



Icahn  
School of  
Medicine at  
Mount  
Sinai

# DIVERSITY, EQUITY AND INCLUSION: FOSTERING INNOVATION IN GME

4<sup>th</sup> Annual

## GME EDUCATIONAL CONFERENCE

October 23, 2019

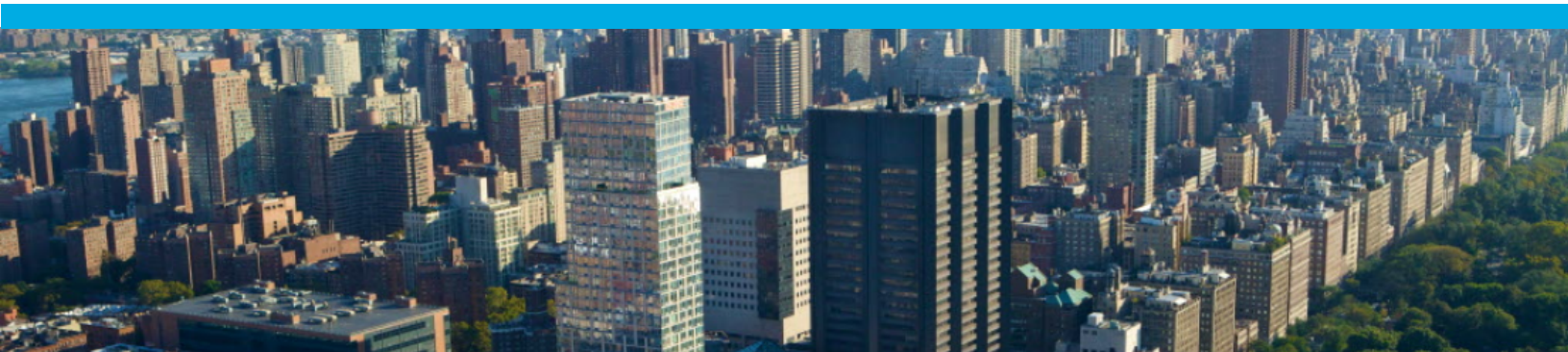
### Co-Course Directors

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Assistant Professor  
Medicine, Pulmonary, Critical Care and Sleep Medicine

**Brijen Shah, MD**

Associate Professor  
Medicine, Gastroenterology; Geriatrics and Palliative Care; Medical Education



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Mount Sinai Health System Headquarters, Education Center  
150 East 42<sup>nd</sup> Street, 4<sup>th</sup> Floor, New York, NY 10017

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## COURSE AGENDA

7:30am-8:00am	Registration & Continental Breakfast
8:00am-9:15am	Key Note Address - <i>The Lack of Diversity in Medicine is a National Emergency: The Way Forward</i>
9:30am-10:30am	<i>Academic Promotions</i>
9:30am-10:30am	<i>Well-being Considerations for the International Medical Graduate</i>
9:30am-10:30am	<i>Tools for Improving Clinical Teaching: Optimizing the Learning Climate</i>
9:30am-12:00pm	<i>New Program Director Workshop</i> NOTE: Open to Program Director's in ISMMS Sponsored Training Programs who have been in their position since July 1, 2018 or later
10:45am-11:45am	<i>Implicit Bias in Healthcare and Academic Medicine: Strategies to Mitigate Bias (session limited to 30 participants)</i>
10:45am-11:45am	<i>Resident Mistreatment: What it is and how to stop It</i>
10:45am-11:45am	<i>Giving Effective Feedback</i>
11:45am-12:45pm	Lunch
12:45pm-2:00pm	Key Note Address - <i>The Overlap between Health Equity and Quality of Care: The Case of Maternal Mortality</i>
2:15pm-3:15pm	<i>Delivering Faculty Development to your Program: A tool box to discovering system resources and creating your own program</i>
2:15pm-3:15pm	<i>Leveraging the life cycle of an adverse event for enhancing your patient safety curriculum</i>
2:15pm-3:15pm	<i>Giving a Great Talk</i>
3:30pm-4:30pm	<i>Situational Leadership: An Approach for Leaders and Educators</i>
3:30pm-5:00pm	<i>Mentoring and Sponsorship in the #HeForShe #MeToo Era (note 5:00pm end time; 90 minute duration)</i>

**Participants may register for half-day or full-day schedule of sessions**

## ACCREDITATION

### Course Objectives

- 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 adult learning in the clinical environment. Use direct observation in the development and training of future physicians. Apply tools for bedside teaching to one's own practice.
- Describe the remediation and advisement process. Identify methods for appropriately monitoring and addressing problem learners and developing effective strategies for remediation.
- Identify candidate's behaviors and skills in work place based situations. Design behavior based interview questions to be used in the selection of physicians in training.

