

Yale SCHOOL OF MEDICINE
Teaching and Learning Center

May 19, 2016

MEDICAL EDUCATION DAY AT YALE:
*Enhancing Educator
Development and Scholarship*

Program of Events

This activity is not supported by any educational grants.

Schedule at a Glance

Time	Description	Location
11:00 – 12:00pm	Coffee and Tea Reception Registration and Sign Up for Sessions	The Anlyan Center (TAC)
11:30am – 1:30pm	Box lunch provided – Bring it to the Keynote or to your selected workshop	TAC Lounge
12:00 – 1:30pm	Keynote Address by Olle (Th.J.) ten Cate, PhD	TAC Auditorium
2:00 – 3:15pm	Workshops by Yale educators	
3:30 – 4:45pm	Workshops by Yale educators	
5:00 – 5:30pm	Medical Education Fellowship – Graduation Poster Award Winner Presentation 2014 Poster Award Winner – Project Update	TAC Auditorium
5:30 – 6:30pm	Posters in Medical Education featuring innovations and research by Yale educators Wine and Cheese Reception	TAC Lobby

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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, and
- Explore innovative projects in medical education and medical education research.

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



Olle (Th.J.) ten Cate, PhD

Professor of Medical Education; Director of the Center for
Research and Development of Education
University Medical Center Utrecht, The Netherlands

Should we trust our current approaches to the evaluation of trainees in the clinical workplace?

Olle (Th.J.) ten Cate is a widely published international expert in medical education. He attended undergraduate medical education and completed a PhD dissertation on peer teaching in medical education at the University of Amsterdam. His work at the University of Amsterdam included major preclinical and clinical curriculum reforms, educational research, program evaluation and educational development. In 1999 he was appointed Professor of Medical Education at Utrecht University. Since 2005 he has led the Center for Research and Development of Education at UMCU. His research interests include vertical integration in undergraduate medical education, peer teaching and competency-based postgraduate medical education. From 2006 until 2012 he served as president of the Netherlands Association for Medical Education. In 2012 he was appointed adjunct professor of medicine at the University of California, San Francisco. Dr. ten Cate is a highly respected speaker and author of numerous seminal publications in medical education.

Medical Education Day at Yale: Enhancing Educator Development May 19, 2016- Session Schedule

Session #	Title	Facilitator(s)	Room
Time Block # 1 2:00 to 3:15PM			
WS-1	A Pathway to Educational Scholarship: Documenting Your Contributions	Janet Hafler, EdD John Encandela, PhD Brian Smith, MD	Sterling Hall of Medicine 333 Cedar Street 1 st Floor, Room C-103
WS-2	Team Based Learning: The Why and How of this Teaching Approach	Alfred Lee, MD, PhD Peter Takizawa, PhD Kirsten Wilkins, MD	Yale Child Study Center 230 S. Frontage Road Cohen Auditorium E Floor
WS-3	Teaching with Simulation at the Yale Center for Medical Simulation	Leigh Evans, MD Jessica Cook, MD Kelly Dodge, MD Tiffany Moadel, MD Ambrose Wong, MD	Yale Center for Medical Simulation 728 Howard Avenue 2 nd Floor
WS-4	Using Technology to Build Collaborative Learning Spaces	Gary Leydon Alexandria Garino, MS, PA-C	Boyer Center – Conf. Room 295 Congress Avenue 2 nd Floor, Room 206
WS-5	The Tao of Small Group Facilitation	Auguste Fortin, MD, MPH	Sterling Hall of Medicine 333 Cedar Street 2 nd Fl., Fulton Rm L-215
Time Block # 2 3:30 to 4:45PM			
WS-6	Entrustable Professional Activities (EPAs): How to Establish Summative Entrustment for an EPA	Olle (Th.J.) Ten Cate, PhD.	Yale Child Study Center 230 S. Frontage Road Cohen Auditorium E Floor
WS-7	Best Practices to Foster Learners' Clinical Reasoning Skills	France Galerneau, MD Janet Hafler, EdD	Boyer Center Lounge 295 Congress Avenue 2 nd Floor, Rm 208
WS-8	Teaching at the Bedside	Stephen Holt, MD Sarita Soares, MD Christopher Sankey, MD	Hope Building 315 Cedar Street 3 rd Floor, Room 314 Breakout Rooms: 309, 310, 311
WS-9	Maximize Your Clinical Teaching Effectiveness: Practical Tips to Promote Understanding and Retention	Dana Dunne, MD	Boyer Center Conf. Room 295 Congress Avenue 2 nd Floor, Rm 206
WS-10	Show More, Tell Less: Practical Pointers for Teaching with Patients (Live or Otherwise)	Andres Martin, MD, MPH	Sterling Hall of Medicine 2 nd Floor, Fulton Rm- L215
Panel	Ideas and Innovations: Highlights of the 2015 Education Literature	<u>Facilitator:</u> Alexandria Garino, MS, PA-C <u>Panelists:</u> Rosana Gonzalez-Colaso, PharmD, MPH Monica Ordway, PhD, APRN, PNP-BC Judy Spak, MLS, AHIP Donna Windish, MD, MPH	Hope Building 315 Cedar Street 2 nd Floor, Room 203

Sessions: Descriptions, Facilitator Bios and Learning Objectives

Workshop 1: A Pathway to Educational Scholarship: Documenting Your Contributions

Description: In this interactive workshop we will identify the domains of educational scholarship, and describe 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. Participants should bring their most recent CV or CV supplement to the workshop either on paper or in electronic form on a laptop. Some time will be spent with hands-on practice working on your CV or CV supplement.

