

Professional Development Webinars 2011-2013

Date	Presentation	Speaker	Objective
9/1/2011	1910 and 2010: What's with these Carnegie reports on medical education?	David Irby	<ul style="list-style-type: none"> • Describe the key findings and recommendations of the 1910 Flexner Report • List the four key recommendations of the 2010 Carnegie Report
9/8/2011	Educating Physicians: A Focus on Integration, Inquiry, Innovation and Improvement	Bridget O'Brien	Focus on 2 recommendations from Educating Physicians Integration Inquiry, Innovation and Improvement Discuss the rationale for each using theory and research in the learning sciences & med ed Consider implications and describe practical applications and promising examples from undergraduate and graduate medical education
9/15/2011	Individualization and Standardization in Medical Education: Holy Grail or Third Rail?	Catherine Lucey	Objectives: Describe drivers of and barriers to the widespread adoption of the principles of individualization and standardization List current teaching strategies that are compatible with individualization and standardization Cite pedagogical theories that support an individualization and standardization approach Describe elements of a successful individualization and standardization program Give examples of innovative educational programs implementing an individualized and standardized curriculum.
9/22/2011	Instituting and Using a Holistic Admissions Process	Marlene Ballejos	None listed on website.

9/29/2011	Professional Identity Formation	Kelley Skeff	Provide schemes for opportunistic reflection on the many areas related to identity formation in teaching, patient care, and overall medical education
1/12/2012	Learning Together to Practice Collaboratively: Some Principles for IPE and IPC	John Gilbert	None listed on website.
1/19/2012	Strategies for Launching a Successful IPE program	Amy Blue, PhD	<p>Discuss strategies for IPE program implementation</p> <p>Describe IPE curricular activities</p> <p>Identify how IPE can be included in the extra-curricular environment</p> <p>Discuss faculty development approaches</p> <p>Identify IP student assessment and program evaluation approaches</p>
1/26/2012	Interprofessional Teams, Culture and Service Learning - An Interprofessional 1st Year Experience for Students at Rosalind Franklin University of Medicine and Science	Susan K. Tappert, PT, DPT & Diane R. Bridges, MSN, RN, CCMMSN, RN, CCM	<ul style="list-style-type: none"> • Detail the logistics of student enrollment • Discuss the topics included in the course • Describe our interprofessional community need based service learning projects • Discuss barriers and challenges to creating a successful course like ours

2/2/2012	Creating an Interprofessional Learning Community: The University of Kentucky Deans' Honors Colloquium	Andrea Pfeifle, EdD	None listed on the website.
2/9/2012	Interprofessional Education at Case Western Reserve University: Curricular Challenges and Meaningful Work	Terry Wolpaw, MD, MHPE, Sharon E. Milligan, Ph.D., MSW, MPH, MS, LISW-S, Patricia W. Underwood, PhD,RN,FAAN & Kristin Z. Victoroff, DDS, PhD	<ul style="list-style-type: none"> • Discuss early events in the interprofessional education (IPE) journey at CWRU. • Explain the conceptual frameworks used to design an interprofessional curriculum. • Discuss steps in building an interprofessional curriculum. • Describe the emergence of a tipping point in IPE implementation.
2/16/2012	IPE experience in a clinical setting	Patricia McGettigan, MD	Share our experience of interprofessional training
2/23/2012	Herding Cats: Development and Implementation of a Multi-phase Interprofessional Education Program	Susan Mackintosh, DO, MPH	<ul style="list-style-type: none"> •Discuss the planning and implementation process of the Western University of Health Sciences (WesternU) interprofessional education (IPE) program •Discuss the WesternU IPE curriculum •Briefly discuss the Western Diabetes Institute (WDI) •Discuss remaining barriers to WesternU IPE •Describe the faculty development/facilitator training process for WesternU IPE •Briefly describe the WesternU IPE assessment strategy and discuss early findings

3/6/2012	Strategies for Selecting A Learning Management System	Sarah Kim	(1) Needs assessment involving medical students, faculty, staff and peer medical schools; (2) Developing and obtaining a buy-in from the medical school leadership on a strategic plan that specified the goal of the review process, timeline, and decision-making steps; (3) Recruiting Advisory Committee members (4) Identifying priority learning management features and functions that are critical to the school's educational mission; (5) Arranging demos of commercial, open source and a hybrid solution of commercial/open-source approaches; (6) Recommendation of top 3 systems to the leadership and follow-up actions
3/13/2012	Digital Content and Textbooks for a Tablet-based Medical Curriculum: A Review of the iMedEd Initiative at UC Irvine	Warren Wiechmann	None listed on website.
3/20/2012	WebOSCE: an online tool for remote encounters between learners and standardized patients for the practice, assessment, and remediation of clinical skills.	Christof J Daetwyler and Dennis Novack	None listed on website.
4/3/2012	Copyright and Fair Use in terms of Social Media	Pete Anderson	None listed on website.

