

The primary goal of PIES is to foster and sustain a collegial community of lifelong learners capable of meeting the present and future challenges of academic medicine. We encourage you to enroll in one of the various professional and institutional enhancement seminar series. Pre-enrollment is required to reserve a seat, lunch and handout.

Topic	Presenter	Location	Date/Day	Time
Juggling 101: Managing your time in Academia Details	Darshana Shah, PhD Associate Dean, Professional Development	Byrd Clinical Center Room 1022	Thursday 3/4/2010	12 - 1 PM
Understanding your Learner: Preparing Faculty for the Next Generation Details	Darshana Shah, PhD Associate Dean, Professional Development	Byrd Clinical Center Room 1022	Thursday 4/1/2010	12 - 1 PM
Providing Effective Feedback: "The elephant in the room: Providing effective feedback in a medical education setting" Details	Tracy L. LeGrow, PsyD Assistant Dean Office of Academic Affairs	Byrd Clinical Center Room 1022	Thursday 5/25/2010	4:30- 5:30 PM
Preparation and Delivery of Effective Classroom Lectures	Vernon Reichenbecher, PhD Director of Graduate Studies, BMS Program	Byrd Clinical Center Room 1022	Thursday 6/3/2010	12 - 1 PM
The Teachable Moment: Teaching in the Clinical Setting	TBA	Byrd Clinical Center Room 1022	Thursday 7/1/2010	12 - 1 PM
<i>PIES Guest Speaker Seminar:</i> Small Group Teaching: How to stimulate higher order thinking? Details	Sheila W. Chauvin, PhD, M.Ed Director, Office of Medical Education Research and Development (OMERAD)	Byrd Clinical Center Room 1022	Monday 3/15/2010	5- 6:30 PM
<i>PIES Guest Speaker Seminar:</i> Student & Physician Self Assessment: Can we trust it? Do we have a choice? Details	Larry D. Gruppen, PhD Chair, Dept. of Medical Education University of Michigan Medical School	Byrd Clinical Center Room 1022	Monday 4/19/2010	5- 6:30 PM

Juggling 101: Managing your time in Academia

Faculty Members have many demands placed upon them: to teach, to provide clinical care, to do research, to get grants, and to have a life. Getting the most out of every hour in a day is a constant challenge in our busy academic world: an overflowing inbox, numerous emails, too many interruptions, meetings, and on and on.

Too much to do and not enough time to do it is a common problem faced by many faculty today. Although this hourly session will not give you more hours in the day, it will teach you how to effectively decide what to do and when to do it.

At the conclusion of this session, the participant will:

- Understand the need for balance in life, not just balancing many tasks
- Learn some time management techniques to help them spend time in the most meaningful way.

Understanding your Learner: Preparing Faculty for the Next Generation

The new generation of learners has been educated in a world far different from that of many of their teachers. With almost endless information available at the click of a mouse, they seek more than information in the classroom. As many as four generational groups may be simultaneously present in medical education settings (e.g. Grand Rounds).

At the conclusion of this session, the participant will:

- Increase our understanding of the values and behaviors of different generational groups that have implications for teachers and learners during the educational process.
- Understand generational differences, which can help establish common ground on which to build a foundation for positive relationships, not only between teachers and learners, but also among colleagues .

Providing Effective Feedback: "The elephant in the room: Providing effective feedback in a medical education setting"

Providing effective formative and summative feedback is one of the most important and most anxiety producing experiences that attending and resident physicians face.

This workshop is designed to provide the learner with a process for gathering, organizing and delivering effective feedback. Use of both didactic and interactive formats will be utilized. Common concerns and student development issues are also explored.

At the conclusion of this session, the participant will:

- Identify need for effective feedback
- Identify barriers to effective feedback
- Describe characteristics of effective feedback
- Identify developmental issues in student population that contribute to level of openness to feedback
- Develop a personal plan for how to improve provision of feedback

Small group teaching: How to stimulate higher order thinking?

Much of clinical and classroom teaching takes place in small groups. A faculty member can use the skills of leading an effective discussion and encouraging active student participation in a variety of instructional formats including case studies, problem-based learning, and small group discussions. In this session, participants will: Discuss different kinds of small groups, Formulate successful strategies for creating, leading and guiding discussions, and for asking and responding to questions.

Student & Physician Self Assessment

As a profession, medicine depends heavily on the ability of its members to monitor their own performance and make improvements in an independent manner. Much of this process depends on a physician's ability to self-assess their performance. However, much research evidence gives us little basis for believing that this self-assessment is accurate or trustworthy. Nonetheless, physician self-directed learning continues to take place using self-assessment as its primary input. Is this really a problem? If so, what could we do about it? These and similar questions will be the focus of an informal discussion of some research and your own practices.