Learning Objectives:

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

Facilitators:

Janet Hafler, EdD is a Professor of Pediatrics and is the Associate Dean for Educational Scholarship at the Yale 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. She also mentors faculty in the area of educational scholarship and enhancing their teaching skills. Dr. Hafler has to her credit more than 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.

John Encandela, PhD is Associate Professor of Psychiatry and Associate Director for Curriculum and Educator Assessment at the YSM Teaching and Learning Center. Dr. Encandela is responsible for the evaluation of the medical school curriculum, assessing teaching and learning, and providing feedback as a critical step in the assessment of curriculum. Dr. Encandela's expertise is in undergraduate medical education. He facilitates educator development programs in feedback as well as program and curriculum evaluation to faculty and service providers both nationally and internationally.

Brian R. Smith, MD is Chair of the Department of Laboratory Medicine at the Yale School of Medicine and Professor of Laboratory Medicine, Biomedical Engineering, Internal Medicine and Pediatrics at Yale University. He is also the Chief of Laboratory Medicine at Yale New Haven Hospital. Dr. Smith recently was named chair of the Review Committee for Clinician Educator/Clinician Faculty Appointment and Promotion Requirements. He is board certified in Pathology / Hematopathology and in Internal Medicine / Hematology-Oncology. His educational activities include direction of an NIH-funded research-training program in Immunohematology and Transfusion Medicine and he also occasionally lectures in the areas of biomedical ethics, "therapeutic pathology", and in the education of the physician-scientist.

Workshop 2: Team-Based Learning: The Why and How of this Teaching Approach

Description: In this interactive workshop we will describe the key components and educational advantages of team-based learning (TBL). Workshop attendees will have an opportunity to participate in a brief TBL session designed to ensure understanding of the basic elements of TBL. Workshop facilitators will share experiences and strategies for running a TBL session and developing application questions in basic science, clinical science, and clinical curricula.

Learning Objectives:

1. Describe the key components of team-based learning
2. Discuss two advantages of team-based learning over traditional lectures
3. Develop one application question for use in a team-based learning session

Workshop 2 Continued

Facilitators:

Alfred Ian Lee, MD, PhD is an Assistant Professor of Medicine in the Section of Hematology. He is Director of the Hematology course at the Yale School of Medicine, Director of the Hematology elective, and Firm Chief for the Hematology service at Yale Cancer Center. He did his residency in Internal Medicine Medical at Brigham and Women's Hospital, where he was Chief Medical Resident, followed by a clinical fellowship in Hematology/Oncology at Dana-Farber Cancer Institute. He serves on the American Society of Hematology Committee on Training and is studying the role of medical education in trainee career development. He incorporated TBL into the first-year medical student Hematology course this past year.

Pete Takizawa, PhD is an Assistant Professor and Director of Medical Studies in the Department of Cell Biology. He serves as Co-director of Master Courses and 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 has incorporated 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.

Kirsten Wilkins, MD is an Associate Professor and Clerkship Director in the Department of Psychiatry. She also serves as Director of Clerkships at YSM. Dr. Wilkins is actively involved in the education of medical and PA students as well as psychiatry residents and fellows. She is a graduate of the YSM Teaching and Learning Center Medical Education Fellowship as well as the Association for Directors of Medical Student Education in Psychiatry Education Scholars Program. Areas of academic interest include the integration of basic and clinical sciences in the psychiatry clerkship and the integration of primary care and psychiatry in medical education. Dr. Wilkins recently integrated team-based learning into the primary care-psychiatry clerkship didactic series, including a novel session integrating basic neuroscience and the clinical care of patients with refractory depression.

Workshop 3: Teaching with Simulation at the Yale Center for Medical Simulation

Description: In this interactive workshop, participants will perform the clinical management of a simulated patient. You will have the opportunity to identify the learning goals and objectives of the simulation scenario as well as the critical actions in both clinical management and teamwork/communication. You will participate in the post-session debriefing and become familiar with the methodology of debriefing. Participants in this session will take away practical tips on using simulation in teaching.

Learning Objectives:

1. Identify the learning goals and objectives of a simulation scenario
2. Explore ways to use simulation to enhance communication and teamwork skills for health care providers
3. Gain exposure to the role of debriefing in simulation education

Facilitators:

Leigh Evans, MD is an Associate Professor and Director of Resident Research in the Department of Emergency Medicine at Yale School of Medicine. She is the Executive Director of the Yale Center for Medical Simulation (YCMS). The mission of YCMS is to provide excellent patient care through innovative medical education, assessment, research and outreach. YCMS promotes the acquisition of basic and advanced clinical skills that are essential for medical students and residents to master, and are integral to the educational mission of the Yale School of Medicine.

Jessica M. Cook, MD is a Clinical Instructor in Emergency Medicine at Yale New Haven Hospital and the 2015-2016 Fellow in Simulation at the Yale Center for Medical Simulation (YCMS). Dr. Cook is experienced in teaching debriefing theory and practice and is focused on improving the resident-as-teacher role using debriefing in simulation.

