May 21, 2015

MEDICAL EDUCATION DAY AT YALE:
Enhancing Educator Development and Scholarship

Program of Events
Schedule at a Glance

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<td>Coffee and Tea Reception</td>
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<td>11:00 – 3:00pm</td>
<td>Registration and Sign Up for Sessions</td>
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<td>12:00 – 1:30pm</td>
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<td>1:30pm</td>
<td>Pick up bag lunches Option – bring lunch to workshops</td>
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LEARNING OBJECTIVES

Upon completion of this program, participants should be able to:

- Develop strategies to help learners succeed and improve teaching
- Identify educational scholarship activities that count in career development
- Apply new methods of teaching and assessment
- Explore innovative projects in medical education and medical education research
Keynote Address

12:00 - 1:30 pm
The Anlyan Center Auditorium

David M. Irby, PhD
Professor of Medicine
Division of General Internal Medicine
University of California, San Francisco School of Medicine

“Future Directions in Medical Education: Extensions of the 2010 Carnegie Report”

David M. Irby, PhD is a Professor of Medicine in the Division of General Internal Medicine and a research faculty member in the Office of Research and Development in Medical Education at UCSF. From 1997-2011, he served as Vice Dean for Education and Director of the Office of Medical Education in the UCSF School of Medicine. In addition, he was a senior scholar at The Carnegie Foundation for the Advancement of Teaching, where he co-directed a national study on the professional preparation of physicians that culminated in the 2010 publication Educating Physicians: A Call for Reform of Medical School and Residency. Prior to joining UCSF in 1997, he was a professor of medical education at the University of Washington.

Over the past 40 years, his research has focused on clinical teaching (identifying and evaluating the characteristics, knowledge, reasoning, and actions of clinical teachers in medicine), faculty development, and curriculum change.

For his research and leadership in academic medicine, he has received awards from the Karolinska Institutet in Stockholm, the Association of American Medical Colleges, the American Educational Research Association, and the National Board of Medical Examiners, among others.

He earned a doctorate in education from the University of Washington in 1997, a Masters of Divinity from Union Theological Seminary in 1970, and completed a postdoctoral fellowship in academic administration at Harvard Medical School in 1983.
## Sessions

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<td>WS-2</td>
<td>Entrustable Professional Activities (EPAs) in Undergraduate Medical Education: The YSM Pilot</td>
<td>Eve Colson, MD, MHPE Michael Green, MD, MSc</td>
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<td>WS-3</td>
<td>Strategies for Teaching Physical Diagnosis at the Bedside</td>
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<td>WS-4</td>
<td>Expanding Your Personal Leadership</td>
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<td>Effective Small Group Teaching</td>
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<td>Ideas and Innovations: Review of the 2014 Education Literature</td>
<td><strong>Facilitator:</strong> Alexandria Garino, MS, PA-C <strong>Panelists:</strong> Rosana Gonzalez-Colaso, PharmD, MPH Philip Martinez, MSN, APRN-BC Brita Roy, MD Judy Spak, MLS, AHIP Donna Windish, MD, MPH</td>
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Workshop 1: A Pathway to Educational Scholarship: Documenting your Contributions

Description: In this interactive workshop we will discuss what is educational scholarship and how you can develop your educational activities into scholarship. You will have the opportunity to explore the pathways to educational scholarship, discuss the various categories of educational activities and how to document your educational work in the Yale CV and CV supplement.

Learning Objectives:
1. Identify the domains of educational scholarship
2. Explore strategies to evaluate educational scholarship
3. Document one educational activity in your CV or CV supplement

Janet Hafler, EdD is a Professor of Pediatrics and is the Associate Dean for Educational Scholarship at Yale University School of Medicine. As the Director of the Teaching and Learning Center, her responsibilities include developing and implementing medical education programs for faculty members, residents, fellows and students as well as supporting the curriculum and the curriculum rebuild. She also mentors faculty in the area of educational scholarship and enhancing their teaching skills. Dr. Hafler has created many educator development programs and envisions establishing a community of educators at Yale. Dr. Hafler has to her credit over 100 book chapters, curriculum materials and original articles published in medical education and clinical journals. She is an invited speaker and teacher both nationally and internationally.

