



**Pediatric Educational  
Excellence  
Across the Continuum**

*2<sup>nd</sup> Biennial*

# PEEAC

Meeting

Preliminary Program

September 9<sup>th</sup>-10<sup>th</sup>, 2011

Renaissance Arlington

Capital View Hotel

Arlington, Virginia

**Sponsored by the Indiana University School of Medicine in collaboration with:**



ACADEMIC  
PEDIATRIC  
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DIRECTORS



[www.peeac.org](http://www.peeac.org)

# Meeting Information

The PEEAC Conference is the perfect venue for rising educators to gain content expertise, specific teaching skills and valuable networking with like-minded clinician-educators. 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) will facilitate workshops, discussions, and small group sessions.

## Targeted audience

Any interested pediatric educator, including but not limited to hospitalists, subspecialty fellowship educators, and preceptors from continuity clinic, ambulatory general and subspecialty clinics and acute care settings.

## 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 to create structured learning experiences
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  
Mary Ottolini, MD  
Elisa Zenni, MD

*APPD Representatives*  
Ann Burke, MD  
Grace Caputo, MD  
Cliff Yu, MD

*COMSEP Representatives*  
Susan Bannister, MD  
Jennifer Koestler, MD  
Jerold Woodhead, MD

*CoPS Representatives*  
James Bale, MD  
Chris Kennedy, MD  
Robert Spicer, MD

## Accreditation Statement

Indiana University School of Medicine is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

## Designation Statement

Indiana University School of Medicine designates this live activity for a maximum of 8.5 *AMA PRA Category 1 Credits™*. Physicians should only claim credit commensurate with the extent of their participation in the activity.

## Faculty Disclosure Statement

In accordance with the Accreditation Council for Continuing Medical Education (ACCME) Standards for Commercial Support, educational programs sponsored by Indiana University School of Medicine (IUSM) must demonstrate balance, independence, objectivity, and scientific rigor. All faculty, authors, editors, and planning committee members participating in an IUSM-sponsored activity are required to disclose any relevant financial interest or other relationship with the manufacturer(s) of any commercial product(s) and/or provider(s) of commercial services that are discussed in an educational activity.

## Note

While it offers CME credits, this activity is not intended to provide extensive training or certification in the field.

# Schedule

Friday, September 9<sup>th</sup>, 2011

1:00 - 1:15 pm Welcome and Overview

1:15 - 2:15 pm Keynote

*Carol Aschenbrener*

2:45 - 4:15 pm Concurrent Workshops - Session I

**A1: Using Technology in Teaching**

*Mark Auerbach and Bobbi Byrne*

**A2: Time-Limited Effective Teaching Techniques for Different Levels of Learners: It Can Be Done!**

*Lewis First and Lynn Garfunkel*

**A3: Identifying & Remedying Learning Gaps in your Educational Programs Using Systematic Probes**

*Elizabeth Hunt and Lindsey Lane*

**A4: What To Do with a Problem Trainee: Diagnosis, Management, Remediation, and Due Process**

*Christiane Corriveau and Adam Pallant*

**A5: Providing Effective Feedback: A New and Tastier Sandwich**

*Andrew Mutnick and Elisa Zenni*

4:30 - 5:30 pm Hot Topics - small group facilitated discussions

- Getting faculty to give frequent formative feedback
- Teaching and assessing clinical reasoning
- Teaching students, residents or fellows during night shifts
- Promoting reflection and self-directed learning

Topic areas will be duplicated each day and discussions will not carry over from session to session. Learners should attend two different topic sessions, as noted on your registration material received upon check-in.

5:45 - 7:30 pm Advancing Education in Pediatrics Poster Reception

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# Schedule

Saturday, September 10<sup>th</sup>, 2011

7:00 - 7:30 am Breakfast

7:30 - 8:15 am Breakfast Presentation

*Carol Carraccio* on Initiative for Innovation in Pediatric Education (IIPE)

