

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

Pediatric Educational Excellence Across the Continuum



Preliminary Program and Registration

Updated August 20th, 2009

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)

www.pecac.org

PEEAC

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) will facilitate workshops and small group sessions.

Targeted audience

Any interested pediatric educator, including but not limited to hospitalists, subspecialty fellowship educators, as well as continuity and ambulatory clinic and clinical preceptors.

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
Mary Ottolini, MD, MPH

APPD Representatives

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.

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 insure 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.

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 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, MD
 University of Virginia Health Sciences
 Center

Chris White, MD
 Medical College of Georgia

Dr. Paula Algranati

Dr. Paula Algranati is a Professor of Pediatrics and Director of Pediatric Medical Student Education at the University of Connecticut School of Medicine. Her academic interests and scholarship originate from experience as a primary care pediatrician and clinical teacher; these include evaluation and curriculum development, clinical skills education, textbook writing and editing, mentoring and professionalism. Dr. Algranati has extended her work in these areas to leadership and educational activities within pediatric education and practice organizations including COMSEP, APA and AAP. She is thrilled to embark upon a new adventure as the first advisor for the newly approved University of Connecticut chapter of the Arnold P. Gold Foundation Honor Society.

Constance D. Baldwin, PhD

Constance D. Baldwin, PhD, is Professor of Pediatrics at the University of Rochester, where she serves as Associate Director of the General Pediatrics Fellowship, and consults on curriculum development department-wide. She earned her PhD in English from Stanford University. Dr. Baldwin's work focuses on faculty development in grant writing and scientific communications, and educational development. Previously the Education Chair of the Academic Pediatric Association (APA), she has participated in development of a national web-based curriculum for pediatric residency training, the APA Educational Guidelines for Pediatric Residency. She is also on the APA project team to build a national accreditation process for general academic pediatrics fellowships, and leads a national three-year program for junior faculty educators in pediatrics called the Educational Scholars Program.

Miriam Bar-on, MD

Miriam Bar-on is the Associate Dean for Graduate Medical Education at the University of Nevada School of Medicine and a professor of pediatrics. Her involvement in medical education has been at many levels beginning as an Assistant Program Director at the University of South Florida at the beginning of her career to program director and vice chair for education at Loyola Stritch School of Medicine. She has also served as an associate clerkship director while in Virginia. Dr. Bar-on is a former national faculty development scholar and a graduate of the ELAM fellowship in academic leadership. She is an active member of multiple academic medical education societies and presents regularly at their meetings. Presently she is a co-leader of the APA's Faculty Development Special Interest Group

Michael Barone, MD

Dr. Barone is a generalist pediatrician focusing on inpatient clinical care. He has directed the pediatrics clerkship at Johns Hopkins University since 2000. For the past 5 years, he has also served as an Assistant Dean for Student Affairs for the School of Medicine. Locally, Mike is involved in clinical teaching, curriculum development, and faculty development for the Department of Pediatrics. Nationally, Mike chairs the USMLE Step I Introduction to Clinical Diagnosis Committee and is a member of the national Step I committee. He was recently elected to the COMSEP executive committee.

Ann E. Burke, MD

Dr. Burke is the Pediatric Residency Director at Wright State University and has been in that position for ten years. As President-Elect, she is active in the Association of Pediatric Program Directors (APPD). She has been involved in a number of initiatives to further pediatric education at the resident level including the ABP Residency Review and Redesign Project, the FOPO Women in Medicine Task Force, the ABP Program Director's Committee, AAP Pedialink Resident working group and the ACGME Pediatric Milestones Project. Dr. Burke completed Medical School at University of Virginia School of Medicine and did her pediatric residency at Wright Patterson Air Force Base/ Wright State University.

Carol Carraccio, MD, MPH

Dr. Carraccio's 25 year career has centered on medical education and educational scholarship. The shift to competency-based education provided the impetus to go back to school for a Masters in Education. The work towards this degree enabled her to become one of the early adopters at the local level in shifting pediatric residency training to one that is competency-based and supported by a web-based portfolio system for assessing the competencies. She has also worked with many national organizations around teaching and assessing the competencies including the Pediatrics Review Committee of the ACGME, APPD, APA, and ABP. She is currently leading the joint initiative of the ACGME and ABP known as the "Milestones Project" as well as the sequel to the ABP initiative on Residency Review and Redesign in Pediatrics, known as the "Initiative for Innovation in Pediatric Education."