Workshop 2: Entrustable Professional Activities (EPAs) in Undergraduate Medical Education: The YSM Pilot

Description: In this interactive workshop, we will discuss EPAs as constructs for curriculum development and assessment and Yale’s participation in the Association of American Medical Colleges (AAMC) A Core EPAs for Entering Residency pilot. Participants will then have the opportunity to provide formative assessments for one or two of the EPAs.

Learning Objectives:
1. Understand the benefits of EPAs and how they differ from competencies and milestones
2. Appreciate Yale’s participation in the AAMC EPA pilot
3. Provide formative assessment for a student using an EPA as a construct

Eve Colson, MD, MHPE, Professor of Pediatrics, has served as Clerkship Director in Pediatrics, the Curriculum Director for Clerkships and Director of the Longitudinal Clinical Experience in the new curriculum. She is currently the Chief of the Section of Education, Department of Pediatrics and is the group representative for Faculty Development at Yale for the AAMC Core Entrustable Activities for Entering Residency pilot. On the national level she is known for her scholarship in qualitative research. She mentors faculty and students interested in medical education research, qualitative and mixed methods research methods. Dr. Colson has published original clinical research articles and has ongoing projects focused on medical education and infant mortality. She has served as visiting professor and has been invited to present regularly at regional and national professional meetings.
Michael Green, MD, MSc serves as Professor of Medicine and Associate Director for Student Assessment in the Teaching and Learning Center in Yale School of Medicine. He oversees assessment in the curriculum and provides faculty development and consultations in assessment to support the development of the new curriculum. He has published over 50 original articles, book chapters, and curriculum materials on various topics in medical education. Dr. Green has served on Accreditation Council for Graduate Medical Education (ACGME) and American Board of Internal Medicine (ABIM) Milestones Task force and as a Kimball Scholar at the ABIM. He has received regional and national awards for scholarship in medical education from the Society of General Internal Medicine and Yale Department of Medicine Faculty award for achievement in education.

Workshop 3: Strategies for Teaching Physical Diagnosis at the Bedside

Description: A proficiency at physical diagnosis is recognized as an essential ingredient in humanistic, cost-conscious, evidence-based medical care. We have developed a workshop designed to demonstrate successful strategies for teaching the physical exam. We will provide an overview of the key principles in teaching at the bedside and provide an opportunity to practice teaching with observation and feedback by seasoned clinician educators.

Learning Objectives:
1. Identify the principles of effective physical diagnosis teaching
2. Anticipate challenges that arise when teaching the physical exam to learners in various stages of their education and in different venues
3. Practice strategies to overcome these challenges

Stephen Holt, MD, MS, completed his residency training and Chief Residency at Yale's Primary Care Internal Medicine Residency Program before joining the program as an Assistant Professor. He currently serves as the Associate Program Director for Ambulatory Education in the Primary Care Program. His areas of interest include medical education and the art and science of physical diagnosis. Current clinical activities include ambulatory clinic precepting and general medicine ward attending. He runs the Musculoskeletal Exam Workshop Series, directs musculoskeletal workshops at YSM, and co-directs the Resident as Teacher Elective for Internal Medicine residents and the Medical Education Elective for medical students. He has won several awards for his Clinical Teaching, at both the graduate and undergraduate level. He also gives recurring lectures on physical diagnosis within the Yale Affiliated Hospital network.

Trishul Siddharthan, MD is the Global Health Chief Resident for the Primary Care Program in the Department of Internal Medicine. Dr. Siddharthan teaches in Undergraduate and Graduate Medical Education at Yale University and Mekerere University in Kampala, Uganda. Dr. Siddharthan's areas of interest in medical education include physical diagnosis and bedside teaching. He has presented at the Society for General Internal Medicine (SGIM) as well as the Northeast Group on Educational Affairs (NEGÉA). While in Kampala, Dr. Siddharthan conducts research on patient-centered care and chronic disease management among Ugandan resident physicians.