Workshop 3 Continued

Kelly Dodge, MD is an Assistant Professor in Emergency Medicine. She received her medical degree from the University of Texas Health Science Center in Houston in 2008 and completed her residency at Yale-New Haven Hospital, serving as chief resident from 2007-2008. She completed a medical education fellowship at Yale. Her clinical interests include: Emergency Medicine, closed-loop communication techniques, and crisis resource management. Her extensive experience in education and teaching as well as her fund of clinical knowledge will be important in this workshop.

Tiffany Moadel, MD is an Instructor in Emergency Medicine and Director of Medical Student Simulation at the Yale Center for Medical Simulation. Her experiences as Director will contribute to greatly to this workshop. 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. She completed a fellowship in Medical Simulation at Yale in 2015, and remained on as faculty. Dr. Moadel's academic and research interests include the use of medical simulation as a tool for teaching and evaluation in resident and medical student education.

Ambrose Wong, MD, Director of Simulation Research at YCMS, is an Instructor in Emergency Medicine with an interest in using healthcare simulation to improve interprofessional collaborative practice and patient-centered care. He attended Washington University School of Medicine in St. Louis, Missouri. Ambrose obtained his Emergency Medicine residency training at NYU & Bellevue Hospitals Center in New York City, serving as chief resident physician in his final year. He subsequently completed a medical simulation fellowship at NYU School of Medicine & New York Simulation Center for the Health Sciences. He is currently pursuing a Master of Science in Health Professions Education at the Massachusetts General Hospital Institute of Health Professions.

Workshop 4: Using Technology to Create Collaborative Learning Spaces

Description: Today, classrooms are smart, Sim-patients sweat, and classes are flipped. Students all along the health professions continuum are more digitally savvy than ever before and many carry more than one personal electronic device. How can the educator in this high-tech age simplify the almighty work of teaching and inspire students towards growth and learning? In this interactive workshop, we will begin to explore how digital apps, devices, and wikis--tools that you may have heard of and that your students are already using--can help students become more reflective and connected, and help the educator make learning meaningful. We will use these same tools to learn from and support each other as a community of educators.

Learning Objectives:

1. Explore readily accessible and free cloud-based technologies that can energize teaching, connect learners, and encourage reflection
2. Brainstorm how educators can use technology to develop innovative learning activities, provide more personalized feedback to learners, and have fun while teaching
3. Develop an on-going, collaborative learning community where educators can learn and share ideas for teaching

Facilitators:

Alexandria (Xandi) Garino, MS, PA-C has been part of the Yale community since 2006 and is an Assistant Professor in the Physician Associate Program. 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 Behavioral and Preventive Medicine 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. She is a PhD candidate at Fordham University and is studying motivation and the learner's use of feedback.

Gary Leydon is the Associate Director for Technology Services in the Yale School of Medicine Teaching and Learning Center. Gary has technological acuity, and understands educator needs. His areas of expertise include website design and development, custom software solutions, mobile computing, e-learning systems, and

Workshop 4 Continued

multimedia. He also provides consultations with YSM faculty and the educational community on integrating technology into the classroom. Gary also has extensive experience consulting with educators about the technical aspects of creating an instructional video for a flipped curriculum.

Workshop 5: The Tao of Small Group Facilitation

Description: In this interactive workshop we will explore how to facilitate a small group discussion. Participants will have the opportunity to discuss the phases of group development and common facilitation challenges. The role of a facilitator with and without content expertise will be examined.

Learning Objectives:

1. Identify stages and dynamics of group development
2. Contrast different models of small group facilitation and their techniques
3. Discuss and identify strategies for addressing common small group facilitation challenges

Facilitator:

Auguste H. Fortin VI, MD, MPH, is Associate Professor of Medicine at Yale School of Medicine. He is Director of Communication Skills Education and is Director of Psychosocial Curriculum for the Yale Primary Care Internal Medicine Residency Program. He is currently president of the American Academy on Communication in Healthcare (AACH). Dr. Fortin is recognized for his educational work to improve clinicians' communication skills and patients' experience of care, and has delivered communication skills workshops at medical schools and large health systems in the US, Europe and Asia.

His professional interests include: medical education, clinician-patient communication, the psychosocial aspects of medical care, meaning in medicine, mindfulness, and professional burnout prevention.

Workshop 6: Entrustable Professional Activities: How to Establish Summative Entrustment for an EPA

Description: Assessment based on EPAs is framed as an entrustment decision for a designated level of supervision. The workshop will acquaint participants with the concept of ad hoc and summative entrustment decisions, and how both specific competence and general qualities of learners feed into such decisions.

Learning Objectives:

1. Explore ad hoc and summative entrustment decisions
2. Discuss how to apply the concepts to their own programs

Facilitator:

Olle (Th.J.) ten Cate, PhD, Professor of Medical Education - Director of the Center for Research and Development of Education University Medical Center Utrecht, The Netherlands.