Latha Chandran MD, MPH

Latha Chandran MD, MPH is Professor of Pediatrics and Vice Dean for Undergraduate Medical Education at Stony Brook University Medical Center in New York. She is the co-director of the three year national pediatric faculty development certification program conducted by the Academic Pediatric Association called the Educational Scholars Program. She along with her co presenters has published the EP template, an EP analysis tool and an article in academic medicine discussing the specifics of the development of the EP analysis tool.

Christi Corriveau, MD

Dr. Corriveau is a Pediatric Critical Care physician at Children's National Medical Center (CNMC). Her clinical research interests include sedation and critically ill children, as well as the impact of electronic medical record on patient care processes and learning. Dr. Corriveau is a graduate of the Master Teachers Program at CNMC and received her Masters in Education from George Washington University. In addition to medical education, her areas of interest include faculty development and organizational learning.

Marilyn Dumont-Driscoll, PhD, MD

Dr. Dumont Driscoll is Associate Professor of Pediatrics at the University of Florida College of Medicine in Gainesville Florida. She served many years as the pediatric Continuity Clinic Director, past pediatric clerkship coordinator and now is the Director of the General Pediatrics Fitness Clinic. She completed the Michigan State University Primary Care Faculty Development Fellowship, is a member of the Board of the Academic Pediatric Association (APA), an Affiliate Specialist of the American College of Medical Genetics, has served as a member of several of the Pediatric Academic Societies' (PAS) Program committees, and recently joined the Clinical Advisory Board of the Prader-Willi Syndrome Association. She has reviewed for several pediatric journals, serves on the editorial board of the journal Genetic Testing and Molecular Biomarkers and was a member of the USMLE Test Development Committee. Dr. Dumont-Driscoll's primary interests are in medical education, genetics in primary care, and the prevention and management of childhood obesity. She also serves on the Executive Steering Committee of the APA Continuity Research Network (CORNET).

Lewis R. First, MD

Lewis R. First, MD currently serves as Professor and Chair of the Department of Pediatrics at the University of Vermont (UVM) College of Medicine and as Chief of Pediatrics of the Vermont Children's Hospital at Fletcher Allen Health Care in Burlington Vermont. From 2003-2008 he also served as Senior Associate Dean for Medical Education, stepping down from that position in January of 2009 as he stepped up to become editor-in-chief of the American Academy of Pediatrics (AAP's) peer-reviewed journal Pediatrics. Dr. First is currently treasurer and a member of the executive board of the National Board of Medical Examiners. On a local and national level, Dr. First has won numerous teaching awards and honors including being "Teacher of the Year" 6 times at UVM along with his winning national teaching awards from the Association of American Medical Colleges (AAMC), the AAP, and the Miller-Sarkin Mentoring Award from the Academic Pediatric Society (APA). In addition, Dr. First still manages to offer medical advice to parents several times a week on radio and television segments as well as in community newspapers throughout Vermont entitled "First with Kids".

Susan Guralnick, MD

Dr. Guralnick is the current President of the Association of Pediatric Program Directors (APPD). She graduated from SUNY Buffalo in 1986 and completed her Pediatric residency at the Children's Hospital of Buffalo. Dr. Guralnick joined the faculty at Stony Brook University Medical Center in 1992 where she now holds the title of Associate Professor and has served as the Residency Director since 1997. She is actively involved with student and resident education. She maintains a University-Based primary care practice where she specializes in the care of Children with Special Health Care Needs. Dr. Guralnick is a member of the National Residency Matching Program (NRMP) Board of Directors, the ACGME Pediatric Milestones Project Group, and participates on several American Academy of Pediatrics Committees.

Maryellen Gusic, MD

Dr Gusic has extensive experience in medical education and is involved in the development and implementation of programs for students, residents and faculty. She is a Professor of Pediatrics and currently serves as the Associate Dean for Clinical Education at Penn State College of Medicine and Co-director of the Junior Faculty Development Program for the institution. She has been elected to Penn State's Distinguished Educators Academy in recognition of her accomplishments as an educator.