Sarita Soares, MD completed her residency and chief residency at the Yale Primary Care Internal Medicine program. She is currently an Assistant Professor and the Assistant Director of Ambulatory Education at the Yale Primary Care Residency Program. Dr. Soares provides teaching to residents and medical students in the inpatient and outpatient arenas, facilitates physical diagnosis rounds and helped
Workshop 3 *Continued*

develop the Experiential Based Musculoskeletal Medicine course in the residency program. She is core faculty in the YSM Resident as Teacher elective and has facilitated bedside teaching workshops for students and residents. She has taught bedside history and physical exam techniques in regional and national conferences including NEGEA and SGIM in recent years. She has won numerous teaching awards from the Yale residency program.

Workshop 4: Expanding Your Personal Leadership

**Description:** In this interactive workshop we will discuss leadership in academic health care settings and how you can expand your personal leadership in these complex settings. You will have the opportunity to explore your leadership style and discuss strategies for leadership development in small groups.

**Learning objectives:**
1. Identify your current leadership style
2. Explore strategies to expand your personal leadership

**Anees Chagpar, MD, MSc, MA, MPH, MBA** is Director of the Breast Center at Smilow Cancer Hospital, Associate Professor in the Department of Surgery, Program Director of the Interdisciplinary Breast Fellowship, and Assistant Director for Global Oncology at Yale Comprehensive Cancer Center. She built the first nationally accredited Breast Center in Kentucky at the James Graham Brown Cancer Center. Recruited in 2010, she led Yale’s effort to become the first NCI designated Comprehensive Cancer Center in the Northeast to have a nationally accredited breast center. As a breast surgical oncologist, she is active in group clinical trials as well as translational and clinical research. She teaches and mentors medical students, residents, fellows and junior faculty, and is passionate about global health and leadership in academic medicine. Dr. Chagpar recently completed an MBA for Executives, Leadership in Healthcare at the Yale School of Management.

**Donna LaPaglia, PsyD** is an Assistant Professor of Psychiatry and Director of the Substance Abuse Treatment Unit. She is an AAMC Leadership Education and Development (LEAD) Fellow, which is an intensive, two-year, leadership development program providing the knowledge, skills, values and practical experience educational professionals in academic medicine need to be successful leaders. She is the Associate Director of Addiction Services for the Connecticut Mental Health Center, Curriculum Coordinator for Yale’s Psychology Internship Training Program and is on the board of directors for the Association of Psychologists in Academic Health Centers. Dr. LaPaglia has published in the areas of psychotherapeutic interventions for substance use disorders, medication implementation in addiction treatment, and residency training. Her clinical and research work focus on addiction treatment and the recovery process. Her experience and training as a LEAD Fellow will be highlighted during this workshop.

Workshop 5: Beyond the Lecture: Making Team-Based Learning Work for You

**Workshop Description:** This is an interactive workshop in which participants will learn and discuss steps in planning and implementing Team-Based Learning (TBL) as a teaching method. After participating in an actual TBL learning activity, participants will critique the application of TBL and will think about ways in which this method might apply to their own teaching.
Workshop 5  

**Learning Objectives:**
1. Discuss and summarize the steps in planning and implementing a TBL activity
2. Identify and discuss a menu of application exercises available for TBL activities
3. Review and discuss an actual TBL learning activity
4. Critique the application of TBL in participants’ own teaching
5. Investigate and discuss possible ways of assessing TBL activities

**John Encandela, PhD** is an Assistant Professor of Psychiatry and Associate Director for Curriculum and Educator Development at the YSM Teaching and Learning Center. He is experienced in training both faculty and students in the use of team-based learning approaches. His particular expertise is in evaluation of programs and curricula, therefore, his emphasis in this workshop is on the assessment of TBL approaches. His expertise is in both undergraduate and graduate medical education. Dr. Encandela focuses his work on evaluating program components as well as entire curricula, assessing teaching and learning, and providing feedback as a critical step in the assessment of curriculum. He provides training in program and curriculum evaluation to faculty and service providers both nationally and internationally.