Dr. ten Cate is a widely published international expert in medical education. He attended undergraduate medical education and completed a PhD dissertation on peer teaching in medical education at the University of Amsterdam. His work at the University of Amsterdam included major preclinical and clinical curriculum reforms, educational research, program evaluation and educational development. In 1999 he was appointed Professor of Medical Education at Utrecht University. Since 2005 he leads the Center for Research and Development of Education at UMCU. His research interests include vertical integration in undergraduate medical education, peer teaching and competency-based postgraduate medical education. From 2006 until 2012 he served as president of the Netherlands Association for Medical Education. In 2012 he was appointed adjunct professor of medicine at the University of California, San Francisco. Dr. ten Cate is a highly respected speaker and author of numerous seminal publications in medical education.

Workshop 7: Best Practices to Foster Learners' Clinical Reasoning Skills

Description: This workshop aims to explore how to effectively teach clinical reasoning to 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 as students join in a demonstration of the method. Strengths, barriers and challenges will be discussed and participants will take away practical tips about this method of teaching clinical reasoning.

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

Facilitators:

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). Dr. Galerneau is very active in education and has experience facilitating faculty development sessions on teaching clinical reasoning. 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 Hafler, 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)

Workshop 8: Strategies for Teaching 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

Facilitators:

Stephen Holt, MD, MS, completed his residency training and Chief Residency at Yale's Primary Care Internal Medicine Residency Program before joining the faculty 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.

Workshop 8 Continued

Christopher Sankey MD is an Assistant Professor of Medicine and an Academic Hospitalist at the Yale School of Medicine. Chris has over 10 years of experience in bedside teaching housestaff and medical students at Yale-New Haven Hospital as a former chief resident in the Traditional Internal Medicine Residency Program, a regular inpatient ward attending, and faculty preceptor for the YSM Preclinical Clerkship. He was also the recipient of the 2014-15 Yale Faculty Teacher of the Year Award in the Traditional Residency Program. Chris' chief academic interest is mentorship of students and residents in clinical case writing, and he has lectured locally, regionally, and nationally on this topic.

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. Sarita provides teaching to residents and medical students in the inpatient and outpatient arenas, facilitates physical diagnosis rounds and helped 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. She has won numerous teaching awards from the Yale residency program.

Workshop 9: Maximize Your Clinical Teaching Effectiveness: Practical Tips to Promote Understanding and Retention

Description: This workshop will explore approaches that a teacher can use to more effectively explain the content being taught and have the learner meaningfully interact with the content. This will assist the learner in understanding and retaining the content being taught.

Learning Objectives:

1. Analyze key components that contribute to promoting understanding and retention
2. Differentiate evaluation questions from those that promote active learning
3. Apply new teaching behaviors in practice sessions

Facilitator:

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 and is currently providing Clinical Educator Development for our faculty. This workshop is a session especially selected from this curriculum.

Workshop 10: Show More, Tell Less: Practical Pointers for Teaching with Patients (Live or Otherwise)

Description: There are few ways of making teaching come as alive, and be as educationally 'sticky', as through the use of patients. However, educators are often hesitant to involve patients due to unfamiliarity or concerns about privacy or logistics. In this workshop we will explore five approaches, which can be practical and helpful, and are presented from 'most alive' to least. Participants will leave the session with concrete methods and tools to include the use of patients, both real and virtual, in their teaching.

Learning Objectives:

1. Explore strategies to include the use of patients in your teaching
2. Summarize the methods and tools needed for teaching with patients
3. Provide examples of each method, including details to secure informed consent

Workshop 10 Continued

Andres Martin, MD, MPH is the Riva Ariella Ritvo Professor at the Yale Child Study Center, and Deputy Chair and Director of Medical Studies for the Department. Dr. Martin is also a Visiting Professor of Medical Education at the Sackler Faculty of Medicine of Tel Aviv University, and has served since 2008 as Editor-in-Chief of the *Journal of the American Academy of Child and Adolescent Psychiatry* (JAACAP). In all of these roles, Dr. Martin has provided leadership for novel teaching methods, particularly as pertaining to professional mentorship and to scholarly writing and editing.

Panel: Ideas and Innovations: Review of the 2015 Education Literature

During this panel discussion, medicine, physician associate, and nursing educators will present six of the most relevant research articles published in the 2015 literature and discuss how the results from these studies can impact educational innovations in teaching at Yale. Join us for a review and discussion of the best and brightest.

Learning Objectives:

1. Understand the search and selection criteria used to identify the most relevant articles published in 2015
2. Discuss education innovations that might be important for teaching at the Yale School of Medicine, the PA program and the School of Nursing
3. Explore ideas and inspiration for teaching and education research in your career

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 Behavioral and Preventive Medicine 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. She is a PhD candidate and is studying motivation and the learner's use of feedback.

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 education literature to the panel.