Dr Gusic has been an active member of the APA since 1997 and currently serves as a co-leader of the 3 year, certificate granting, Educational Scholars Program. She leads the research committee for the program.

Dr. Gusic was recently named Senior Associate Editor for Education for the journal Academic Pediatrics. She is a member of the USMLE Step 2 Clinical Skills Test Material

Development Committee for the NBME, the AAP's Pediatric Leadership Alliance planning group and she recently served as a member of the AAMC Task Force on Clinical Skills Education-Preclerkship Skills Working Group. Dr Gusic is a graduate of the Executive Leadership in Academic Medicine fellowship program.

Deborah Hsu, MD, MEd

Dr. Hsu completed her undergraduate studies at Duke University in 1990 and graduated from the University of North Carolina, School of Medicine in 1994. She finished her pediatric residency at Baylor College of Medicine in 1997 and completed a fellowship in pediatric emergency medicine at Baylor in 2000. Dr. Hsu is currently an assistant professor of pediatrics at Baylor College of Medicine and serves as the Program Director of the pediatric emergency medicine fellowship. During her tenure as faculty, she obtained a Master of Education in Curriculum and Instruction from the University of Houston in 2007. Her efforts in teaching in the clinical and didactic settings and in her other educational work have resulted in multiple institutional awards of excellence in teaching, evaluation, and mentorship, induction into Baylor College of Medicine's Academy of Distinguished Educators, and successful completion of the Academic Pediatric Society's Educational Scholars Program in 2009.

Diane Kittredge, MD

Dr. Kittredge is Professor of Pediatrics and Director of the Pediatric Residency Program at Children's Hospital at Dartmouth, Dartmouth Medical School, Lebanon, NH. She is an academic generalist with a long career in primary care practice and medical education leadership. She edited the APA's Educational Guidelines for Pediatric Residency, which provided the first nationally recognized goals and objectives for the full three years of pediatric residency; the website is used by >90% of pediatric residencies. She has led many regional and national faculty development workshops and held a variety of leadership positions, including Chair of the AAP Committee on Education, President of the Academic Pediatric Association, member of Future of Pediatric Education II Task force on Education and member of the Project Group for the Residency Review and Redesign Project (R3P) of American Board of Pediatrics.

Lyuba Konopasek, MD

Lyuba Konopasek is course director of the first year doctoring course, as well as the Pediatrics clerkship director at Weill Cornell Medical College, and the director of faculty development for graduate medical education at New York Presbyterian Hospital. As Co Chair of the Curriculum Task Force for the Council on Medical Education in Pediatrics, she is co leading an effort to develop a national pediatric sub internship curriculum. Her areas of focus in medical education are professionalism, humanism, communication skills, and cultural competence. She has just stepped down as the Co Chair of the Faculty Development SIG of the Academic Pediatric Association. Her faculty development work has taken her as far as Qatar to work with colleagues at the Weill Medical College in Doha and Tanzania to work with the faculty of the Weill Bugando Medical College.

Lindsey Lane, BM, Bch

Lindsey Lane is director of Pediatric Undergraduate Education at Jefferson Medical College and duPont /Nemours in Philadelphia and she participates in the education of medical students and residents at all levels of training. Her academic interests include clinical skills teaching and evaluation, instructional design, and faculty development focused on enhancing the teaching and research skills of both residents and teaching physicians.

Linda Orkin Lewin, MD

Dr. Lewin graduated from Yale Medical School in 1987 and did her residency training at Rainbow Babies' and Children's Hospital in Cleveland, Ohio. She was on the faculty of Case Western Reserve University where she oversaw the Primary Care Track Program and led several school-wide educational committees. She is currently the Director of Undergraduate Medical Education in Pediatrics at the University of Maryland, School of Medicine where she oversees the third and fourth year courses and electives in Pediatrics. Her academic interests are in development of competencies that span the medical education continuum, electronic curricula, and development of clinical reasoning skills.