**Tiffany Moadel, MD** is an Instructor in Emergency Medicine and a Fellow in Simulation. She received her medical degree from Stony Brook University School of Medicine in 2011 and completed her residency there serving as Academic Chief Resident from 2013-2014. Dr. Moadel’s research interests include Medical Simulation as a Tool for Teaching and Evaluation, Resident and Medical Student Education, Procedural Competency, Communication and Patient Safety, ACGME Milestones, and Evaluation of Entrustable Professional Activities (EPAs). Her clinical interests include: Emergency Medicine, emergency airway management and ACLS. Dr. Moadel is experienced in teaching using TBL and is enthusiastic about the approach. Her teaching experience combined with her clinical knowledge will be important in this workshop.

**Pete Takizawa, PhD** is an Assistant Professor and Director of Medical Studies in the Department of Cell Biology. For the Yale School of Medicine (YSM) curriculum rebuild he serves as Co-director of Master Courses and the leader of the Scientific Foundations Master Course. He actively engages in medical student education and has published on the integration of basic science and medical curricula. Dr. Takizawa plans to incorporate team-based learning in his teaching of first year medical students at YSM. He will share his experiences with planning and designing TBL materials for his Scientific Foundations course.

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Workshop 6: A Deep Dive into Flipping the Curriculum with an Instructional Video

**Description:** In this workshop participants will discuss and explore the creation of a flipped curriculum instructional video from idea to implementation. We will explain the workflow, highlight pedagogically sound design principles and offer tips and best practices to enhance viewer engagement. Participants are encouraged to bring an idea they have for flipping the curriculum and will leave with an outline and workflow for next steps.

**Learning Objectives:**
1. Discuss how to design an instructional video
2. Explore the YSM rubric guidelines and production workflow
3. Analyze the most effective pedagogical and design principles to enhance learner engagement
4. Become aware of the support and training resources available to create an instructional video
Workshop 6 Continued

David Hafler, MD, MSc, is the William S. and Lois Stiles Edgerly Professor of Neurology and Immunobiology, Chairman of the Department of Neurology, and is the Neurologist-in-Chief of YNHH. As a physician-scientist with over 365 publications in the fields of immunology and neurology, Dr. Hafler is world renowned for his research in multiple sclerosis and autoimmunity receiving numerous awards and distinctions. Dr. Hafler joined Yale in 2009 as the Neurology chair. He has dedicated himself to enriching the department’s education program and is actively involved in teaching students, residents and fellows. This academic year Dr. Hafler introduced a flipped classroom into a session with medical students. He worked through his lecture content, assisted by the TLC and Medical Library experts, and created an instructional video. Dr. Hafler successfully delivered this innovative MS lecture to second year students in February 2015.

Gary Leydon, is the Associate Director for Technology Services in the Yale School of Medicine Teaching and Learning Center. His areas of expertise include website design and development, custom software solutions, mobile computing, e-learning systems, and multimedia. He also provides training to YSM faculty for the audience response system and consulting to the educational community for integrating technology into the classroom. In this session he will describe the technical aspects of creating an instructional video for the flipped curriculum.

Kumar Navaratnam, MD, PhD is a neurotologist and neurologist who provides advanced comprehensive evaluation and treatment for patients with hearing and balance problems. He received his MD from the University of Colombo and his PhD from the University of Oxford. As the Director of the Clinical Neuroscience Module for second-year medical students, Dr. Navaratnam encouraged the incorporation of innovative, student-centered teaching methods to enhance learner engagement in the module. Dr. Navaratnam is a co-leader for the Connection to the World Master Course in the new curriculum. In this session he will share his experiences working with a faculty member who adopted the flipped curriculum.

