Gusic*

5:00 - 5:15 pm Break  
Pre-Function C

5:15 - 6:30 pm Small group action plan meetings with faculty facilitation  
F. Scott Fitzgerald Ballroom C

## Saturday, September 12, 2009

Breakfast 7:30 - 8:00 am  
Pre-Function C

8:00 - 10:00 am Concurrent Workshops - Session II

### Teaching strategies

**B6: Effective and efficient teaching in a clinical setting**

F. Scott Fitzgerald Ballroom D

*Lewis First*

### Teaching strategies

**B7: Teaching effectively at the bedside: Models that Work**

F. Scott Fitzgerald Ballroom E

*Mike Barone and Mary Ottolini*

### Assessment/evaluation

**B8: Coaching learners for success: Providing effective feedback**

Ernest Hemingway Salon 1

*Lyuba Konopasek and Linda Orkin - Lewin*

### Assessment/evaluation

**B9: Diagnosing and remediating the problem learner**

Ernest Hemingway Salon 3

*Bill Razska and Laura Smals*

### Educational scholarship

**B10: Creating Educational Scholarship out of Life in the "Real" World**

Ernest Hemingway Salon 2

*Connie Baldwin and Carol Carraccio*

10:00 - 10:30 Break

Pre-Function C

10:30 am - 12:00 pm Small group action plan meetings with faculty facilitation

F. Scott Fitzgerald Ballroom D and E

12:00 - 1:00 pm Lunch with networking opportunity

F. Scott Fitzgerald Ballroom D and E

1:30 - 3:30 pm Workshops Session III

### Teaching Strategies

**C11: Teaching effectively in a busy ambulatory setting : models that work**

F. Scott Fitzgerald Ballroom D

*Ken Roberts*

### Assessment/Evaluation

**C12: Measuring what counts: Strategies for assessing learners in clinical setting**

F. Scott Fitzgerald Ballroom E

*Diane Kittredge and John Mahan*

### Assessment/Evaluation

**C13: Coaching learners for success: Providing effective feedback**

Ernest Hemingway Salon 3

*Christiane Corriveau and Susan Guralnick*

### Assessment/Evaluation

**C14: Diagnosing and remediating the problem learner**

Ernest Hemingway Salon 1

*Ann Burke and Lindsey Lane*

### Educational Scholarship

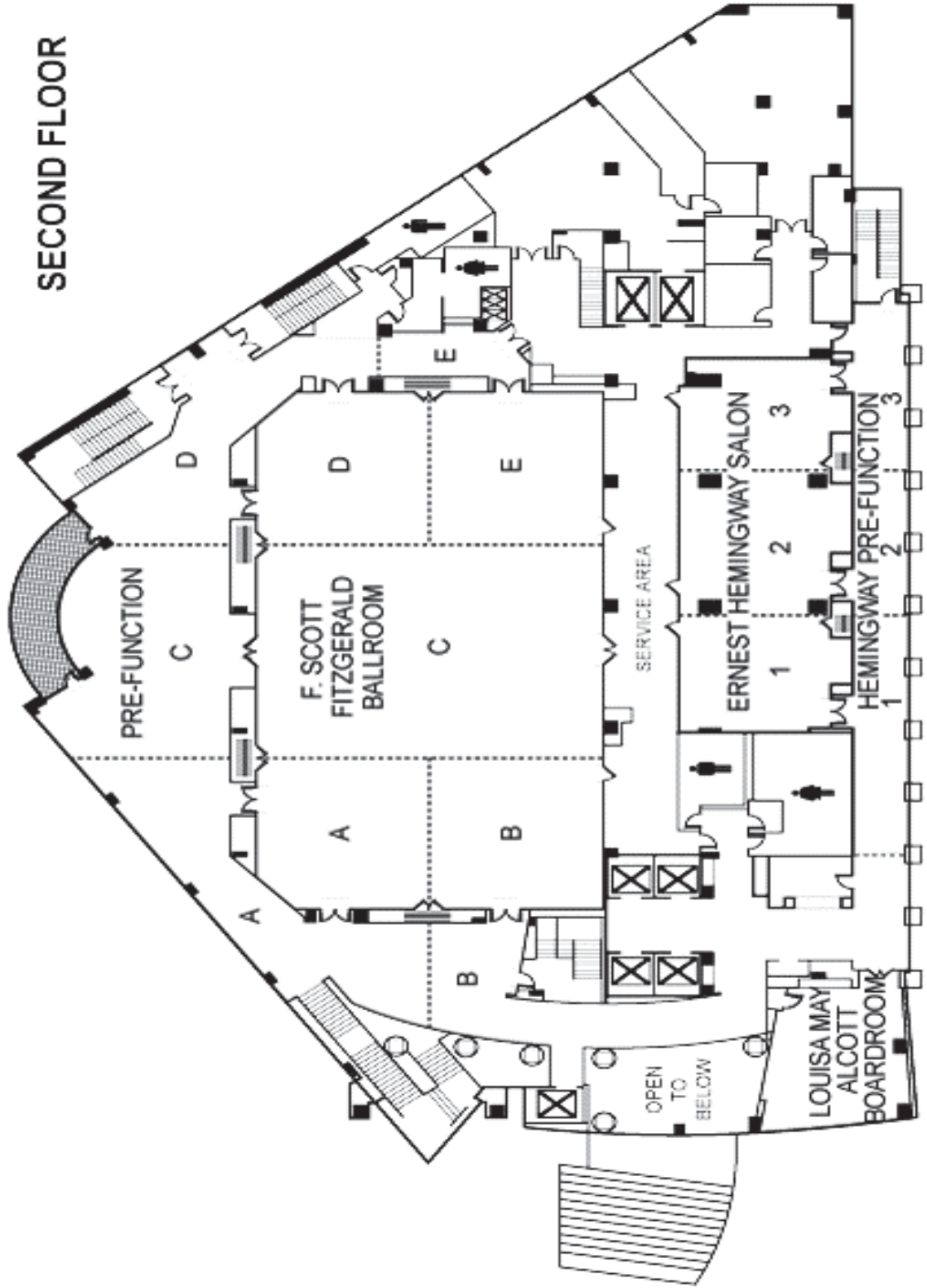
**C 15: Scholarship beyond publication—creating scholarship that counts out of the work that you do**

Ernest Hemingway Salon 2

*Miriam Bar-on and Deb Hsu*

3:45 - 4:30 pm Large group wrap up/commitment to action

F. Scott Fitzgerald Ballroom C



*Meeting Information*

*Thank you for attending PEEAC 2009!*

*Please remember to complete and turn in your CME Evaluation forms prior to leaving.*

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