8:30 - 10:00 am Concurrent Workshops - Session II

**B6: Using Technology in Teaching: Medical Simulation**

*Anton Alerte and Joseph Loprieto*

**B7: So Many Learners, so Many Needs: Teaching at Different Levels in Different Clinical Settings**

*Robert Spicer and Gregory Toussaint*

**B8: Teaching Performance Improvement**

*Javier Gonzalez del Rey and Keith Mann*

**B9: Helping Every Learner Learn: Beyond “The Problem Learner”**

*Lavjay Butani and Kenneth Roberts*

**B10: ACGME Pediatric Milestones: A Developmental Roadmap Toward Competence Across the Continuum of Medical Education**

*Debra Boyer, Susan Guralnick, Janice Hanson and Mary Ottolini*

**B11: Documenting What you do: Developing an Effective Educator Portfolio**

*Constance Baldwin and Joseph Gigante*

10:15- 11:15 Hot Topics II – small group facilitated discussions

The four topic areas will be:

- Getting faculty to give frequent formative feedback
- Teaching and assessing clinical reasoning
- Teaching students, residents or fellows during night shifts
- Promoting reflection and self-directed learning

11:30 am - 12:30 pm Networking Lunch

12:45 - 2:15 pm Workshops – Session III

**C12: Effective Strategies for Teaching Learners With Different Learning Styles**

*Maria Marquez and Teri Turner*

**C13: Interdisciplinary Team-Based Learning: A Participation Session**

*James Anderst, David Keller, Chris Kennedy and Margaret Wilmoth*

**C14: Assessment Strategies in Medical Education: Deciding, Designing, and Delivering**

*Erin Balog and Ann Burke*

**C15: Providing Effective Feedback in Challenging Situations**

*James Bale and Grace Caputo*

**C 16: Can Residents and Medical Students Learn as Well - or Better - on Shifts as They Used to in 36 Hour Blocks? And How?**