Lei Wang, MLS is an Instructional Design Librarian responsible for creating and maintaining web-deliverable self-paced lessons, tutorials and other learning objects that effectively extend the Medical Library’s education program online. He also provides instructional design services to the teaching faculty in creating online instructional videos for the flipped curriculum.

Workshop 7: Effective Small Group Teaching

Description: In this workshop, we will explore ways to effectively lead dynamic small group discussions. The best discussions flow when the facilitator is well prepared and skilled at engaging the learners. We will explore how a well thought out plan includes how to begin, move through the discussion, and close well. Specific challenges and strategies will be examined both in small group and large group. Finally, we will reflect on how the small group discussions were facilitated and offer feedback to the leader.

Learning Objectives:
1. Discuss advantages/rationale for using small group discussions as an instructional strategy
2. Identify characteristics of effective group discussions
3. Describe challenges and solutions to starting, facilitating content coverage and engagement, and summarizing discussions
4. Offer feedback to the small group facilitators
Workshop 7 Continued

David Irby, PhD is a Professor of Medicine in the Division of General Internal Medicine and a research faculty member in the Office of Research and Development in Medical Education at UCSF. From 1997-2011, he served as Vice Dean for Education and Director of the Office of Medical Education in the UCSF School of Medicine. In addition, he was a senior scholar at The Carnegie Foundation for the Advancement of Teaching, where he co-directed a national study on the professional preparation of physicians that culminated in the 2010 publication, "Educating Physicians: A Call for Reform of Medical School and Residency". Prior to joining UCSF in 1997, he was a professor of medical education at the University of Washington. He earned a doctorate in education from the University of Washington in 1997, a Masters of Divinity from Union Theological Seminary in 1970, and completed a postdoctoral fellowship in academic administration at Harvard Medical School in 1983.

Workshop 8: Communication of Goals: The First Step for Effective Teaching, Evaluation, and Feedback

Description: Goals serve three important functions: 1) letting learners know what they should master, 2) guiding the teacher in planning the instructional process, and 3) providing learners and teachers with the appropriate base for assessment. While critically important, clinical medicine teaching and assessment is too often done in a vacuum of explicit goal setting. This workshop will introduce participants to a framework of key components and teaching behaviors for the communication of goals that will enhance teaching effectiveness.

Learning Objectives:
1. Analyze key components of goal setting
2. Differentiate between ends and means goals
3. Apply new teaching behaviors in practice sessions and generate concrete ideas to apply these behaviors in your educational setting

Dana Dunne, MD is very active in undergraduate and graduate medical education serving as Clerkship Director for Internal Medicine and Associate Program Director for the Yale Traditional Internal Medicine Residency Program. She has been providing training to both housestaff and attending physicians in the area of effective observation and feedback. Her central role in this teaching contributed to her successful selection as one of six faculty nationally to participate in the annual Stanford Faculty Development Program. Dr. Dunne participated in this one-month intensive facilitator-training course in Clinical Teaching and now has begun to train small groups of residents and clinical faculty at Yale. This workshop is a session especially selected from this curriculum.

Workshop 9: Developing Clinical Reasoning Skills for Use in Small Group Sessions

Description: This workshop aims to explore how to effectively teach clinical reasoning to medical students using a Bayesian method. For the past three years, we have been using a modified version of this method at Yale University School of Medicine with great success. Participants will experience the method first hand in a case discussion. Strengths, barriers and challenges will be discussed.