Joseph O. Lopreiato MD, MPH

Dr. Lopreiato is the Associate Dean for Simulation Education at the Uniformed Services University, F. Edward Herbert School of Medicine. He is also the Medical Director of the National Capital Area Medical Simulation Center. Dr. Lopreiato received his MD degree from Georgetown University in 1981 and completed residency training in pediatrics at the National Naval Medical Center in Bethesda, MD. He was board certified in general pediatrics in 1986. He has served as a general medical officer in the US Navy, a staff pediatrician, a pediatric clerkship director and a pediatric residency program director. He completed fellowships in faculty development at Michigan State University and an academic general pediatrics fellowship and MPH from the U. of Texas School of Public Health in 1997. His interests are in medical student and resident education, faculty development, and the use of standardized patients and simulators in our current medical education system. He is a member of the American Academy of Pediatrics, Academic Pediatric Association, Society for Simulation in Healthcare and the Association of Standardized Patient Educators. Awards include the Ray Helfer Award for Innovation in Medical Education, the 2007 AAP Education Award and the William Clements Award as the Outstanding Military Educator at USUHS. Currently, he is an Associate Professor of Pediatrics at the Uniformed Services University in Bethesda, MD. He retired from the US Navy in Jan 2009

John Mahan, MD

Dr. Mahan is Professor of Pediatrics and Vice Chair for Education in the Department of Pediatrics in the Ohio State University College of Medicine. He is Program Director for the Pediatric Residency Program and the Pediatric Nephrology Fellowship Program. He is a member of the Graduate Medical Education Executive Committee at Nationwide Children's Hospital. He has served as a member of the Board of the Association of Pediatric Program Directors and presently serves on the American Society of Pediatric Nephrology (ASPN) Council and chairs the Training and Certification Committee of the ASPN. He has led the recent effort to engage Pediatric Nephrology Fellowship Programs in the NRMP Matching Program (started in 2009) and has recently been appointed to the American Society of Nephrology Training Program Directors Executive Committee.

Robert S. McGregor, MD

Robert S. McGregor, MD is currently the Immediate Past-President of the Association of Pediatric Program Directors (APPD) having served on the board for nine years and serves as Professor and Associated Chair for the Department of Pediatrics at Drexel University College of Medicine. Clinically, Dr. McGregor is an academic general pediatrician, hospitalist and a sports medicine enthusiastic and sideline physician. In addition, Dr. McGregor has served as the Pediatric Residency Director at St. Christopher's Hospital for Children for over ten years. Dr. McGregor was in the first cohort of the Health Resources and Services Administration- Academic Pediatric Association (HRSA-APA) Faculty Development Scholars Program. He is an active member of the Academic Pediatric Association (APA) and the APA Education Committee.

Mary Ottolini, MD, MPH

Dr. Ottolini is a Professor of Pediatrics at GWU and Vice Chair of Education at Children's National Medical Center, as well as the Hospitalist Division Chief. Significant educational achievements include: the Ray Helfer Award in 1997 for developing and evaluating a CD-ROM program to teach residents telephone management; and in 2005 for evaluating the effectiveness of a CD-ROM interactive program to teach precepting skills. Dr. Ottolini and the Hospitalist Division have received numerous teaching awards, She has developed a variety of roles for hospitalists in community hospitals, and within the academic medical center. She also organized and directed the Pediatric Research Network, which continues to conduct and publish quality clinical research in pediatric office practices. As Chair of the Academic Pediatric Association Education Committee and a member of the Society for Hospital Medicine pediatric committee she is actively involved in planning national educational curricula, conferences and mentoring programs for faculty and varying levels of learners.

William Raszka, MD

Dr. Raszka is currently the Immediate Past-President of the Council on Medical Student Education in Pediatrics (COMSEP) having served on the executive committee for the past eight years. He is currently Professor of Pediatrics at the University of Vermont College of Medicine. He is the Director of Pediatric Undergraduate Medical Education and both a course director for a basic science course (nine years) and the Pediatric Clerkship (15 years). Nationally he has been involved with the Academic Pediatric Association as former Chair of the Pediatric Medical Student Special Education Special Interest Group, and the National Board of Medical Examiners as Chair of Test Development Committees and a member of the Step I committee. Dr. Raszka completed the Health Resources and Services Administration- Academic Pediatric Association (HRSA-APA) Faculty Development Scholars Program and Harvard Macy Program. He is a Pediatric Hospitalist and the Pediatric Infectious Disease physician at the Vermont Children's Hospital where he is involved in all levels of medical education.

