



Essentials of Teaching and Assessment Course

Friday, September 5, 2025

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 Creating a Positive Learning Environment <i>Liz Hunt, MD; Judith Lewis, MD; Dhruv Shah, DO; Nathalie Feldman, MD</i>	Silver Maple Ballroom, Dudley H. Davis Student Center, 4th Floor
9:10-9:15 AM	Break	
9:15-10:30AM	Breakout Sessions #1	
	Objective Driven Teaching <i>Emily Stebbins, MD; Melissa Davidson, MD</i>	Jost Foundation Room, Dudley H. Davis Center, 4th Floor
	Competency Based Assessment and the Role of EPAs <i>Elise Everett, MD; Toshiko (Toshi) Uchida, MD</i>	Chittenden Bank Room, Dudley H. Davis Center, 4th Floor
10:30-10:45 AM	Break	
10:45-12:00 PM	Breakout Sessions #2	
	We're In This Together: Practical Approaches for Supporting Learners and Teammates in the Clinical Learning Environment <i>Naomi Hodde, MD</i>	Jost Foundation Room, Dudley H. Davis Center, 4th Floor
	The Time Has Come: How to Harness AI in Medical Education Today <i>Jessica Crothers, MD</i>	Chittenden Bank Room, Dudley H. Davis Center, 4th Floor
	Delivering Feedback with a Growth Mindset <i>Garth Garrison, MD</i>	Williams Family Room, Dudley H. Davis Center, 4th Floor
12:00-12:45 PM	Lunch and Networking <u>Resource Fair</u> - Library Resources: <i>Alice Stokes, MLIS</i> - Educational Research Design: <i>Yichen Zhao, PhD</i> - Evaluation Data: <i>Cara Simone, MA</i> - Educational Technology: <i>Cathy Ryan, Med; Kelly Becker</i> - Teaching Academy Portfolio: <i>Amanda Broder</i> - Instructional Design: <i>Erin Dunne</i>	Silver Maple Ballroom, Dudley H. Davis Student Center, 4th Floor

12:45-1:45 PM	Plenary Working with Challenging Learners in High-Expectation Settings <i>Lee Rosen, PhD; Karen George, MD; Tim Moynihan, PhD</i>	Silver Maple Ballroom, Dudley H. Davis Student Center, 4th Floor
1:45-3:00 PM	Breakout Sessions #3	
	Patient Centered Teaching <i>Lewis First, MD; Molly Rideout, MD</i>	Jost Foundation Room, Dudley H. Davis Center, 4th Floor
	Active Teaching Methods to Incorporate in the Classroom <i>Anna Ricci, PhD; Abby Hielscher, PhD; John Miller, MD</i>	Chittenden Bank Room, Dudley H. Davis Center, 4th Floor
	Small Group Facilitation <i>Stephen Berns, MD; Martha Seagrave, RN, PA</i>	Williams Family Room, Dudley H. Davis 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>Hillary Anderson, MD; Garth Garrison, MD; 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

Creating a Positive Learning Environment

Facilitator(s): Liz Hunt, MD; Judith Lewis, MD; Dhruv Shah, DO

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 UVMMC and affiliate audiences.
4. List 4 LCOM learning environment initiatives/resources.

Objective Driven Teaching

Facilitator(s): Emily Stebbins, MD; Melissa Davidson, 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.

Competency Based Assessment and the Role of EPAs

Facilitator(s): Elise Everett, MD; Toshiko (Toshi) Uchida, 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.

We're In This Together: Practical Approaches for Supporting Learners and Teammates in the Clinical Learning Environment

Facilitator(s): 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.

The Time Has Come: How to Harness AI in Medical Education Today

Facilitator(s): Jessica Crothers, MD

1. Become familiar with how AI models are built and function.
2. Discover immediate applications for AI in curriculum development and teaching.
3. Learn about the challenges and potential pitfalls of AI models with a focus on mitigation strategies.

