

5th Annual

GME

EDUCATIONAL CONFERENCE



Icahn School
of Medicine at
**Mount
Sinai**

Office of Graduate Medical Education



Course Directors
Paru Patrawalla, MD
Brijen J. Shah, MD

WEDNESDAY, SEPTEMBER 30, 2020

Live Online Activity
12:00PM-5:45PM

<https://mssm.cloud-cme.com/GME2020>

Course Objectives

After participating in this activity, the learner should be able to:

- Incorporate effective communication skills to deliver feedback to physicians in training. Provide effective feedback to physicians in training. Discuss strategies to give feedback in daily encounters.
- Describe behaviors for effective patient safety event reporting and review in the clinical learning environment. Identify the value of reviewing safety events in order reduce harm to patients.
- Describe the triggers and signs of burnout in the clinical learning environment. Identify methods for appropriately addressing and monitoring burnout and strategies and tools for improved self-care and wellness.

Accreditation

The Icahn School of Medicine at Mount Sinai is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

Credit Designation

The Icahn School of Medicine at Mount Sinai designates this live activity for a maximum of 4.50 *AMA PRA Category 1 Credits™*. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Nursing Credit

The American Nurses Credentialing Center (ANCC) will accept 1.0 *AMA PRA Category 1 Credit™* as equal to 1.0 ANCC contact hour. Nurses should inquire with their specialty organizations and professional institutions as to their acceptance of *AMA PRA Category 1 Credits™*.

Verification of Attendance

Verification of attendance will be provided to all professionals.

Special Needs

The Icahn School of Medicine at Mount Sinai is in full compliance with provisions of the Americans with Disabilities Act (ADA) and is accessible for individuals with special needs. If you would like to attend this conference and require any special needs or accommodations please contact the Page and William Black Post-Graduate School of Medicine at cme@mssm.edu.

Faculty Disclosure

It is the policy of the Icahn School of Medicine at Mount Sinai to ensure objectivity, balance, independence, transparency, and scientific rigor in all CME-provided educational activities. All faculty participating in the planning or implementation of a provided activity are expected to disclose to the audience any relevant financial relationships and to assist in resolving any conflict of interest that may arise from the relationship. Presenters must also make a meaningful disclosure to the audience of their discussions of unlabeled or unapproved drugs or devices. This information will be available as part of the course materials.

Registration Information

There is no registration fee required for faculty and residents/fellows.

Online Registration

<https://mssm.cloud-cme.com/GME2020>

GME EDUCATIONAL CONFERENCE 2020

KEY NOTE

12:00PM-1:15PM (75 Minutes)

Tell Me I'm Great: How Poor Assessment Practices Make Us Unsafe

E

- Recognize assessment practices that lead to unnecessary risk
- Emphasize formative over summative assessment in the learning space
- Assess your own learning processes for safety



Eric J. Warm, MD, FACP

Program Director, Internal Medicine
University of Cincinnati Academic Health Center
Richard W. & Sue P. Vilter Professor of Medicine
University of Cincinnati College of Medicine

WORKSHOP
SESSIONS 1

1:30PM-2:30PM (60 Minutes)

Remediation of the Struggling Learner: A Practical Approach

E

- Demonstrate a systematic process for the assessment of the struggling learner
- Create individualized learning plans for graduate medical learners who struggle with clinical reasoning and professionalism
- Identify the necessary components of a successful remediation program



Karen M. Warburton, MD, FASN, FACP

Associate Director, Clinician Wellness Program
Vice Chief, Faculty Development Nephrology
University of Virginia Health System
Associate Professor, Medicine
University of Virginia School of Medicine

Getting it right when things go wrong in the time of COVID

Q

- Appreciate the value of reviewing safety events in order to reduce harm to patients
- Explain the process of event review
- Formulate an initial approach to gathering information about a safety event
- Identify contributing causes for an example safety event
- Appreciate the linkage of interventions to contributing causes, using the example of a debrief of the RRT/Code process during the early COVID19 pandemic



Rebecca C. Jaffe, MD

Associate DIO for Quality and Safety Education
Director of GME Learning Environment Improvement
Jefferson University Hospitals
Associate Professor, Medicine
Sidney Kimmel Medical College