Monica Roosa Ordway, PhD, APRN, PNP-BC, is an Assistant Professor at the Yale School of Nursing. She teaches community health in the Graduate Entry Prespecialty into Nursing Program. Her research interests include the associations between sleep, biomarkers of stress, and health among very young children. She regularly publishes her findings at national meetings and in peer-reviewed journals. She brings expertise on advances in nursing education to the panel

Judy Spak, MLS, is the Curriculum Services Librarian at the Cushing/Whitney Medical Library. Ms. Spak has extensive expertise in searching the biomedical literature, with a particular focus on the 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 comprehensively and effectively 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

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

Medical Education Fellowship Graduation
Poster Award Winner Presentations
Poster Project Update

Medical Education Fellowship 2015-16 Graduates:

Christopher Bunick, MD, PhD	Assistant Professor of Dermatology
Nikhil Chawla, MD	Assistant Professor of Anesthesiology
Thomas Fynan, MD	Assistant Clinical Professor of Internal Medicine
Jennifer Galvin, MD	Assistant Professor of Ophthalmology
Matthew Goldenberg, MD, MSc	Assistant Professor of Psychiatry
Daniel Goldstein, MD	Professor of Internal Medicine and Immunobiology
Sonia Joy, MD, MPH	Assistant Clinical Professor in Child Study Center
Michael Kent, MD	Assistant Professor of Pediatrics
Chandrika Kumar, MD	Assistant Professor of Internal Medicine (Geriatrics)
Jaspreet Loyal, MD, MS	Assistant Professor of Pediatrics
Claudia Moreno, MD	Assistant Clinical Professor in Child Study Center
Zheala Qayyum, MD	Assistant Professor of Psychiatry
Dolores Vojvoda, MD	Assistant Professor of Psychiatry
Tobias Wasser, MD	Instructor of Psychiatry

Poster Award Presentations

Certificates will be presented for outstanding posters in the categories of Innovation in Education and Education Research.

Poster Project Update

Susan Forster, MD, 2014 Poster Award Winner, "Improving Teaching of Critical Thinking in Ophthalmology Module."

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

Posters on Display
Wine & Cheese Reception

Poster presenters will be available at their posters to talk with you about their project during the reception.

Important Poster Information

Abstracts for every poster are available on the Teaching and Learning Center website: tlc.yale.edu

Posters will be available for viewing in the TAC Lobby beginning at 11:00am. Authors will be present at their poster from 5:30 to 6:30pm during the Wine & Cheese Reception.

Medical Education Day at Yale 2016 Poster Directory

Project Category Key:
Resident Education Projects
Student Education Projects
Healthcare Professionals Education Projects

Poster Location	Authors' Names <i>The author's name in bold will be present at the poster.</i>	Title
N1	April Afano, MA, BSN,RN,NR-P, CPEN, Jason Mala, MHA, BSN, RN, C-NPT, Denine Baxter, MHA, BSN, RN, CNML, Liz Bartone, BSN, RN, CNML, Kirsten Clark, MSN, RN, NE-BC, CPEN, John Giuliano, MD	Improving Efficiency by Reducing Pediatric Critical Care Transport Team
A1	Ashwini Bapat, MD , Matthew S. Ellman, MD, Kristin M. Rake, MD, Laura J. Morrison, MD	Palliative Care Teaching in the Yale Internal Medicine Curriculum: How Are We Doing?
A2	Lili Loni Barsky, MD	Working with the Developmentally Disabled Patient Population (Needs Assessment for an Educational Intervention)
A3	Katherine Blackwell, MD , Robert Feeley, MD, Amy Stevens, MD, Louis Trevisan, MD	Engaging Trainees to Create a Culture of Respect in a Mental Health Clinic Using Root Cause Analysis
J1	David Brissette, PA-C , Alexandria Garino, PA-C, Elizabeth Roessler, PA-C	Predictors of Professionalism Issues in Physician Associate Students
J2	Christopher Bunick, MD, PhD	A Workshop Curriculum to Enhance Structural Biology Skills in Translational Medicine Research
A4	Nikhil Chawla, MD , Ranjit Deshpande, MD, Viji Kurup, MD	Point of Care Ultrasound Training of Anesthesiology Residents: A Curriculum in Development
N2	David Collett, MA , Yafa Haron, PhD, Shelli L. Feder, MSN, Deena Schulman-Green, PhD	A US-Israel Comparison of Nursing Roles and Education in Palliative Care

Poster Location	Authors' Names <i>The author's name in bold will be present at the poster.</i>	Title
J3	Eve Colson, MD, MHPE, FAAP, Tracie Addy, PhD, David Brissette, PA-C, Debra Fahs, DNP, MSN, FNP-C, RN, Rosana Gonzalez-Colaso, PharmD, MPH, Linda Honan, PhD, MSN, CNS-BC, RN, Renae James, Catherine Kennedy, MPH, Phil Martinez, MSN, APRN, APRN-BC, John Encandela, PhD	An Interprofessional Longitudinal Clinical Experience for 1st-Year Students: Results of Pilot 2
B1	Jessica Cook, MBBChBAO, Ambrose Wong, MD, Leigh Evans, MD, Tiffany Moadel, MD	Resident-As-Debriefing Curriculum: A Novel Approach to the Senior Resident Teaching Role in Simulation
B2	Kelly Dodge, MD, Jessica Cook, MD, Leigh Evans, MD, Luis Cruz, James Bonz, MD, Tiffany Moadel, MD	Simulation for ACGME Milestone Assessment
B3	Paul Falzer, PhD	Can Clinical Decision Making Lead to Under-Use of Effective Treatments: Implications for Medical Education
O1	Shelli Feder, MSN, Yafa Heron, PhD, David Collett, MA, Dena Schulman-Green, PhD	Exploring Nurses' Educational Needs in Palliative Care in Israel
J4	Joshua Feler, John Encandela, PhD, Peter, Takizawa, PhD, Michael Schwartz, PhD	A Participatory Design Process on Team-Based Learning
K1	Thomas Fynan, MD	Creating New Cases for a New Curriculum: Integrating Basic Science into Clinical Case Presentations
B4	Jennifer Galvin, MD, Lawrence Rizzolo, PhD, Janet Hafler, EdD	Strabismus Surgery Curriculum for Ophthalmology Residents
K2	Matthew Goldenberg, MD, MSc	Firearms and Firearm Safety: Developing a Training Module in Cultural Competency for Medical Professionals
D1	Daniel Goldstein, MD, John Encandela, PhD, Janet Hafler, EdD	Effectiveness of Flipped Classroom + Problem Based Learning in Immunology Graduate Education
D2	Lamia Haque, MD, MPH, Sarah Lipkin, APRN, Cara Kurlander, MD, MPH	Shared Medical Appointments for Opioid Agreements and Multimodal Pain Management: A Unique Educational Experience