Dr. Raszka currently resides in the small town of Charlotte with far too many bunnies, 15 chickens, 13 sheep, 4 children, 1 pony, 1 dog, 1 snake, 1 cat, and 1 remarkably understanding and patient wife.

Kenneth B. Roberts, MD

Dr. Roberts is Director of the Pediatric Teaching Program in the Moses Cone Health System (Greensboro, North Carolina) and Professor of Pediatrics at the University of North Carolina. He is a past-president of the Academic Pediatric Association (APA) and the Association of Pediatric Program Directors (APPD), has chaired the Federation of Pediatric Organizations twice, and is a member of the American Board of Pediatrics Board of Directors. Dr. Roberts has received numerous honors, including multiple Outstanding Teacher awards from students and residents, the Medical Education Professional Award from the American Academy of Pediatrics, the APPD Robert S. Holm award for leadership and mentorship, the George Armstrong Lectureship from the APA, the APA's Miller-Sarkin Mentorship Award, and, this year, the Joseph W. St. Geme, Jr., Leadership Award from the Federation of Pediatric Organizations. Dr. Roberts has also been honored by local, state, and federal government agencies for his efforts on behalf of children.

Theodore C. Sectish, MD

Dr. Sectish is the Program Director at Children's Hospital Boston and the Boston Combined Residency Program in Pediatrics where he has been since 2007. He is a general pediatrician and was in practice for thirteen years in Salinas, California prior to becoming program director at Stanford from 1993 to 2007. In 2007, he was named Executive Director of the Federation of Pediatric Organizations. He is a member of the AAP, APA, and APPD.

Laura Smals, MD

Dr. Smals is an Associate Professor at Pennsylvania State University in Hershey, PA. She works with 4th year medical students guiding them with career choices as well coordinating electives and sub-internships. She also works with the Residency program at the Hershey medical center with the "resident as teacher" rotation, teaching residents to be better teachers

Franklin Trimm, MD

Dr. Trimm is the Pediatric Residency Program Director at the University of South Alabama in Mobile, AL. He is involved in teaching Developmental-Behavioral Pediatrics to medical students in pre-clinical and clinical years, physician-assistant students, pediatric residents, as well as PT, OT and Speech students in the classroom and clinical settings. He is active in developing CME and maintenance of certification programs through the AAP for Developmental-Behavioral Pediatricians. He is a member of the Pediatric RRC.

Linda Waggoner-Fountain, MD

Dr. Waggoner-Fountain graduated from the University of Iowa and completed her Pediatric Residency, Chief Residency and Infectious Diseases fellowship at the University of Virginia. Dr. Waggoner-Fountain joined the faculty at the University of Virginia in 1996 where she is an Associate Professor and has been Residency Director since 2001. She is actively involved with medical student and resident curriculum design and education. Dr. Waggoner-Fountain is the APPD Research Task Force Chair and a member of the USMLE Step 3 Test Material Development Committee for the NBME. Dr. Waggoner-Fountain is currently completing Master in Medical Education at the University of Southern California. Dr. Waggoner-Fountain's scholarly interests include handoff of patient care and resident education.

Christopher B. White, MD

Christopher White, MD, is the Associate Dean for Faculty Development and Educational Achievement, the Director of the MCG Academy of Medical Educators, and a Professor in the Department of Pediatrics at the Medical College of Georgia School of Medicine. He has been a strong advocate for the expansion of clinical clerkships to community-based practices, and has been very active in the MCG Clinical Faculty Development Program. He is a graduate of the Michigan State University Primary Care Faculty Development Fellowship Program, and was selected as a National Faculty Development Scholar for Teaching in Community Based Ambulatory Settings in a project sponsored by HRSA and the Academic Pediatric Association. He is the President-Elect of the Council on Medical Student Education in Pediatrics (COMSEP), the national organization that represents pediatric educational leaders in U.S. medical schools. His interests include medical education, using technology to enhance medical education and faculty development. His clinical interests include general pediatrics and pediatrics infectious disease.

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 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 patient.