### 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 **7.25 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 212-731-7950.

### 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

Registration is free for faculty and residents/fellows.

### Meeting Location

Mount Sinai Health System Headquarters  
Education Center  
150 East 42<sup>nd</sup> Street, 4<sup>th</sup> Floor  
New York, NY 10017

## COURSE DESCRIPTION

- 8:00am-9:15am**  
(75 mins) **Key Note Address - *The Lack of Diversity in Medicine is a National Emergency: The Way Forward***  
**Quinn Capers, IV, MD, FACC**  
In this key note Dr. Capers will review the current lack of diversity in medicine, its impact on patient care, the benefits of a diverse workforce, current barriers to diversity (touching on implicit bias), and thoughts on strategies to enhance diversity.
- 9:30am-10:30am**  
(60 mins) ***Academic Promotions***  
**Helen Fernandez, MD**  
This workshop is designed to outline the metrics and pathways for promotion on the Clinician Educator pathway at the Icahn School of Medicine. Dr. Fernandez will describe elements of the educator portfolio and documentation of teaching activities within the faculty CV. Participants will develop an approach for how to transform their current educational activities for meaningful promotion.
- 9:30am-10:30am**  
(60 mins) ***Well-being Considerations for the International Medical Graduate***  
**Saadia Akhtar, MD; John Andrilli, MD; Jonathan Ripp, MD, MPH; Hamel Vyas, JD**  
This panel discussion will examine the sources of stress impacting the well-being and health unique to International Medical Graduates (IMG's). Participants will gain insight into the immigration and cultural acclimation processes involved in the transition to US training and the ways in which program directors and faculty can effectively support IMG trainees.
- 9:30am-10:30am**  
(60 mins) ***Tools for Improving Clinical Teaching: Optimizing the Learning Climate***  
**Liana Leung, MD, MPH; Kamron Pourmand, MD; Vannita Simma-Chiang, MD**  
What can we do as Educators to provide an optimal learning climate for our learners? In this interactive workshop, participants will review practical ways to improve teaching in different clinical settings. The importance of the learning climate as an essential component in effective teaching will be closely addressed and participants will be provided with the foundational knowledge necessary to allow for the development of an optimal learning environment in their clinical settings.
- 10:45am-11:45am**  
(60 mins) ***Implicit Bias in Healthcare and Academic Medicine: Strategies to Mitigate Bias***  
*(Limited to 30 participants)*  
**Quinn Capers, IV, MD, FACC**  
Implicit bias has been associated with discrimination in the healthcare, education, and legal systems. It has been theorized to play a role in racial and gender healthcare disparities and could impede the entry and advancement of women and underrepresented minorities into the medical profession. This workshop will examine the science and research of unconscious bias and how bias and the processes of the unconscious mind can impact critical healthcare decisions and results. Participants will become aware of their own background and its impact on their perceptions to allow for greater advocacy for inclusion in their organization and strategies for practicing more conscious awareness individually and organizationally.
- 10:45am-11:45am**  
(60 mins) ***Resident Mistreatment: What it is and how to stop It***  
**Douglas Fredrick, MD, FACS; I. Michael Leitman, MD, FACS; David Muller, MD, FACP; Vannita Simma-Chiang, MD**  
ISMMS has a clearly stated policy and commitment to provide a respectful work environment that is free from mistreatment, abuse or coercion. Faculty are responsible for maintaining a positive and supportive work environment for our medical students, residents and fellows. In this workshop, mistreatment will be defined and the scope of the problem discussed, and strategies to deal with instances of mistreatment will be described through case discussion. At the end of the workshop, attendees will be better

able to help leadership in their departments and divisions prevent mistreatment in the future.

