



Essentials of Teaching and Assessment Course

Friday, September 27, 2024

PROGRAM

TIME	SESSION	LOCATION
7:30-8:00 AM	Registration and Continental Breakfast	Silver Maple Ballroom, Dudley H. Davis Student Center, 4th Floor
8:00-8:10 AM	Welcome <i>Katie Huggett, PhD</i> <i>Teaching Academy Director</i>	Silver Maple Ballroom, Dudley H. Davis Student Center, 4th Floor
8:10-9:10 AM	Plenary Strategies for Fostering and Supporting Diversity, Equity, and Inclusion in the Learning Environment <i>Lee Rosen, PhD and Katie Wells, MD, MPH</i>	Silver Maple Ballroom, Dudley H. Davis Student Center, 4th Floor
9:10-9:15 AM	Break	
9:15-10:30AM	Breakout Sessions 1	
	Upstander and Allyship Training Before, During and After the Clinical Encounter: Practical Approaches for Addressing Bias and Discrimination in the Clinical Learning Environment <i>Naomi Hodde, MD and Katie Wells, MD, MPH</i>	Jost Foundation Room, Dudley H. Davis Center, 4th Floor
	Small Group Facilitation <i>Stephen Berns, MD and Martha Seagrave, RN, PA</i>	Chittenden Bank Room, Dudley H. Davis Center, 4th Floor
	Competency Based Assessment and the Role of EPAs <i>Elise Everett, MD</i>	Williams Family Room, Dudley H. Davis Center, 4th Floor
10:30-10:45 AM	Break	
10:45-12:00 PM	Breakout Sessions 2	
	Objective Driven Teaching <i>Tabitha Ford, MD and Emily Stebbins, MD</i>	Jost Foundation Room, Dudley H. Davis Center, 4th Floor
	Teaching Methods 101 <i>Karen Lounsbury, PhD and Anna Ricci, PhD</i>	Chittenden Bank Room, Dudley H. Davis Center, 4th Floor
	Clinical Simulation at LCOM: Where We've Been, Where We're Going <i>Dan Ackil, DO and Cate Nicholas, EdD, MS, PA</i>	Meet in Williams Family Room (walk to the Clinical Simulation Laboratory)
12:00-12:45 PM	Lunch and Networking	Silver Maple Ballroom, Dudley H. Davis Student Center, 4th Floor

12:45-1:45 PM	Plenary Creating a Positive Learning Environment <i>Nathalie Feldman, MD; Judy Lewis, MD, and Liz Hunt, MD</i>	Silver Maple Ballroom, Dudley H. Davis Student Center, 4th Floor
1:45-3:00 PM	Breakout Sessions 3	
	Patient Centered Teaching <i>Katie Dolbec, MD and Molly Rideout, MD</i>	Jost Foundation Room, Dudley H. Davis Center, 4th Floor
	Delivering Feedback with a Growth Mindset <i>Garth Garrison, MD and Laura Mulvey, MD</i>	Chittenden Bank Room, Dudley H. Davis Center, 4th Floor
	Consultations Stations (Sign up day of for a 15-minute time slot) <ul style="list-style-type: none"> • Library Resources: <i>Alice Stokes, MLIS</i> • Educational Research Design: <i>Yichen Zhao, PhD</i> • Educational Technology: <i>COMTS Staff</i> • Teaching Academy Portfolio: <i>Amanda Broder</i> 	Silver Maple Ballroom, Dudley H. Davis Student Center, 4th Floor
3:00-3:15 PM	Break	
3:15-4:00 PM	Panel Discussion: Pearls and Pitfalls of Being a New Teacher Moderator: <i>Molly Rideout, MD</i> Panel: <i>Katie Dolbec, MD, Garth Garrison, MD, and Abby Hielscher, PhD</i>	Silver Maple Ballroom, Dudley H. Davis Student Center, 4th Floor

Please note, you will receive an evaluation after this event via email. Please provide feedback and help inform future planning. We are also required to send a gap analysis 1 month following this event. Thank you!

Learning Objectives

Strategies for Fostering and Supporting Diversity, Equity, and Inclusion in the Learning Environment

Facilitators: Lee Rosen, PhD; Katie Wells, MD, MPH

1. Identify several core issues for students of color or students underrepresented in medicine in medical school or graduate programs.
2. Define imposter syndrome for students in higher education settings.
3. Describe the connection between imposter syndrome and belonging to an underrepresented or historically excluded group.
4. Describe strategies for supporting students from underrepresented groups in the learning environment.

Upstander and Allyship Training Before, During and After the Clinical Encounter: Practical Approaches for Addressing Bias and Discrimination in the Clinical Learning Environment

Facilitators: Katie Wells, MD, MPH; Naomi Hodde, MD

1. Define microaggression and recognize the scope of the problem in clinical training.
2. Demonstrate 5 approaches to address bias aimed at learners in the clinical learning environment.
3. Design a strategy to support and empower team members and learners before, during and after incidents of discrimination during clinical encounters.

Small Group Facilitation

Facilitators: Stephen Berns, MD; Martha Seagrave, RN, PA

1. Describe when small group facilitation is an effective teaching method.
2. Appreciate the common challenges of small group facilitation.
3. Name 3 strategies for in person small group facilitation.