*Cynthia Ferrell and Ann Guillot*

**C 17: Scholarship Beyond Publication: Creating A Scholarship Roadmap from the Work that You Do**

*Patricia Hicks and Janet Serwint*

2:30 - 3:00 pm Large group wrap up/commitment to action

# Speakers

**Anton Alerte, MD**  
University of Connecticut School of Medicine

**James Anderst, MD, MSCI**  
Children's Mercy Hospital

**Carol Aschenbrenner, MD**  
Association of American Medical Colleges

**Mark Auerbach, MD, MSCI**  
Yale University School of Medicine

**Constance Baldwin, PhD**  
University of Rochester

**James Bale, MD**  
Primary Childrens Medical Center  
University of Utah

**Erin Balog, MD**  
Uniformed Services University of Health Sciences

**Debra Boyer, MD**  
Children's Hospital Boston

**Ann Burke, MD**  
Wright State University Boonshoft School of Medicine

**Lavjay Butani, MD**  
University of California Davis

**Bobbi Byrne, MD**  
Indiana University School of Medicine  
Riley Hospital for Children

**Grace Caputo, MD, MPH**  
Phoenix Children's Hospital/Maricopa Medical Center

**Carol Carraccio, MD**  
American Board of Pediatrics

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

**Cynthia Ferrell MD, FAAP**  
Oregon Health and Science University

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

**Lynn Garfunkel, MD**  
University of Rochester

**Joseph Gigante, MD**  
Vanderbilt University School of Medicine

**Javier Gonzalez del Rey, MD**  
University of Texas Medical Branch (Galveston)

**Ann Guillot, MD**  
University of Vermont College of Medicine

**Susan Guralnick, MD**  
Winthrop University Hospital

**Janice Hanson, PhD**  
Uniformed Services University of Health Sciences

**Patricia Hicks, MD**  
Children's Hospital of Philadelphia

**Elizabeth Hunt, MD, MPH, PhD**  
John Hopkins University

**David Keller, MD**  
UMass Medical School-Center for Health Policy and  
Research (CHPR)

**Chris Kennedy, MD**  
Children's Mercy Hospital

**Lindsey Lane, BM, BCH**  
University of Colorado School of Medicine  
The Children's Hospital

**Joseph Lopreiato, MD, MPH**  
Uniformed Services University, F. Edward Herbert  
School of Medicine

**Keith Mann, MD**  
UMKC School of Medicine  
Children's Mercy Hospital

**Maria Marquez, MD**  
Georgetown University

**Andrew Mutnick, MD**  
Columbia University-College of Physicians and Surgeons

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

**Adam Pallant, MD, PhD**  
Brown University-Warren Alpert School of Medicine

**Kenneth Roberts, MD**  
University of North Carolina

**Janet Serwint, MD**  
Johns Hopkins University School of Medicine

**Robert Spicer, MD**  
Cincinnati Children's Hospital

**Gregory Toussaint, MD**  
Wright State University

**Teri Turner, MD, MPH, Med**  
Baylor College of Medicine  
Texas Children's Hospital

**Margaret Wilmoth, PhD, MSS, RN, FAAN**  
UNC Charlotte School of Nursing

**Elisa Zenni, MD**  
University of Florida College of Medicine, Jacksonville

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# Session Descriptions

## **A1: Using Technology in Teaching**

Mark Auerbach and Bobbi Byrne

Objectives:

1. Describe the use of simulation-based medical education (SBME) for formative and summative assessments of teamwork and communication skills of learners.
2. Select the most appropriate assessment or modality to provide feedback and/or evaluation of skill performance.
3. Plan a simulation-based medical education and/or assessment exercise to meet a specific objective in their curriculum related to teamwork/communication skills

The ACGME ranks simulation-based medical education (SBME) among the most desirable methods for assessment of patient care.” In this workshop, the authors will demonstrate the use of SBME as a platform to develop learner focused training and for performance-based assessment through direct observation of learners in a safe environment. The use of In-situ SBME to develop teamwork and communication skills as a member of an integrated team (multi professional and multidiscipline) will be highlighted. Videotapes of simulated encounters will be used to allow participants to observe and practice reflective debriefing as a method of teaching systems based practice to enhance patient safety and improve patient care quality by participating in identifying system errors and implementing potential systems solutions.

## **A2: Time-Limited Effective Teaching Techniques for Different Levels of Learners: It Can Be Done!**

Lewis First and Lynn Garfunkel

Objectives

1. To describe a variety of strategies and techniques to improve teaching effectiveness and efficiency across the continuum of learners
2. To discuss the importance of orientation (day one) in streamlining both teaching and learning activities
3. To demonstrate effective teaching strategies and techniques that can be easily implemented in one’s home clinical setting

In both the inpatient and outpatient settings time to teach is a valued commodity. Increasing pressures to treat patients as efficiently as possible makes the privilege of having medical students and residents often feel more like a burden rather than a benefit in the outpatient arena. Increased patient turnover on inpatient units leaves less time for learners to appreciate disease evolution adding further to teaching pressures. Effective, efficient, and innovative teaching strategies are needed for learners at all levels. This workshop will provide attendees strategies to teach clinical learners at various levels in multiple settings. “Mock teaching codes,” trigger videotapes, demonstrations and discussions will be used to highlight techniques and innovations to be introduced and used by participants. Content will focus on the importance of a good orientation, and include creative teaching techniques that can be used in a variety of venues, to make teaching and learning under time-constraints interactive, worthwhile, and fun for all levels of learners and teachers.

## **A3: Identifying & Remedying Learning Gaps in your Educational Programs Using Systematic Probes**

Elizabeth Hunt and Lindsey Lane

Objectives:

1. Describe three probes for each level of instructional design and how they can be used to identify learning gaps
2. Discuss how you might apply specific probes in your educational role at your institution
3. Make a plan to use probe/s on return home

Instructional design takes place at 3 levels. Level 1: Overall program structure; Level 2: Educational modules; Level 3: Teaching/learning experiences within educational modules. Program directors, teachers and learners must continually analyze the educational experience at each level in order to identify learning gaps and make the changes needed to close them. This workshop will introduce the concept of using systematic educational probes to identify learning gaps. Examples of probes for each level and how they may be used will be presented; we will focus on innovative probes such as entrustable professional activities (EPAs), simulation exercises, deliberate practice, individual learning plans and goals (ILPs and ILGs). Workshop participants will have the opportunity to identify other probes that they might use and share their ideas with the group. Working in small groups, participants will select probes to use for one or more levels of instructional design at their institution and leave with a plan to use them on their return home.

