

Professional Development Activities 2011-2013

Date	Presentation	Speaker	Type	Objective	Evaluation
1/18/2011	Boone or Bane?	Dilip Nair, MD (JCESOM)	PIES	At the end of this session the learner will be able to ask clarifying questions regarding; 1) lecture construction and 2) lecture delivery.	Evaluation
1/26/2011	Developing Effective Research Skills	Richard Niles, PhD Professor & Chair Department of Biochemistry & Microbiology Senior Associate Dean for Biomedical Sciences, JCESOM	PIES	How to build a research team How to establish professional networks Knowledge of management skills for a practicing biomedical scientist.	Evaluation
1/27/2011	SNAPPS: Expressing Clinical Reasoning and Uncertainties during Case Presentations	Terry Wolpaw, MD, MHPE Associate Dean for Curricular Affairs Case Western Reserve University School of Medicine	PIES on Wheels	After observing video demonstrations of SNAPPS, practicing case presentations, and discussing the importance of the expression of clinical diagnostic reasoning and uncertainties, participants in this workshop will: 1. Demonstrate the SNAPPS case presentation technique to each other. 2. Describe why learners and teachers are mutually important for the successful implementation of a learner-driven educational technique. 3. Explain the importance of expressing diagnostic reasoning and case-related uncertainties as part of developing clinical expertise. 4. Use SNAPPS with learners at any level of training for some case presentations.	Evaluation
2/5/2011	Basics of Communication Skills for Faculty	Beverly Delidow, PhD Associate Professor, Biochemistry & Microbiology (JCESOM)	PIES	Know: How to describe the components that encompass three areas of good presentation skills: The Format of good visual aids The Content of an effective presentation The effective Delivery of a presentation Feel: Empowered to recognize good presentation skills in themselves and others Do: Incorporate one or more of these ideas in their own presentations	Evaluation
2/23/2011	Fundamentals of Assessment	Todd Green. PhD, Associate Professor, Pharmacology, Physiology, & Toxicology (JCESOM)	PIES	1. Define assessment. 2. Describe how assessment is used. 3. Describe the process of assessment in both UME and GME. 4. Describe the principles of assessment.	Evaluation

3/30/2011	Effective Teaching Skills: Lessons from Leading Workshops in Doctor-Patient Communication	Neil S. Prose, M.D. Duke University Medical Center	PIES	None listed on presentation	Evaluation
4/19/2011	Evaluation: A Challenging Component of Teaching	Darshana Shah Ph.D Associate Dean Faculty Affairs & Professional Development Professor & Chief, Pathology Academic Section (JCESOM)	PIES	Briefly review the characteristics of evaluation Discuss types of evaluation instruments Understand the framework for selecting and developing assessment methods	Evaluation
7/8/2011	Approaches to Interactive Engagement	David P. Maloney, PhD. Professor of Physics	Active Learning	1. Define interactive engagement (IE) 2. Learn to incrementally incorporate IE into one's pedagogy and assignments 3. Understand how to promote IE, and various aspects of teaching problem solving.	Evaluation
7/29/2011	Clickers in the Classroom: An Active Learning Approach	Turning Point	Active Learning	Hands on training of using Clickers	Evaluation
8/16/2011	Are you a really a team player?	Kevin Grigsby, DSW. Senior Director, Organizational Leadership Development	PIES	None listed on presentation	Evaluation
8/17/2011	Are you a future-oriented faculty?	Kevin Grigsby	PIES	None listed on presentation	Evaluation
10/5/2011	Creating a community of expert thinkers and learners: a toolkit for medical educators	Amy Fleming	Active Learning	During the session participants will: Explore core concepts in critical thinking Examine strategies for teaching critical thinking Will develop commitment sheet: Teaching plan for your own practice How to share information with their own faculty.	Evaluation
10/25/2011	Addressing Health Care Disparities-Key to Quality Care	Jeannette E. South-Paul, MD Andrew W. Mathieson UPMC Professor and Chair Department of Family Medicine University of Pittsburgh School of Medicine	Diversity Dialogue	1. Describe health disparities existing locally and nationally 2. Understand contributing factors to persistence of disparities 3. Recognize the implications of differential treatment on individual and community health 4. Examine strategies for making a difference in personal and system behaviors	Evaluation

