



Icahn School  
of Medicine at  
**Mount  
Sinai**

## GME EDUCATIONAL CONFERENCE

November 20, 2018

# CHANGING EDUCATION EDUCATED CHANGE

**COURSE AGENDA**

<b>7:30am-8:00am</b>	Registration & Continental Breakfast
<b>8:00am-9:15am</b>	Opening Key Note Address - <i>Implementing Competency Based Medical Education: Making the Theory Practical</i>
<b>9:30am-10:30am</b>	<i>Giving Effective Feedback</i>
<b>9:30am-10:30am</b>	<i>Enhancing Safety Through Resident and Fellow Reporting of Incidents and Adverse Events</i>
<b>9:30am-10:30am</b>	<i>Resident Well-being--- Successful Strategies for GME Programs</i>
<b>9:30am-12:00pm</b>	<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, 2017 or later
<b>10:45am-11:45am</b>	<i>Assessing Learners in the Clinical Setting When Time is Limited</i>
<b>10:45am-11:45am</b>	<i>Clinical Teaching: Skills to Enhance Teaching and Bedside rounding while Promoting Critical Thinking for Residents and Medical Students</i>
<b>10:45am-11:45am</b>	<i>Implicit Bias in Recruitment and Education</i>
<b>11:45am-12:45pm</b>	Lunch
<b>12:45pm-1:45pm</b>	<i>Leading Change</i>
<b>12:45pm-1:45pm</b>	<i>Academic Promotions</i>
<b>12:45pm-1:45pm</b>	<i>Looking Beyond Kolb's model of Active Learning: Three new schools of adult learning to invigorate your teaching</i>
<b>2:00pm-3:00pm</b>	<i>Team-based Learning: an Active Learning Technique Applicable to Graduate Medical Education</i>
<b>2:00pm-3:00pm</b>	<i>Burned Out? Let's Talk About Faculty Well-Being!</i>
<b>2:00pm-3:00pm</b>	<i>Building Effective Mentor-Mentee Relationships</i>
<b>3:15pm-4:30pm</b>	Closing Key Note Address - <i>Developing the Healthcare Leaders of Tomorrow</i>

**PARTICIPANTS MAY REGISTER FOR HALF-DAY OR FULL-DAY SCHEDULE OF SESSIONS**

### 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 **6.75 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.

To register, please visit the CME website at: <https://mssm.cloud-cme.com/GME2018>

### 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) **Opening Key Note - Implementing Competency Based Medicine Education: Making the Theory Practical**  
Linda Snell, MD, MHPE, FRCPC, MACP  
In this opening key-note address Dr. Snell will define Competency Based Medical Education (CBME) and discuss why a change in our current education model is needed. Lessons learned from CBME initiatives globally will be addressed along with ways in which CBME theory can be translated into practice and what that means for faculty, trainees and program directors.
- 9:30am-10:30am** (60 mins) **Giving Effective Feedback**  
Paru Patrawalla, MD and Mirna Mohanraj, 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.
- 9:30am-10:30am** (60 mins) **Enhancing Safety Through Resident and Fellow Reporting of Incidents and Adverse Events**  
Michael R. Berman, MD, MBI, FACOG  
Residents and Fellows are the next generation of physicians and need the skills to be able to lead changes in our nation's health care organizations, both large and small. They work on the front line of care and need to be prepared to recognize patient safety events and intervene when appropriate. This session will describe the foundations of a reporting culture, discuss available resources and tools within the Mount Sinai Health System to facilitate incident and adverse event reporting and discuss the challenges and barriers to House Staff reporting.
- 9:30am-10:30am** (60 mins) **Resident Well-Being – Successful Strategies for GME Programs**  
Saadia Akhtar, MD  
In this interactive discussion on resident and fellow well-being participants learn about best practices in GME with a look at both local initiatives within the Mount Sinai Health System and those on the National level related to trainee well-being. Innovative methods to promote an environment of well-being for residents and fellows will be addressed, including novel approaches that can be implemented at the program and institutional levels.
- 10:45am-11:45am** (60 mins) **Assessing Learners in the Clinical Setting When Time is Limited**  
Linda Snell, MD, MHPE, FRCPC, MACP  
In this workshop participants will learn about the role of the clinical supervisor in assessment in Competency Based Medical Education. Goals of work-based assessment will be discussed, along with practical tips that can be utilized in the assessment of trainees when time is limited.
- 10:45am-11:45am** (60 mins) **Clinical Teaching: Skills to Enhance Teaching and Bedside Rounding While Promoting Critical Thinking for Residents and Medical Students**  
Eric Barna, MD and Vinnita Simma-Chiang, MD  
Recognizing the importance of teaching and patient care in daily practice this workshop will give participants the opportunity to apply core teaching concepts and tips to bedside rounding, including a review of the general teaching skills necessary to enhance the clinical experience and the construction of an effective teaching plan.
- 10:45am-11:45am** (60 mins) **Implicit Bias in Recruitment and Education**  
Nolan Kagetsu, MD  
This workshop will review how implicit bias affects recruitment and education for residents and fellows and strategies that can be developed to mitigate the effects of unconscious bias. Participants will learn about the components of a structured/behavioral interview.
- 12:45pm-1:45pm** (60 mins) **Leading Change**  
James Stoller, MD  
In this workshop Dr. Stoller will review models for change, including that of Kotter and the Amicus Model and explore the relevance of these models to change in health care. Participants will have the opportunity to address how these models might be applied in designing and leading change in their own health care environment.