ACGME FACULTY DEVELOPMENT THEMES

E

Educator

Q

Quality Improvement and
Patient Safety

W

Well-Being

P

Practice-Based Learning
and Improvement

Incorporating Anti-Racism Curricula in GME

- Describe emerging best practices in interpersonal and clinical anti-racism curricular development
- Identify opportunities within graduate medical education domains to implement anti-racism curriculum, including addressing common barriers to enactment
- Develop techniques to promote a brave and anti-racist training culture, including building participant investment and creating accountability

E

P



Hannibal Person, MD

Fellow, Pediatric Gastroenterology
Mount Sinai Hospital



Joseph M. Truglio, MD, MPH

Program Director, Internal Medicine-Pediatrics
Mount Sinai Hospital
Assistant Professor, Medicine; Pediatrics; Medical Education
Icahn School of Medicine at Mount Sinai

WORKSHOP SESSIONS 2

3:00PM-4:00PM (60 Minutes)

Telemedicine in Graduate Medical Education: Optimizing Teaching Opportunities in Patient Care and the “Virtual Classroom”

- Discuss best practices for telemedicine appointments with the trainee
- Discuss strategies to enhance resident learning during patient appointments
- Discuss strategies to make education engaging using a tele-platform

E

P



John A. Andrilli, MD, FACP

Program Director, Internal Medicine
Mount Sinai Morningside and West
Associate Professor, Medicine
Icahn School of Medicine at Mount Sinai



Sophia M. Saleem, MD

Director of Teleconsults
Mount Sinai Health System
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Geeta A. Varghese, MD

Assistant Professor, Medicine
Icahn School of Medicine at Mount Sinai

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Coaching through Feedback: From Bird Calls to Puppies

E

- Appreciate how feedback can be used to coach improved performance
- State how to set expectations that you will be giving feedback
- Describe principles of effective feedback



Bradley A. Sharpe, MD

Division Chief for Hospital Medicine
UCSF Medical Center
Professor, Medicine
UCSF School of Medicine

Maintaining Well-being during Challenging Times

W

- Discuss best practices for telemedicine appointments with the trainee
- Discuss strategies to enhance resident learning during patient appointments
- Discuss strategies to make education engaging using a tele-platform



Saadia Akhtar, MD - Moderator

Associate Dean, Trainee Well-Being and Resilience in Graduate Medical Education
Associate Dean, Graduate Medical Education MSBI
Associate Professor, Emergency Medicine
Icahn School of Medicine at Mount Sinai



Sakshi Dua, MD

Program Director, Pulmonary Disease and Critical Care Medicine
Mount Sinai Hospital
Associate Professor, Medicine, Pulmonary Critical Care and Sleep Medicine;
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Paul Rosenfield, MD

Program Director, Psychiatry
Mount Sinai Morningside and West
Associate Professor, Psychiatry
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Anand Sukumaran, MD

Director, Student Trainee Mental Health
Assistant Professor, Psychiatry
Icahn School of Medicine at Mount Sinai

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Education in the Operating Room

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- Recognize the factors associated with operative autonomy and the role of entrustment
- Construct a protocol to approach teaching in the operating room that is longitudinal and deliberate
- Demonstrate different methods of obtaining meaningful evaluations of resident surgical skills from faculty
- Understand the definitions of mistreatment
- Recognize mistreatment in the OR setting and methods to address

**James N. Lau, MD, MHPE, FACS**

Director, Surgical Education
Vice-Chair, Surgery Education Department
Professor, Surgery
Loyola University of Chicago Stritch School of Medicine

**Umut Sarpel, MD, MSc**

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Associate Professor, Surgery; Medical Education
Icahn School of Medicine at Mount Sinai

**Vannita Simma-Chiang, MD**

Associate Residency Program Director, Urology
Mount Sinai Hospital
Assistant Professor, Urology
Icahn School of Medicine at Mount Sinai

Exploring options for further training in education, research, public health, and management

E

- To raise awareness of relevant graduate level training for clinicians in the areas of clinical research, public health, and management
- To identify additional desired professional competencies in clinical research, public health, and management for potential development

**Brian J. Nickerson, PhD, JD, MPA-Moderator**

Senior Associate Dean, Masters Programs
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Professor, Population Health Science and Policy
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Planning Committee Members

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