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## A4: What To Do With a Problem Trainee: Diagnosis, Management, Remediation, and Due Process

Christiane Corriveau and Adam Pallant

Objectives:

1. Accurately record and characterize concerns about learner competence or performance with appropriate and sufficient documentation and definition
2. Generate a differential diagnosis of the problem being experienced by the trainee and identify associated tools for ongoing assessment and intervention
3. Create a pathway to describe a specific expected outcome with appropriate attention to due process, documentation, and support

All residency and fellowship program directors will inevitably face the predicament of managing trainees that are at risk of failing to meet proficiency in any one of the ACGME core competencies. Effective intervention depends upon rapid identification, diagnosis, intervention, and ongoing assessment of the challenged learner. Additionally, supervisors need to ensure that any remediation or intervention around aptitude or capacity is followed with appropriate attention to legal precedent and due process.

This workshop will utilize interactive discussions and case-based learning modules as well as specific examples of successfully utilized intervention and remediation methodologies as a foundation to permit program leaders to create their own intervention approach. We will use the group's combined wisdom and experience to brainstorm together in order to assist participants as they work toward valuable interventions around difficult learner scenarios that they are currently facing.

## A5: Providing Effective Feedback: A New and Tastier Sandwich

Andrew Mutnick and Elisa Zenni

Objectives:

1. Describe characteristics of effective feedback
2. Demonstrate the Ask-Tell-Ask feedback technique
3. Deliver effective feedback

Providing effective feedback to learners is an essential skill for educators, yet can be a challenge across the continuum of medical education. This workshop aims to improve participants' skills in giving effective feedback, with emphasis on the Ask-Tell-Ask model. After a brief interactive presentation on the elements and characteristics of effective feedback, participants will use video clips to analyze feedback-giving techniques, and then have an opportunity to practice the Ask-Tell-Ask model of feedback delivery. Group discussion will allow for reflection and sharing of ideas. Participants will set individual goals to improve their feedback-giving skills.

## B6: Using Technology in Teaching: Medical Simulation

Anton Alerte and Joseph Lopreiato

Objectives:

1. Describe the use of handheld devices as a teaching aid in inpatient and outpatient setting and name 3 resources available on most handhelds
2. Identify evidence based resources available at their home institution and describe the use of technology to aid in the teaching of evidence-based medicine
3. Write the plan of action for using new technology in your current teaching environment.
4. Practice a manual skill on a task trainer and on a human patient simulator and describe how best to use them in your current curriculum

Technology can assist educators in many aspects of medical education. Ever emerging technologies and applications allow faculty to perform their tasks more effectively and allow learners to enhance their knowledge and skills. This workshop will highlight the use of handheld devices as a teaching aid and introduce you to the use of human patient simulators and task trainers to enhance your role as an educator.

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## **B7: So many learners, so many needs: Teaching at different levels in different clinical settings**

Robert Spicer and Gregory Toussaint

Objectives:

1. Categorize different levels of learners encountered in various clinical settings and how to define their educational needs
2. Identify how aspects of different clinical settings impact learners' behaviors
3. Describe various clinical teaching techniques and how to modify the teacher to fit the learner

Inpatient, outpatient, and impromptu didactic settings often present a faculty member with learners ranging from early level students to senior trainees like residents and fellows. Through interactive discussions and small group exercises, participants will examine these types of learners and how their perceived needs may differ from the goals of faculty. Participants will explore various approaches to teaching within these different settings and be introduced to practical techniques they can utilize within their own teaching situations.

## **B8: Teaching Performance Improvement**

Javier Gonzales del Rey and Keith Mann

Objectives:

1. State the importance of identifying and understanding the system within which improvement projects live
2. Utilize the Model for Improvement as a framework for both teaching and performing process improvement
3. Differentiate between common cause and special cause variation and recognize the importance of reacting to each in a different way
4. Describe the basics of change psychology

Through interactive discussion and application exercises, participants will explore change principles, use a framework to create improvement teams, and practice skills that are needed to navigate through an improvement project related to patient care, education, or an administrative issue. Attendees will also explore how these concepts can be used in developing curricula for learners in their home institution. Participants will identify a current challenge and utilize the knowledge and skills gained during the workshop to set in motion a plan of improvement based on sound quality improvement methodology and science.