Competency Based Assessment and the Role of EPAs

Facilitators: Elise Everett, MD

1. Develop a working knowledge of EPAs and their relationship to competencies and milestones.
2. Design and map an EPA.
3. Explore how EPAs can be integrated into clerkship assessment.

Objective Driven Teaching

Facilitators: Emily Stebbins, MD; Tabitha Ford, MD

1. Understand the role of The Taxonomy of Educational Objectives in the cognitive domain.
2. Apply the taxonomy to real educational situations in small groups.
3. Design clear objectives for future teaching sessions for residents, fellows, medical students, and other learners.

Teaching Methods 101

Facilitator: Karen Lounsbury, PhD; Anna Ricci, PhD

1. Discuss the benefits of active learning for medical knowledge, communication, and professionalism in medical education.
2. Recognize the value of active learning concepts using Team-based Learning and Problem-based Learning.
3. Describe the most common complaints about active learning from faculty and students and develop strategies to overcome challenges.
4. Outline specific ideas for creating active learning sessions that link specific objectives to assessments, follow standard procedures, and are responsive to faculty and student feedback.

Clinical Simulation at LCOM: Where We've Been, Where We're Going

Facilitators: Dan Ackil, DO; Cate Nicholas, EdD, MS, PA

1. Describe the "simulation contract" to ensure a safe learning environment is maintained in all simulation based educational activities
2. Describe the "Plus Delta" method of debriefing and providing feedback to learners
3. Know how / when to sign up for a Faculty Development Workshop in the CSL

Creating a Positive Learning Environment

Facilitators: Judith Lewis, MD; Nathalie Feldman, MD; Liz Hunt, MD

1. Define medical student mistreatment as referenced by the AAMC.
2. Identify learning and teaching challenges as experienced by UVMLCOM students and faculty.
3. Describe "best practice" strategies to overcome these challenges as identified by UVMCC and affiliate audiences.
4. List 4 LCOM learning environment initiatives/resources.

Patient Centered Teaching

Facilitators: Katie Dolbec, MD; Molly Rideout, MD

1. Discuss the importance of orientation for the learner.
2. List and describe techniques for effective and efficient clinical teaching.
3. Discuss the importance of feedback after every interaction with learners.

Delivering Feedback with a Growth Mindset

Facilitators: Garth Garrison, MD; Laura Mulvey, MD

1. Compare and contrast summative and formative feedback.
2. Discuss the role of feedback on learner development.
3. Recognize challenges with providing meaningful evaluation.
4. Describe strategies for improving the effectiveness of feedback.

Panel Discussion: Pearls and Pitfalls of Being a New Teacher

Moderator: *Molly Rideout, MD*. Panel: *Katie Dolbec, MD, Garth Garrison, MD, and Abby Hielscher, PhD*

1. List common challenges encountered by new teaching faculty.
2. Identify resources for faculty support and development.
3. Describe ways to seek formal and informal feedback on teaching.

CME Information



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The University of Vermont designates this internet live activity for a maximum of 6.5 *AMA PRA Category 1 Credits™*. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Meeting Disclaimer: Regarding written materials and information received, written or otherwise, during this Conference: The scientific views, statements, and recommendations expressed during this activity represent those of the authors and speakers and do not necessarily represent the views of The Robert Larner College of Medicine at The University of Vermont.

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9:15 – 10:30 AM	Breakout Block 1: <i>Select one session:</i>	1.25
A	Upstander and Allyship Training Before, During and After the Clinical Encounter: Practical Approaches for Addressing Bias and Discrimination in the Clinical Learning Environment <i>Katie Wells, MD, MPH; Naomi Hodde, MD</i>	
B	Small Group Facilitation <i>Stephen Berns, MD; Martha Seagrave, RN, PA</i>	
C	Competency Based Assessment and the Role of EPAs <i>Elise Everett, MD</i>	
10:45 – 12:00 PM	Breakout Block 2: <i>Select one session:</i>	1.25
A	Objective Driven Teaching <i>Emily Stebbins, MD; Tabitha Ford, MD Patient Centered Teaching</i> <i>Katie Dolbec, MD; Lewis First, MD</i>	
B	Methods of Teaching 101 <i>Karen Lounsbury, PhD; Anna Ricci, PhD</i>	
C	Clinical Simulation at LCOM: Where We've Been, Where We're Going <i>Dan Ackil, DO; Cate Nicholas, EdD, MA, PA</i>	
12:45 – 1:45 PM	Creating a Positive Learning Environment <i>Judith Lewis, MD, Nathalie Feldman, MD; Liz Hunt, MD</i>	1
1:45 – 3:00 PM	Breakout Block 3: <i>Select one session:</i>	1.25
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B	Delivering Feedback with a Growth Mindset <i>Garth Garrison, MD; Laura Mulvey, MD</i>	
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	Total CME hours	6.5

CME Credit must be claimed within 30 days of the event.

Scan the QR code or use the following link to access the Claiming App:

<http://www.med.uvm.edu/cmie/creditresources/my-credits>