Poster Location	Authors' Names <i>The author's name in bold will be present at the poster.</i>	Title
D3	Sonia Joy, MD, MPH	Child and Adolescent Psychiatry Core Curriculum: Integrating Trainee Feedback into Ongoing Curriculum Development
D4	Michael Kent, MD	Curriculum for Pediatric Blood and Marrow Transplant
K3	Amanda King , Fred Gorelick, MD, George Lister, MD	Incorporation of Critical Thinking into Medical Education
F1	Chandrika Kumar, MD	I GET IT – Inter professional Geriatric Educational Training Initiative
F2	Caitlin Loomis , Kimberly Robeson, Daniel DiCapua, Kelly Dodge, Leigh Evans, Tiffany Moadel, Luiz Cruz, Jeremy Moeller	Simulation of Neurological Emergencies for Milestones-Based Learning and Assessment
K4	Jaspreet Loyal, MD, MS	A Communication Skills Curriculum Among Trainees in the Well Newborn Nursery
F3	Jeffrey Luk, MD , Albert Do, MD, MPH, Simona Jakab, MD	The Impact of a Focused Educational Intervention about Management of Decompensated Cirrhosis for Internal Medicine Residents Rotating Through a Subspecialty Hepatology Service
C1	Ellika Mardh, MD , Catherine Joyce, MD, Alyssa Andersson, MD, Charles Seelig, MD	Integrating Residents in Institutional Safety Culture (iRISC)
L1	Geraldine Marrocco, EdD, APRN, ANP-BC	Seeing Through the Eyes of the Beholder: An Innovative Approach to Learning Through Reflection in Graduate Education
F4	Stephanie K. McCarty, MD , Wassim H. Fares MD, MS	Critical Care Ultrasound in the Medical ICU: A Novel Curriculum for Internal Medicine Residents
L2	Katherine C. McKenzie, MD	Teaching Asylum Medicine to Medical Students: Five Clinical Models

Poster Location	Authors' Names <i>The author's name in bold will be present at the poster.</i>	Title
C2	Tiffany Moadel, MD , Joan Noelker, MD, Kevin Hu, MD, Anne Messman, MD, Sorabh Khandelwal, MD, Heather Streitch, MD, Suzanne Bentley, MD, MPH	Are All Milestones Equal In The Eyes Of Residents? A Multi-Center Cross Sectional Study Of Emergency Medicine Residents
G1	Jeremy Moeller, MD , Tim Fawns, MSc	Identification of Threshold Concepts in Electroencephalography (EEG) to Support Learning of a Complex Skill
G2	Claudia Moreno, MD, Zheala Qayyum, MD	Screening Pediatric Oncology Patients for Psychiatric Disorders: More than One Challenging Conversation
E1	Reshma Narula, MD , Jeremy Moeller MD, FRCP(C)	Peer Mentorship In A Neurology Residency Program: Building Connections in Graduate Medical Education
E2	Alexandra Norcott MD, Jordan Sack MD (shared first authors), Amy Schwartz, MD, Mark Siegel, MD, Alfred Lee, MD, PhD	Residents Helping Residents: Using the Program Evaluation Committee to Assess the Internal Medicine Residency Program
G3	Michael Otremba, MD , Elias Michaelides, MD	A Web-Based "Flipped Classroom" Model for Otolaryngology Resident Education
L3	Tyler Phelan , Matthew Dong, Matthew Alsaloum, Don Costa, Nick Proto, Theresa Cohen, PA-C, Ambrose Wong, MD	Longitudinal Clinical Experience Quality Improvement Project: Reflections on Lessons Learned
L4	Richard Pierce, MD , Jessica Ray, PhD, Thomas Martin, RN	Implementation of an <i>in situ</i> Simulation Program for Pediatric Critical Care Nurses, Residents and Fellows
G4	Kristen Rake, MD, MTS , Laura J. Morrison, MD, John Encandela, PhD, Tracie Addy, PhD, MPhil, Renae James, BA, Ashwini Bapat, MD, Matthew Ellman, MD	A New Competency-Based Instrument to Assess Resident Knowledge and Self-Efficacy in Palliative Care
M1	Sarah Lyla Rosasco, Mahan Mathur, MD	Introduction to the Profession: Lessons Learned from an Innovative Introduction to Radiology
H1	Peter Ryg, MD , Janet Hafler, EdD, Susan Forster, MD	The Efficacy of Residents as Teachers in an Ophthalmology Module