## **B9: Helping Every Learner Learn: Beyond “The Problem Learner”**

Lavjay Butani and Kenneth Roberts

Objectives:

1. To identify different causes of impediments to learning
2. To distinguish between various causes that impede learning
3. To address cognitive and behavioral impediments to learning-- and help every learner learn

Registered participants will be surveyed before the meeting to identify specific issues to be addressed. The workshop will begin with a group discussion to focus the content of the workshop on issues desired by participants. Using an interactive didactic presentation, the differential diagnosis of “a problem learner,” will be explored and ways to distinguish learning difficulties from behavioral issues/professionalism will be highlighted. Through small group case-based application exercises, participants will evaluate and manage individuals identified as “problem learners.” Selected groups will be asked to report to the larger group and the workshop leaders will collate take home messages that summarize the learning done during the session.

## **B10: ACGME Pediatric Milestones: A Developmental Roadmap Toward Competence Across the Continuum of Medical Education**

Debra Boyer, Susan Guralnick, Janice Hanson and Mary Ottolini

Objectives:

1. Describe the purpose and applicability of the ACGME Pediatric Milestones
2. Effectively evaluate a trainee using the milestone framework
3. Discuss how implementation of the milestones will impact how they teach and assess trainees in their settings

The workshop will begin with a brief interactive didactic presentation of the principles behind the ACGME Pediatric Milestones, with a focus on developmental progression of competency from beginning medical school through proficient practicing physician. In a facilitated large group discussion, the participants will then brainstorm milestones for professionalism, then compare the list generated by the group to the ACGME Pediatric Milestones for professionalism. Through small group case-based discussion, role play and a worksheet, participants will apply these milestones to feedback to a medical student or resident. The workshop will conclude with small group discussion and large group summary of practical implementation of the milestones to teaching and assessment of trainees. Participants will receive handouts that summarize the ACGME Pediatric Milestones and provide references

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## **B11: Documenting What you do: Developing an Effective Educator Portfolio**

Constance Baldwin and Joseph Gigante

Objectives:

1. Describe the five standard components of an Educator Portfolio (EP)
2. Develop one section of their own educator portfolio
3. Outline the steps necessary to take a scholarly approach to your current educational activities and produce scholarship to enhance your career as an educator

This interactive workshop is designed to help faculty document the work they do as educators (teaching, curriculum development, learner assessment, advising and mentoring learners, and/or educational leadership and administration). Using a published EP template, the group will discuss appropriate content for the five sections of an EP. Then, working in pairs, participants will create the teaching activities section of their EP and reflect on the insights gained in completing this hands-on activity. Next, participants in groups of four will review examples of the teaching activities sections of an EP and consider what information is necessary to demonstrate the quality and impact of one's accomplishments as a teacher. Criteria for a scholarly approach to education and for educational scholarship will be introduced, and the group will discuss and compare the "promotion value" of examples of scholarly activities. 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 for evaluating the quality and impact of educational activities. **PLEASE NOTE: For the best results, please bring a list of your teaching activities to the workshop.**

## **C12: Effective Strategies for Teaching Learners With Different Learning Styles**

Maria Marquez and Teri Turner

Objectives:

1. Describe various learning style differences and tools to measure these styles
2. Identify at least 2 new teaching methods to address a spectrum of learning styles
3. Develop a framework for a learning session that includes a balance of activities that correspond to the entire learning cycle

Successful education requires the ability to address a spectrum of learning styles. Not everyone learns the same way. In fact, there is a stunning variety of learning styles. Learning about "learning styles" prompts teachers to pay more attention to the kinds of instruction they are delivering. During this session, participants will enhance their knowledge about learning styles and identify ways to be more creative in their teaching and broaden their teaching repertoire. Interactive hands-on exercises will be used to provoke reflection on the participants' own preferred style of learning and to provide an understanding of the basic concepts of learning styles.

## **C13: Interdisciplinary Team-Based Learning: A Participation Session**

James Anderst, David Keller, Chris Kennedy and Margaret Wilmoth

Objectives:

1. Identify challenges to team-based learning including re-conceptualizing healthcare education as a team activity
2. Discuss methods to overcome barriers to team training
3. Participate in an example of team-based training practice

In order to reduce medical errors and increase the value of care, the Affordable Care Act encourages practice in multidisciplinary teams. Education in the health professions, however, continues to be focused on the individual professions, with occasional forays in interdisciplinary activity. This workshop will examine the gaps between current recommendations and healthcare education, identify challenges to filling these gaps, and provide examples of practical and innovative solutions including team evaluation methods. Participants will review team concepts and dynamics using video review with small group discussion, and a hands-on session- "Try this at home"- to demonstrate practical solutions.