Learning Objectives:
1. Summarize the most relevant literature on models of clinical reasoning and how they can be acquired
2. Describe the Bayesian method of teaching clinical reasoning pioneered by Dr. Jeffrey Wiese
3. Demonstrate how to use a modified version of this method using a developmental approach
France Galerneau, MD was born and raised in Canada where she completed her medical education including a residency in Obstetrics and Gynecology and fellowship in Maternal-Fetal Medicine (MFM). Her scholarly interests include: undergraduate medical education in the field of reproduction, and graduate education in maternal-fetal medicine, particularly in Ob/Gyn ultrasound, fetal ultrasound, fetal assessment and maternal complications of pregnancy. Dr. Galerneau facilitates faculty development sessions on teaching clinical reasoning to medical students. She directs the Reproductive Medicine module for second-year medical students, which has the development of clinical reasoning skills as one of the major learning goals. Dr. Galerneau is also the co-director of the Across the Lifespan Master Course in the new medical school curriculum.

Janet Hafer, EdD has been a co-facilitator with clinicians delivering this workshop for many groups of educators who teach medical students. (See her bio under Workshop 1)

Panel: Ideas and Innovations: Review of the 2014 Education Literature

Description: During this panel discussion, medical, physician associate, and nursing educators will present eight of the most relevant articles published in the 2014 literature and discuss how those innovations might impact teaching at Yale. More than 250 articles were published in top clinical education journals in 2014. Join us for a review of the best and brightest.

Learning objectives:
1. Understand the search and selection criteria used to identify the most relevant articles published in 2014
2. Discuss education innovations that might be important for teaching at Yale School of Medicine and School of Nursing
3. Gain ideas and momentum for their own teaching and education research

Facilitator: Alexandria (Xandi) Garino, MS, PA-C is an Assistant Professor in the Yale Physician Associate Program since 2006. Committed to the education of competent and compassionate PA clinicians and the advancement of PA research, she currently participates in curriculum development, and oversees program evaluation and accreditation maintenance. Xandi directs the Preventive Medicine and Health Promotion course and teaches history taking and physical exam skills to the medical and PA students. In addition to her teaching responsibilities, she leads a national faculty development workshop designed to help clinicians become new educators, and she is working on a PhD in cognitive and motivational science.

Panelists:
Rosana Gonzalez-Colaso, PharmD, MPH is an Assistant Professor in the Physician Associate Program pursuing research interests in health disparities, health discrimination, global health educational experiences and interprofessional education. She actively publishes articles and presents on her findings at national meetings. She brings expertise on advances in physician associate medical education literature to the panel.

Philip Martinez, MSN, APRN-BC, is a Lecturer in Nursing and Specialty Coordinator for the Graduate Entry Prespecialty in Nursing Program. Philip Martinez’s interests lie in students’ learning styles and their relationships to nursing education, alternative pedagogies in the nursing classroom and interprofessional education. He brings expertise on advances in nursing literature to the panel.
Panel Continued

**Brita Roy, MD** completed a Chief Medical Residency at the University of Alabama at Birmingham, and is currently a Robert Wood Johnson Foundation Second-Year Clinical Scholar. Her interests lie in the improvement of graduate medical education and reduction of disparities in cardiovascular disease. She collaborated on the article “For the General Internist: A Review of Relevant 2013 Innovations in Medical Education,” as well as “Using Cognitive Mapping to Define Key Domains for Successful Ward-Attending Rounds” in the *Journal of General Internal Medicine*. She will bring her expertise in reviewing the literature as well as publishing in the field of medical education to the panel discussion.

**Judy Spak, MLS, AHIP** is the Yale School of Medicine Curriculum Support Librarian. Judy Spak brings extensive expertise in searching for relevant literature in medical education. She is knowledgeable of the medical library’s many databases, and serves as an excellent resource for faculty and staff. She will bring her expertise in searching the literature.

**Donna Windish, MD, MPH,** is an Associate Professor of Medicine and has served as an Associate Program Director of the Primary Care Residency Program and Program Director of the Yale-Waterbury Internal Medicine Residency Program. Dr. Windish actively publishes in the field of medical education. The Society of General Internal Medicine granted her the Medical Education Award and the Frederick L. Brancati Mentorship and Leadership Award. Her article “Teaching Medical Students the Important Connection between Communication and Clinical Reasoning” was named a top article in the *Journal of General Internal Medicine* in 2006. She brings expertise on advances in clinician medical education literature to the panel.
**Important Information About Posters:**

Posters will feature educational projects on topic areas including teaching, curriculum, assessment, mentoring and leadership.