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

2:00 pm Plenary Talk

Lewis First

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

Curriculum Development

A1: Developing structured learning experiences to fill your learners' gaps

Paula Algranati and Marilyn Dumont-Driscoll

Teaching strategies

A2: Effective strategies for teaching learners of differing levels in a small group setting

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

Joe Lopreiato and Chris White

Assessment/evaluation

A4: Evaluation: Completing the forms with information to enhance performance

Rob McGregor and Linda Waggoner

Educational scholarship

A5: Documenting what you do: Developing an Effective Educator's Portfolio

Latha Chandran and Maryellen Gusic

5:15 - 6:30 pm Small group action plan meetings with faculty facilitation

Dinner on own in small groups/reservations to go as a group

Saturday, September 12, 2009

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

Teaching strategies

B6: Effective and efficient teaching in a clinical setting

Lewis First

Teaching strategies

B7: Teaching effectively at the bedside: Models that Work

Mike Barone and Mary Ottolini

Assessment/evaluation

B8: Coaching learners for success: Providing effective feedback

Lyuba Konopasek and Linda Lewin

Assessment/evaluation

B9: Diagnosing and remediating the problem learner

Bill Razska and Laura Smals

Educational scholarship

B10: Scholarship beyond publication—creating scholarship that counts out of the work that you do

Connie Baldwin and Carol Carraccio

11:00 am - 12:30 pm Small group action plan meetings with faculty facilitation

12:30 - 1:30 pm Lunch with networking opportunity

1:30 - 3:30 pm Workshops Session III

Teaching strategies

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

Ken Roberts

Assessment/Evaluation

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

Diane Kittredge and John Mahan

Assessment/evaluation

C13: Coaching learners for success: Providing effective feedback

Christiane Corriveau and Susan Guralnick

Assessment/evaluation

C14: Diagnosing and remediating the problem learner

Ann Burke and Lindsey Lane

Educational scholarship

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

Miriam Bar-on and Deb Hsu

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

Transportation

Ronald Reagan Washington National Airport

15 minutes

\$20 cab ride

Washington Dulles International Airport

25 minutes

Shuttle: 1-800-Blue-Van

Walking distance from the Metro Orange Line

Hotel Information

The Westin Arlington Gateway

801 N. Glebe Road

Arlington, Virginia 22203

(703) 717-6200

Sleeping room rate of \$149 for September 11-12, 2009

Go to the following link to reserve your room:

<http://www.starwoodmeeting.com/StarGroupsWeb/booking/reservation?id=0810178416&key=C4890>

Or call the number above and identify yourself as an attendee of the APPD/PEEAC meeting to receive the discounted room rate.

Cancellation Policy

Cancellation of registration cannot be accepted by phone. All cancellations must be in writing. A \$50 fee will be assessed for cancellations received by September 4, 2009. No refunds will be issued after September 4, 2009, except in the case of an emergency. All refunds will be processed after the meeting.

Registrant Information

Name _____ Title _____

Please circle your primary teaching area

Inpatient setting

Outpatient setting

Institution _____

Address _____

City _____ State _____ Zip _____

Please circle the primary group you teach

Students

Residents

Fellows

Faculty

Daytime Telephone _____

Email Address _____

Dietary Restrictions _____

Workshop Selection

For each workshop session, please list your first three choices as they are available on a first come first served basis. Rank which workshops you wish to attend. (1 being your first choice).

	1	2	3	4	5
Workshop Session I (Fri 3:00-5:00 pm)	_____	_____	_____	_____	_____
Workshop Session II (Sat 8:30-10:30 am)	_____	_____	_____	_____	_____
Workshop Session III (Sat 1:30-3:30 pm)	_____	_____	_____	_____	_____

Registration Fees

Early Registration Discount by August 17th, 2009: \$475.00

After August 17th, 2009: \$525.00

Check will be the only form of payment accepted.

For Office Use

Paid Amount: _____

Date Received: _____

CK #: _____

Register early as registration will be limited to the first 125 registrants.

Return this form with your check payable to APPD:

APPD ~ 6728 Old McLean Village Drive ~ McLean, VA 22101 ~ (703) 556-9222 ~ Fax (703) 556-9225