Delivering Feedback with a Growth Mindset

Facilitators: Garth Garrison, 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.

Working with Challenging Learners in High-Expectation Settings

Facilitator(s): Lee Rosen, PhD; Karen George, MD; Tim Moynihan, PhD

1. Articulate some of the factors leading to increasingly frequent engagement with “challenging learners.”
2. Articulate domains of challenges frequently encountered in the current learning environment.
3. Identify methods for effectively engaging with students facing learning challenges.

Patient Centered Teaching

Facilitators: Lewis First, MD, MS; 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.

Active Teaching Methods to Incorporate in the Classroom

Facilitator(S): Anna Ricci, PhD; Abby Hielscher, PhD; John Miller, MD

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.

Small Group Facilitation

Facilitator(s): 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.

Panel Discussion: Pearls and Pitfalls of Being a New Teacher

Moderator: Molly Rideout, MD. Panel: Hillary Anderson, MD; Garth Garrison, MD; 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



In support of improving patient care, The Robert Larner College of Medicine at The University of Vermont is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team.

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.

Financial Interest Disclosures: As a joint accredited organization for interprofessional education, The Robert Larner College of Medicine at The University of Vermont Medicine is required to disclose any real or apparent financial interests from ineligible companies for anyone who has control of the content (speakers, planners, moderators, reviewers).

- None of our planners, speakers or CMIE reviewers have any financial relationships with ineligible companies.

Support received from Ineligible Companies:

- We have not received any support for this activity.

The Robert Larner College of Medicine at The University of Vermont requires that each speaker/planner/moderator participating in an accredited program to disclose any financial interest/arrangement or affiliation with a corporate organization that may impact on his/her presentation (i.e. grants, research support, honoraria, member of speakers' bureau, consultant, major stock shareholder, etc.). In addition, the faculty member must disclose when an unlabeled use of a ineligible product or an investigational use not yet approved for any purpose is discussed during the educational activity.

*Having a financial interest or other relationship with a corporate organization, **or discussing an unlabeled use of an ineligible product**, may not prevent a speaker from making a presentation. However, the existence of the relationship must be made known to the planning committee prior to the conference, so that any possible conflict of interest may be resolved prior to the talk.

Friday, September 5, 2025		
8:10 – 9:10 AM	Creating a Positive Learning Environment Liz Hunt, MD; Judith Lewis, MD; Dhruv Shah, DO; Nathalie Feldman, MD	1
9:15 – 10:30 AM	Breakout Block 1: <i>Select one session:</i>	1.25
A	Objective Driven Teaching Emily Stebbins, MD; Melissa Davidson, MD	
B	Competency Based Assessment and the Role of EPAs Elise Everett, MD; Toshiko Uchida, MD	
10:45 – 12:00 PM	Breakout Block 2: <i>Select one session:</i>	1.25
A	We're In This Together: Practical Approaches for Supporting Learners and Teammates in the Clinical Learning Environment Naomi Hodde, MD	
B	The Time Has Come: How to Harness AI in Medical Education Today Jessica Crothers, MD	
C	Delivering Feedback with a Growth Mindset Garth Garrison, MD	
12:45 – 1:45 PM	Working with Challenging Learners in High-Expectation Settings Lee Rosen, PhD; Karen George, MD; Tim Moynihan, PhD	1
1:45 – 3:00 PM	Breakout Block 3: <i>Select one session:</i>	1.25
A	Patient Centered Teaching Lewis First, MD, MS; Molly Rideout, MD	
B	Active Teaching Methods to Incorporate in the Classroom Anna Ricci, PhD; Abby Hielscher, PhD; John Miller, MD	
C	Small Group Facilitation Stephen Berns, MD; Martha Seagrave, RN, PA	
3:15 – 4:00 PM	Panel Discussion: Pearls and Pitfalls of Being a New Teacher Moderator: Molly Rideout, MD Panel: Hillary Anderson, MD; Garth Garrison, MD; Abby Hielscher, PhD	0.75
	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>