## **C14: Assessment Strategies in Medical Education: Deciding, Designing, and Delivering**

Erin Balog and Ann Burke

Objectives:

1. Cite the advantages and disadvantages of assessment methods commonly used in medical education across the continuum
2. Choose appropriate assessment methods based on identified curricular needs
3. Identify the resources needed to implement an assessment method

This interactive workshop will explore assessment strategies in medical education. The session will begin with a brainstorming session where participants will list assessment methods currently employed in their teaching

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settings. The group will then identify the advantages and disadvantages of each type of assessment. Workshop leaders will then deliver a brief didactic demonstrating the evidence of the validity and reliability of each type of assessment with respect to Miller's pyramid of competence. Using this material, in small groups the participants will complete an assignment using worksheets that addresses a particular assessment challenge that was identified at the beginning of the session. The worksheets will guide participants through the process of deciding, designing, and delivering a specific assessment tool. The participants will then report back to the large group and the facilitators will summarize the discussion.

## **C15: Providing Effective Feedback in Challenging Situations**

James Bale and Grace Caputo

Objectives:

1. Describe the characteristics of effective feedback
2. Identify appropriate feedback strategies they can utilize in challenging situations
3. Identify learner characteristics and behaviors that determine the response to feedback
4. Utilize principles of positive feedback

Giving effective feedback is an essential skill that frequently challenges even the most seasoned medical educators. The workshop will begin with an interactive exercise designed to define the meaning of effective feedback and using role-modeling of feedback provided in a challenging scenario. Using this demonstration, participants will identify the characteristics of, and several strategies for, giving effective feedback, emphasizing the principles of positive feedback. Strategies that incorporate self-assessment, active listening, reflection, and goal setting will be highlighted. Attendees will acquire skills to help them identify learner characteristics that are amenable to change and those behaviors that may be resistant to change, even in the face of feedback. Participants will work in teams of three to practice giving feedback using challenging scenarios provided by the authors. The participants will assume the role of Giver, Receiver, or Observer in each of three scenarios. A representative of each triad will then report to the group regarding their experiences.

## **C16: Can Residents and Medical Students Learn as well - or Better - on Shifts as They Used to in 36 Hour Blocks? And How?**

Cynthia Ferrell and Ann Guillot

Objectives:

1. Create learning objectives that differ depending on whether the learner is working on the day vs. the night shift
2. Develop cohesive curricular goals for various learning activities across day and night shifts
3. Design tools for evaluation that assess various aspects of performance across shifts

This session will approach the creation of learning experiences for residents and/or medical students who will be working shifts. We will address the development of learning objectives, instructional experiences, and evaluation tools that are appropriate for the locale and timing of the learning experience, across the continuum of day to night learning. Small groups will discuss educational outcomes for shift experiences and barriers to reaching those outcomes. Participants will leave with a roadmap to begin designing these experiences at their home institution.

## **C17: Scholarship Beyond Publication: Creating A Scholarship Roadmap from the Work that You Do**

Patricia Hicks and Janet Serwint

Objectives:

1. Discover new ways to develop scholarship from everyday opportunities
2. Explore barriers and facilitators for scholarship development
3. Design your individualized scholarship roadmap
4. Explore a toolbox of relevant resources

Developing and producing scholarship is one of the most personally gratifying aspects of academic medicine and one which is rewarded by the promotional process. However, faculty are sometimes stalled in their progress and encounter barriers to success. This workshop will empower participants to develop their individualized roadmap to scholarship from everyday opportunities. Initial group discussion will focus on the reasons to produce scholarship and the different types of scholarship. Participants will then reflect on their individual opportunities and discuss in a small group setting the project they would like to accomplish and strategies. A toolbox of approaches to common barriers, resources as to mentorship, collaboration, time management and funding will be shared and utilized by the individuals in the small groups. Individual participants will work to complete their roadmap along with a commitment for completion and facilitators will mail this back to them in a 3 month time period.