Poster Location	Authors' Names <i>The author's name in bold will be present at the poster.</i>	Title
M2	Lorenzo R. Sewanan, Daniel Zheng, Priscilla Wang, Xiaoyue M. Guo, Isha M. DiBartolo, Nareh Marukian, Jack L. Turban, Danilo A. Rojas-Velazquez, Anna Reisman, MD	Reflective Writing Workshops Led By Near Peers During Third-Year Clerkships: A Safe Space for Solidarity, Conversation, and Finding Meaning in Medicine
M3	Nicholas Theodosakis , Kathleen White, MD, John Encandela, PhD	Implementing Longitudinal Primary Care Clerkships to Optimize MD/PhD Clinical Education
H2	Susan Varga, MD , Katja Goldflam, MD, Karen Jubanyik, MD, Laura Morrison, MD	Development of a Palliative Care Curriculum for Yale Emergency Medicine Residents: A Novel Approach
H3	Dolores Vojvoda, MD	PREP: An Innovative Course to Prepare Residents for a CASE Selective
H4	Tobias Wasser, MD , Stephanie Yarness, MD, PhD, Juan Guzman-Rodriguez, BA, David Ross, MD, PhD, Reena Kapoor, MD, Howard Zonana, MD	Why the Law Matters: Creating an Interactive Curriculum in Forensic Psychiatry
I1	Thilan Wijesekera, MD , Robert Fogerty, MD, MPH	Getting to the Root of It: A Study of Resident Teachers for Quality Improvement Curriculum
M4	Ambrose Wong, MD , Alana Rosenberg, MPH, Maureen Gang, MD, Mark Auerbach, MD, MSCI, Leigh Evans, MD, Gail D'Onofrio, MD, MS, Lewis Goldfrank, MD	Safety in the Face of Danger: A Simulation-Based Qualitative Study of Challenges and Barriers for Trainees in the Care of Acutely Agitated Patients
I2	Yihan Yang, MD , Jeffrey Luk, MD, Andre Sofair, MD	Yale Primary Care Hepatitis C Clinic – A Novel Approach to Teaching Internal Medicine Residents the Management of Chronic Hepatitis C
J1	Matthew Zegarek, MD , Danielle Greenman, MD, Tao Liu, MD, Jessica D. Early, APRN, Kathleen White, MD, Rebecca Brienza, MD	Precepting at the Bedside in an Interprofessional Primary Care Clinic: A Survey of Physician and Nurse Practitioner Resident Trainees

ACCREDITATION/DESIGNATION STATEMENT

This activity has been planned and implemented in accordance with the essential areas and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the Yale School of Medicine and The Teaching and Learning Center. Yale School of Medicine is accredited by the ACCME to provide continuing medical education for physicians. Yale School of Medicine designates this educational activity for a maximum of 5 *AMA PRA Category 1 Credit*[™]. Physicians should claim only credit commensurate with the extent of their participation in the activity.

NON-PHYSICIAN ATTENDEES: Non-physician health care professionals are provided with a Certificate of Attendance, which may be submitted to their respective board along with other required supporting documentation for attendance credit.

DISCLOSURE POLICY

It is the policy of Yale University School of Medicine, through its Center for Continuing Medical Education, to ensure balance, independence, objectivity, and scientific rigor in all its educational programs. All faculty participating in this event are required to disclose to the program audience (orally or with slide): any relevant financial relationship(s) they (or spouse/partner) have with a commercial interest that benefits the individual in any financial amount that has occurred within the past 12 months and the opportunity to affect the content of CME about the products or services of the commercial interest. The Center for Continuing Medical Education will ensure that any conflicts of interest are resolved before the educational activity occurs.

EVALUATION FORMS AND CME CREDIT VERIFICATION

A Qualtrics Survey will be distributed by email to all attendees, please be sure to complete this conference feedback and comments form. In addition, be certain you have signed the attendance list to verify your participation in the CME program.

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After the conference, you will receive an email from Yale CME asking you to complete an on-line CME evaluation. Once you have completed this evaluation, you will be directed on how to download your CME Certificate or Certificate of Attendance.

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Medical Education Day at Yale
May 19, 2016