**COURSE DESCRIPTION**

- 12:45pm-1:45pm**  
(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.
- 12:45pm-1:45pm**  
(60 mins)      ***Looking Beyond Kolb's Model of Active Learning: Three New Schools of Adult Learning to Invigorate Your Teaching***  
Shashi K. Anand, MEd and Brijen Shah, MD  
The majority of medical education uses principles of active learning from Kolb and Knowles, which focused on active learning and observable behaviors. However, medical education is evolving and requires new approaches to create learning moments for a diverse group of learners and learning situations. In this workshop, we will briefly introduce participations to three new ways to approach medical education and share examples from the literature. The group will then have time to solve a learning problem applying these new models of thought. This workshop is designed for the novice to advanced educator.
- 2:00pm-3:00pm**  
(60 mins)      ***Team-based Learning: an Active Learning Technique Applicable to Graduate Medical Education***  
Garrett Desman, MD and Brandon Veremis, DDS  
Active learning involves more learner self-direction and engagement relative to traditional passive lectures. Team-based learning (TBL) is one approach that meets this definition, as residents are expected to prepare for lessons beforehand and use their time with other team members and attendings for higher-level discussion. In this session, attendees will learn about the structure of TBL, advice on how to implement TBL in a residency curriculum, and interact with a mini-TBL session.
- 2:00pm-3:00pm**  
(60 mins)      ***Burned Out? Let's Talk About Faculty Well-Being!***  
Lauren Peccorale, MD, MPH  
This workshop will describe approaches to promoting a culture of well-being, with a focus on leadership style and skills and ways in which a work community can be brought together. The session will delineate ways for participants to find balance and meaning when work is overwhelming, including person approaches to well-being and small system level changes.
- 2:00pm-3:00pm**  
(60 mins)      ***Building Effective Mentor-Mentee Relationships***  
Michelle Kim, MD and Jenny Lin, MD  
This workshop will look at the features of both a good mentor and mentee and review potential challenges that exist in the mentor-mentee relationship.
- 3:15pm-4:30pm**  
(75 mins)      ***Key Note Address – Developing the Health Care Leaders of Tomorrow***  
James Stoller, MD  
In this closing key-note address Dr. Stoller will discuss the rationale for great leadership in health care, including the need for developing leaders in GME. He will provide an overview of leadership competencies, including those specific for health care and review some of the evidence regarding the impact of leadership development in the health care environment.

**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

Scott H. Barnett, MD

Michael R. Berman, MD

Kirk Campbell, MD

Salvatore A. Cilmi, MD

Carrie Ernst, MD

I. Michael Leitman, MD

Brijen Shah, MD

Vicki Shanker, MD

Prameet Singh, MD

## Co-Course Directors

### Paru Patrawalla, MD

Assistant Professor, Medicine, Pulmonary,  
Critical Care and Sleep Medicine  
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## Planning Committee Members

### Eric Barna, MD

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## Conference Faculty

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**Brandon Veremis, DDS**

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