4/10/2012	Online Exams: Opportunities and Challenges	Edward Klatt	None listed on website.
4/24/2012	MedAPS: AAMC's New Suite of Medical Academic Performance Services	Robby Reynolds & Terri Cameron	
9/6/2012	Reaching and Teaching Millennial Learners	David H. Roberts	<ul style="list-style-type: none"> • Define what is meant by a “Generation” • Review generational characteristics (in the US) prior to current generation • Identify characteristics associated with “Millennials” as a generation • Review specific areas of strength and concern for Millennials as learners • Strategies for interacting with Millennial learners
9/13/2012	Teaching to transform the brain	John Pelley	<ol style="list-style-type: none"> 1. Deliberate Practice (DP) produces expert learning skills. <ul style="list-style-type: none"> –Growth Mindset requires Deliberate Practice. –Responsibility for learning lies with student. 2. Brain research clarifies thinking/learning “styles.” <ul style="list-style-type: none"> –Learning style provides insight for DP use in developing expert learning skills 3. Students need to transform their brains from receiver role to producer role. <ul style="list-style-type: none"> –Receiving information vs producing knowledge
9/20/2012	Adapt, evolve or become extinct: Making educational change work FOR you	Rob Carroll	

9/27/2012	Novel Assessment Strategies in an Integrated Curriculum	Judith Brenner, Samara Ginzburg, & Keith Metzger	<p>Discuss general assessment scheme at Hofstra North Shore-LIJ School of Medicine</p> <ul style="list-style-type: none"> •Discuss different uses of formative assessment •Discuss integration of competency assessment into our UME curriculum
10/4/2012	Basic Medical Science Course Directors in Integrated Medical Curricula	Cynthia Standley	<p>Discuss the creation of an integrated systems block curriculum from the perspective a basic medical scientist.</p> <ul style="list-style-type: none"> •Describe the challenges for a basic scientist in designing integrated courses. •Identify resources that are helpful. •Describe how subject matter can be chosen and prioritized. •Provide specific strategies for educators to design or refine their own curriculum.
1/10/2013	Research Literacy: The What and Why	William Galey, Howard Hughes	<p>The focus of this session will be to: 1) discuss why medical-professionals need to understand research; 2) explore why they need to be competent in this area and 3) begin the discussion of what it is they need to know. Along the way we will spend some time discussing how medical professional trainees might gain the needed research related competencies.</p>
1/24/2013	Research Perceptions in Osteopathic Medical Education	Grace Brannan	<p>In this session we will discuss research perceptions of osteopathic medical students, interns, and residents.</p>
1/31/2013	Curriculum Design to Promote Research Literacy	Heather Zwickey	<ul style="list-style-type: none"> •Learning objectives/competencies to guide both curriculum development and assessment; •Longitudinal curricula initiatives to encourage skill reinforcement; •Classroom and clinical teaching strategies; •Institutional challenges and lessons learned

2/7/2013	The Medical Graduate as Scientist and Scholar: A UK Perspective	Shelby S. Webster	<p>1. Review recent developments in UK medical education introduced to promote academic learning and interest (15 minutes)</p> <p>2. Present a recognised strategy for curricular review aimed at encouraging scientific and research oriented competencies (25 minutes)</p>
2/14/2013	Teaching Scientific Research Skills in an Elective Curriculum: Obstacles, Opportunities and Outcomes	Ingrid Bahner	<ul style="list-style-type: none"> • provide the students with a supportive frame work for identifying research interests and aid in finding a research mentor with whom to develop a hypothesis. • identify funding agencies to which students may apply and to facilitate competitive research proposals. provide a curriculum that will teach tools for conducting research • Provide a forum to develop scientific thinking and presentation skills. • facilitate recognition at the time of graduation