**Abstracts** for every poster are available on the Teaching and Learning Center website: [http://tlc.yale.edu/MedEdDay2015/posterinfo/abstracts.aspx](http://tlc.yale.edu/MedEdDay2015/posterinfo/abstracts.aspx)

**Awards:** Two awards will be given in each of the two following categories: *Innovation in Education and Medical Education Research*. Award certificates will be presented at 5:00pm in the TAC Lobby.

**Judging** for these awards will take place between 9:00 and 11:00am in the TAC Lobby. Winning posters will display an award certificate.

**Display:** Posters will be available for viewing beginning at 11:00am in the TAC Lobby. From 5:30 to 6:30pm authors will be present at their poster to talk with you about their project.

**Poster Presentations**

**Wine and Cheese Reception**

5:00 pm to 6:30 pm  
The Anlyan Center (TAC) Lobby

**Medical Education Fellowship 2014-15 Graduation**

Certificates will be presented to the faculty participants in the 2014-15 Medical Education Fellowship representing many YSM departments. The goal of this Fellowship is to develop clinician educators who will provide educational leadership in our departments and at the Yale School of Medicine.

**2014-15 Medical Education Fellowship Graduates**

Meenakshi Alreja, PhD  
Associate Professor of Psychiatry and Neurobiology

Shawnette Alston, MD  
Clinical Instructor in Internal Medicine

Vrunda Desai, MD  
Assistant Professor of Obstetrics, Gynecology & Reproductive Sciences

Raquel Harrison, MD  
Instructor in Emergency Medicine

Michael Hurwitz, MD, MPH  
Assistant Professor of Medicine (Medical Oncology)

Caitlin Loomis, MD  
Assistant Professor of Neurology

Andres Martin, MD, MPH  
Riva Ariella Ritvo Professor, Yale Child Study Center

Veronica Matei, MD  
Assistant Professor of Anesthesiology

Mahan Mathur, MD  
Assistant Professor of Diagnostic Radiology

Cindy Miller, MD  
Associate Professor of Diagnostic Radiology

Tiffany Moadel, MD  
Instructor in Emergency Medicine

Jeremy Moeller, MD  
Assistant Professor of Neurology

Maya Prabhu, MSc, MD, LLB  
Assistant Professor of Psychiatry

Paula Zimborean, MD  
Assistant Professor of Psychiatry and of Surgery (Transplant)

**Poster Award Presentations**

Certificates will be presented for outstanding posters in the categories of *Innovation in Education and Medical Education Research*. Two awards will be given for each category.
## Medical Education Day at Yale 2015

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<td><strong>Tracie Addy PhD</strong>, France Galerneau MD, Janet Hafler, EdD</td>
<td>Faculty Development for Fostering Clinical Reasoning Skills in Early Medical Students</td>
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<td><strong>Meenakshi Alreja</strong>, George Heninger, Kirstin Wilkins, Michael Schwartz, Janet Hafler</td>
<td>A Team Based Learning Approach for Instructing Medical Clerkship Students on how Neuroscience is Transforming the Treatment of Depression and Suicidal Ideation</td>
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Key contributors to the day are our 25 workshop facilitators and panelists whose commitment to excellence in education and the dissemination of knowledge to their colleagues is incomparable.

The number and variety of projects presented in this year’s event is amazing and our authors and presenters are to be congratulated for their innovation and research in medical education. We are indebted to our Poster Abstract Review Committee and Poster Judging Committee, for their committed work behind the scenes to bring excellence and integrity to our Poster Presentation.

The staff in medical education brings their time, talent and smiles to this day and with their assistance the day is possible and more memorable.

We are grateful to our colleagues in classroom technologies and facilities because they do their jobs so well and often are hidden from view unless something goes awry.

“Thank you so much”