10/25/2011	Diversity and Inclusion and its Impact on Medical Education	Jeannette E. South-Paul, MD Andrew W. Mathieson UPMC Professor and Chair Department of Family Medicine University of Pittsburgh School of Medicine	Diversity Dialogue	<ol style="list-style-type: none"> 1. Understand diversity trends in academic health centers 2. Recognize how diversity contributes to academe and clinical practice 3. Define roles of different academic leaders in promoting diversity and inclusion 4. Describe strategies for moving forward 	Evaluation
2/29/2012	An Innovative Approach to Reducing Stress and Burnout and Fostering Self-care and Professionalism	Aviad Haramati, PhD, Georgetown University School of Medicine	PIES on Wheels	<ul style="list-style-type: none"> • To review the pathophysiology of stress and the scientific basis for complementary therapies (such as meditation, breathing and imagery) used to reduce stress • To learn about interventional models currently being used at Georgetown University and other centers for medical students, residents, physicians and academic faculty to limit or reverse burnout by fostering self-awareness and promoting well-being. 	N/A
3/1/2012	Applying the Science of Mind-Body Medicine to Reduce Stress and Improve Student Well-being	Aviad Haramati, PhD, Georgetown University School of Medicine	PIES on Wheels	<ul style="list-style-type: none"> • To participate in an “experiential learning” exercises used to teach Mind-Body Medicine skills. 	N/A
4/12/2012	Learning Theory Applied to Teaching	Frank Stritter	PIES on Wheels	<p>State names of the five theories Describe each theory briefly Think about the role of theory</p>	Evaluation
4/12/2012	Improving Teaching and Learning in Different Settings	William Herbert	PIES on Wheels	<p>Focus more on teaching/learning Appreciate specific methods of teaching and learning Feel more confident in both your teaching and learning abilities</p>	Evaluation
4/12/2012	Instructional Options	Frank Stritter	PIES on Wheels	<ol style="list-style-type: none"> 1. Describe the five major instructional options indicating advantages and disadvantages of each; 2. Indicate when a particular format is inappropriate. 	Evaluation
4/12/2012	Making the Most of Teaching and Learning Opportunities	William Herbert	PIES on Wheels	<ol style="list-style-type: none"> 1. Review the basics of teaching techniques to groups of different size audiences. 2. Explore means to increase learning capabilities from didactic sessions --- Grand Rounds, lectures, journal clubs, M and M conferences, and others. 	Evaluation

6/28/2012	MedEdPORTAL: Author Handbook	Sean Compas and Erik Wilkerson	PIES/Mentoring	<ol style="list-style-type: none"> 1. Enhance your understanding of MedEdPORTAL as a peer reviewed publication and open exchange service. 2. Outline the steps of the MedEdPORTAL submission to publication process. 3. Review submission standards and proper packaging guidelines. 4. Demonstrate the scholarly impact of MedEdPORTAL publications. 	Evaluation
7/27/2012	Teaching in Small Groups	Elza Mylona, PhD. Associate Dean, Faculty Development. Stony Brook	PIES on Wheels	<ol style="list-style-type: none"> 1. Planning successful curriculum interventions (Thursday) Objectives: Discuss the components and steps in designing a curriculum Develop a needs assessment plan to identify learner's needs and the need for the curriculum Discuss the steps of evaluation 2. Strategies to Improve Your Performance as a Facilitator (Friday) Employ strategies to move a small group forward to accomplish its goals. Assess group dynamics and utilize techniques to address problematic behaviors. Reflect on one's own strengths and areas for improvement in facilitating small groups. 	Evaluation
8/28/2012	Creating a Culture of Professionalism	Charlene Dewey, MD. Vanderbilt School of Medicine	PIES on Wheels	<ol style="list-style-type: none"> 1. List and discuss four types of professionalism lapses. 2. Analyze the roles of the individual and the institution as they shape the overall culture of professionalism. 3. Accept that both individuals and the institution are responsible for promoting a culture of professionalism. 	Evaluation
8/28/2012	Unprofessional and Distressed Resident Physician Behaviors	Charlene Dewey, MD. Vanderbilt School of Medicine	PIES on Wheels	<p>Participants of the session will:</p> <ol style="list-style-type: none"> 1. Discuss the behaviors and consequences of unprofessional and distressed resident physicians. 2. Discuss and share methods for identifying and addressing unprofessional and distressed behaviors during residency. 3. Practice 1 method of communication when approaching residents with unprofessional conduct. 4. Determine if changes are needed to their policy for identifying, addressing and managing unprofessional conduct by resident physicians. 	Evaluation
9/18/2012	Diversity as a Vital Component of Health Systems Innovation	Marc Nivet, Ed.D. AAMC, Chief Diversity Officer	Diversity Dialogue	<p>To better understand:</p> <ul style="list-style-type: none"> -Communication -Cultural Competency -Health disparity 	N/A

10/24/2012	Siezing Opportunities to Achieve Scholarship in Teaching and Education	Sheila Chauvin, PhD.	PRIME/Academy	<ol style="list-style-type: none"> 1. Use Boyer's four domains of scholarship to expand opportunities for educational research and scholarship. 2. Use the Glassick criteria to enhance quality and rigor of scholarly activity in teaching and education. 3. Appreciate the importance of a well-designed research question. 4. Apply a systematic process to scholarly work in teaching and education. 5. Use practical strategies to facilitate success in educational research and scholarship. 	N/A
10/30/2012	Mentoring-- is it so easy a caveman could do it?	Franklin Medio, PhD	Mentor training	<ol style="list-style-type: none"> 1. Explain the roles of administrators and faculty in setting academic standards and requirements. 2. Describe strategies to implement six principles of the Adult Learner Model into clinical teaching activities in the classroom or patient care setting in order to develop greater responsibility and accountability among medical students and residents. 3. Describe Bloom's Taxonomy of Cognitive Learning and techniques to use questions to promote the development of critical thinking skills. 4. Describe a Five-Stage Process to effectively give crucial instructive feedback to students or residents when their performance falls below the standards. 	N/A