- 10:45am-11:45am**  
(60 mins)
- Giving Effective Feedback***  
**Mirna Mohanraj, MD; Paru Patrawalla, MD**  
This workshop will review evidence-based principles and provide a framework for giving effective verbal feedback in medical education. Common pitfalls in giving feedback will be addressed. Small group role practice will be used to enhance learning.
- 12:45pm-2:00pm**  
(75 mins)
- Key Note Address - The Overlap between Health Equity and Quality of Care: The Case of Maternal Mortality***  
**Elizabeth A. Howell, MD, MPP**  
Dr. Howell will describe concepts of health disparities and health equity. She will discuss the ways in which quality of care contribute to health disparities using maternal mortality as an example. She will end by describing action steps that clinicians can take to address health inequities.
- 2:15pm-3:15pm**  
(60 mins)
- Delivering Faculty Development to your Program: A tool box to discovering system resources and creating your own program***  
**Sakshi Dua, MD; Vicki Shanker, MD**  
New ACGME common program requirements state that faculty must annually receive education to improve their skills as educators, in quality improvement and patient safety, in fostering their own and their residents' well -being, and in patient care based on their practice-based learning and improvement efforts. This course is designed to equip the attendee with resources to provide departmental faculty development offerings.
- 2:15pm-3:15pm**  
(60 mins)
- Leveraging the life cycle of an adverse event for enhancing your patient safety curriculum***  
**Brijen Shah, MD; Kelly Cummings, MD**  
This workshop is designed for faculty, program directors and quality and patient safety leadership to partner together to enhance their knowledge of common patient safety tools. The presenters will teach participants how to use a fishbone diagram, process map, and causal trees to analyze a safety event. The facilitators will discuss instructional techniques on how to utilize these tools to teach patient safety principles. Bring you QI lead to this session so you can propel your patient safety curriculum to the next level!
- 2:15pm-3:15pm**  
(60 mins)
- Giving a Great Talk***  
**Bret P. Nelson, MD**  
Giving a talk can be daunting. This workshop will cover many of the fundamental components of crafting a great and memorable presentation. These include how to clarify your central message, using the best tools to convey that message, the fundamentals of slide design, and finding your voice.
- 3:30-4:30pm**  
(60 mins)
- Giving Effective Feedback***  
**Mirna Mohanraj, MD; Paru Patrawalla, MD**  
This workshop will review evidence-based principles and provide a framework for giving effective verbal feedback in medical education. Common pitfalls in giving feedback will be addressed. Small group role practice will be used to enhance learning.

**3:30pm-4:30pm**  
(60 mins)

***Situational Leadership: An Approach for Leaders and Educators***  
**Cara Della Ventura**

As leaders and educators, we strive to be effective in guiding others as they engage in their clinical and professional tasks. In this session, we consider the downside of a “one-size-fits-all” approach to leading and educating others and learn, through the Situational Leadership II model, that our effectiveness largely depends on our ability to diagnose individual needs and to respond with an approach that is informed by individual task-related levels of competence and commitment. After reviewing the components of the model and engaging in scenario analysis to confirm your understanding, we will discuss how you can apply the model immediately upon your return to the workplace.

**3:15pm-5:00pm**  
(90 mins)

**Mentoring and Sponsorship in the #HeForShe #MeToo Era**  
**Joshua Hartzell, MD, MS-HPed; Justin Lafreniere, MD; Jessica Servey, MD, MHPE; Lauren Weber, MD**

*(note later end time; 90 minute workshop)*

The #HeForShe movement has been recognized as important in helping women break the glass ceiling in medicine. Despite greater than 50% of medical school matriculants being women, there are still notable gaps in academic leadership positions and pay. Mentoring and sponsorship have been recognized as vital components of professional development. Yet, the #MeToo movement has left some men questioning whether they should mentor women and how. This workshop will challenge participants to think about personal biases when mentoring and how to establish mentoring relationships in the #MeToo era. Men and women participants will leave this session with practical strategies to enhance mentoring and sponsoring relationships in their own careers.

## NEW PROGRAM DIRECTOR WORKSHOP AGENDA

**9:30am-12:00pm**  
(150 mins)

**A Year in the Life of the Program Director (20 mins)**

A brief look at the Academic Year calendar including recruitment and selection, orientation, and ACGME processes. Will include tips for program director survival and wellness

**Continuous Program Improvement (20 mins)**

Understanding GME Data and Dashboards including the Annual Update, Surveys and other data tools used in program metrics and longitudinal tracking of improvement. Will include review of the APE and Self-Study processes and effective use of the Program Evaluation Committee (PEC).

**Resident/Fellow Remediation and Discipline (20 mins)**

Understanding resident/fellow remediation and disciplinary processes and procedures and the resources available to assist program directors.

**Break (10 mins)**

**Recruitment and Selection (20 mins)**

Review of strategies for interviewing, looking at different methods including structured vs non-structured, holistic, group, and behavioral interviews. Will also look at processes for ERAS and the NRMP Match.

**CCC's and Milestones (20 mins)**

Creating effective evaluation processes to support the work of your Clinical Competency Committee (CCC) and Milestones evaluations, with review of tools for organizing an effective CCC.

**Bringing CLER into your Program (20 mins)**

Ideas for curricular integration of the CLER Pathways for Patient Safety and Quality Improvement and ways in which the CLER Pathways can be tied to Milestones evaluations for Systems-based Practice and Practice-Based Learning and Improvement.

**Program Director Wellness Strategies (20 mins)**

Review of ways in which Program Directors can take care of themselves and not get caught up in the daily trials and tribulations of the demanding position.

**Saadia Akhtar, MD**  
**Salvatore A. Cilmi, MD**  
**Brijen Shah, MD**

**Michael R. Berman, MD**  
**Carrie Ernst, MD**  
**Vicki Shanker, MD**

**Kirk Campbell, MD**  
**I. Michael Leitman, MD**

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