DISCLOSURE SUMMARY

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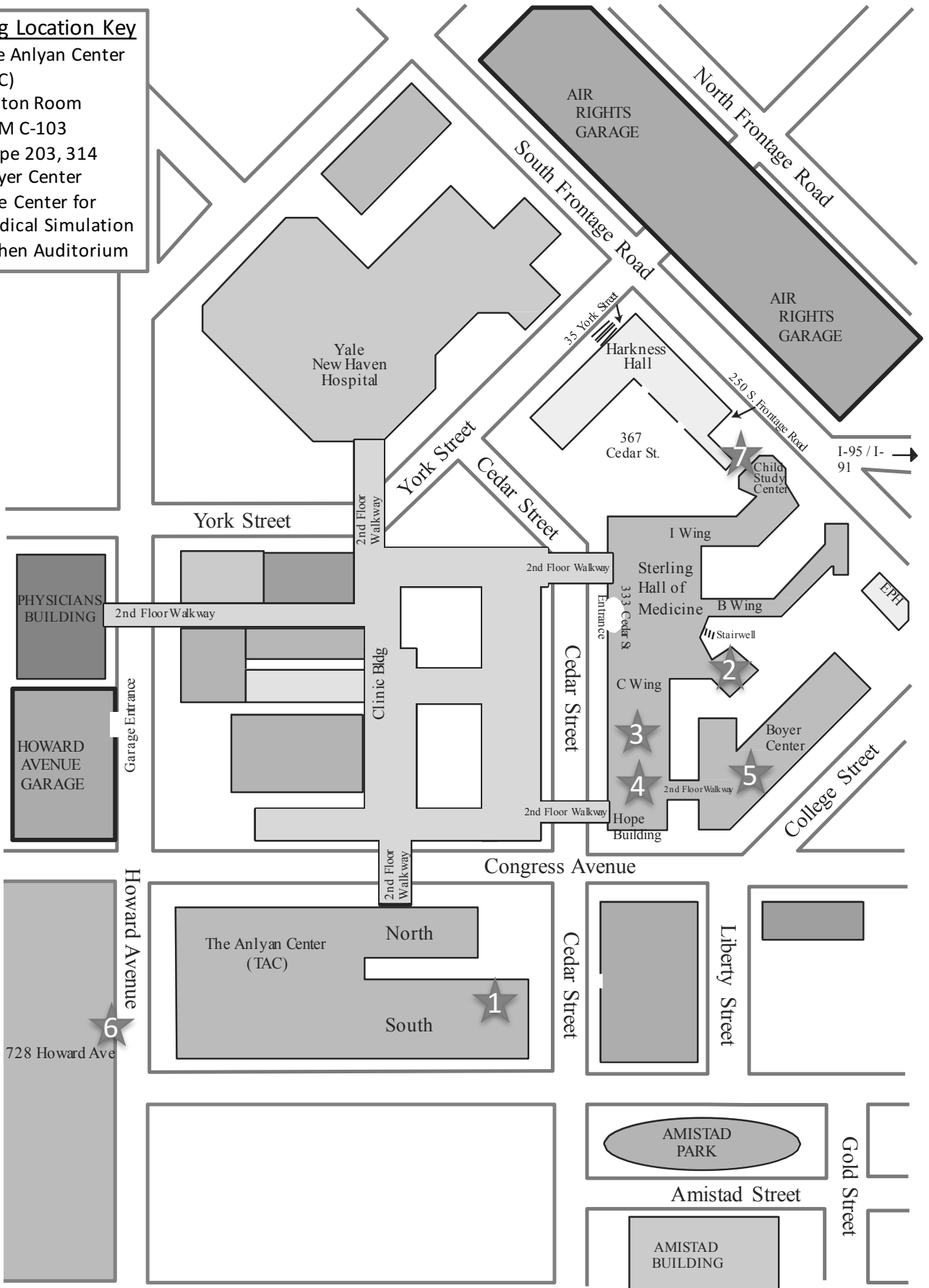
The following indicates participants' responses to disclosure policy:

<i>Name</i>	<i>Nothing to Disclose</i>	<i>Speaker (and/or spouse/partner) has significant corporate relationship(s) with:</i>	<i>Role of service/financial relationship</i>
Brian Smith		<ul style="list-style-type: none"> • Avalon, Inc – Diagnostic Benefit Management Co • Boehringer Ingelhem Pharm. 	<ul style="list-style-type: none"> • Honorarium-Clinical Advisory Board • Research Grant - PI
Alexandria Garino	X		
Alfred Lee	X		
Andres Martin	X		
Auguste Fortin	X		
Christopher Sankey	X		
Dana Dunne	X		
Donna Windish	X		
France Galerneau	X		
Gary Leydon	X		
Janet Hafler	X		
Jessica Cook	X		
John Encandela	X		
Judy Spack	X		
Kelly Dodge	X		
Kristen Wilkins	X		
Leigh Evans	X		
Monica Ordway	X		
Olle (Th.J.) Ten Cate	X		
Peter Takizawa	X		
Rosana Gonzalez-Colaso	X		
Sarita Soares	X		
Stephen Holt	X		
Susan Forster	X		
Tiffany Moadel	X		

After review by the Course Directors, it has been determined that there are no conflicts of interest.

Building Location Key

- 1 – The Anlyan Center (TAC)
- 2 – Fulton Room
- 3 – SHM C-103
- 4 – Hope 203, 314
- 5 – Boyer Center
- 6 – Yale Center for Medical Simulation
- 7 – Cohen Auditorium



Acknowledgments

The Yale School of Medicine Teaching and Learning Center (TLC) extends a thank you to Dr. Olle (Th.J.) ten Cate for sharing his time, expertise and wisdom with us. We want to recognize the contribution of the Department of Neurology and Dr. David Hafler, Chair, for co-sponsoring Dr. ten Cate's visit to Yale.

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.

We wish to recognize the Members of the Med Ed Day Working Group for their time and contribution to the planning of this event.

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 education. We are indebted to our Poster Abstract Review Committee and Poster Judging Committee, for their committed work to bring excellence and integrity to our Poster Presentation.

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.

The day would not have occurred without the creative, collaborative work of Dorothy DeBernardo and the staff in the TLC.

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.

Thank you so much and we hope to see you next year

Mark your calendar – Save the date

May 18, 2017